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**CITIZENSHIP EDUCATION: THEORETICAL ASPECTS,
DIDACTICAL DISCUSSIONS IN UKRAINE AND GERMANY,
NEW FORMS OF CITIZENSHIP ARTICULATION**

The article is devoted to the analysis of citizenship concept, youth civic education, civic competence components and development in international, Ukrainian and German contexts. Over the last decades these themes have acquired importance in research, policy and practice in many parts of the world, including the EU, Ukraine and Germany.

In the first part of the article, we provide a historic look-back on citizenship concept formation, presented several definitions of the phenomenon and come to the conclusion that as a social phenomenon, citizenship can be taught and learnt, and as a quality of a personality and a moral value, it needs to be cultivated. Civic competence is defined as a path for a person to be included into a certain political or social community; it is knowledge and exercise of the rights and duties of this community; it is a civic self-identification and a quality of a personality that necessitates his/her active participation in political or public life and characterizes his/her community involvement; it is a moral value that is based on the sense of patriotism, respect for human rights, sense of duty, responsibility, tolerance, solidarity. The genesis and the formation of the citizenship from the time of Aristotle to the present has passed the way from seeing it as a critical engagement with others; understanding and exercising one's own rights and freedoms; towards realizing the necessity of interdependence of the world nations and the world equality.

The second part of the article substantiates the importance of youth civic education for both Ukraine, Germany and other countries as young people greatly influence the future of their nations. The main structural components of civic education are analyzed and include understanding key citizenry concepts, fostering respect for law, justice, democracy and common good, encouragement of thought independence, also, citizens' qualities development (skills of self-reflection, debate, conflict management, tolerance, empathy for different opinions, critical thinking).

The article also presents the models of civic education for secondary and higher schools and highlights the problems related to the formation of civic education in Ukraine and Germany. The emphasis is placed on digitalization as a new form of citizenship articulation and the use of Serious Video Games as a promising tool for the formation of civic competence. Conclusions are made about the need to recognize civic education not only as a subject of the curriculum, but as an integral part of educational policy – central to both educators and a society as a whole, both on international and national levels.

Key words: *civic competence, citizenship, citizen, civic virtues, civic culture, civic education, digitalization, serious video games, educational policy.*

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ВИХОВАННЯ ГРОМАДЯНСЬКОСТІ: ТЕОРЕТИЧНІ АСПЕКТИ, ДИДАКТИЧНІ ДИСКУСІЇ В УКРАЇНІ ТА НІМЕЧЧИНІ, НОВІ ФОРМИ ВИРАЖЕННЯ ГРОМАДЯНСЬКОСТІ

Статтю присвячено аналізу феномену громадянської компетентності студентської молоді у міжнародному та національному контекстах. Проаналізовано такі ключові поняття, як громадянство, громадянин, громадянські чесноти, громадянська культура, громадянська компетентність. Простежено генезис та становлення основних понять дослідження від часів Аристотеля до сьогодення. Спираючись на теоретичний аналіз, надано узагальнене визначення поняттю громадянська компетентність, яку розглянуто як соціальне явище, що можна сформуванати шляхом навчання та виховання. У другій частині статті обґрунтовано значущість процесу громадянської освіти як для України, Німеччини так і для інших країн світу. Представлено основні структурні компоненти громадянської освіти, серед яких виявлено знання та розуміння ключових понять громадянськості; цінності та ставлення; навички та здібності. Наведено моделі громадянської освіти та окреслені шляхи її впровадження у середній та вищій школах. Виокремлено проблеми, пов'язані із становленням громадянської освіти в Україні та Німеччині. Зроблено акцент на цифровізації як новій формі артикуляції громадянства та на використанні серйозних відеоігор як перспективного інструменту формування громадянської компетентності. Зроблено висновки про необхідність визнання громадянської освіти не тільки і не стільки як предмета навчальної програми, а як важливої частини освітньої політики – центральної як для освітян, так і для суспільства в цілому, як на міжнародному, так і на національному рівнях.

