

Abstract

Direction and Issue for Promoting Democratic Citizenship Education in Primary and Secondary Schools

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In Korean society, the word democracy is not strange. The Constitution describes the Republic of Korea as a 'democratic republic,' and also defines the composition and role of state institutions and the rights and duties of citizens in accordance with democratic ideology and principles. Democratic citizenship education has always been the goal of school education, as it is stipulated in the Framework Act on Education that the purpose of school education is to educate citizens to be qualified as 'democratic citizens.' However, democratic citizenship education is still perceived as ambiguous in schools. One side argues that there is no democratic citizenship education at all, while the other side says it is already part of routine. Why is that? This study aims to diagnose the current status of democratic citizenship education in schools and present policy directions and issues based on the result.

To this end, Chapter II explored the concept of democratic citizenship education in schools, how democratic citizenship education is reflected in the current curriculum, and what it means for students to participate in school operations with regard to democratic citizenship education. Specifically, the first section looked into how the school's democratic citizenship education has changed since liberation, along with the analysis of concepts, scope and goals of the democratic citizenship education in order to embody its meaning. The second section looked into how the curriculum for democratic citizenship education was organized at schools and schools' teaching-learning methods. Section 3 explored the meaning and importance of democratic citizenship education through student participation in school operations. The fourth Section discussed the achievements and limitations of democratic citizenship education in schools based on the contents of sections 1 to 3.

Chapter III analyzed the current status and characteristics of democratic citizenship education in Korea by utilizing the data of the International Civic and Citizenship Education Study (ICCS, 2016) provided by the International Education Association (IEA.) The main characteristics of the analysis are as follows.

First, Korean students' civil knowledge level and their interest in political and social issues are higher than the average of the surveyed countries, but the rates of participation in actual social activities are lower.

Second, the student-to-student deviations for citizenship in Korean schools are greater than the average of the surveyed countries.

Third, in terms of teaching methods, democratic citizenship education in Korean schools is centered on conveying knowledge.

Fourth, although institutional and procedural opportunities are provided with regard to student participation in school operations, the level of open education suitable for the cultivation of citizenship is lower than average.

Fifth, Korean teachers' readiness for democratic citizenship education is lower than that of other countries.

Sixth, The help for teachers to develop professionalism during their training stage is insufficient, which requires supplementation during the in-service training.

Seventh, the level of resource utilization is low in Korean teachers' democratic citizenship education classes, and teachers need a support for teaching-learning materials.

Eighth, students' citizenship is more influenced by class environment and on-school participation experience than the way of approaching curriculum.

Ninth, when a guideline at the national level is provided, there is a increase in democratic values awareness, social participation, and willingness to participate in elections.

Chapter IV analyzed, through a meeting of teachers, policy makers and researchers, the schools conducting democratic citizenship education and their difficulties in practice and demands for improvement.

First, the analysis of the schools' perception for democratic citizenship education showed that there was no consensus on the contents and directions for democratic citizenship education among teachers. Teachers understood democratic citizenship education in a limited way: as tasks for specific subjects or students' self-governing activities; or law and order education. Moreover, they perceive it as an unsubstantial education which is not a curriculum subject with teachers in charge. For them, democratic citizenship education is an education that anyone could do, and no one cares even if there is no class.

Next, we analyzed the factors that impede the promotion of democratic citizenship education: the authoritative environment of schools that are vertically and hierarchically constituted; teacher's self-censorship under the burden of political neutrality; fatigue caused by various policies that are changed whenever administrations and superintendents change; a negative perception that student participation in school operations will make schools' education activities difficult; a 'divider' effect between curriculum subjects; and a weak support system.

Finally, as a result of analyzing the demands for promoting democratic citizenship education, what is needed are: The scope and content of democratic citizenship education should be established first based on social 'consensus.' There should be a legal basis for guaranteeing student participation and support for educational activities. School environment such as relationships between teachers-students and

teachers-principals should be changed more horizontally and democratically. The quantitative evaluation system, centered on knowledge memorization, should be replaced with a diverse and flexible evaluation system. Creation of curriculum subjects; readjustment of teacher training courses; and construction of a 'platform' that can serve as a hub for accumulating and spreading the data of domestic and overseas cases.

Chapter V focuses on student participation in school operations in Germany, France, and the United Kingdom, and the needs to be met, considering its features and implications.

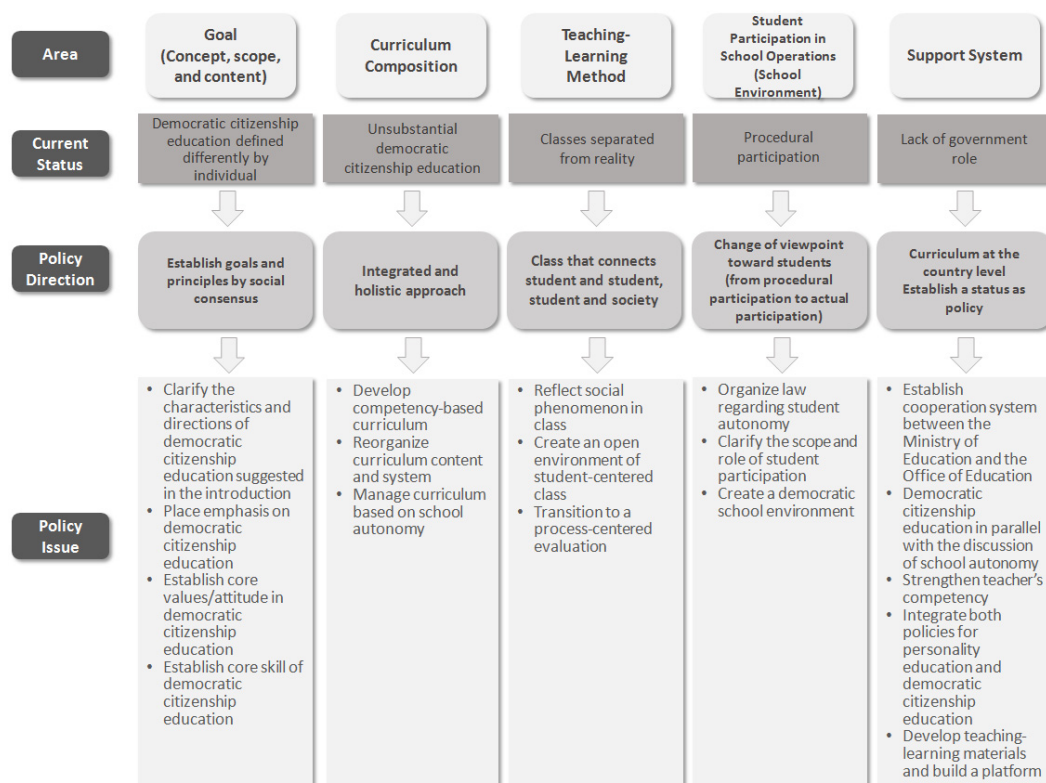
First, it is necessary to put the role and meaning of student self-governing activities on a statutory footing.

Second, it is necessary to expand the scope of student participation in school operations.

Third, students' opinions need to be more practically reflected in the school's management process.

Fourth, it is necessary to help students' opinions to be reflected in the outside of school through local and nationwide joint activities.

Based on the result of the survey, VI Chapter diagnosed the current status of democratic citizenship education in schools and presented policy directions and policy issues as follows:



□ Keyword: Democratic citizenship education, Personality education, Curriculum, School autonomy, Democratic school environment