

Taking action for change: Educating for youth civic engagement and activism



A RESOURCE FOR EDUCATORS

EDITED BY: Ian Davies, Mark Evans, Márta Fülöp,
Dina Kiwan, Andrew Peterson, Jasmine B.-Y. Sim





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PREPARED AND EDITED BY:

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Youth activism, engagement and the development of new civic learning spaces
AN INTERNATIONAL NETWORK PROJECT



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Preface

‘Youth activism, engagement and the development of new civic learning spaces’ was a project funded by the Leverhulme Trust and developed by an international network of researchers. The project took place between 2016 and 2019.

Overview

We explored key ideas and issues about the ways in which young people participate in society and what implications that has for education. Our work was generously funded from a Leverhulme Trust Network Grant. The project web pages, and details of other publications from the project, may be seen at: <https://www.york.ac.uk/education/research/cresj/researchthemes/citizenship-education/leverhulmeyouthactivism/>

Throughout the project, we were committed to thinking carefully in ways that could be practically useful to educators. Networking was the principal means by which we explored key issues. We read widely, made full use of electronic media to benefit from the advice of people in many parts of the world, and focused on the six countries where project members have knowledge, experience and expertise: Australia, Canada, England, Hungary, Lebanon and Singapore. Visits were made,

nationally and internationally, to a wide variety of sites. Discussions were created through the organization of seminars, public events and academic conferences. We wanted to understand things better ourselves and to share our findings. We aimed to bring people together so that we could learn and there was the possibility that more work could take place in the future. Specifically for this publication, we want to showcase the ideas and suggestions of those who are working with young people. Many are doing excellent work to promote understanding of the contemporary world and develop the skills to take part in a democratic pluralistic world. We hope that this publication will guide, stimulate, provoke and energize people to begin and continue their own work to maximize the possibilities of making the world a better place through education.

Key ideas and issues

Our work was stimulated principally by a desire to explore the connections and disjunctions between education and activism. We were aware of the possibility of a vicious circle between education and engagement. In other words, young minds could be corrupted by those in schools who have a narrow political agenda and, beyond schools, by activists who wish only to secure political or economic advantage. Of course, we wished to explore, without naivety, the very real possibility of a virtuous circle: the recognition that the primary

purpose of education is to help learners understand the society in which they live and develop the skills to take part in it and then, when they do engage, that process would be educational.

Our ideas about education were not restricted to narrowly framed contexts. We were alert to the wide range of characterizations of





engagement. For some, 'activism' means 'radical' action, but we wished to explore a variety of perspectives. We have always wanted to avoid unhelpfully narrow conceptions of what counts as education. We see education as being more than schooling. In some of our investigations, school was significantly less important than other initiatives. Our project was determinedly aware of education taking place in a wide variety of regions. We looked beyond as well as within national boundaries.

We wanted to know more *about* education and engagement; we wanted to know more about

how education could be *for* engagement; and we wanted to know if we could develop education and engagement *through* a dynamic approach involving action on many different sites and by many different types of people. Our conclusion is that there is a strong and potentially positive relationship between education and engagement. We are always – formally and in other ways – educating about, for and through engagement. As people engage (and engage they must in their everyday lives) then they will learn. The choice that faces us is whether we wish to think about and then prepare the forms of education

that we want, or whether we are content to leave what people learn to the dominant forces in society. Ultimately, this project concludes with something that is in line with official statements by many policy-makers and professionals but, if carried through, has the potential to be transformative. We recommend that young people and those with whom they work should think about what sort of education is necessary for what sort of engagement, and how best that might be achieved. We offer this publication as one of the means by which we can start to work towards the achievement of this direction.

A civic educators' resource

In this Resource for educators we outline our thinking about civic education and activism in Chapters 1 and 8. We reflect in those first and last chapters of this publication on the work that has been done by ourselves and others to identify key issues and challenges. In Chapters 2-7, each member of the project team discusses developments in their own country and we include promising practices that begin to illustrate ways in which educators may act. These examples give a flavour of what has already been done, in several different geographical areas, educational phases and perspectives. We hope these brief overviews of ideas and issues, and these case studies profiling promising educational practices, will inspire others to be creative in their own initiatives.

Editors: Ian Davies, Mark Evans, Márta Fülöp, Dina Kiwan, Andrew Peterson and Jasmine B.-Y. Sim



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- ◆ Centre for Research in Race and Education, University of Birmingham, UK
- ◆ Children's Identity and

Citizenship Education in Europe Association (CiCea)

- ◆ citizED
- ◆ Comparative, International and Development Education Centre, OISE, University of Toronto
- ◆ Jubilee Centre for Character and Virtues, University of Birmingham, UK
- ◆ Political Studies Association
- ◆ Social and Citizenship Education Association of Australia

Project team

Academics from six countries led the project:

Australia: **Andrew Peterson**, University of Birmingham, UK, and University of South Australia

Canada: **Mark Evans**, Ontario Institute for Studies in Education, University of Toronto, Canada

England: **Ian Davies**, University of York, UK

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Lebanon: **Dina Kiwan**, American University of Beirut and University of Birmingham, UK

Singapore: **Jasmine B.-Y. Sim**, National Institute of Education, Nanyang Technological University



1 Pedagogical considerations for youth engagement and activism: Educational approaches and practices

**Mark Evans, Ian Davies,
Márta Fülöp, Dina Kiwan,
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There has been increasing attention worldwide to, and deliberation about, the role education *is playing* and *ought to play* in assisting young people to develop deepened understandings of public issues and the capacities needed for meaningful engagement in often complex and conflictual civic questions. Building learners' cultural capital, handling evidence, making a case, substantiating judgements, critical engagement, for example, are all potential outcomes that have been associated with meaningful citizenship education programmes. Concerns have been raised that most forms of civic engagement learning for and by youth, however, often occur randomly in their communities while school-based programmes (aiming to educate with this intent) are limited and tend to be involved in "safe, 'acceptable' and 'minimal' forms of civic action, such as 'fundraising, fasting and having fun', recycling, planting trees or supporting established community organizations (such as a Foodbank). Much less frequently do young people participate in 'justice-oriented' forms of active citizenship which challenge the status quo" (Wood, Taylor, Atkins, & Johnston, 2018, p. 260).

In this Resource, we explore various ways in which 'educating for civic engagement' is being envisaged and approached in educational contexts, primarily within the six countries in

which our investigations were undertaken. In doing so, we hope to raise awareness of key ideas and issues for practitioners involved in constructing effective and equitable civic engagement learning experiences. Attention is given to:

- ◆ understandings of what it means to educate for youth civic engagement and its significance;
- ◆ research and development work that has been undertaken in the field of youth citizenship education and civic engagement pedagogy;
- ◆ key pedagogical considerations for civic engagement teaching and learning;
- ◆ a sampling of promising practices from the six countries, that aim to move to ambitious and potentially rich forms of citizenship education; and
- ◆ some of the more specific associated challenges and supports arising for educators.

Our focus is mostly on schools and less formal learning settings as they offer conditions where: understandings of key concepts, issues and processes of informed democratic citizenship can be nurtured; conflicting beliefs and perspectives within local, national and global contexts can be examined; notions of civic membership and identity,





inclusion and exclusion can be explored; moral purpose and legal responsibility can be analysed; and where basic capacities of civic literacy and participation can be experienced, practised and reflected upon. At the same time, in addition to democratic learning in schools, we are mindful that young people learn “as much, and most possibly even more, from their participation in the family or leisure activities, from interaction with their peers, from the media, from advertisers and from their role as consumers”, as well as being influenced “by the wider cultural, social, political and economic order that impacts upon their lives” (Biesta, 2011, p. 14).

Understandings of ‘civic engagement’ are neither clearly nor coherently defined within or across countries. Throughout this Resource, we use the phrase ‘educating for civic engagement’ to mean those intentional learning experiences that are constructed to assist youth to learn about civic engagement. We are alert to very dynamic characterizations of ‘civic engagement’ and its spectrum of varied intentions and dimensions (e.g. formal-informal, status quo/transmission-reformist/transformation, personal-local-national-global, face-to-face-digital, violent-peaceful). We do not regard the distinctions between public and private to be necessarily mutually exclusive. But, broadly and simply, we see civic engagement as public action that is alert to social justice. Our preference is for education and the engagement associated with it to be inclusive, diverse and democratic, and for it to lead to significant benefits about enhancing knowledge, promoting efficacy and increasing participation for individuals

and society, within and beyond countries.

Pedagogical considerations

A review of studies explicitly associated with ‘educating for civic engagement’ throughout the 20th and into the 21st centuries reveals deepening and shifting understandings and intentions of pedagogical approaches and practices (in theory and practice). Studies range from those that explicitly investigate planned and deliberate attention to knowledge acquisition, conceptual understanding, and higher order thinking (‘learning about’ and ‘thinking about’ rather than ‘engaging in’) in classroom and school-wide practices to those that explore some of the more recent and increasingly sophisticated learning considerations associated with ‘educating for civic engagement’ (e.g. cultural dimensions of civic learning, pedagogies related to digital/social media, contrasting notions of social justice, suitable forms of assessment, shifting conceptions of youth).