Ключові слова: громадянська компетентність, громадянство, громадянин, громадянські чесноти, громадянська культура, громадянська освіта, цифровізація, серйозні відеоігри, освітня політика.

Current state of research. Over the past decades, youth civic engagement acquired importance in research, policy and practice in the EU and Ukraine. Nowadays, most policy makers are aware that young people will greatly influence the future of their nations. It is not surprising then that at the international level, the World Bank has identified the exercise of active citizenship as one of the most important activities for healthy transition to adulthood for both the youth of today and the next generation (World Development Report, 2007).

Citizenship—integrative social and moral trait, characterised by respect to the state, people, civil society and oneself as a citizen is based on citizens' qualities (skills of self-reflection, debate, conflict management, tolerance, empathy for different opinions, critical thinking) and community participation (Crick, 1998).

The concept of citizenship has been widely studied by foreign and Ukrainian researches of the past and present, for example, A. Adler, W. Bennett, J. Dewey, I. Ivanyk, R. Khmelyuk, O. Ovcharuk, J. Pittman, A. Shestopalyuk, P. Woods. Moreover, the need for an “educated citizenry” is consolidated in several international and national official documents, such as the World Youth Report, published by the United Nations (World Youth Report, 2016). Therefore, citizenship education is seen as task number one for educational systems.

Beginning from 1990s, discussions around citizenship development started to accelerate in educational theory and practice in Ukraine, which can be explained by the launch of projects within the framework of Eastern Europe democratization. Despite

recent years' variety of measures to promote citizenship education, postindustrial democracies acknowledged a crisis in young people's civic engagement. In Ukraine, for example, 77% of the youth who were asked about their political behaviours appeared to be apolitical, young people are motivated to act in their communities, but they lack skills, time and supporters among the peers and adults (The state of Youth in Ukraine Report, 2016). From the start of the full-scale russian invasion, young people in Ukraine have been active in volunteering and fundraising for military and humanitarian needs (increase from 6% in 2021 to 30% in 2022). At the same time, youth participation in civil society institutions over the period 2021–2022 was quite low, with the majority of respondents (70%) not participating in any of the activities (Impact of War on Youth in Ukraine, 2023). Similarly, our inquiry into citizenship education in Germany revealed that German 14-year-olds hardly identify with their national history; their commitment to social integration, tolerance and social, as well as political, involvement is remarkably low (Kenner, 2020). At the same time, citizenship education is of importance for the education system in Germany. It is a school subject with constitutional status in the states of Baden Württemberg (social studies) and North Rhine-Westphalia (civics) (Detjen, 2012).

It is important for this article to emphasise that the young generation of today is growing in interactive media world. They favour high-speed information acquisition, graphic images and multi-tasking, expression through producing a content, collaborative problem-solving, peer-to-peer activities. Digital pedagogy, playful learning, gamification and educational digital

games or Serious Games (both video and analog) are becoming a part of an everyday toolkit of learners and teachers. Studies of A. Chapman et al suggest that Serious Games (SGS) support civic development and are conducive to making meaning out of human past and present, “heritage experiences”, “re-enactment of events” (Chapman, 2018). Such simulation games as “Quo Vadis, European Union?”, “Kodori-Peace Talks”, “Quo Vadis Ukraine?” (Berlin CRISP studio <https://crisp-berlin.org>) proved contributory to civic education and civil conflict management. Experience-based learning, risk-free environment, cooperation, self-reflection processes, critical thinking promotion – these features let participants experience the roots and dynamics of a given situation and develop citizens’ qualities (CRISP Report, 2021).

The goal of the article. Taking into consideration the present-day importance of the citizenship education studies, in this article we **aim to** examine theoretical aspects of citizenship; analyse didactical discussions about citizenship education in Ukraine and in Germany; substantiate the idea about digitalization as a new form of citizenship articulation.

