

Civic Education in the UK and Japan

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ABSTRACT

Every country has a unique civic education system in accordance with its values, history, and system of government. Several countries worldwide, including the UK and Japan, need to focus on implementing civic education. The approach used in writing this article is a qualitative approach with a literature review method. Civic education in the UK should be an education to build civic identity, with the center of attention on three “strands” of work, namely “social and moral responsibility, community involvement, and political literacy”—or” the development of social and moral responsibility, community involvement, and political literacy. Civic education in Japan, known in the terminology of social studies as living experience and moral education, is oriented towards the experiences, knowledge, and abilities of citizens in relation to efforts to build the Japanese nation. Thus, it can be concluded that this paper mainly focuses on examining the birth context, development foundation, systemic framework, curriculum, and teaching materials of civic education in Japan..

Keywords: Civic Education, UK Country, Japan Country

I. INTRODUCTION

Each country has a unique civic education system in accordance with its values, history and system of government. Civic education has an important meaning in various countries in the world and has currently received a lot of attention (Winch, 2012). The birth of civic education in various countries is because each country in the world has its own problems or problems faced, both in economic aspects, values and ethics,

inequality, racism, and even nationalism issues.

Civic education is a discipline that emphasizes the development of citizens who recognize and can fulfill their rights and obligations. Civic Education has a central role in shaping citizens who are smart, caring, and responsible for the state and society (Hahn, 2010). Civic education is given in every country with the aim of shaping the personality or character of

good citizens, so as to realize citizens who are aware of their rights and obligations.

Although every country has civic education in its education system. However, it must be understood that each country has a different way of providing civic education for its citizens. Of course, the differences in the implementation of civic education in each country are caused by several factors, such as differences in ideology, the goals to be achieved by the state, the sociological conditions of the country, its political, social and legal systems.

It is certainly very interesting to know the practice of civic education in various countries in the world. By knowing the practice of civic education in other countries, it will certainly be a comparison for other countries in the implementation of civic education in their countries. This means that it can be used to improve or perfect the practice of civic education in a country.

One of the implementation of civic education that needs to get the attention of several countries in the world such as the

UK and Japan. Given the education system in these countries has led it as a country that is at the peak of glory. Since the cultural era, the education system of the two countries was quite influential in the eighteenth century. Therefore, the topic of this article will focus on civic education in France, the UK and Japan.

II. METHODS

The approach used in writing this article is a qualitative approach with a literature review method. This method is a search method for national journals and reputable international journals. literature using the Mendeley, Science Direct, and Proquest databases. This method was chosen to identify data sources used by the author in building conceptual relationships between data sources. The data used in this research is secondary data. Data obtained from library materials or literature that has a relationship with the object of research. The main source of data in this article is literature data, consisting of books, journals, and internet sites related to the topic of civic education in the UK and

Japan. The data analysis technique used in this article is content analysis, which is an analysis used to determine the tendency of the content of written information. Content analysis is a qualitatively oriented technique, a measure of rigor applied to certain units is usually used to determine the character of documents and then compare them (Harwood & Garry, 2003). In this article, to obtain valid results, the researcher selects, compares, and combines various existing reference data sources so that the data found are relevant and support each other.

III. RESULT AND DISCUSSION.

A. Civic Education in the UK

The UK only really thought about the importance of systemic democracy education in 1996 for its citizens, and became the first country of immigrant origin to build the United States and develop the idea of “civic education” there. (Youniss, 2011).

In the UK “citizenship education” received attention as democracy education on November 19,

1997 by producing a document that was used as a master idea and basic paradigm, namely “education for citizenship and the teaching of Democracy in schools” which serves as a reference and signpost for the development and implementation of “citizenship education” (Weinberg, 2022). Civic education as an antidote to inequalities in political participation? New evidence from English secondary education. *British politics*, 17(2), 185.

In the document, citizenship is defined as involvement in public activities by citizens who have the right to do so, including public debate and, directly or indirectly, in the making of state laws and decisions (Fuentes et al, 2020). Citizenship then means “a highly educated citizen democracy”, as the Lord Chancellor asserted that we should not, must not, dare not, be complacent about the health of and the future of British democracy. Unless we become a nation

of engaged citizens, our democracy is not secure.

A healthy and prospective British democracy is not possible unless Britain is developed as a nation of fully engaged citizens. It is therefore asserted that “Citizenship education must be education for citizenship”; with a focus on three strands, namely “social and moral responsibility, community involvement and political literacy” - or the development of social and moral responsibility, community involvement and political literacy.

