**Education in citizenship today**

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1) *General discussion on education in citizenship*

Values education cannot be taught by adopting a traditional method based on the transmission of information. Values should not be taught, but they need to be developed through practice. ‘Stated’ knowledge (i.e. knowledge shown by answering a questionnaire, an interview or an exam) does not mean that those specific values are assimilated. It is only through knowledge shown in practical activities that it is possible to understand whether people have learned how to live in their community by adopting democratic civil values.

2) *Education in citizenship in Spain*

Education in citizenship is no more part of the Spanish school curriculum. It is only mentioned in other subjects. The development of this topic is strictly connected to the awareness of the staff and of teachers.

3) *School activities based on projects*

Projects allow the development of student skills at any levels (from kindergarten to university). Activities are carried out in different subjects, even if they have been suggested by a teacher of a specific subject. For example, materials used to study landscape and developed for 12-14 year old students in the Galicia region: <http://proxectoterra.coag.es/paisaxe/>

*4) Environment (studying local environment) as a framework to develop identities*

Universality exists if you can identify with the local level. It’s not possible to identify with universal values if you don’t identify with the values of the surrounding environment. Local means universal, and the universal level can be perceived in the local level. When you deal with education in citizenship, you need to consider economic and social assets, and civic values in areas located near and far. You should use different scales.

*5) Emotions and knowledge*

Importance of emotional learning. Learning is easier if you raise emotions. Emotions increase interest towards learning. The development of civic skills is based on two pillars: emotional involvement (sympathy) and rational knowledge. Reason (knowledge) as a guide to take part into the community life.

*6) Education and assets*

People identify with assets if they develop an emotional relationship with them. The asset fundamental dimension is not made up of material objects, but is based on the meaning they have for people identifying with them. Assets are located in a framework area, in a specific landscape. Landscapes are perceived through emotions and the development of knowledge. By understanding the near landscape, where the different assets (material and immaterial, visible and invisible) are located, it is easier to identify with civil values.

*7) History and memory*

"Historical memory" shed light on victims of any past injustices: victims of colonization, wars, and genocide, "losers" of any era vs. winners. Education in citizenship has a moral duty to make amends for this memory. It is possible to identify victim memory in every landscape. In Spain, loser memory means ensuring victims of Francoism are not forgotten, and transforming asset sites into a shared memory.

*8) Experiences of assets and civic education in teachers training*

Students who wish to become teachers teach to younger students how to "find out" the memory of victims of Francoism by investigating their urban environment. They develop a project to be used when teaching students attending primary schools (aged 6-11). Some will implement this project during their practical training in rural schools.

*9) Experiences of asset education with elementary school children*

Elementary school students (aged 8-9) change their perception of near landscape - from home areas to everyday life sites, to the asset identification of historic remains and places where victims are remembered:

* A beach, from common consumer place to a place of concerned memory
* A Medieval tower, from the contempt/denial of a spoilt environment to the identification of today’s farmer children with the farmer struggles of the 15th century.
* A place where you remember the victims of the Francoist repression becomes an important asset in the local environment.

*10) Final notes*

* Working with projects: involving students
* Starting from the near environment to connect it to the global (universal) level
* Consider emotional learning and rational knowledge
* Asset education to build identities
* History and memory: shedding light on victims

Some practical experiences show that civic education projects based on landscape and assets can be successful.