Main part. We begin theoretical analysis from the reference to the World Youth Report, which states that the transition from youth to adulthood marks a key period, characterized by greater economic independence, political involvement, and participation in community life (World Youth Report, 2016). Youth are important not merely because they are future adults, but because they define positive change of today, as the political and moral choices of young people help society see what is culturally important and achieve what is politically possible (World Development Report, 2007).

A historic look-back on citizenship concept formation. The study of political and civil engagement can be traced as far back as to Aristotle and the Roman city-states. The Aristotle’s concept of a flourishing life, according to which all free men had to embrace their responsibility in the political system, thereby protecting the interests of personal lives, social class and community in Roman times widened to the understanding of who was considered to be a citizen. Being recognized as a citizen meant that an individual lived under the “rule of law”, vested interest in his government, and demonstrated “civic virtue”. The philosophical concept of “civic virtue”, an important part of citizenry concept, presented ethical or moral obligation, the “blueprint” for an individual that outlined what to do in a given situation to further the common good and determine the way a good citizen should have behaved in a given “community” (Dagger, 1997).

In the nineteenth century, the liberal view of citizenship emphasized the importance of rights for all citizens, while in the twentieth century, the supporters of “social citizenship” went further in recognizing that civil and political rights are only a part of what citizens ought to be able to expect from the state and the rights of citizens ought to cover their own living and working conditions, rather than just their participation in “high” politics. So, the notion of citizenship extended beyond the walls of politics to include formal as well as informal social activities (Ivanyuk, 2013). As consequence, the notion of “civic engagement”, tightly connected with citizenship, appeared.

According to Richard P. Adler and Judy Goggin “civic engagement” describes how an active citizen participates in the life of a community in order to improve conditions for others or to help shape the community’s future. It can be seen as a community service, as volunteer service activities, as a collective action and a social change (Adler, 2005).

We maintain that the above-presented aspects of civic virtue, common good and shared identity, qualities of “real” citizens, civil and political engagement shape the contemporary international and national polemics around what citizenship is.

On defining “citizenship”. The definition of citizenship, provided by the World Bank Report states that to be a citizen is to be a member of a political community and to enjoy the privileges and protections, as well as the incumbent obligations, associated with community membership. According to the Report, to exercise active citizenship means to “hold public officials accountable for their actions, demand justice for themselves and others, tolerate people who are ethnically or religiously different, and feel solidarity with fellow citizens and human beings” (World Development Report, 2007). This definition is based on the understanding of political and civil rights and duties as well as principles of common good and shared identity.

Another definition, given in Education for Citizenship and the Teaching of Democracy in Schools Report (also known as the Crick Report), singles out citizens’ qualities and community participation as the main building bricks of what citizenship is. It states that citizenship is the way for people to think of themselves as active citizens, willing, able and equipped to have an influence in public life, to build on and to extend the best in existing traditions of community involvement and public service, and to be individually confident in finding new forms of involvement and action among themselves (Crick, 1998).

The analysis of Ukrainian researchers’ works related to citizenship competence leads us to the con-

clusion that ethical and moral obligation and citizens' qualities are recognized as the key to citizenship understanding. In their theoretical study, V. Kravtsov and T. Kravtsova consider citizenship to be a specific moral quality of a personality that determines his/her social bent, is a precondition for achieving socially and individually significant goals in accordance with legal standards and moral norms (Kravtsov, 2012). Another Ukrainian researcher R. Khmelyuk describes a person of a high level of citizenship competency as the one who demonstrates patriotism, who possesses strong sense of duty, who is responsible, purposeful, self-organized, independent and persistent (Шевчук, 2018).

