

CURRICULA OF CIVIL EDUCATION AND CITIZENS OF THE FUTURE

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Abstract

Based on the fact that school, especially in obligatory system of education aims to make every single pupil successful one, it belongs to it to embody some life imperatives for the future of the country. In this context a special place is possessed from democratic civil education of pupils, where an essential role is played from curricula of civil education, in pupil’s preparation as worthy citizens of the future. The role and contribution of them in preparation of future citizens of this country, who will contribute for fundamental establishing of the society and knowledge, is not replaceable. In this study are reflected data from the review of modern literature and surveys or questionnaires done in 9 year school “Koto Hoxhi”, Gjirokastër (nr. 145, 75 males and 70 females), and in 9 year school “Qamil Gjuzi”, Elbasan (Nr.145, 70 males 75 females). The sample was chosen in a random way in both schools that have been part of the study. Education for democratic citizenship requires open curricula in order to include active pupils to analyze social policies. Related to this issue is important that existent teachers out of this profile need to be trained professionally in teaching issues of civil education subject, through individual and institutional qualifications. Internal and external assessments of education institutions, aim to assess not only the scientific level of pupils, but also their skills, as future citizens. Our society has had deep changes and also theoretical concepts and practical implementations of the citizenship where roles of teacher and pupils competences have changed especially toward the integrated teaching of knowledge.

Keywords: Curricula, democratic civil education, knowledge society, competence

Introduction

A Democratic civil education is important because each society need contribution from people in an effective way, for a healthy community, for a better environment and for a sustainable development. It is a process where individuals enter into relation between them preserving individuality features and cultural diversity, it is a process where are synchronised knowledge system about democracy and demonstration of behaviours reflected from citizens.

Education status is conditioned from the school's mission and aim in a democratic society. Education possibilities in school are an important contribution of citizen education. At school, pupils should have to know most important part of the society, as they are in reality and don't to feel like "travellers" who have been found by chance in an unknown "station", since the school is a connection bridge for the shaping of individuals personality. *School*, especially in the obligatory education level, aims to make every single pupil successful. On the other side school should embody some life imperatives for the future of the country: (1) an education system which encourage European citizenship; (2) an education system which support the knowledge society; (3) an education system which fit to the needs of society and economy; (4) an education system which encourage long life learning process (Puka, 2006)89.

Based on the professional personal experiences, curricula design, except the curricula specialists who play the main role, is realised including several interested groups, but especially: (1) teachers who give their help to determine the knowledge level and skills in specific subjects and fields fitting to different age group of pupils; (2) professors or academics of different subjects or fields who give their scientific accuracy verification of the concepts and knowledge in curricula content. Curricula design or its development should be done including all groups of interested actors and most important group of interest and most important issue is the including of teachers, of those who will implement the curricula in the teaching process. Teachers can evaluate better the pupil's needs; can evaluate weak points and strong points of curricula and to plan necessary changes. Teachers who are involved into the curricula design process develop an ownership feeling and in this way there are possibilities to understand and implement effectively the new curricula. (Gordon, 2004)

University role in teacher training and certification and quality assurance is of a great importance (Gora, Gore, Skolstvo, 2007, p. 32). In Austria, "Master" programs in civil education organised from several universities (Master di studi politici e cittadinanza democratic 9 Master of political and democratic citizenship studies), 2011) are in disposition for the teachers of all subjects in all schools. They are designed to support all the

subjects in all schools. They are designed to support all the teachers in implementation of civil education in the most effective way, within their specialised subject and /or principle concepts of education for civil education (Vassiliou, 2012, p.90).

Legal framework where is supported democratic civil education

In *Austria*, a decree of 1978 presented civil education as "principal educative concept" (Grundsatzterlass Politische Bildung) for all types of Austrian schools and their levels. In Portugal a decree of 2001 defines "civil education" as principal part of all curricular fields in elementary and secondary education and emphasise the fact that should be learnt through thematic activities. According to decree 1998 (Decreto del 31 agosto 1998 sul compito degli educatori e del personale della scuola) schools in German speaking communities of Belgium should provide that they are dynamic countries, should provide conditions in order to let everyone to be part of concerning issues. In *Germany*, in accordance to the Permanent Conference Resolution of 6 March 2009, "Education, empowering of democratic school", is made evident the need to promote pupils participation in all education levels to work in institutions that have in their framework the charity issues in the area they function. In *Italy*, based on the law 169/2008, which allowed civil education in schools and Ministry Guideline 86/2010 which define the guidelines of teaching process for civil education subject, in all schools should be created an effective partnership with local authorities and policy forces and also with sportive and cultural associations and NGOs.