Pedagogical considerations (not in any particular order, with a sampling of some recommended references) emerging from these studies highlight the value of learning experiences that provide for:

A focus on real-life and relevant political questions and issues (classroom to community, local to global) and experiences that allow for the practice of different forms of civic engagement (including new approaches)

A focus on real-life themes, issues, contexts, and performances

of youth is gaining attention. Newmann and Wehlage’s (1993) work on the development of skills in citizen action and public affairs emphasized the importance of developing capacities for effective civic engagement and providing opportunities for young people to experience and practise more active forms of involvement. More recent work by Vromen and Collin (2010), Chen and Vromen (2012), Riegert and Ramsay (2012), Kahne, Hodgin, and Eidman-Aadah (2016), and Vromen (2017) continues to highlight the importance of practice and signals increasing consideration of new patterns of democratic engagement and activism through new digital tools and social media networks.

Varied ways of knowing and active involvement in the learning process constructing knowledge in relation to these political questions and issues rather than simply receiving information passively

Fundamental conceptions of teaching and learning are relevant. Significant parts of this work highlight the importance of the learner being actively involved in the learning process *constructing* knowledge and the influence of one’s background and the sociocultural context in the learning process. Opportunities to engage in learning (rather than just accept what is said by someone in authority) is congruent with other social and political forms of engagement. Aspects of the work of Piaget, with that of Bruner and Vygotsky in the area of social constructivism and learning have been particularly relevant. Vygotsky’s (1929) zone of proximal development; Bruner’s (1961, 1966) concept of scaffolding; and Piaget’s (1971) focus on how people make



meaning through the interaction of their ideas and experiences at different stages of development, for example, have had a wide-ranging impact on learning theories and pedagogical practices and have been particularly relevant in consideration of various forms of civic engagement.

Opportunities to engage in enquiry-based learning – and building skills/capacities associated with enquiry

Dewey (1916) emphasized the importance of enquiry on real civic problems and issues, as important pedagogical practices to be foregrounded in any democratic citizenship curricula. He emphasized the importance of social learning and the habits of reasoning in relation to real civic questions and issues. Since that time, a number of scholars and practitioners have explored the development of understanding about the processes and skills of enquiry (Banchi & Bell, 2008; Bruner, 1961; Taba, 1967) related specifically to civic engagement throughout the 20th century. Recent work (Parker, Valencia, & Lo, 2018) illuminates many of the issues associated with deep political learning.

Building capacities for decision-making, public issue investigation, ethical thinking, peace-building and conflict management

Associated with enquiry-based learning has been increased attention to pedagogies related to learning processes associated with, for example, decision-making (Engle, 1960; Parker, 1996), investigating public issues (Claire & Holden, 2007; Evans & Saxe, 1996; Fountain, 1995; Hess & Avery,

2008; Hess & McAvoy, 2014; Hunt & Metcalf, 1955; Krishnasamy, Sim, & Chua, 2018; Oliver & Shaver, 1966, 1974), and exploring and engaging with issues of peace and conflict (Bickmore, 2001, 2014; Davies, 2004; Shuayb, 2015). Helping students to learn about issues and ideas and then to make judgements is essential. This takes us beyond the at times rather hesitant approach of teachers who feel that judgement is beyond discussion and beyond their remit as educators.

Collaboration and deliberative discussion

There has been an emphasis on cooperation and collaboration (Johnson & Johnson, 1987, 1999). Often this collaboration is developed through discussion of contemporary issues. Many have argued for pedagogical practice related specifically to civic engagement to be focused in particular ways. Bloom's (1956) ideas about classroom questioning processes and discussions and higher-order thinking and Parker's (1996) attention to deliberative dialogue pedagogies, for example, have been influential.

Opportunities to engage with complexity and criticality

Developing critical perspectives requires that we move beyond a surface read of complex issues to the disrupting of common assumptions about patterns in our world, and to exploring questions of unequal power, privilege, and inequities. Exploring multiple perspectives through a critical lens provides opportunities for educators and students to become meaningfully engaged in their communities and reflect upon their own subjectivities and the concomitant implications for power,

privilege and marginalization. Freire (1970), Apple (1971), Giroux and Simon (1989), and McLaren and Kincheloe's (2009) focus on critical pedagogy is of obvious relevance to this point. Anyon's (2009) work, for example, has drawn heightened attention to transformative pedagogy and social justice related to civic engagement learning.

Community connections and experiential learning

At times this may be seen generally through many of the pedagogical considerations discussed already. Some of this work on experience is community-related. Avery (1997), Annette (2008) and Schwarz (2011), for example, have explored experiential learning, linking service learning and political participation, and how local community support can enhance youth engagement. There are other precisely framed experiential processes. It is not helpful to make simple links so that classroom-based work is cognitive while community-based is affective. Rather, we have to explore the ways in which citizenship learning takes place through both affective and cognitive domains. This dynamism can lead to deeper opportunities for students to experience critical and transformative democratic engagement (Wood et al., 2018).

Varied learning approaches and practices that are equitable and responsive to learner diversity

Work focusing on diversity, inclusion, and culturally responsive (e.g. ethnicity, gender, legally excluded, religious, socioeconomic) pedagogies in relation to civic engagement (Banks, 2004, 2008, 2017; Daou, 2012; Ladson-Billings, 1995, 2005, 2014) and its challenges



has gained particular consideration. Gardner's (1991) attention to multiple intelligence and Battiste's (2002) discussion of Indigenous ways of knowing and pedagogy (e.g. place-based learning, place of Elders in learning), for example, provide much – varied – food for thought regarding the nature of education and how it might relate to engagement.

Attention to safety, wellbeing, and self-reflection

Some of the issues that arise in learning about and having opportunities to practise civic engagement are controversial. We recognize that many students and teachers worry about, for example, their own safety and wellbeing and how to deal with the broader implications of responses from parents/carers, community members, and others (Krishnasamy, Sim, & Chua, 2018). Self-reflection focuses on the interplay between the personal and public, the local and the global. It highlights the importance of communication and dialogue within and across social identities and political and economic boundaries. Reflection provides opportunities for teachers

and students to probe notions of perspective and difference and questions of privilege. This allows them to engage more deeply with their own identities and examine how we are all implicated in local and global matters.

Developing understandings of subject-specific, 'fit for purpose' practices, approaches, and broad curriculum and instructional orientations

While many of the pedagogical studies for civic engagement have focused on History and Social Studies classrooms, important empirical work is becoming increasingly evident in other subject areas and across school curricula. Boal's (1993) early work on legislative drama pedagogies and Gallagher's (2018) more recent focus on drama pedagogies and youth perspectives are instructive. Important pedagogical work is underway related to the relationship among fields of science and technology and societies and environments (STSE) and activism (Bencze & Alsop, 2014). Westheimer and Kahne's (2004) work increased consideration and understanding of broad curriculum and instructional

orientations, whether they are aligned with personally responsible, participatory, and/or justice-oriented perspectives and practices.

These same studies also show that much of this work was undertaken across, and influenced by, the backdrop of broader pedagogical discussions and wider cultural, social, political and economic contextual factors. Broadly based ways of knowing and how to organize knowledge have helped guide the development of perspectives about how to teach and learn. Mortimore's (1999) attention to interconnected knowledge bases informing pedagogy and notion of pedagogical fitness of purpose, Miller's (2007) consideration and understanding of broad curriculum and instructional orientations (e.g. from transmission to transformation), and Joyce, Weil, and Calhoun's (1972, 2015) *Models of teaching*, grounded in research and experience (information-processing, social, personal, behavioural family of models), for example, are relevant and help us to make connections generally between what is taught, how it is



taught, and what might be learned.

These studies also illuminate how different cultural contexts, forms of democracy, and their ideological dimensions shape distinctive curricular and pedagogical preferences for particular kinds of citizenship and democratic practice (Dean, 2005; Faour & Muasher, 2012; Harb, 2018; Ikeno, 2005; Joshee, 2008; Kennedy, Lee, & Grossman, 2011; Lee & Chi-hang, 2008; Sim & Print, 2009; Tupper, 2014). Consideration of suitable and effective forms of teaching and learning for investigating global dimensions of citizenship and engagement, for example, have steadily increased these past few decades (Davies, Ho, Kiwan, Peck, Peterson, Sant, & Waghid, 2018; Fountain, 1995; Pike & Selby, 1987; Youngs, 2019). These studies interestingly provide overarching conceptions of engagement and the inter-relationships between people and places, but also emphasize the importance of specific contexts.

It should also be noted that the ways in which institutions are organized and the processes that they support within these contexts are very relevant to education for engagement. The democratic/pedagogical culture of schools through the development of 'professional learning communities',

'communities of practice', and online networks of professional learning are vital for the ongoing study and support of teaching and learning in relation to citizenship education (Darling-Hammond & Bransford (Eds.), 2005). There is increasing attention to interconnected knowledge bases informing pedagogy, pedagogical fitness of purpose in democratic contexts, and the 'highly skilled' role that teachers need to play in citizenship education (Loughran 2010; Sim, Chua, & Krishnasamy, 2017; Zhu & Zeichner, 2014). Professional learning and research initiatives are underway that focus on comparative aspects of citizenship education pedagogy within and across different cultural contexts (e.g. the Carnegie Civic Research Network, the United Nations World Youth Report on Civic Engagement).