If we try to generalize the above-presented definitions of the *citizenship*, we may conclude that *it is a path for a person to be included into a certain political or/and social community; it is knowledge and exercise of the rights and duties of this community; it's a civic self-identification and a quality of a personality that necessitates his/her active participation in political/public life and characterizes his/her community involvement; it's a moral value that is based on the sense of patriotism, respect for human rights, sense of duty, responsibility, tolerance, solidarity.*

We strongly agree that though citizenship "accorded individually", the collective components of civil, political, and social make citizenship a social phenomenon. We also agree that as a social phenomenon, it can be taught and learnt, and as a quality of a personality and a moral value, it needs to be cultivated.

Didactic discourse. Here we come to the discussion of what citizenship education is, having pointed out that so far, there is limited shared understanding of what citizenship education should entail (Nabavi, 2010).

We consider it appropriate to mention that at the beginning of the 20th century, in his "Democracy and Education" J. Dewey wrote about the need for schools and classrooms to prepare youth for democracy. Civic education was seen by the scholar as the primary business of education. The way to do it by Dewey was to create "miniature communities" as places where diverse groups of individuals with shared interests join together, where novices were mentored by more experienced community members, where teamwork enabled all to benefit from the different skills of group members, and where collective problem solving led to collective intelligence (Waddington, 2015).

At the beginning of the 21st century, Citizenship Foundation gives the following answer to the question of what citizenship education is. "Citizenship education is about enabling people to make their own

decisions and to take responsibility for their own lives and communities. It introduces pupils to society and its constituent elements, and shows how they, as individuals, relate to the whole. Besides understanding, citizenship education fosters respect for law, justice, democracy and nurtures common good at the same time as encourages independence of thought. It develops skills of reflection, enquiry and debate" (Citizenship Foundation, 2024).

Citizenship education in Ukraine. In Ukraine, citizenship education is an important part of a political socialization of youth. It is an understanding and exercising civil rights, freedom and dignity of the individual. It is critical attitude towards the government, an ability to protect one's own rights. Citizenship education is about building civic culture – giving the knowledge needed for effective functioning in modern society, the appreciation of human rights, ability not to allow authorities to restrict the legitimate rights to be involved in public life, to enter into a dialogue and cooperation with others (Civic Education Concept Draft, 2012).

One more understanding is found in "The Concept of Civic Education in High School of Ukraine" – a document, developed within "Education for Democracy in Ukraine" project. According to it, citizenship education is a complex and dynamic system that combines civic knowledge, civic skills, civic virtues (Ivanyuk, 2013).

Citizenship education in Germany. In Germany, citizenship education is of prime importance for the education system. At the same time, the challenges political educators are facing in Germany is the diversity of this discipline, as a variety of terms and concepts circulate within the field of research and practice of citizenship education. Also, citizenship education as a school subject in Germany is in constant competition with other novel subjects, such as ethics and economics (Kenner, 2020). Citizenship education is not protected from abolition as a subject of instruction, as a school fundamental, and as an extra-curricular task. In a quarter of the German federal states, citizenship education does not have a constitutional status (Kenner, 2020: 8). Federal Agency for Civic Education – the Bundeszentrale für politische Bildung (BpB) presents an important actor in this sphere. This institution promotes pilot projects in the field of citizenship education, specialist conferences and networking events. It also organizes congresses, publishes scientifically relevant articles and educational materials. Financed by public funds, the BpB plays a key role in strengthening citizenship education in Germany. The BpB mostly acts independently, although it is ultimately a subordinate authority within the Federal Ministry of the Interior.

The constitutive parts of citizenship education.

Citizenship education is highly complex and dynamic system that has knowledge, values, attitudes, skills, engagement as its integral parts. In the Crick report, we find the following structural components to be developed: social and moral responsibility, community involvement, political literacy. As the outcome of this education, the following elements should be formed: 1) knowledge and understanding of the key concepts (democracy, equality, diversity, justice, etc.); 2) values and attitudes (the common good, belief in human dignity, disposition to work with and for others, etc.); 3) skills and aptitudes (ability to make a reasoned argument, to co-operate, to tolerate other viewpoints, etc.) (Crick, 1998).

