The Development of Global Citizenship Education in Singapore

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THE SINGAPORE CONTEXT

- A small city-state (710 sq km) with limited natural resources
- Population of 5.08 million as at end-June 2010
- Multi-ethnic: Chinese (74.1%), Malay (13.4%), Indian (9.2%), Others (3.3%)
- Multi-religious: Buddhism, Christianity, Islam, Taoism, Hinduism
- Multi-lingual: English (language of administration), Mandarin, Malay (National Language), & Tamil
Development Phases

- Survival Phase (1965-78)
- Efficiency Phase (1979-96)
- Ability Driven Phase (1997-present)
Development Phases in Singapore

Survival phase (1965-78)
- produce trained workers in the early years of Singapore’s independence and industrialization

Efficiency phase (1979-96)
- fine tuned the system through measures such as streaming, to produce skilled workers for the economy in the most efficient way. Govt projected manpower needs and train people to fit into the jobs.
DEVELOPMENT PHASES IN SINGAPORE

- **Ability Driven Phase** (1997 - present)

  - equip and prepare students to meet the challenges in a knowledge economy by taking into consideration individual abilities and talents.
  - Identification of talents and harnessing talents
  - Intellectual capital
  - Flexibility and choice
  - Integrated program – students skip O level
  - IB Diploma, specialized schools in sports, the arts, and sci and math schools
  - More emphasis on non-academic activities, 21st century skills, soft skills; resilience, team spirit and resourcefulness
CITIZENSHIP EDUCATION CURRICULUM DEVELOPMENT IN SINGAPORE

- Ethics (1959)
- Civics (1967)
- Education for Living (1973)
- Review of the Moral Education (1978)
- Good Citizen (Pri) (1981)
- Being and Becoming (Sec) (1981)
- Social Studies (Pri, 1981)
- Civics and Moral Education (1995)
- National Education (1997)
- Social Studies (2001)
- Character & Citizenship Education (2010)
FREQUENCY OF CHANGE: TIME FRAME

- Ethics (1959) - 8 years
- Civics (1967) - 6 years
- Education for Living (1973) - 5 years
- Review of Moral Education (1978) - 3 years
- Good Citizen (Pri) (1981) - 5 years
- Being and Becoming (Sec) (1981) - 3 years
- Religious Knowledge (1984) - 3 years
- Social Studies (Pri, 1981) - 5 years
- RK ceased 1989
- Civics and Moral Education (1994) - 3 years
- National Education (1997) - 4 years
- Social Studies (2001) - 9 years
- Character & Citizenship Education (2010)
CHANGE: VALUES EMPHASSES

- Ethics (1959)
- Civics (1967)
- Education for Living (1973)
- Review of the Moral Education (1978)
- Good Citizen (Pri) (1981)
- Being and Becoming (Sec) (1981)
- Social Studies (Pri, 1981)
- Civics and Moral Education (1994)
- National Education (1997)
- Social Studies (2001)
- Character & Citizenship Education (2010)

Self respected individuals
Nation building/civic knowledge
Combine civics, history & geography
Asian values as anchor in eco success/face of Westernisation

Values clarification
Ethnic and religious values
Inter-ethnic understanding & appreciation of cultures

Balance globalisation & core values
Politically viable, socially cohesive, eco viable
21st century skills
CHANGE: MATCHING WITH EDUCATION PHASES

- Ethics (1959)
- Civics (1967)
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- Social Studies (Pri, 1981)
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- Social Studies (2001)
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CHANGE: INSTRUCTIONAL APPROACHES

- Ethics (1959)
- Civics (1967)
- Education for Living (1973)
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- Good Citizen (Pri) (1981)
- Being and Becoming (Sec) (1981)
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BALANCING VALUES: INTERNATIONAL, YET LOCAL

Mission of the Ministry of Education:
- To mould the future of the nation, by moulding the people who will determine the future of Singapore

Singapore 21, Together We Make the Difference
- Singapore 21 has a culture of internationalisation, where overseas assignments are perceived as part and parcel of career development and working overseas, a social norm. The institutional and social infrastructure facilitate and support the Cosmopolitan Singaporean.

Social Studies Syllabus
- Being Rooted, Living Global
Citizenship Education for the 21st Century

Singapore 21

- Singapore’s positioning in the 21st century as a global and cosmopolitan city.
- The Singaporean of the 21st century is a cosmopolitan Singaporean, one who is familiar with global trends and lifestyles and feels comfortable working and living in Singapore as well as overseas.
- *Singapore 21* has “a culture of internationalisation.”
- Globalisation is not a choice, but a necessity.
<table>
<thead>
<tr>
<th>C2015 Student Outcomes</th>
<th>Associated C2015 Skills &amp; Mindsets</th>
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<tbody>
<tr>
<td><strong>Confident Person</strong></td>
<td>• Thinking skills/Communication skills/ Collaborative skills/Interpersonal skills/ Leadership skills</td>
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<tr>
<td>• Thinks Independently/ Communicates effectively/Has good inter-personals skills</td>
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<tr>
<td><strong>Self-Directed Learner</strong></td>
<td>• Self-management skills</td>
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<td>• Takes responsibility for own learning/ Questions, reflects, perseveres/ Uses technology adeptly</td>
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<tr>
<td><strong>Concerned Citizen</strong></td>
<td>• Multicultural literacy</td>
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<td>• Is informed about world and local affairs/ Empathises with and respect others/ Participates actively</td>
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<td><strong>Active Contributor</strong></td>
<td>• Planning skills</td>
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<td>• Exercises initiative and takes risks/Is adaptable, innovative, resilient/ Aims for high standards</td>
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Source: MOE, p. 22
Globalisation and the knowledge economy

Intellectual capital of citizens i.e., political, social and economic advances in any country will be possible only if the intellectual potential of its people is developed

Similar to Putnam’s (1995) social capital, or ‘soft skills’ (trust, teamwork, social cohesion, and social networks)

Worldwide curricular reforms to develop ‘21st century skills’ (critical, creative and inventive thinking; information, interactive and communication skills; civic literacy, global awareness and cross-cultural skills)
“Thinking schools”

- Involved the development of future generations of thinking and committed citizens, capable of making good decisions to keep Singapore vibrant and successful in future.
Thinking School, Learning Nation (1997)

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Mission of the Ministry of Education:

- To mould the future of the nation, by moulding the people who will determine the future of Singapore.
“Learning nation”:

- about creating a culture of lifelong learning, and developing the ability to adapt and respond quickly to change.

- The TSLN vision required a fundamental review of curriculum, pedagogy and assessment so as to develop in students creative thinking and learning skills required for the future. To achieve the TSLN vision, schools would be given greater autonomy

- We know three things about the future. First, it will be an intensely global future.... Competition between cities, countries, sub-regions and regions will be intense.
- Second, knowledge and innovation will be absolutely critical.
- Third, it will be one of change, and increasingly rapid change. It will be change as a permanent state... Change will be unpredictable but it will affect everything we do at work, in society and at home.
- We have to prepare ourselves for a bracing future – a future of intense competition and shifting competitive advantages, a future where technologies and concepts are replaced at an increasing pace, and a future of changing values.
Character and Citizenship Education (CCE) is the fundamental focus to realize the desired outcomes of education.

Learning outcomes are described as soft outcomes, and skills as soft skills that contains citizenship attributes.

Person-centred as a balance towards nation-centred citizenship education.

CCE is a platform; undergirding the curriculum, unifying domains rather than subject, programme, & message specific.

*Singapore 21*: Feeling passionately about Singapore, and be active citizens: making the difference.
THANK YOU