

# Social Participation of High School Students

-Comparison between Practical Education in Japan and Citizenship Education in the UK-



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## Introduction

### Purpose of research

To clarify what education is needed so as to encourage students **to participate in society**

### Way of research

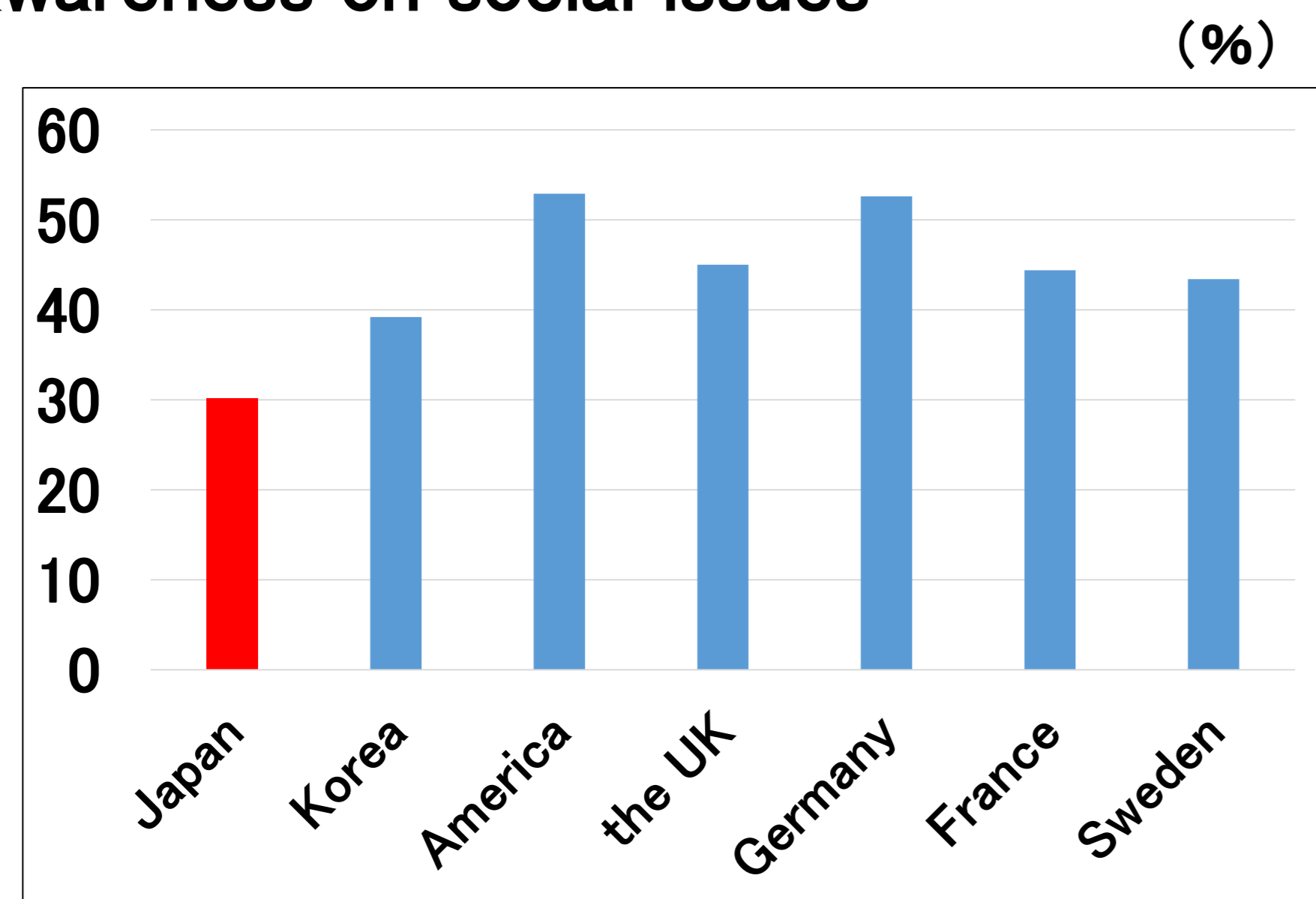
- Literature study
- Citizenship study in the University of York, UK