Article 12.2 of "Law for Pre-University Education System" is mentioned: "Community of public schools, composed from pupils, teachers, and rest of school staff, parents and other social partners, aiming to increase teaching level of pupils education and their optimal integration level in their life, their emancipation and country progress" (Ministry of Education and Sports, 1995, pg. 7). "Connection of Curricula and Standards, professional development should be in accordance with national and State standards and should be connected with the process of teaching, which is offered from teachers to pupils in the classroom. This requires programmes of professional development, to add time for the teachers to think through contexts of their communities and the school (Report, Guardian of Democracy, 2003, pg.38). (Penuel, Fishman, et al, vol.44, no.4 (2000).

In the framework of the Project Against Corruption in Albania (PACA), implemented from European Council through the financial help of European, in all public and private schools of pre university public and private schools is being implemented "Teacher Code of Ethic", approved from the Ministry of Education and Sports, on 30 November 2013.

Role of teachers and school in Democratic Civil Education

School as an institution have created conditions and equal chances to realize education processes with and for a democratic society. Within school institution is found an important factor, the role of which determines the rhythm and types of changes, and this is the teacher. In any regime, despite the philosophy that leads people, teacher is one of the important factors, because are interrelated more than one social role, the ones society is expecting to have from the teachers (Gora, Gore, Skolstvo, 2007, pg. 17). Teaching of civil education subject in our school has a special importance, because it creates possibilities to have a collaborative environment in the school. “A positive environment in the school includes clear open and educative methodologies to develop responsibilities and efficiency between pupils and academic staff. There is reciprocal respect between administrators, teachers, pupils, parents and community” (Homana, Barber, Torney-Purta, 2006, pg. 2).

Regimes despite which they were representing didn't give to the teacher only the role of transmitter for the clear academic knowledge. The teachers always have been the guide of all generation in the entire aspects. Teacher and pupils collaborate in complex social systems behind the closed doors. In such environments is established the citizenship. They do this helped from the law, from the curricula, from the culture. Teachers of civil education in a typical way gave more importance to the subject they taught and teaching methodologies more that to moral dimension of the relation with pupils. *Concept of the curricula goes beyond the subject, especially to involve even the moral dimension of teaching process.* It has in centre pupils; it serves to cultural interests, social status, national and ethnic identity and to different learning styles. Main ideas and values of civil education are part of basic curricula.

New curricula of Pre-university education system in Albania and the position of Democratic Civil Education

In the new curricula of pre-university education system in Albania (Tirane, 2014), among other issues is determined also what should have to know and should have to do pupils, which values and attitudes should be cultivated, how can be enabled for co living and tolerance, how can give their help in a active way for the social and personal wellness etc. We can take in consideration changes of our society and labour market, technological innovations, new human perspectives, new strategies for development etc. To such changes, education should reply with quick pace, with internal qualitative and quantitative developments in order to make possible new knowledge, values and suitable attitude, which have to be systematically, coherent and with a permanent development.

In such conditions, the need for curricula changes which aim competencies, displays more and more the necessity in the field of education policies in general and in the field of curricula more specifically. The new curricula of pre university education system in Albania support social emotional physical and intellectual development of the child. It predict the development of several activities and use of several didactical materials which urge the proper development of the child according to the age group, environment, level of development and individual needs including even the children with specific needs.

