

# **Civic and Voter Education: why, how and who provides what to whom?**

Seung Ryeol Kim

Advisor to the Secretary General



# CONTENTS

---

- 1 **Common Issues in Civic Education**
- 2 **Purpose of Civic Education**
- 3 **Education Provider and Audience**
- 4 **Curriculum and Methodology**
- 5 **Conclusion: Vagueness→Clarity**

# 1. Common Issues in Civic Education

## What are the problems?

- Contents and curriculums vary from programme to programme.
- A civic education programme may be used as an instrument to strengthen a particular regime.
- Audiences' needs are not reflected.
- Citizens are not interested in civic education.
- Lack of system, legal ground and policy

## 2. Purpose of Civic Education

### Why is democratic civic education important?

- It helps create a democratic culture and stabilise a political system(Almond and Verba, 1965).
- It helps raise the effectiveness of a political system.
- It promotes social integration.
- It helps consolidate a democratic system and prevent dictatorship or authoritarianism from taking root.

## 3. Education Provider and Audience



### Who provides civic education?

- § EMBs
- § Schools
- § Civil Society Organisations

### Who receives?

- § General citizens and voters
- § Women/members of women's groups
- § Members of various organisations(e.g., CSOs, public institutions, military camps, groups of the handicapped, etc.)
- § School teachers/students
- § University Students and young adults
- § Multicultural families/immigrants
- § Voters with disabilities

## 4. Curriculum and Methodology

### What should be included?

- Forming an integration and solidarity of a political system as well as promoting individualism and pluralism(Butts, 1988)
- Promoting respect toward human dignity and individuals' rights, awareness of a citizen's right and duty, social participation and communal spirit(Engle and Ochoa, 1988)
- Information technology education, multicultural education and global citizenship education(Heater, 1990)

## Key Competency(individual)

- Autonomous decision-making
- Effective interaction with others
- Comprehensive capacity of using tools of language and technology

## Citizenship Competency

- National identity
  - national consciousness
  - historical consciousness
- Awareness of right and duty
  - respect for the law
  - ethics and conscience
- Public trust and values
  - public concern
  - equality



## Democratic Competency

- Respect for pluralism
  - harmony
  - tolerance
- Participation
  - political activities/civic activities
  - critical monitoring of media
  - democratic decision-making
- Global citizenship
  - respect for multiculturalism
  - global agenda

## 5. Conclusion

- A programme should be effective and useful.
- Clear objective
- Clear understanding of a provider's capability and limit
- Clear understanding of audience's needs
- Key concepts and ideas

Thank You

A WEB 