A different frame of citizenship education is offered by the Ukrainian scholar A. Shestopalyuk. He states that as the result of this education we should form an integral phenomenon of four interrelated components: motivational (civic orientation), cognitive (civic knowledge), personal and dispositional (civic qualities) and behavioral (modes of civic behavior). If we concretize the four components by A. Shestopalyuk, we get: a) motivational (attitude to a man, a society, the state – as to higher order values, interest in the history of the state and society, acceptance of the values of the state, etc.); b) cognitive (awareness of civic duty to the state and the society, knowledge about the characteristics of civil society, etc.); c) personal and dispositional (civil responsibility, civil dignity, patriotism, tolerance, civil courage, etc.); d) behavioral (compliance with civil behavioral norms, ideals and beliefs, participation in public organizations and socially important public programs, etc.) (Шестопалюк, 2010).

Challenges of citizenship education in Ukraine.

The application of varied models of citizenship education in high schools of Ukraine, designed within international projects' frameworks, revealed weaknesses and challenges of this process. The awareness of the drawbacks, we think, can help improve the existing frames and contribute to future international discussions around the citizenship education.

First, the analysis points to the absence of continuity in the development and exercise of educational policy targeted at citizenship education. Right now, in Ukraine, there are no solid connections between different educational initiatives, which leads to the duplication and/or studies from the ground up of the already developed topics. Second, very often citizenship education is reduced to the acquisition of a "knowledge" component, thus engagement, values, attitudes, skills components are excluded from the teaching process. The third area is the absence of rel-

evant methods and techniques of citizenship teaching. Too often, the citizenship classroom is a teacher-centered environment with the translation of knowledge rather than its active acquisition. This, in turn, leads to the fourth big issue – the search for effective methods and the design of teacher training programs. To overcome some of the present-day challenges of citizenship education, several more initiatives have been launched in Ukraine. Among the recent one, we can name the "Dream and Act" program implemented with the financial support of the United States Agency for International Development (USAID) and IREX in partnership with the volunteer movement "Building Ukraine Together" (BUR), the Center for Corporate Social Responsibility Development (CSR Ukraine), Making Cents International (MCI), the International Republican Institute (IRI), and the Zinc Network with the aim to conduct educational activities in Ukrainian communities, organizations, educational institutions that would improve the ability of youth to take an active and constructive part in public life. As the outcome, the Civic Education Guide "Civic Education: How to Put it into Practice" was published (Громадянська освіта, 2022). Another noteworthy example is the work of non-governmental organization "All-Ukrainian Non-Governmental Organization "Poruch"" that initiated "Schools of Peace" programme for Ukrainian high schools to develop students' nonviolent communication skills, mediation and conflict transformation techniques in a safe environment. Within the project, "Schools of Peace" were opened in nine regions of Ukraine: Donetsk, Luhansk, Kherson, Ivano-Frankivsk, Kirovograd, Cherkassy, Khmelnytsky, Ternopil and Volyn (<http://poruch.com.ua>).

Challenges of citizenship education in Germany.

In Germany citizenship education as a school subject is still quite young and competes on the timetable with long-established subjects, such as the German language, mathematics, and history, but also with new subjects, such as ethics and economics. Very often citizenship education is taught in combination with other subjects: economics, history, or geography. It is not unusual for these classes to be taught by a teacher who did not study the subjects. Representatives of democracy pedagogy stress the necessity of experiencing democracy in practice as early as possible. In order to anchor democratic basic values in as many pedagogical teaching-learning constellations as possible, a stronger orientation towards action and the necessity of making democracy a tangible experience is emphasized (Громадська освіта, 2022:11). Joachim Detjen states, for example, that the school is not a place to train real political action (Detjen,

2012: 235). As a result, extracurricular citizenship education also plays an important role here, which indicates that there is no agreement on the basic principles and objectives of successful citizenship education in Germany. However, agreement exists on the importance and the necessity of citizenship education as an educational goal in formal and non-formal learning settings.