Picture 1 Seminar at the University of York

## 1 Background Information

### (1) Youth low awareness on social issues

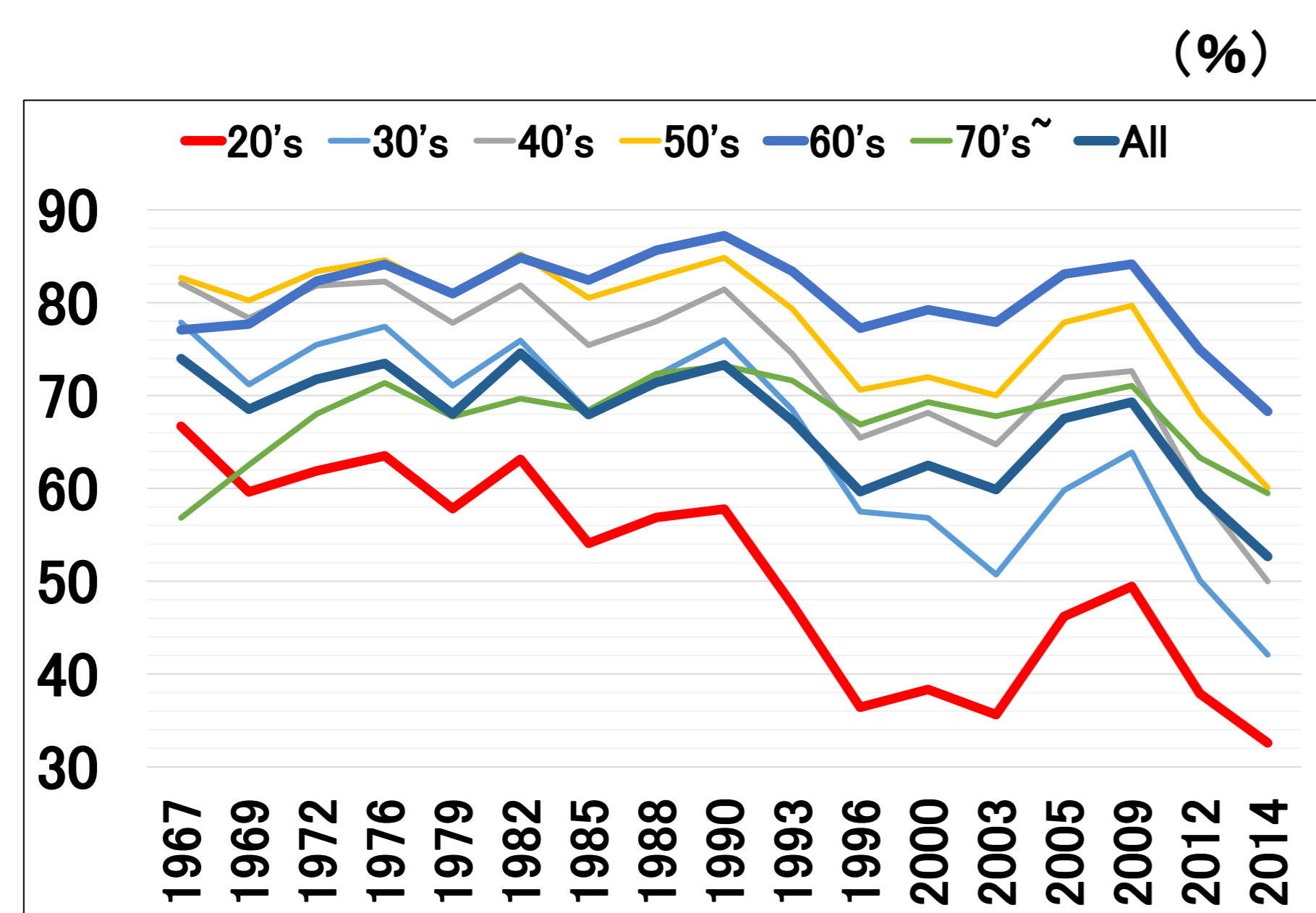


The source: Cabinet Office, 特集 今を生きる若者の意識～国際比較からみえてくるもの～  
http://www8.cao.go.jp/youth/whitepaper/h26gaiyou/tokushu.html

Figure 1 The Percentage of Youth Who Think "I probably change society"

### (2) Decline of Voter Turnout

Twenties' turnout is **the fewest** among the voters



The source: Ministry of Internal Affairs and Communications HP  
http://www.soumu.go.jp/senkyo/senkyo\_s/news/sonota/nendaibetu/

Figure 2 Voter Turnout of Lower House Election by Age

## 2 Suggestion

"Public Study" in Japanese education guidance by Ministry of Education, Culture, Sports, Science and Technology

Aim: Cultivation of human resources living in global society

- Consider and explain about problems
- **Discuss** putting the focus on **participation in society**
- Research intended to find and solve problems