The above suggests to us that there have been some significant shifts in the development of teaching and learning to address the increasingly sophisticated intentions associated with civic engagement. Learning contexts, pedagogies, appropriate forms of assessment, and new approaches to effective professional learning are all being transformed. As mentioned, much of this work has been undertaken against the backdrop of broader pedagogical discussions that highlight learner diversity and critical, equitable, and culturally responsive (gender, ethnicity, socioeconomic) pedagogical perspectives and practices.

A sampling of promising pedagogical approaches and practices

Expressions of youth civic engagement teaching and learning within the six countries in which

our investigations were undertaken reveal a history of shifting understandings and contrasting approaches and practices, reflective of differing cultural and historical traditions and contexts, emergent local and global pressures, and educational studies and policy reform. Educators wishing to explore and integrate new understandings of civic engagement pedagogy are finding an array of constructivist, enquiry-oriented, performance-based, and school- and community-based ideas to inform and guide their pedagogical practice. Case studies, the infusion of substantive and procedural concepts, school councils and elections, peer mediation programmes, special commemorative days, community participation and service activities, dispute resolution, peer mentoring and peace-building programmes, online international linkages and simulations, and youth forums and institutes are examples of practices being used to nurture the intricate learning goals now associated with civic engagement.

Throughout this Resource, a sampling of practices in classrooms, schools, and community sites from 'within and across' the six country-contexts is shared. In our selection of these practices, we were particularly interested in the ways in which increasingly sophisticated considerations of teaching and learning associated with 'educating for civic engagement' (e.g. cultural dimensions of civic learning, pedagogies related to digital/social media, contrasting notions of social justice) informed and were infused into the design of the varied approaches. A sampling of pedagogical resources developed across the six nations is provided at the conclusion of the text.



The sample practices presented in Chapters 2–7 of this Resource are as follows:

AUSTRALIA	2.1 Justice Citizens	Keith Heggart
	2.2 Richmond Emerging Aboriginal Leadership (REAL) program	Lucas Walsh
CANADA	3.1 Education for Social Innovation: Inquiries into global citizenship, environmental stewardship and student voice	Shirley Chan, Tim Sullivan, Janis Castle Jones, and Abhi Arulanantham
	3.2 Maximum City	Josh Fullan
	3.3 Youth Reconciliation Initiative, Canadian Roots Exchange	Saima Butt
ENGLAND	4.1 Amnesty International youth group	Matthew Davies
	4.2 Engaging with the EU referendum	Roxanne Fearn
	4.3 Machakos Youth for Sustainable Development	Purna Kumar Shrestha
HUNGARY	5.1 Ukids – a social entrepreneurship programme for kids	Mária Hercz
	5.2 The Radnóti School model of citizenship education	János Győri
	5.3 Democratic learning spaces for young people	Rita Galambos
LEBANON	6.1 Developing young historians: Teaching historical thinking	Maha Shuayb, Nayla Hamadeh, and Bassel Akar
	6.2 Learning practice: Bringing education to informal settlements	Rabih Shibli
SINGAPORE	7.1 Community for Advocacy and Political Education (CAPE)	Daryl Yang
	7.2 The Inter-University LGBT Network (IULN)	Rachel Yeo
	7.3 Raffles Girls' School Model United Nations	Aliah Shariff

Key questions arising for civic educators

While our review of various studies and development work related to 'educating for civic engagement' alerted us to important pedagogical shifts and considerations, it also highlighted for us the reality that implementation remains mostly nominal and uneven. Below, we provide questions that indicate the challenges that face educators in

developing appropriate pedagogies for engagement. By posing questions we are emphasizing our preference to promote engagement by all those involved in education.

Is there a continuing culture of 'transmission'-oriented teaching and learning related to civic engagement learning?

While there is increasing attention to varied enquiry-oriented, interactive, inclusive,

and experiential civic learning experiences that foreground current public issues and opportunities for student engagement, widespread implementation challenges remain. Classroom pedagogy continues to be largely teacher-directed, suggesting that teaching and learning practices appear to focus more on 'knowing about' and 'thinking about' rather than 'engaging in'.



Are there fragmented theoretical and ambiguous policy constructs?

Increasingly sophisticated, and sometimes conflicting, conceptions of citizenship and citizenship education (in theory and policy constructs) have led to a certain level of conceptual ambiguity for educators. While policy guidance is often strong in rhetoric, it is vague in terms of what goals are to be given priority and/or what depth of coverage is expected, prompting uncertainty and leaving teachers to choose what types of civic learning ought to be enacted (and avoided) and experienced by students.

Are there limits to critique and a privileging of particular learning goals?

Compliant behaviour (i.e. duty and responsibility) is often encouraged and distanced from seemingly inappropriate participation in civic dissent. Curriculum intentions that intersect with understandings and practices of civic engagement such as identity, power, social justice, conflict and controversial issues are given low priority and/or omitted in practice altogether. Enacted forms of pedagogy, often connected to curriculum policy, communicate different messages that are not politically neutral. Curriculum theorists appropriately point out that particular curriculum perspectives privilege particular learning goals.

How responsive are students' learning experiences of civic learning to their identity affiliations and socioeconomic circumstances?

There are a variety of subtleties associated with emerging understandings of youth civic engagement learning. Youth civic

engagement and/or disengagement is distinctly nuanced, linked to a variety of factors such as gender, 'race', cultural background, education, household income, family civic participation influences, and contextual circumstances. Students' experience of civic learning is often not responsive to and/or disconnected from their identity affiliations, lives, own ideas of democracy and citizenship. Understandings of youth civic engagement raise questions for educators in terms of suitable learning experiences that are responsive to students' identity affiliations, lives, own ideas of democracy and citizenship.

When/At what stage is it appropriate for young people to be introduced to understandings of civic engagement learning?

'Active citizenship' is consistently coupled with cautions about the importance of compliant behaviour (i.e. ethics, duty and responsibility). Behavioural codes of conduct tend to envision ideal civic behaviour as being compliant and obedient. Critical thinking skills enumerated in most curriculum guidelines do not appear to apply to the regulations governing students' behaviour in schools. What types of civic engagement learning are appropriate, at what age/stage?

Are educators suitably prepared through initial teacher education and in-service professional learning programmes to effectively address the complexities of teaching and learning for democratic engagement?

Pedagogical practices (from learning strategies to assessment practices) that attend to the critical purposes of civic engagement

learning (e.g. enquiry, equity and social justice themes, controversial issues, experiential civic engagement activities) are complicated. Teachers report concerns about a lack of confidence in terms of their own preparedness and the need for ongoing professional learning support.

What support is provided for teachers exploring civic/community issues of controversy?

Some of the issues that arise in learning about and having opportunities to practise civic engagement are controversial and many teachers worry about the extent to which they will be supported (or not) by, for example, their students, colleagues, parents, and community members. Accusations of bias and perhaps more insidious forms of indoctrination may put educators off from engaging in these types of learning experiences if 'safe spaces' for this type of work are not available.

What is the challenge of change in highly hierarchical schooling contexts?

While schools are viewed as locations where democratic citizenship learning can be nurtured and practised, the stated goals and ethos of schools often conflict with the expected goals and practices of the citizenship education curriculum. Schools are essentially hierarchical organizations, ones that are neither able to nor intend to fully nurture the understandings, capacities or values associated with democratic citizenship. Civic engagement is often associated with 'good' behaviour such as volunteering in the community, cleaning up parks, assisting the



elderly, and voting. Educators have at times been accused of propaganda. Inadequate financial/resource support, low curricular status/priority and other factors influence the extent to which steps towards engaged citizenship for all students can be realized.

How do different contexts and forms of democracy shape distinctive curricular and pedagogical preferences for particular kinds of citizenship and democratic practice?

Many studies (e.g. Hahn, 1998) revealed similarities and considerable differences in the ways pedagogy is used to prepare youth to participate as democratic citizens and additional/distinctive factors affecting learning (age, academic track, gender, ethnicity, religion, and so on). There is a rich and substantial variety of contextually distinctive approaches and practices, but a continuing gap regarding theoretical considerations, the rhetoric of policy and the reality of practice.

What is the purpose of education for engagement?

Education is always *for* something. The recognition of power within specific contexts and in global frameworks raises important questions. The emphasis on international perspectives, 21st-century competencies and soft skills may run contrary to or alongside the economic focus of producing 'productive workers' for a transnational or global economy. That struggle over purpose of course raises a fundamental question of whether and to what extent education can ever compensate for – or challenge – societal norms.

Understandings of pedagogy for democratic citizenship continue to expand and have become increasingly sophisticated. Yet, it is apparent that an uncertain – and unhelpful – gap exists between rhetoric and practice. It is apparent that more attention is needed towards those more sophisticated goals now associated with democratic citizenship education if practice is to be addressed in meaningful ways.

