Tözün Issa (London Metropolitan University, United Kingdom and SIRIUS Education Policy Network on the Education of Children with Migrant Background):
Citizenship Education and Ethnic and Cultural Diversity: Scoping Study of SIRIUS network countries on the Education of Children from a Migrant Background.

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In view of the new world order where citizenship is no longer described in terms of national rights but entitlements, we explore the role of citizenship education programmes in SIRIUS network countries and look into ways of incorporation of ethnic and cultural minorities into what Soysal describes as ‘postnational citizenship where every person would have the right and duty of participation in the authority structures and public life of a polity, regardless of their historical or cultural ties to that community’ (1994:3). In the survey we were particularly interested in the processes by which ethnic and cultural diversity was incorporated into the citizenship education programmes. The Eurydice Citizenship education in Europe survey report (2012) provided a useful overview of approaches to Citizenship Education.

The survey was composed using an online survey tool and an invitation to participate sent by email to 12 SIRIUS member countries who were all professionals from different backgrounds with expertise in the education of migrant children in their respective countries. The survey used predominantly open questions and respondents were asked to provide as much detail as possible. The purpose of the exercise was to build a picture of the general terrain, and to act as an indicative barometer, in order to begin to make some comparative judgements across European countries, rather than to provide definitive legal ‘facts’ about migrant education.

The participants were asked to comment on a range of topics including models of citizenship education, key objectives of education in relation to cultural diversity and the provision within the curriculum and future plans and developments.

Our report supported the findings of Eurydice (2012) report to the extent that there was no single unified framework and that practices in each country appeared to be ranging from assimilationist, integrationist to inclusive approaches.