For students, it is believed that it will empower them to participate effectively in society. For this reason, schools should be institutions that provide good political education as “...active, informed, critical and responsible citizens.” On the other hand, teachers will be able to facilitate them to make “citizenship education” truly “coherent” intellectually and curricularly in the context of “citizenship education” at school. Meanwhile, for schools, it is believed

to be a strong basis for coordinating the learning process in relation to activities in the local community as an integral part of the development of “citizenship education” for students in the school. As for the community, it is believed that active and politically literate citizens will be able to make a positive contribution to government and community activities at various levels. Finally, it is also believed that “...a citizenship education which encouraged a more interactive role between schools, local communities, and youth organizations could help to make local government more democratic, open and responsive. (Annette, 2010).”

Citizenship education is education for citizenship, therefore it emphasizes not only on civic knowledge and civic society, but also on the development of values, skills, and understanding.

The identity of the UK model of “citizenship education” in an international perspective (Yeung,

2024) includes a “thick citizenship education” model that has a maximum vision of “education FOR citizenship” with a “across curriculum” mode. Citizenship education has been a compulsory subject in the UK National Curriculum since 2001. Citizenship education must be taught as part of the school curriculum to all pupils aged 11-16 in maintained schools in England. The current Program of Study was introduced in 2014 (Yeung, 2024), and identifies four key areas in detail:

- a. Politics: Parliamentary democracy in the United Kingdom; Parliament, voting, elections, political parties; Citizen influence through the democratic process; Other systems of government outside the United Kingdom; The United Kingdom's relationship with Europe, the Commonwealth and the wider world.
- b. Financial Skills: Functions and uses of money; Personal

budgeting, money management; Wages, taxes, credit, debt, financial risks, financial products and services.

- c. Volunteerism: Ways in which citizens can contribute to the improvement of their communities; Opportunities to actively participate in community volunteerism.
- d. Law: The valuable freedoms enjoyed by citizens of the United Kingdom; The nature of rules and laws, criminal and civil law; The justice system; Diversity in the UK - the need for mutual respect and understanding

B. Civic Education in Japan

Civic education in Japan has undergone a significant transformation, leading to the formation of citizens who are not only knowledgeable about their duties and rights, but also rooted in moral values and social obligations. This article will explore the evolution of the civic education system in Japan and its impact

on the character formation of citizens (Otsu, 2000).

The end of the Second World War had a major impact on the course of the Japanese nation and state, especially on the aspect of developing quality human resources needed for the rebuilding of Japan which was devastated by the war. Japan's attention was mainly focused on education. The period after Japan's defeat in the war became a very important turning point for education in Japan.

Civic education in Japan, known in the terminology of social studies, living experience and moral education (Zhang & Xi, 2022), is oriented towards the experiences, knowledge and abilities of citizens in relation to efforts to build the Japanese nation. In this paper, the study of civic education in Japan will focus on the study of the birth context, development foundation, systemic framework, and curriculum and teaching materials of civic education in Japan.

The context of the birth of Civic Education in Japan can be traced, especially after the Second World War

(1945) (Morris, Cogan, & Liu, 2013). At that time, the Japanese government's attention to education began to show an increase. Education became the center of government attention as planned since the Meiji period (19th century) (Otsu, 1998). This period after Japan's defeat was a crucial turning point for education in Japan. Japanese education changed its orientation from a military one to a more democratic approach.

Similarly, changes are being felt in Civic Education, the subject has shifted its emphasis from education for citizens and the teaching of social science disciplines related to efforts to build the Japanese nation, towards Civic Education for all citizens .

Civic education in Japan after World War II can be described in three periods as follows: "First, the period from 1947-1955 was experience-oriented. Second, the period from 1955-1985 was knowledge-oriented, and third, the period from 1985-present was ability-oriented.

IV. CONCLUSION

Citizenship education in the UK should be an education for building civic identity; focusing on three “strands” - “social and moral responsibility, community involvement and political literacy” - or the development of social and moral responsibility, community involvement and political literacy. For students, it is believed that it will empower them to participate effectively in society as “...active, informed, critical and responsible citizens.” On the other hand, teachers will be able to facilitate them to make “citizenship education” truly “coherent” intellectually and curricularly in the context of “citizenship education” at school. Meanwhile, for schools, it is believed to be a strong basis for coordinating the learning process in relation to activities in the local community as an integral part of the development of “citizenship education” for students in the school.

Civic education in Japan, known in the terminology of social studies, living experience and moral education, is

oriented towards the experiences, knowledge and abilities of citizens in relation to efforts to build the Japanese nation (Hirata, 1996). In this paper, the study of civic education in Japan will focus on the study of the birth context, development foundation, systemic framework, and curriculum and teaching materials of civic education in Japan.

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