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2 Educating for youth activism in Australia

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The role education and youth services have to play in supporting young Australians to become and be informed, active and responsible citizens has been consistently stated at policy and curricular levels. According to data from the Australian Bureau of Statistics (2017), the 2016 Census of Population and Housing counted 2,988,390 Australian residents aged 15-24, representing about one in eight (12.8%) of all Australian residents. Australia has a growing percentage of Aboriginal and/or Torres Strait Islander youth. The 2016 Census reported 123,719 persons aged 15-24 who identified as Aboriginal and/or Torres Strait Islander, an increase from 105,652 since the 2011 Census. With regard to formal education and schooling, the *Melbourne Declaration on Educational Goals for Young Australians* has a core aim that young Australians are educated to become “active and informed citizens” (MCEETYA, 2008, p. 9). This goal resonates within the Federal Australian Curriculum, which is predicated on helping “all young Australians to become successful learners, confident and creative individuals, and *active and informed citizens*” (ACARA, 2018a). The focus on active and informed citizenship permeates (at times implicitly and at others explicitly) various aspects of the Australian Curriculum, including its General Capabilities and Cross-Curricular Priorities. At the individual subject level, engagement and action

are found most visibly in the curriculum provisions for Civics and Citizenship. The rationale for the Australian Curriculum: Civics and Citizenship subject makes reference to students exploring ways they “can actively shape their lives ... and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation” (ACARA, 2018b).

Broadening out from the formal school curriculum, the policy commitment to youth engagement and political action has also found expression within policies targeting young Australians more widely. The Australian Government’s (2010) *National Strategy for Young Australians*, for example, stated that the Government “respects and understands the value and contributions young people offer as citizens of today, not just the leaders of tomorrow” (2010).

It should be noted that despite these various policy provisions, tensions still remain about how far they are carried into meaningful and effective practices. Concerns have been raised, for example, about the lack of clear definition of precisely what might constitute “informed and active citizenship” in Australian schools (Peterson and Bentley, 2016), as well as about the framing and operationalization of

active citizenship in the context of Australian youth services (Lohmeyer, 2018). Nevertheless, in some ways, these policy statements represent a move forward from those of the latter part of the 20th century in which, at a policy level, there was a view that young Australians' levels of civic and political knowledge and understanding were generally low and would benefit from being increased (see, for example, SSCEET, 1989; CEG, 1994). This does not suggest that such concerns have dissipated altogether, as concerns over the 2016 sample assessment of Civics and Citizenship within the National Assessment Program evidence (Fraillon, Gebhardt, Nixon, Ockwell, Friedman, Robins, & McAndrew, 2017). Rather, it does suggest there is a good deal of positive work being undertaken in Australia in this area – work which raises questions, opportunities and challenges for civic educators. In addition, it should also be recognized that youth engagement and civic action in Australia are not solely dependent on interventions, initiatives and programs implemented by governments (whether Federal or State/Territory). A flourishing civil society exists in Australia, with a range of organizations involved in supporting youth engagement and action and in offering opportunities for youth to be involved in their communities. According to data from the Australian Bureau of Statistics (2017), over half a million people aged 15-24 said they spent time doing volunteer work in the 12 months prior to the Census – a figure that has continued to grow over recent Censuses (around 450,000 in 2011, and just under 395,000 in 2006). In their 2017

Youth Survey Report, Mission Australia (2017) found that 54.1% of 15-24-year-olds surveyed reported undertaking volunteer work in the past year. So too, young Australians are developing their own networks and outlets for civic action.

Forms of engagement

To understand how education, youth engagement and activism are (and could be) intertwined in practice, it is useful to start by questioning *how* young Australians are engaging currently within their political and social communities. A striking feature of research on youth engagement and action in Australia over the last two decades – whether the research draws out of education, political participation and/or youth studies – is the view that such engagement has changed and has become harder to pin down by precise categories. A range of researchers have suggested that young Australians today are motivated more by their values and by particular issues but are less inclined to participate in traditional, partisan forms of political participation. For example:

while there has been a shift away from formal participation by these young people, this has not necessarily led to either full-scale disengagement from politics or a widespread turn towards sub-cultural or postmodern activism. Instead, our research suggests that these young people are disenchanted with traditional politics that is unresponsive to their needs and interests, but that they remain interested in social and political issues and continue to seek recognition from the political system. In this way, their relationship to politics cannot be



characterized as straightforward apathetic disengagement. At the same time, their participatory practices are not oriented towards spectacular anti-state activism or cultural politics but take the form of informal, individualized and everyday activities.

(Harris, Wyn, & Younis, 2010: 10)

A key argument stemming from recognizing the sorts of engagement and action young people enact is that policy-makers, educators and youth workers need to work with the informal, individualized and everyday activities many young Australians seem to prefer (Vromen & Collin, 2010), meaning that pedagogical practices are likely to be both diverse and diffuse.

Many commentators and agencies have focused on the positive practices involved in youth engagement and action and have identified certain features regarding what works in terms of effective practice. While not necessarily an exhaustive list, the following is indicative of what might be viewed as good practice and as central to pedagogies for youth participation:

- ◆ the availability, commitment and knowledge of dedicated professionals
- ◆ a focus on young people's strengths, hopes and potential
- ◆ celebrating successes and possibilities in addition to identifying areas in need of attention
- ◆ the recognition and embracing of the self-expression and creativity of young people

- ◆ intentional effort to overcome barriers where a lack of agency and locus of control exists
- ◆ positioning youth as co-researchers, such as through Youth Participatory Action Research
- ◆ taking a situational approach that recognizes the importance of context, as well as the ways in which structural, historical and contextual factors impact on the possibilities for youth engagement and action.

Over the last ten years, a number of researchers have been interested in whether new technologies and digital/social media can be harnessed by and for youth to enhance their engagement and action in communities (Chen & Vromen, 2012; Kral, 2011).

While there is some hesitation about whether some use of new technologies (such as liking a tweet) actually constitutes genuine engagement, there is an important "newness" to the use of social media:

While this is often seen as a "new" phenomena, social media makes visible the types of active audience behaviours once difficult for elites to identify: the tendency for sociality and "cross talk" (i.e. "water cooler talk"), and audience "talk back" to media. What is new is the extent to which this discussion is visible to the public (providing greater access to it), and the digestion of this interaction (which allows for quantification of it). Thus social media is a new phenomena, but is not outside the range of human responses to the media seen throughout history.

(Chen & Vromen, 2012: 3)

Challenges and barriers

In their report *Preventing Youth Disengagement and Promoting Engagement*, the Australian Research Alliance for Children & Youth (2008) identified several barriers to engagement, including:

- ◆ racism and prejudice
- ◆ language and cultural barriers
- ◆ a lack of access to and availability of economic resources
- ◆ a lack of available opportunities.

The Australian Infant, Child, Adolescent and Family Mental Health Association (2008) highlighted similar factors, including:

- ◆ a lack of trust in decision-making systems
- ◆ insufficient resources
- ◆ a lack of confidence
- ◆ a lack of efficacy
- ◆ a lack of time due to family and/or caring responsibilities
- ◆ a lack of information and opportunities.

Related to these barriers is the concern that the "community" and "communities" are contested and complex spaces themselves. This raises the questions of (i) what precisely are the communities in which young Australians could, are, or indeed are not, engaging, and (ii) how young Australians understand, value and (dis)trust their communities. It may be, of course, that young Australians'





engagements in various communities result from their sense that those communities need to be challenged or changed in some important way. Equally, a decision *not* to engage may be an active choice on the part of young people. There are a number of research studies available to educators which explore the participation and engagement of marginalized youth in Australia (see, for example, Black & Walsh, 2015; Correa-Velez, Gifford, & Barnett, 2010; Land, 2011; Pavlidis & Baker, 2010).

Concluding thoughts

While there is general consensus in Australia that youth participation is important for a healthy democracy and that formal and informal education play core roles in supporting youth participation, debates continue regarding the form, rationale and expression that such participation does, can and should take. As educators we need to be aware of these debates and existing good practices, while also being attentive to the needs of those with whom we work.

Resource support

Various resources available for educators are provided in the concluding Resource List which aim to support the engagement and action of young Australians within their communities.

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2.1 Justice Citizens

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Justice Citizens was a youth participatory action research project undertaken among Year 9 (15–16 years old) students at McCarthy Catholic College in Western Sydney. The project sought to develop a model of justice-oriented citizenship by requiring students to examine issues in their local community that were related to their understanding of 'justice'. Students began by considering their own agency, and the agency of other young people, as well as evaluating the success of other projects. They then worked with community groups (including environmental groups, community groups, journalists and film-makers) to research and produce short films about topics they felt were important in Western Sydney.

The project was an effort to develop a more maximal approach to citizenship education than the formal models present in Australian curriculum documents. Building on other, similar programs, such as RuMAD, Justice Citizens sought to develop a critical, justice-oriented citizenship predicated on the notion that young people are 'citizens in action' rather than 'citizens in waiting'. It recognized that young people are a variegated, heterogeneous group with

complex understandings of their community and the role that they play within it.

Students selected a wide range of topics including domestic violence, road safety, environmental issues, drug and alcohol abuse, the treatment of Indigenous peoples, bullying and the status of refugees. These films were then presented at a council-funded film festival, as part of the Magnetic Places grant. This became the stimulus for ongoing discussion between students and stakeholders in various areas, as well as a bridge to increase student participation in various community groups and develop a social media profile.