Establishing of knowledge society

Today knowledge is considered as the most important capital to generate new ideas and to reach wellness. Its extending rhythm is very quick. School make possible transferring of a small part of the information and so should help the young people that except the general competences for life and work they will be able to develop even the proper competences for the access to information and its processing in an independent way. For our school it is very important to determine how it is selected its content that should be learned, how is going to be selected that which is most important from the information world and how will be realised knowledge, skills, attitudes and values structuring, for a specific purpose. Ability to define the necessary knowledge for the school needs continuous critical attitudes toward this kind of knowledge. (Tiranë. 2014, pg. 9)

Competences are expressed through the use of knowledge, skills values and attitudes in the complete and understandable treatment of contextual situations. The above mentioned developments and different educative needs make clear the necessity for long life learning. Ways and manners which people use to access to information and services change continuously. For this reason all the age groups need to be equipped with new competencies which help to fit to the nowadays digital world, not only through the process of gaining knowledge and technical skills but also through deep understanding of possibilities, challenges, ethical legal and social issues which accompany new economic, social and technological developments. Such changes raise the issue of necessity to possess competences which enable individuals to manage changes and new situations. A new curriculum of pre-university education system in Albania is based in the access with competences and is organised according to a structure which support their development. In accordance with aims of Pre University education system these competences are as follows: Competences of communication and of expression, competences of thinking, competences of learning, competences for life, enterprising and environment, personal competences, civil competences, digital competences. At civil competences

learning to live is treated as the main challenge of nowadays and future world. State citizenship is completed with most important aspect of “global citizenship”. These competences provide the fact that pupils will be able to act as responsible citizens, taking in consideration the narrow and wide context. Structure of new curricula is organised according to the stages of curriculum and learning fields, where concept of stages is based on the features of pupil’s age development and provide conditions to respect better different rhythms of their developments.

Study findings and statistical data

In this section are reflected data from the review of the literature and other surveys done at schools, interviews with pupils and teachers and questionnaires related to them.

Theoretical data and documented ones show a positive tendency related to an open curricula for democratic civil education. Vision of actual education system has in its centre pupils with their needs and interests, completely different from the traditional system, which oblige pupils to fit to it in a mechanic way; an education system where teachers and pupils work together; a system where knowledge of learning fields and competences built from the subjects to produce solutions for the complex life problems and incomes for the individuals and society; a system which assess the power of cultural diversity, linguistic and modern technology of information and communication to prepare pupils to face with trust on themselves to the challenges of global environment; a system where all actors and beneficiaries will be able to have a long life learning process.

Naturally is raised the question how much importance is paid to the teaching process of democratic civil education in our schools? In reality at schools is not paid the proper importance towards democratic civil education. Civil education is a subject which in order to realise in a qualitative way, need spaces out of the school, a issue which cannot be reached only through one hour of teaching per week. Based on the studies done along the years from the students of universities “Eqrem Çabej”, Gjirokastër and “Aleksandër Xhuvani”, Elbasan and from the teachers of civil education in some districts of our country, is raised as a concern to review the position this subject have in the general curricula of pre university education system taking in consideration to extent the teaching process of this subject in two hours per week. Teaching process of this subject is realised from teacher out of their profile, who do not pay the same importance as they did to the subject they are graduated for, but they see it as a subject which the headmasters of the school give to them to complete the teaching norm. “Subjects of civil education in rapport with many other academic subjects haven’t gain the status they deserve to have, are not

assessed properly as subjects of a special importance for the development and establishing of Albanian pupils as citizens. Often they are seen as issues with no values not only from the pupils but also from teachers and headmasters of the school (Çomo, Tamo, Karaj, 2002, pg.60).

Not only this, but teachers who were part of the study emphasised the fact that requirements toward this subject are very low ones, and have been several cases when teaching hours of this subjects have been turned in monotonous classes and not up to the required standards. Especially teachers, who were teaching this subject as complimentary classes to complete their teaching norms, accepted the fact that they haven't paid the same care and dedication during the classes of civil education as they did for the basic subjects when they have been graduated. Even from the pupils is seen a way of neglecting toward to this subject.

Even from school's headmasters is accepted that check up for this subject have been lower in number. This subject haven't been analysed from the school directories, despite it keeps the a considerable weight in the civil education of pupils despite the fact that problematic have been evident in the school. Lack of seriousness for the assessment, of this subject not only for the districts (Gjirokastër, Elbasan), which have been part of the study, but in the entire country. So about the academic year 2013 – 2014, from the given data from MES, s is evident the fact that from teachers who teach civil education, 89 teachers are within their profile of teaching, or 0.70 % of general number of teachers who teach civil education (N = 13.349), 4124 teachers or 30.67% teachers are graduated for History – Geography, History, Geography, who up to a certain point are seen as a good option about the teaching of this subject, and 9225 teachers or 68.63% are out of their profile, who are graduated to teach other subjects. Teachers out of the teaching profile without having the proper academic education for the teaching process of civil education, an issue which is not fulfilled from the university they have attended, have a lot of difficulties in the a qualitative teaching process of this curricula.