Among other major challenges for citizenship education in Germany are inclusion, participation and digitalisation. Institut für Didaktik der Demokratie (Institute of Didactics of Democracy) at Leibniz University maintains that heterogeneity and diversity in educational contexts should not be perceived as a problem or danger for successful inclusive citizenship education. Citizenship education must not teach young people to take over tasks of the welfare state. Its primary goal is to support young people in the complex process of critical self- and world appropriation. Young people can engage socially at any time, but they must also be able to identify the causes of social inequalities and be empowered to engage in socio-political change (Kenner, 2020).

Digitalization as a new form of citizenship articulation. It's also important to state that young people are looking for new forms of articulation. They organize and mobilize themselves via the Internet. As we stated at the beginning of the present work, citizenship education has the chance to take up those needs of the young generation and to take their desire for participation seriously. Digital media, including Serious Video Games (SVGs), offer the opportunity to create diverse learning environments that open up an interactive and multi-perspective exchange about political and social problems. Here, the "miniature communities" concept of J. Dewey echoes with "shared learning communities" concept by P. Gee and H. Jenkins that state that SVGs allow the creation of player communities that explore different phenomena and their interconnectedness in an informationally rich environment. The key features, describing such game communities are: open participation for any player; common game environment that is shared by "novices" as well as "mature" players; knowledge and expertise are divided between the players; there are different ways to achieve the goals of the game, different ways to participate in the game and get a new status. Such communities generate their own practices, social and cultural norms, values and goals, as well as identities of their members. K. Squire calls these communities "the ideological worlds" – gaming environments with their specific visions and ideas formed by the players and reflected by the common interpretative meaning (Squire, 2008).

As the main gateway to information for many young people, digitalization can definitely have a strong impact on the democratization processes of our time. As an example, the spring 2023 parliamentary elections in Finland were dubbed the "first TikTok elections", with some of the young candidates gaining publicity—and a seat in the parliament—quite possibly thanks to their visibility in the social media used by teens and young adults. Back then, some 70% of 18–21-year-olds said they had seen political advertising on TikTok (Laaninen, 2024).

There are also initiatives that are based on gamified approaches to conflict transformation and civic education. For example, a new Virtual-Reality-Simulation (VRS) "Bridging Communities" designed by CRISP studio, Berlin, tackles the issues of housing conflicts between refugees and host communities (<https://crisp-berlin.org/>).

Conclusion. We started our article from underlining the importance of the youth political and moral choices as the key to the societal analysis and understanding. We discussed what citizenship phenomenon is, presented a historic introspect on citizenship concept formation and the process of defining it. Then we moved on to the discussions of what citizenship education should entail, its expected outcomes and present-day challenges, based on international, Ukrainian and German examples.

On the global scale, citizenship education is about helping students to develop understandings of the interdependence among nations in the modern world, clarification of attitudes toward other nations and peoples, and reflective identifications with the world community. It is about helping students to develop a reflective commitment to justice and equality throughout the world (Banks, 2004).

We *conclude* this article with the idea that the understanding of citizenship and of what citizenship education impacts upon the development of the identity of young people and the society itself. It is among the most important competencies documented on international and national levels. Being a path for personal inclusion into political and social life, a combination of knowledge, attitudes, values and skills, in the recent discourse citizenship sees its transition from emphasis on legal, civil, and political issues to the identity, virtue and civic self-identification.

Along with this, digitalization comes forward as a new form of citizenship articulation. This requires a digital citizenship education that teaches people technical skills, enables them to deal competently with digital media and allows them to develop a critically reflected awareness of democracy.

We realize that the idea expressed about citizenship education by J. Dewey at the beginning of the 20th century – that it is the primary business of education – is coming back and moving on to the foreground, as more and more voices assert that citizenship education should be treated not as a subject in a school curriculum, but as a significant part of the educational policy – the focal one for both educators and the society on both international and national level.

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