Justice Citizens built on young people's understandings of their role as active citizens in their community, while also increasing their critical literacy and their agency within their communities by building social capital. Learning practices included student-led learning, action-oriented learning and participation in the public sphere, experiential education, the development of school–community partnerships, critical literacy and advocacy for systemic change.

The project was successful in its aim of developing a justice-

oriented approach to citizenship education. Students taking part in the project reported higher levels of individual and collective agency, as well as feeling more confident engaging with other stakeholder groups within their school and the wider community. Of course, there are challenges to face, too: for example, finding time in the crowded curriculum for a project that is seen as fringe by some educators is a particularly intractable problem.

TO LEARN MORE:

Course learning materials and handbooks via iTunes U <https://itunes.apple.com/au/course/justice%20ADcitizens/id590199414>

Films prepared by students <https://www.youtube.com/watch?v=xQDaJmvzvsI>

Refreshing critical pedagogy and citizenship education through the lens of justice and complexity pedagogy https://www.researchgate.net/publication/329419682_Refreshing_critical_pedagogy_and_citizenship_education_through_the_lens_of_justice_and_complexity_pedagogy

Civics and citizenship education: What have we learned and what does it mean for the future of Australian democracy? https://www.researchgate.net/publication/324011338_Civics_and_citizenship_education_What_hav_we_learned_and_what_does_it_mean_for_the_future_of_Australian_democracy





2.2 Richmond Emerging Aboriginal Leadership (REAL) program

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The author acknowledges the work of co-researchers Peter Anderson, David Zyngier, Venesser Fernandez and Hongzhi Zhang in the initial research from which this case-study is drawn.

This Australian program is delivered through a collaboration of the Young Men's Christian Association Victoria, the Korin Gamadgi Institute (KGI), the Victorian Electoral Commission, and the Richmond Football Club. It recruits Aboriginal and Torres Strait Islander students aged 14–17 to develop: a stronger sense of cultural identity and an improved awareness of family connections and Indigenous culture; a greater understanding about the importance of personal and community health, the incidence of key health issues, and the actions that can be taken to improve personal health; a greater understanding of the career and personal development pathways available to them; and the agency to participate in their community (e.g. through community events, clubs, school programs and/or leadership roles) as confident and proud community leaders.

The program is primarily delivered through four-day intensives conducted in a kind of a camp-residential format during school holidays. Other activities between the intensives build on learning and social networks developed during the intensives. Participants are nominated either by their teachers or by the Koorie Education Officer (assigned by the Victorian government state Department of Education and Training to provide

assistance to schools, parents and community) based on leadership potential and good school attendance.

Experiential, active and place-based learning are delivered by KGI staff, Indigenous facilitators, and young Indigenous alumni of the program. Examples of activities include traditional games and storytelling. Participants can develop skills in areas of interest such as multimedia, art, sport, music and dance; for example, students can participate in workshops with artists to create cultural art pieces. Peer and adult mentoring is another feature of the program. Participants also gain career knowledge from program partners in employment and education sectors.

The intensives provide a basis for participants to shape their identity as Indigenous Australians. Participants value opportunities to socialize and network with peers and community members (such as professional footballers), and to develop leadership skills. They experience a strengthening of self-belief, self-image, confidence, courage and pride in their culture.

Two challenging areas are notable.

1. While the program focuses on personal potential and empowerment and avoids working from a deficit perspective of Indigenous young people as “at risk”, the term “empowerment” in the context of Indigenous young people is culturally laden with notions of power derived

from dominant, non-Indigenous discourses and structures of “power holders”. Such notions could be patronizing and alienating to some Indigenous participants. Nevertheless, research suggests that some participants at least are aware of the racially- and gender-based nature of dominant (white, male) power structures (Walsh, Zyngier, Fernandes, & Zhang, 2018b).

2. An evaluation conducted by Monash University recommended that the program could benefit from providing more practical opportunities to develop political knowledge and literacy. The program could also develop and extend more explicit opportunities for activities to reinforce program learnings between and after the intensives (Walsh et al., 2016).

TO LEARN MORE:

REAL program website: <https://www.kgi.org.au/programs/real-program/>

Walsh, L., Anderson, P., Zyngier, D., Fernandes, V., & Zhang, H. (2016). *Evaluation of the Richmond Emerging Aboriginal Leadership (REAL) Program*. July 2016. Melbourne: Victorian Electoral Commission and Richmond Football Club. <https://www.vec.vic.gov.au/files/REALProjectFinalReport.pdf>

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3 Educating for civic engagement in schools in Canada: A brief overview

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Expressions of civic engagement among youth in Canada have been moderate and varied, tempered historically through a filter of personal and social responsibility and evident in both formal and less formal (non-electoral) political activities. Youth civic engagement in the early part of the 20th century was closely linked to encouraging and supporting nation-building, social and political initiation and, outside Québec, reflected a pro-British assimilationist orientation. Expressions of youth civic engagement often occurred outside schools in organizations like Boy Scouts and Girl Guides and through church affiliations. Civic learning in schools, associated primarily with Social Studies and History education, tended to focus on *knowing about* formal civic structures and processes and civic duty needed to be 'productive' members of the newly emerging Canadian society. More directive

forms of teaching and learning were the norm. Not everyone, however, accepted the civic message of schools during this time. Various groups, including First Nations' peoples, Québécois, and trade unions often voiced concerns.

Shifting circumstances and emerging issues during the second half of the 20th century (e.g. growing American influence over the Canadian economy, expanding ethno-cultural diversity, Quiet Revolution in Québec, First Nations land claims) prompted a renewed interest in citizenship and civic learning across Canada. Various legislation passed during this period (e.g. Royal Commission on Bilingualism and Biculturalism 1963-69, the Constitutional Act and the Canadian Charter of Rights and Freedoms 1982, and the Canadian Multicultural Act 1988), in particular, helped broaden notions of citizenship, with increasing attention to such themes as cultural diversity, regional perspectives, human rights, civic conflict, and democratic engagement. While university campuses across Canada experienced heightened levels of protest and conflict (e.g. rallies, sit-ins) for a brief period during the late 1960s and early 1970s, expressions of civic engagement among youth remained modest.

The rhetoric of civic learning in formal provincial and territorial curricula (education is the responsibility of provincial and territorial governments operating





within a federal system in Canada; there is no national curriculum) during this period began to reflect this broadened civic mandate, constituting what Osborne (1996) referred to as “the beginning of a trend” and “a new conception of citizenship education” (p. 52). Results from the Report of the Commission on Canadian Studies, *To Know Ourselves* (1975) led to the development of new ‘Canadian Studies’ curricula, creating more opportunities to explore Canada’s expanding cultural diversity, the complexities of French–English relations and Canadian–American relations, and Canada’s emerging role in a global community in schools. Educating for civic engagement was gaining attention as a curricular goal, although implementation remained embryonic. While expressions of youth civic engagement continued to occur outside schools, *engaging in civic matters* in schooling contexts usually meant the promotion of increased awareness of aspects of participation related to formal politics (e.g. voting, joining a political party) and the possibility of some minor form of involvement in school governance (e.g. student councils) (Broom, 2016; McLean, Bergen, Thruong-White, Rottmann, & Glithero, 2017).

More recent developments

From the late 1990s onwards, a variety of internal and external pressures (e.g. globalization, issues of inclusion and exclusion, the Truth and Reconciliation Commission of Canada) prompted further conversations about citizenship and civic learning in Canada. A variety of studies began to report important shifts in, and concerns about, how young Canadians were

engaging in civic matters (Chareka & Sears, 2006; Hughes & Sears, 2008; Llewellyn, Cook, & Molina, 2010; Llewellyn & Westheimer, 2009). On the one hand, concerns were raised about decreasing levels of engagement among youth in formal political activities (e.g. voting and membership in a political parties). On the other hand, increasing levels of youth engagement were being reported in what might be referred to as informal or non-electoral political activities in areas related to social justice, enhanced by the spread and deepening of social media platforms (e.g. anti-racist initiatives, environment, Indigenous peoples’ concerns, LGBTQ rights, access to higher education). Turcotte’s (2015) study, for example, noted that while younger people (15–24) in Canada have been less likely to vote than older individuals during the past decade, “these trends in electoral political engagement conceal a relatively high degree of engagement in other (non-electoral) activities” (p. 11) including volunteering, engaging in community projects, and/or joining various community groups and/or NGO organizations operating outside formal politics.

Attention to citizenship, civic learning, and civic engagement in schooling contexts became increasingly evident in spheres of Canadian educational research, provincial and territorial curriculum policy reforms, and pedagogical practice. Contrasting conceptions of citizenship education (e.g. Osborne, 2001; Sears, 1996; Westheimer & Kahne, 2004) and underlying assumptions in relation to curriculum goals and teaching and learning practices received increasing attention (Westheimer, 2008, p. 9). Various studies noted

the nuanced nature of youth civic engagement and highlighted interconnections between civic engagement and other dimensions of civic learning linked to social identities and Indigeneity education, issues of social justice, students’ lived experiences and concerns, learning practices, and in some instances, transnational considerations (Bickmore, 2014; Ho, Clarke & Dougherty, 2015; Peck, Thompson, Chareka, Joshee, & Sears, 2010).