In the following years based on the Guideline Nr. 44, date 16.10.2014 for some annexes and changes in the MES Guideline Nr. 21, date 23.07.2010 "About norms of teaching – educative process and number of pupils per each class in Institutions of Pre University Education system", data show that these statistics have been improved recently.

Based on the surveys that have been done along the years, teacher and pupils, NGO-s and other actors opinions related to the school and present problems of establishing age of children in secondary low education it was competed a questionnaire at the beginning of new academic year 2015-2016.

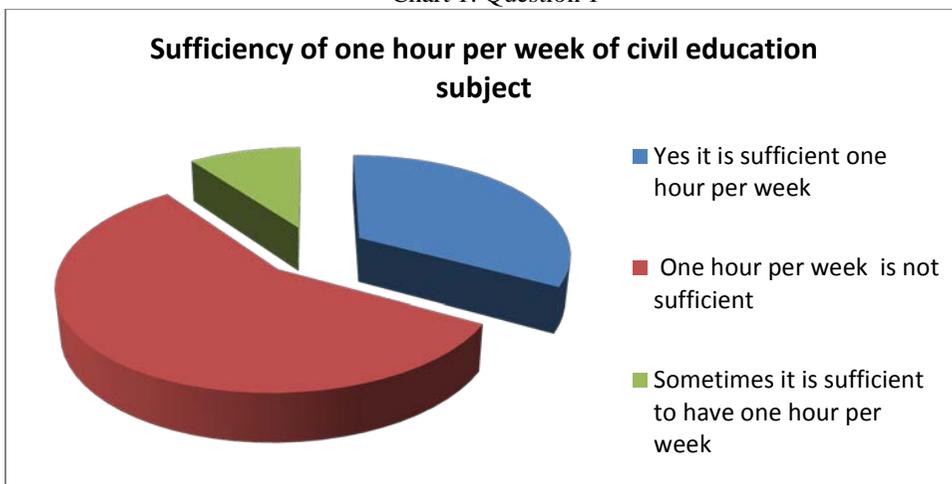
Questionnaire was designed with questions which were requiring information about the fact if it was or was not sufficient 1 hour of teaching per week for the civil education subject, over the spaces that have pupils to express freely their opinion, to have a real representation in the school governing bodies, relations teacher- pupil, the fact how much importance do they pay pupils to this subject and to the participation in the activities in order to create their free initiative, involvement of pupils in decision making process etc.

In order to complete the survey were asked randomly samples of pupils from 9 years school “Koto Hoxhi”, Gjirokastër (nr. 145, 75 males and 70 females), and random samples of pupils at 9 year school “Qamil Gjuzi”, Elbasan (Nr.145, 70 males and 75 females).

Sufficiency of one hour per week of civil education subject.

Total number of pupils that have been asked (Nr. 290) were answered 33% yes it was sufficient one hour per week of Social education subject, 57% of pupils were expressed that one hour per week was not sufficient and 10% were answered sometimes it was sufficient to have one hour per week of Social education subject.

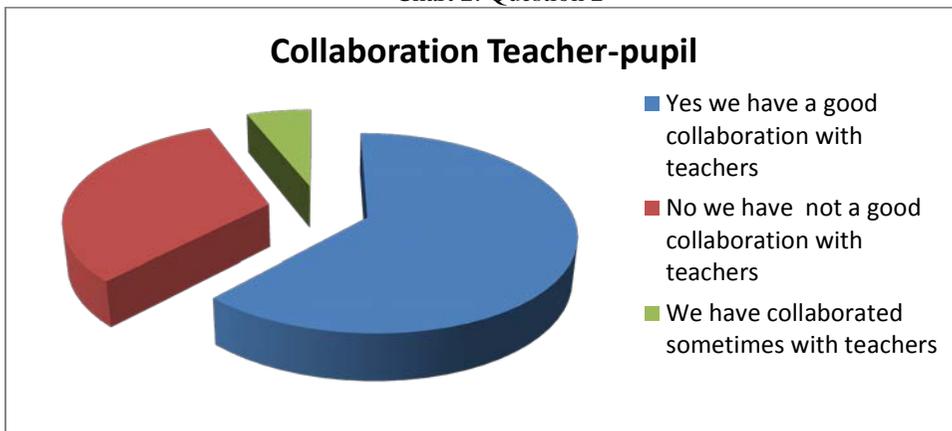
Chart 1: Question 1



Collaboration Teacher-pupil.

