



## ***The Political Discourse of Globalisation and Citizenship Education in England***

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Globalisation processes and discourses are having significant effects on education, as Crossley (2000) observes, it is becoming increasingly difficult to understand education without reference to them. Seeing the curriculum for citizenship education in the UK as a product of New Labour's understanding of globalisation, this paper explores the way in which the rhetoric of globalisation influences education policy generally, and citizenship education particularly. With the introduction of citizenship education in the National Curriculum this in 2002, a policy aperture has opened through which it is possible to observe the formalised interaction of New Labour ideology and education. Although historical precedence and bureaucratic control were significant variables in the construction of the citizenship curriculum, the character of the subject has primarily been shaped by political imperatives. In turn, these political imperatives are subordinate to ideologies and big ideas such as the third-way.

Essentially, the paper explores the issue of how the New Labour government's understanding of globalisation influences policy. From the author's PhD. research - a textual analysis of the construction of the curriculum for citizenship education, the concept of globalisation is analysed a rhetorical tool - device. In this sense, the use of globalisation as a discursive mechanism to cover a wholly pragmatic approach to social policy in the absence of ideology, is relevant to the theme of the conference. Although the language of New Labour has been subject to intense scrutiny, this paper makes a novel contribution by locating it in a specific policy context as an example.