Broadened notions of citizenship and civic learning, building on more traditional understandings, became more evident in provincial and territorial curriculum policy reforms. Civic engagement as a learning goal became more visible in various subject areas, cross-curricular policy documents (related to such areas as character education, equity education, sustainability education), and day-to-day school-based governance, discipline, and community service guidelines (Llewellyn, Cook, Westheimer, Giron, & Suurtamm, 2007; Sears, 2004). In Ontario, for example, a *Citizenship Education Framework* was introduced in 2013 to provide general curriculum guidance (K-12) to “bring citizenship education to life, not only in Social Studies, History, and Geography, but in many other subjects as well” (The Ontario Ministry of Education, 2013, p. 10). This deepening attention to civic engagement became evident in broader system-wide policy documents as well (e.g. *Achieving Excellence: A Renewed Vision for Education in Ontario*, Ontario Ministry of Education, 2014) where creating “actively engaged citizens” (p. 1) was identified as a fundamental purpose of Ontario’s schools.



Increasing attention to pedagogical considerations

Various classroom, schoolwide, community-based, and online learning ideas and resources to strengthen civic engagement learning experiences (e.g. public issue/action projects, town council simulations, peace-building programs, and online international linkages) were developed, often with the intent to assist students to become better informed about current civic themes and issues and to build their capacities for inquiry and engagement. Inquiry-oriented, interactive, and inclusive teaching and learning considerations focusing on everyday civic issues and questions of social justice were gaining attention and becoming gradually more evident in the design of these school-based learning experiences. (Bickmore, 2014; Evans, 2008; Llewellyn, Cook, & Molina, 2010; Molina-Girón, 2013; Sears, 2004). Important pedagogical work to support civic engagement learning in less formal schooling contexts became more noticeable. A large number and variety of organizations developed various opportunities for civic engagement learning and resource support (e.g. Leave Out Violence Everywhere; the Newcomer Youth Civic Engagement Project; Studio Y Youth Impact Summit; UNICEF Canada: Global Classroom; the Youth Research Lab at the Centre for Urban Schooling, OISE).

Assorted textbooks, media sources, and educators' guides supporting this more 'active' direction have become available. Toronto District School Board and Taking IT Global's Education for Social Innovation initiative, Chen and Goodreau's

Educational activism: Resources for change (2009), and the Global Ideas Institute at the Munk School of Global Affairs and Public Policy provide examples of some of this work. Support has also been provided in the form of professional learning opportunities available through teacher federations, provincial subject councils (e.g. Alberta Teachers' Association Social Studies Council, First Nations, Métis & Inuit Education Council, Ontario History and Social Science Teachers' Association), professional organizations (e.g. CIVIX Citizenship Education Resources, Facing History and Ourselves: Canada, the History Education Network/Histoire et éducation en réseau (THEN/HIER), Imagine Action: The Canadian Human Rights Toolkit, the Media Awareness Network, Samara Centre for Democracy), various government departments (e.g. Elections Canada: Elections and Democracy, Library of Parliament's Teachers' Institute on Parliamentary Democracy), and education divisions of local and national media organizations.

Three examples of promising pedagogical work in Canada, showcased at the end of this chapter, include: 3.1 the Toronto District School Board and Taking IT Global's Education for Social Innovation: Inquiries into global citizenship, environmental stewardship and student voice; 3.2 Maximum City; and 3.3 the Youth Reconciliation Initiative, Canadian Roots Exchange. These examples illustrate varying approaches to civic engagement teaching and learning in formal and less formal contexts. Inquiry, collaboration, attention to real-life civic issues, and responsiveness to learner diversity, are some of the important pedagogical considerations interwoven throughout these practices. They

also reveal a shift of emphasis, from a focus on personal and social responsibility and formal political structures and processes *as they are* towards more active and critical expressions of engagement of *what could be*, through the deliberation of public issues and consideration of less formal, participatory expressions of engagement.

It should be reiterated, however, that considerable variability and fragmentation remain in relation to educating for civic engagement in schools across Canada. Pedagogical practices continue to be largely linked to increased awareness of civic structures and processes, civic responsibility, minimal forms of engagement in school governance (e.g. student council), and community service (which may or may not enhance participation of civic engagement). Where real-life civic engagement experiences are infused, there is a tendency towards what Wood et al. (2018) refer to as 'safe' and 'acceptable' forms of civic action rather than 'justice-oriented' forms of active citizenship which challenge the status quo (Wood, Taylor, Atkins, & Johnston). Too often, teaching and learning experiences associated with civic engagement tend to remain transmission-oriented and passive.

Challenges arising for educators

Recent studies have increasingly noted the nuanced nature of youth civic engagement and a variety of challenges facing educators considering the inclusion of meaningful civic engagement learning experiences in their day-to-day work (Broom, 2016; Ho, Clarke, & Dougherty, 2015). Some of these challenges include:



- ◆ Teaching and learning practices – including assessment and evaluation – associated with the critical purposes of civic engagement learning are complicated. Educators report concerns about their own preparedness, suggesting a serious need for effective professional learning opportunities and resource support that address these pedagogical complexities.
- ◆ Provincial policy guidance is often strong in rhetoric yet vague in terms of what goals are to be given priority and/or what depth of coverage is expected. Educators are left with uncertainty and difficult decisions about types of civic learning to be experienced, highlighting the need for clear, carefully designed and communicated policy.
- ◆ Learning about and having opportunities to practise civic engagement can be very controversial. Educators are concerned about the broader implications in terms of how, for example, colleagues, parents and community members will respond.
- ◆ Civic engagement learning experiences are often associated with ‘good’ behaviour and undertones of harmony-building (e.g. cleaning up parks, assisting the elderly), distanced from seemingly inappropriate forms of active citizenship which challenge existing circumstances (Chareka & Sears, 2006; Kennelly, 2009; Llewellyn, Cook, Westheimer, Giron, & Suurtamm, 2007; Tupper & Cappello, 2012).
- ◆ There is often little attention to, or consideration of, how school-based citizenship learning opportunities implicitly communicate citizenship expectations in the form of

patterns of discipline, conflict management, school councils, and community service programming (Bickmore, 2014).

- ◆ A privileging of certain kinds of knowledge is evident. There is a tendency for learning intentions associated with civic engagement that intersect with such themes as identity, power, and controversial issues to be given less priority in practice (Evans, 2006; Kennelly, 2009).
- ◆ Civic learning experiences tend to be less responsive to students’ differing identity affiliations (e.g. race, class, culture, gender, religion, region), signalling variable and inequitable learning experiences (Kennelly & Llewellyn, 2011; Peck et al., 2010).
- ◆ These challenges are further exacerbated by a variety of factors associated with educational change (e.g. inadequate financial/resource support, hierarchical nature of formal education) that can either mobilize or inhibit steps towards more participatory expressions of engagement for all students and that may help explain why it is so hard to move away from more ‘traditional’ pedagogical practices (Evans, Evans, & Vemic, 2019).

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3.1 Education for Social Innovation: Inquiries into global citizenship, environmental stewardship and student voice

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In 2014 the Toronto District School Board (TDSB), in partnership with Taking IT Global (TIG) and funded by Ontario's Ministry of Economic Development, Employment, and Infrastructure and Cisco Foundation, introduced a new and innovative learning initiative, Education for Social Innovation. General areas of inquiry included global citizenship, environmental stewardship and student voice. The initiative aimed to assist young learners to investigate and engage with questions and issues of local and global significance, develop their skills of inquiry, and introduce them to a variety of forms of active problem-solving and civic engagement. In addition, the initiative aimed to assist educators to deepen their own understandings of ways to support students in using different modes of project-based learning and applying new technologies to support and document student learning through a blended professional learning course.



Over 1,770 K-12 students and 118 teachers and administrators from 29 schools have been involved since the introduction of the initiative, working together on a variety of social innovation investigations. Educators and administrators have had the opportunity to collaborate face to face and online to: co-develop classroom-based social innovation inquiry project(s) with students on issues of local and/or global significance while meeting curriculum expectations; gain experience with ideation and design-thinking pedagogy to further unleash collaborative inquiry and problem-solving with their students; engage with key technologies behind authentic, humanizing approaches to social innovation to empower students as learners and leaders; understand and apply tools of pedagogical documentation to support learning outcomes by making learning visible; and learn how to develop and maintain partnerships to extend the classroom to the community and beyond.

Students, with the guidance of their teachers, have investigated a range of local and global issues and have developed a pitch for their solution. Social innovation projects, aligned with different curriculum expectations across different subject areas, have focused on such themes as creating prototypes for accessible playgrounds, designing models to protect villages from natural disaster, developing a film festival about immigration issues, having a poetry café about endangered animals, and implementing a Water Day to educate others about conservation. Central to the learning has been the co-construction of learning between

teachers and students using e-technology to collaborate, learn, and work. Teachers and students have also had the opportunity to share the results of their inquiries and engagement projects through Information Fairs.