Total pupils involved in the survey (Nr. 290) were expressed 62% Yes that had a good collaboration with their teachers during the teaching process while 32% of them haven’t collaborated during the teaching process, while 6% of pupils have collaborated sometimes with their teachers during the teaching process.

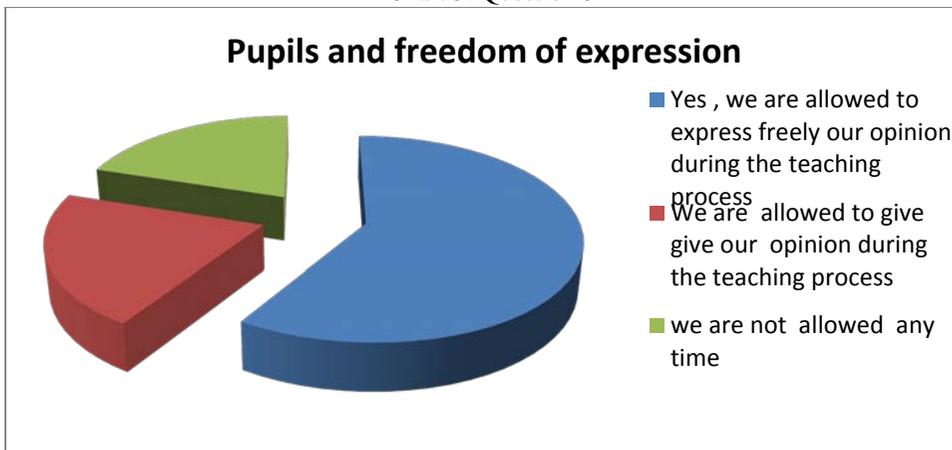
Chart 2: Question 2



Pupils and freedom of expression

Related to this question 59% of pupils were expressed Yes , they were allowed to express freely their opinion during the teaching process, 21% of them were allowed to give their opinion during the teaching process and 20%, were not allowed any time.

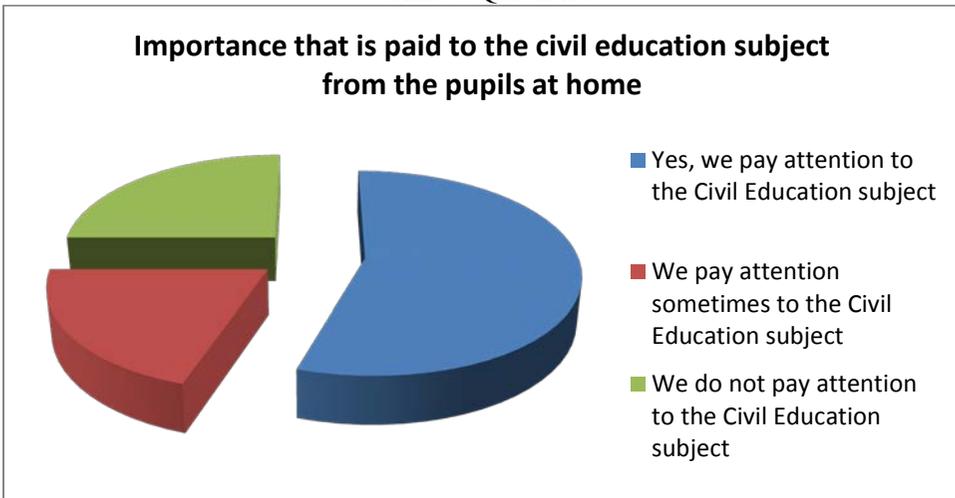
Chart 3: Question 3



Importance that is paid to the civil education subject from the pupils at home

Related to this question 55% of pupils were expresses Yes, they paid attention to the Civil Education subject, 20% were expressed that they have paid importance sometimes when they thought were going to be asked from teacher during the class, while 25% expressed that do not pay any importance to this subject.