Problem: Lack in contents of **practical activity**

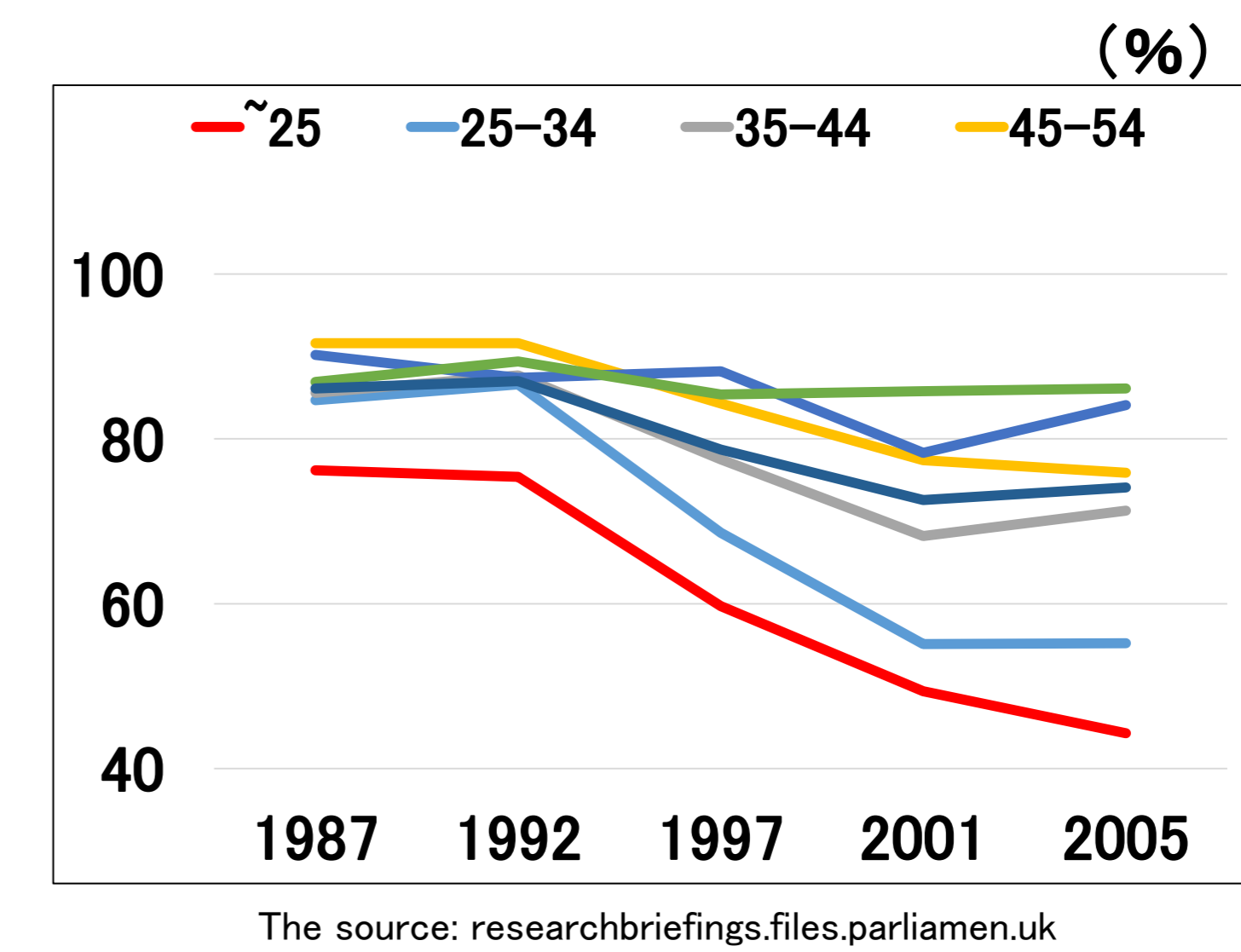
### My suggestion

Knowledge understanding, ability to discuss and **practical activity** should be learned in their school days to participate in society

## 3 Demonstration

### (1) Citizenship Education in the UK

#### ① Youth Political Apathy



The source: researchbriefings.files.parliament.uk

Figure 3 Voter Turnout in the UK

#### ② What is the Citizenship Education? (Crick, 1998)

To have students get **3 skills** which is **necessary** for a "citizen"