Assessment data collected throughout the processes of inquiry revealed deepened student skills of inquiry and a wider understanding of forms of civic engagement. Assessment data also suggested an empathy for others, and a willingness to collaborate with peers and critically apply their learning in order to develop solutions and actively engage with local and world issues through their investigations. Data collected also revealed increased use of technology by students to support learning, thinking, and documentation, with the support of their teachers who were engaged in designing rich problem-based learning processes. Allowing the students to define a purpose as well as the intended audience was instrumental in creating increased student engagement.

The project has provided multiple opportunities for teachers and administrators to expand their leadership capacity. All participants were encouraged to take intellectual risks which were modelled throughout. Professional learning practices have included professional reading, dialogue, co-facilitation, and reflections within their sessions as well as on online forums. From the perspective of one administrator, the project touched on almost all domains of the Ontario Leadership Framework (OLF, 2013) but in particular, Building Relationships and Developing People.

Areas of challenge included finding time for students to reflect on the process and to redesign their work. This led to educators' collaborating to find brief, yet meaningful ways for students to reflect on their work, often using technology as a tool. Educators also found it challenging to assess the process of learning and the final products. To support this process, educators collectively delved into research on assessment throughout the various stages of inquiry. An exciting extension of this initiative has been the development of a two week 'Sprout Ideas Camp' that took place at OCAD University Inclusive Design Institute. Participants had the opportunity to create an 'App to Change the World'. Students worked in small teams with a teacher mentor and the support of industry experts who coached participants on everything from game development to graphic design.

TO LEARN MORE:

Taking It Global and Toronto District School Board: Education for Social Innovation (2015, 2016, 2017)
<https://www.youtube.com/watch?v=P1yTuXhTrAs>
<https://www.youtube.com/watch?v=8HOFcOii-I>
https://www.youtube.com/watch?v=AZURS_eqqfg

TakingITGlobal (2015). Education for Social Innovation.
<https://panorama.tigweb.org/TIGstaff/education-for-social-innovation>

Toronto District Board Classroom Social Innovation Sample Projects
<https://www.tigweb.org/tiged/projects/>





3.2 Maximum City

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Maximum City is an organization dedicated to working with schools, governments and communities to learn and live in better cities. It began in August 2011 as a pilot project at the University of Toronto Schools, an independent school affiliated with the University of Toronto, to engage students in hands-on experiences in sustainable urban design and meaningful civic action. Maximum City now works with schools and communities in Canada and internationally to deliver deep learning experiences for youth of all ages to collaborate on the world's most pressing urban problems through design challenges, neighbourhood interventions, the *YouthScore*, and the *Global Urban Citizens* program.

Since 2016, for example, Maximum City has been working with Sterling Hall School, a K-8 school in northern Toronto, on hands-on design challenges to investigate and improve the local neighbourhood based on criteria identified by students through observation, inquiry and data collection. As with all of our school collaborations, the goals of the teaching and learning experience at Sterling Hall are for students to first strengthen their sense of place, then generate actionable ideas to improve their school neighbourhood by linking classroom learning to real-life city-building initiatives, and in the process gain skills and knowledge they can use to move their learning and ideas forward into civic action.

At Sterling Hall, this meant looking at local streets and how they were performing for different age groups and users, such as drivers, cyclists, pedestrians, and students at another nearby school. Through site visits, direct instruction of some best practices by experts, community interviews, observation and data collection, students identified problems on a nearby stretch of formerly industrial road that they thought they could solve. Next, they followed a design challenge process to generate prototypes that addressed parts of the broader problem they identified – a street whose form no longer matched its function – by modelling wider sidewalks, safer connections, trees, garbage cans, and spaces for play and public art. Students then pitched their ideas to professionals and decision-makers at the municipal level, including local city planners and the city councillor responsible for the area.

Students are not only deeply engaged and invested in this work because it means something concrete to their daily lives and has the potential to measurably improve the quality of life in their community, but they also have proven to be powerful and compelling problem-solvers. The design challenge process around a local problem taps into young people's sense of purpose and inclination to improve the world around them. In 2017, based in part on the engagement and advocacy of students at Sterling Hall, the local city councillor moved a motion to reduce the

speed limit on a nearby street from 50 to 40 km an hour. Students now see this difference they have made in their local community on a fixed street sign every time they pass it on their route to school, and have organized annual clean-up days to address the litter problem they identified in their research. In 2018, students refined their ideas and prototypes by incorporating feedback from consultations they conducted with students from a nearby Adult Learning Centre, and with community members and local business owners. In 2019, in partnership with City of Toronto staff, students will actually implement their street improvement ideas for a pilot period in order to determine which improvements could be made permanently to the street. This is where civic learning becomes civic action.

The secret of turning classroom learning into meaningful civic action in this case was to focus on a hyper-local problem that students themselves identified as solvable, follow a rigorous design challenge process that respected the specific school context, and conscript all the right players into the process: school, community, parents, businesses, politicians, and city planners. The challenges encountered along the way were insignificant in the face of the students' enthusiasm and collective persistence to make a difference.

TO LEARN MORE:

<https://maximumcity.ca/>



3.3 Youth Reconciliation Initiative, Canadian Roots Exchange

Saima Butt, National Programs Manager, Canadian Roots Exchange

Canadian Roots Exchange (CRE) is a national youth-led organization that delivers reconciliation-based programming, with an exclusive mandate to engage young people of both Indigenous and non-Indigenous backgrounds to play leading roles in advancing reconciliation and solidarity in Canada. Over the past ten years, Canadian Roots Exchange has worked on engaging young people from urban, rural and remote communities in youth-led, transformative, experiential learning programs. CRE believes youth play a lead role in strengthening intergenerational relations and redefining existing relationships between the diverse peoples of this land. From coast to coast to coast, CRE brings together teams of Indigenous and non-Indigenous youth to break down stereotypes that divide communities.

The Youth Reconciliation Initiative (YRI), one of the initiatives undertaken by CRE, has been placing youth at the forefront of reconciliation work since 2012. The YRI builds the capacity of Indigenous and non-Indigenous youth to envision and realize their own versions of reconciliation at local, regional, and national levels. CRE now supports YRI teams in 15 communities from coast to coast to coast. Around 60% of the YRI participants are Indigenous youth from all experiences (rural, urban, reserve, etc.).

Each year, CRE hosts a week-long national training retreat where

participants are connected to Indigenous leaders, Elders and Knowledge Keepers from across the country (examples include: Treaties workshops, Medicine teachings and storytelling, and Two-spirit sharing circle and hand drumming). Participants are also given practical skills that will support them in and outside their participation in the YRI such as: media relations, public speaking, budgeting, facilitation skills, community outreach, networking, conflict resolution, the processes of reconciliation and decolonization, Indigenous histories, and contemporary issues facing First Nations, Inuit, Métis and other diverse communities in Canada.

Youth teams are provided with the necessary support, confidence and resources to help them start organizing activities in their communities. Teams develop a work plan to guide their work and effectively engage youth in their regions. With a goal of bringing communities together and sharing stories beyond specific communities, teams will be encouraged to use different approaches which involve video, spoken word, presentations, role plays, theatre and recreation.

CRE centers participant knowledge within a pedagogical approach, understanding that in building relations, and “[f]or solidarity to be truly decolonizing, we must first interrogate our own location in the narrative of colonization without getting mired in cycles

of guilt and blame, and then recognize that ‘the obligation for decolonization rests on all of us’ (Walia, 2012, p. 250) who share in one way or another in the legacies of colonialism and other structures of oppression” (Chovanec et al, 2015, p. 60).

A challenge within this project is the dual nature of such work, that is, navigating the location and needs of Indigenous youth in reconciliation while at the same time making space for settler and newcomer voices within the project. As the program continues to grow – from 18 Youth Leaders in 2012 to 57 in 2018 – how do we maintain a sense of community? CRE has begun to offer Indigenous-only spaces within the training and also discussions on solidarity and allyship for Non-Indigenous Leaders to understand their role in/within reconciliation. This intentional space has allowed for the complexity of experiences and voices within the wider movement of Reconciliation.

TO LEARN MORE:

www.canadianroots.ca and on social media @CdnRoots

Chovanec D. M., Gordon N., Underwood M., Butt S., & Díaz R. S. (2015). Solidarity Movements and Decolonization. In A. A. Abdi, L. Shultz, & T. Pillay (Eds.) *Decolonizing Global Citizenship Education* (p. 60). Rotterdam: Sense Publishers.

Walia, H. (2012). Moving beyond a politics of solidarity to a practice of decolonization. In E. Shragge, J. Hanley, & A. A. Choudry (Eds.) *Organize!: Building from the local for global justice* (pp. 240–253). Toronto, ON: Between the Lines.



4 England: Policy and practice for understanding and engagement

Ian Davies,
University of York



Helping all people to understand contemporary society, to develop the skills to take part and to celebrate the dispositions that enhance an inclusive, vibrant democracy is a vital part of education and schooling in England. The intellectual challenge, the social purpose and the opportunities for individual creativity are all potentially connected with the need for linkages to be made between education and engagement.