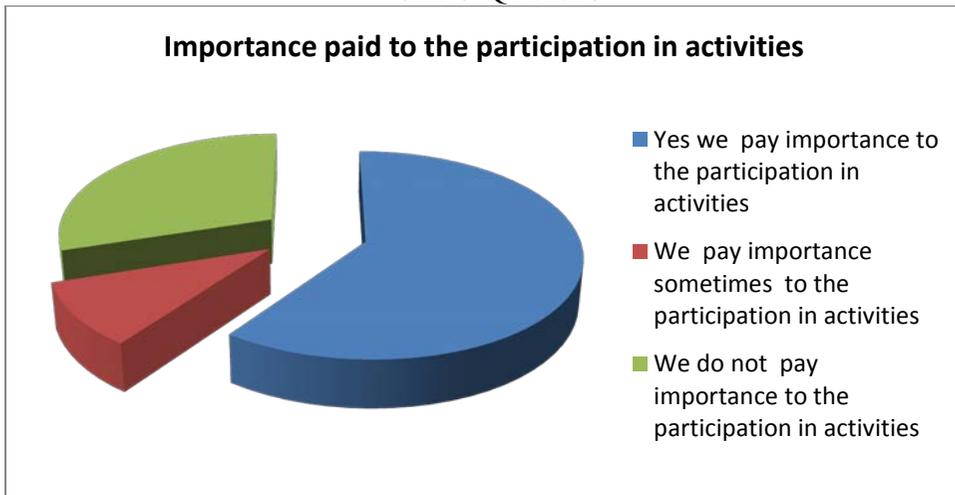
Chart 4: Question 4



Importance paid to the participation in activities.

Related to this question 60% of pupils were expressed Yes they paid importance to the participation in activities, 10% were expressed they paid importance sometimes and 30% do not pay importance at all to the participation in activities.

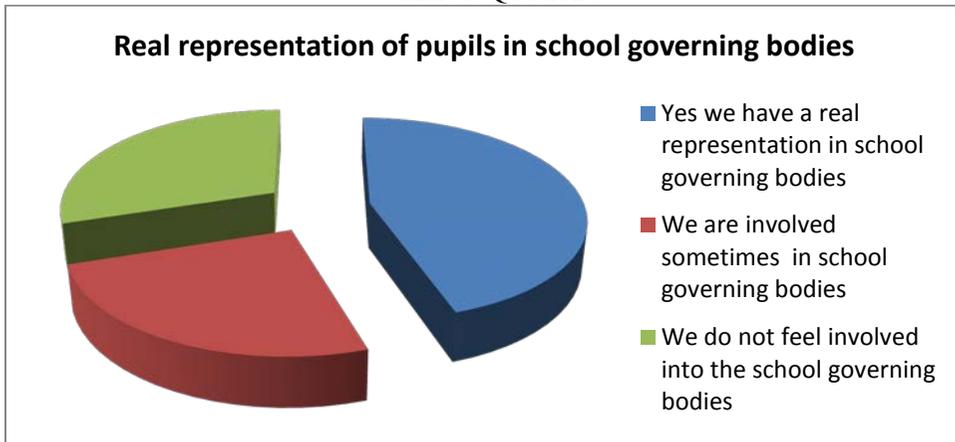
Chart 5: Question 5



Real representation of pupils in school governing bodies.

Related to this question 45% pupils were expressed yes they have a real representation in school governing bodies, 25% were expressed that are involved sometimes and 30% do not feel involved into the school governing bodies.