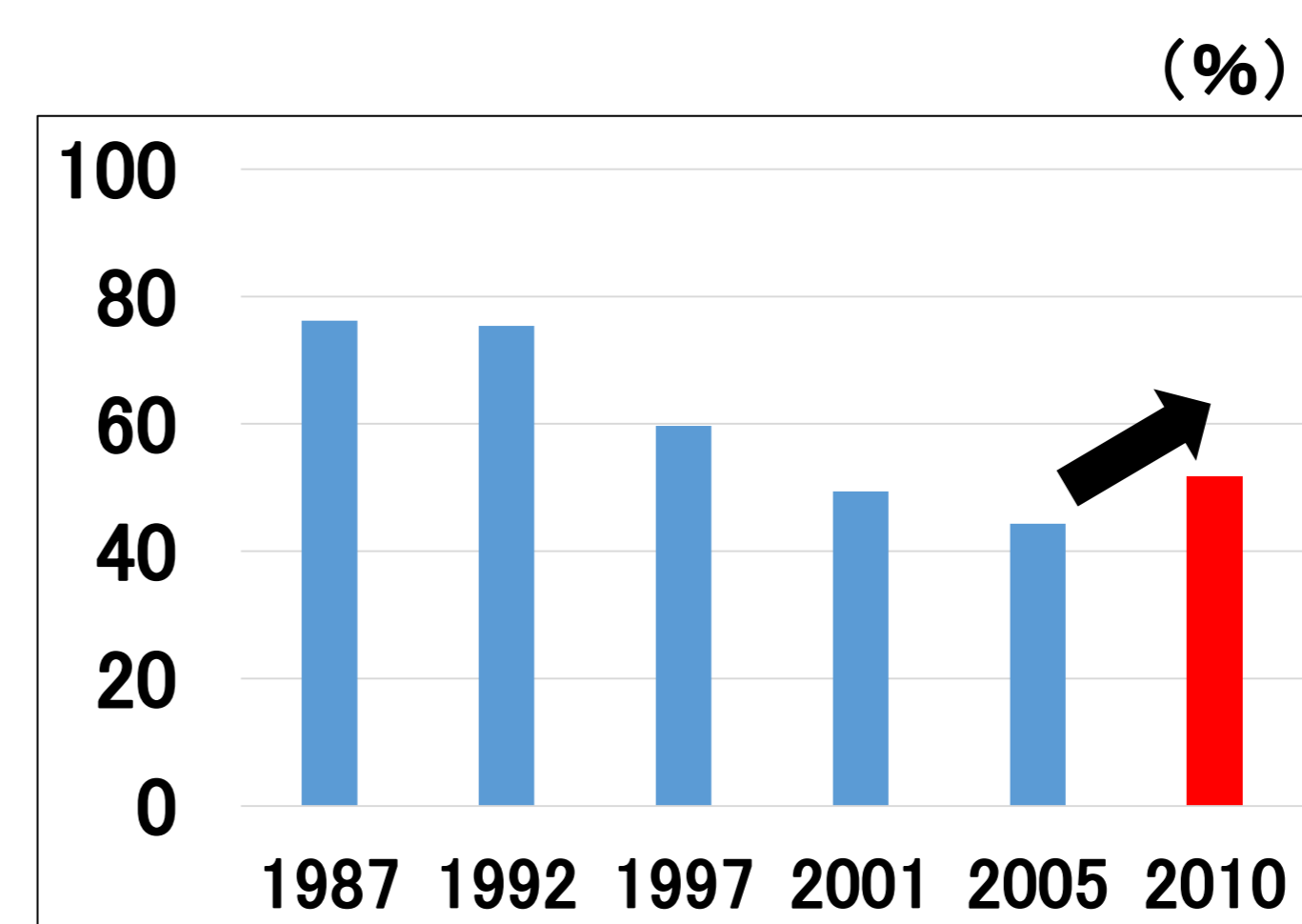
- Be intellectual, discreet, and have a sense of responsibility
- Get attributes as citizen
- **Participate in community**

### (2) Evaluation of citizenship education

Advantages : Can get both **individual skills** and **a good effect on society**

Disadvantages: Cannot quantify easily the results

### (3) Results of Citizenship Education



The Source: researchbriefings.files.parliament.uk  
http://researchbriefings.files.parliament.uk/documents/SN01467/SN01467.pdf

Figure 4 Transition of 18-25 turnout in the UK

After citizenship education became an essential subject, youth turnout increased

**Citizenship education is effective**

### (4) Analysis of Precedent Examples

#### Yakage High School「Study of Yakage」

Purpose To get **skills of communication and problem-solving**

Outline To have training in regional facilities as a staff

Problems Deficiency in studying about politics and society

➔ **Little knowledge about politics**

#### Hyogo High School「Inquisitive Activities」

Purpose To improve **the ability to learn actively**

Outline To combine knowledge with practical activity

To explore solutions to problems with local residents

Problems Difficulty carrying out during school hours only

➔ **Heavy burden on students**

## Conclusion

Students need all of **knowledge understanding, ability to discuss** and **practical activity** in education to participate in society

I will think about concrete idea for such education

### Primary references

- DFEE/QCA(1998), Education for Citizenship and the Teaching of Democracy in Schools : Final Report of the Advisory Group on Citizenship, DFEE/QCA
- 水山光春(2010)「日本におけるシティズンシップ教育実践の動向と課題」
- 教育課程部会 高等学校の地歴・公民科科目の在り方に関する特別チーム(2016)「高等学校学習指導要領における『公共(仮称)』の改訂の方向性(案)」