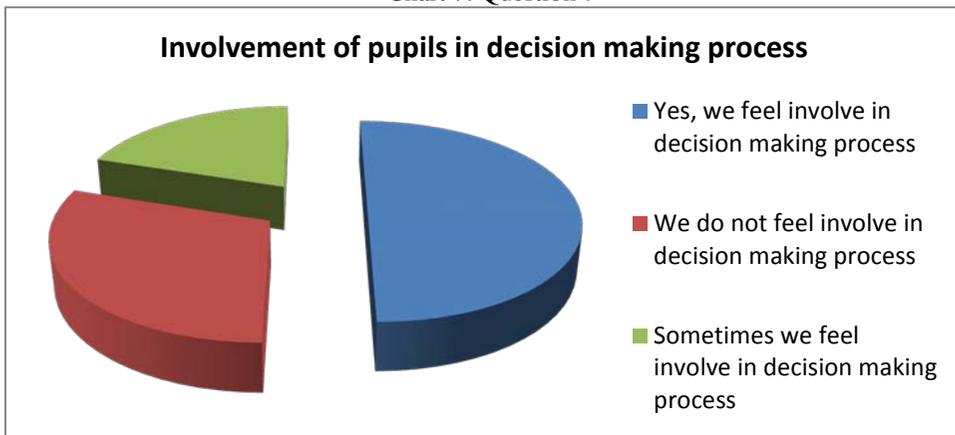
Chart 6: Question 6



Involvement of pupils in decision making process.

Related to this question 50% of pupils gave the answer Yes, they felt involved in decision making process and 30% of them were expressed that they do not feel involved in the problems of decision making process within and outside the school and 20% were expressed that they sometimes felt involved in the problems of decision making process within and outside the school.

Chart 7: Question 7



Conclusion

Based on the obstacles faced from the installation of democracy in our country and difficulties for the changing of people mentality, from this subject is required necessarily to be given the proper importance. From the teachers of civil education nowadays is required to have clear aims related to this subject, is required professionalism and dedication in their job,

intellectual skills and professional responsibility during the teaching process, and class management.

Existent teachers out of the profile should be trained professionally for the subject they teach, and this should be done through individual and institutional qualifications. Democratic Civil Education in schools aims to develop pupil's intellectual skills, introduction with values and expressions of citizenship participation, and that's it why is seen the possibility of open spaces in the teaching process of this subject. Legislation about education, legal sub acts for its implementation and other documents will support functioning of an open school for the common decision making process.

Heads of Regional Directories of Education and Education Offices implement the Guideline Nr. 44, date 16.10.2014 for some annexes and some changes in the Guideline of MES Nr.21, date 23.07.2010 "About norms of educative and teaching process and number of pupils per class in Pre – University Institutions of education system", Article 15 is changed: "Teacher of Pre-University Education system complete the number of weekly teaching classes with subject that are within his profile of teaching. When there are no sufficient hours within the profile teacher get teaching hours of closest profiles according to the annex attached to this Order".

Teaching and learning process of Democratic Civil Education should be done not only in the schools but also outside the school, Education with democratic citizenship its learning will be a lifelong learning process. Such this, Democratic Civil Education it means reaching of all aims of civil education through all school subjects (all curricula) through spare time activities done from pupil within and outside the school. Internal and external assessments of education institutions aim assessment not only for the scientific level of pupils but also for their skills as future citizens. Also of great importance is establishing of a suitable environment which encourage creative and critical thinking, it open the way to the dialogue, discussion and debate and create possibilities for participation in the school and community life.

Democratic Civil Education aims also to give to the pupil's proper knowledge and to develop their skills for active citizenship issues, to increase the dedication level for collaboration in a democratic society. Differently from other curricula it requires to be an open curriculum in order to make possible active participation of pupils to analyse and affect into the social policies. Empowering the civil education require that education policies are concentrated in the collaboration of formal and non formal education for the values and principles of democratic civil education, in establishing and professional growth of teachers through trainings, in using methodologies which place the pupil in the centre, involvement of civil education as part of social learning and designing of legislation for

democratic civil education. Our society have had big changes and together with it also theoretical concepts and practical implementation of citizenship. Theoretical and practical reflections for citizenship as a continuous changeable issue remain always important as it is the citizenship issue itself. Roles and competencies of pupils and teachers have changed especially toward the integrated teaching of knowledge.

We hope that with implementation of new curricula of civil education subject can be able to be conceptualised and to be realised as a tool to reach the aim, not as an aim in itself. New curricula will offer new forms and assessing tools, will reform existing arsenal of forms and tools and will shape the formal and official judgments, in accordance with the reached level of competencies and knowledge developments.

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