However, much of the history of education in England – as well as the contemporary situation – is characterized by neglect of civic education (Weinberg & Flinders, 2018). A series of challenges have been offered as explanations for why civic education cannot – and according to some, should never – be developed explicitly (Kerr, 2001). Contradictory explanations are presented for this negative position: the field is too complex or too simple to warrant attention; the school should not interfere in sensitive matters which are the preserve of parents and carers, or parents and carers as non-professionals should not interfere with schooling; or the school as a non-democratic institution could not offer the sorts of ‘progressive’ experiences that are necessary. Powerful established forces which depend on ‘proper’ subjects such as History and English mean that civics or citizenship education is not regarded as being high

status. This does not mean of course that students and others are not supposed to understand and engage in society. There is no choice about whether or not we prepare people for society. That is the central purpose of school. The choice is whether we do it explicitly and professionally, or leave it to circumstances which are driven by a highly politically biased and partial account of the nature of society.

The current educational context in England is hard to describe in simple and clear terms. Since 2010 major reforms have been enacted generally across society. The financial crash of 2008 has been given as the reason for responses to crises involving significant reductions in public spending. There have been reforms of the National Health Service, referenda on independence for Scotland (which was not carried) and on withdrawal from the European Union (EU). The discussions about membership of the EU have had a paralysing effect on what seems to be a divided country. In education, policies that were designed to account for exceptional circumstances (such as the formation of Academy schools which would be allowed to have greater autonomy than others) have become the norm. University fees which were introduced as allowing for a relatively small contribution to be made by those who would gain relative to others through increased earnings as graduates, became very expensive



(currently £9,250 per year for social sciences undergraduate students and much more for certain sciences and for overseas students). The drive towards greater autonomy has meant the decline in power of elected local authorities and university departments of education and in effect the demise of the National Curriculum for most students (most schools are now Academies which can follow their own curricular path). In education, there is a funding crisis, a teacher shortage and heightened central control through the school inspection service, Ofsted. The nature of what people are being educated for in this context seems clear. There has been a strengthening of accountability to central government, greater focus on a reduced number of success indicators (principally academic exam results) and, through more

autonomy for individual schools, the highlighting of the preference for individual enterprise.

Teaching and learning (pedagogical) activities and approaches

When explicit and professional attempts have been made to educate people in schools about and for contemporary society, there have been different perspectives in evidence. Historically, civics, in the form of information about institutions and constitutions, was offered to high status students as future leaders and as reminders about the rules to low status students who would be expected to leave school and take up roles as followers. Political literacy programmes were highlighted in the 1970s, focusing

on current issues and a proclivity to action. Cultural emphases (whether it was on a politically focused anti-racism, a commitment to multicultural education or global education) were attractive to teachers in the 1980s. By the early 1990s official policy was focusing on citizenship education which was largely about attempting to ensure that young people realized their 'voluntary obligations' (in other words, while the government knew that it could not force people to take responsibility for others, it wanted action in a context in which the welfare society was being withdrawn, and a neo-liberal enterprising and 'responsible' individualism would be implemented) (Davies, 1999). In 1998 a significant shift occurred with the publication of the Crick Report (DfEE/QCA, 1998). There was now a communitarian-inspired

approach to teaching people about society in which three aspects were emphasized: social and moral responsibility; community involvement; and political literacy.

As a National Curriculum subject, citizenship education has gone through various formulations. Up to 2013, on the basis of a significant longitudinal research project (see Kerr, Keating, Benton, Lopes, & Mundy, 2010) and policy initiatives that emerged from recognizing the need to strengthen the emphasis on diversity (see especially the Ajegbo Report, DfES 2007), citizenship education focused on key concepts (rights and responsibilities; democracy and justice; identities and diversity) and key processes (critical thinking; advocacy and representation; informed and responsible participation). The version of the National Curriculum which is currently in force, however, is very different from that earlier framework. It now focuses on civics (information about government and the legal system); a disposition to volunteer; and personal money management. Given the decline of associated teacher training programmes and other support mechanisms it is not surprising that a recent House of Lords select committee (House of Lords, 2018) when calling for the enhancement

of professional commitment to this area, bemoaned the fact that now little is known in any systematic way about what schools are doing for citizenship education.

Although not part of the National Curriculum, there has been a strengthening in official commitment to character education. This means there is now an emphasis on “a moral concept of character in order to explore the importance of virtue for public and professional life” (see www.jubileecentre.ac.uk/355/about). Morality, of course, is essentially connected to understanding and participation in contemporary society, but we are witnessing a very different approach to that offered by Crick and his colleagues (Kisby, 2017).

Beyond schools there is (as always) a vast amount of work relevant to helping people understand and participate in society. A large number of NGOs are active. Just as one example, Oxfam’s resources (e.g. <https://www.oxfam.org.uk/education/who-we-are/global-citizenship-guides>) are widely used. There is a very active professional body, the Association for Citizenship Teaching (see <https://www.teachingcitizenship.org.uk/>). There is a major government-led initiative to help young people engage in society. It aims to help 15–17-year-olds build confidence and self-belief so they can “take on anything in life”. The title (National Citizen Service, <https://www.ncsyes.co.uk/>) suggests to some that the initiative encourages engagement and skill development but not necessarily a critical approach; the level of take-up by young people has been far lower than that aimed for by the government; and there have been questions about whether it

provides value for money. There are an increasing number of initiatives associated with character education often supported by the government.

Some of the more specific challenges arising for educators

The research and development work that has explored education about and for participation in England has shown some very clear messages. Generally, citizenship education in the National Curriculum has been successful in helping young people to understand ideas, develop their skills and increase the likelihood of their participation. That approach to citizenship education is of a particular type. Although (of course) knowledge and understanding are vital for promoting engagement, we know that educational programmes that emphasize the significance of information about political systems tend to be unsuccessful. We also know that programmes that are heavily reliant on particular controversial issues may have the effect of disempowering young people who come to feel overwhelmed by a seemingly endless series of disconnected, intractable problems (Crick, 2000). It seems appropriate in light of research and inspection evidence to recommend the development of conceptually-based programmes of citizenship education, as confirmed by Ofsted, research bodies such as the National Foundation of Educational Research and respected individual researchers (e.g. Whiteley, 2012). Nevertheless, there are still significant challenges that remain, including for example relatively under-developed work regarding assessment.



Resource support and professional learning initiatives underway

Given the preference stated above for conceptually-based programmes, it is necessary to illustrate what such work looks like. Huddleston's (2004) publication for teachers and students is worth re-visiting. This "starts from the premise that politics is essentially controversial and that in order to understand political issues, young people need to be familiar with the beliefs and values that lie behind them. They also need to be familiar with the vocabulary in which political thought and argument take place" (p. iv). Each teaching unit is mapped against particular concepts and themes are explored. Within that fundamental conceptual map, students are encouraged to:

- ◆ think about and research topical political issues
- ◆ analyse political information from different sources
- ◆ express, justify and defend personal opinions orally and in writing
- ◆ contribute to group and exploratory discussions
- ◆ consider other people's experiences and evaluate views that are not their own.

Lessons are taught in a series of about three or four classes organized around themes (e.g. government) that are connected with the conceptual map. Starter activities, the main lesson, plenary and research tasks is the structure that is used within most lessons. There are opportunities for lively debate, for example in work on the concept of freedom (negative

and positive; freedom *from* and freedom *to*; human rights and civil liberties; legitimate authority and so on) in discussion of a housing estate where a group of local self-appointed adults (the Cherry Lea Angels) decide to restrict young people in order to strengthen law and order. An assessment framework would relate to the students' ability to understand (critical thinking), speak (advocacy and representation) and act (informed and responsible participation).

There are many examples of textbooks and other learning resources from many commercial publishers (e.g. Fiehn & Fiehn, 2014). There are many organizations and initiatives that could usefully be explored and various resources are available for educators to support the engagement and action of young people within their communities.

In summary, the review of initiatives and developments over the past 60 years or so in England tend to suggest the following points which are relevant for teaching and learning about and for democratic participation:

- ◆ Understanding, skills and dispositions about and for democratic participation are always a key part of education within and beyond schools and universities.
- ◆ The relationship between politics and education should be recognized (although close association between particular educational programmes and party politics should be avoided in order to ensure that there is greater continuity about educational policy than we have witnessed in recent years).

- ◆ Explicit and professionally-based development of educational programmes and encounters is needed if we are to avoid unintended negative outcomes.
- ◆ There are choices about how we decide to focus educational programmes (political literacy, multicultural education, global education, human rights and so on). We need to develop educational work consciously rather than accidentally.
- ◆ A conceptually-based programme is likely to be more effective than information- or issues-based programmes.
- ◆ We need to focus on critical thinking, the ability to speak and the ability to act (and reflect on those actions).

The sample practices provided below illustrate good practice that currently exists in England. There are two secondary school examples: (4.1) global human rights and engagement in a variety of forms through establishing an Amnesty International school group, and (4.2) preparing students to participate in a mock referendum on Britain's membership of the European Union. We also present (4.3) an example from the UK-based organization Voluntary Service Overseas (<https://www.vsointernational.org>) in which young people can become agents of change to mobilize to address cultural barriers to education by raising community awareness on child marriage (Child not Bride) and adolescent sexual and reproductive health rights through participatory methods (theatre, songs, quiz, etc.).



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4.1 Amnesty International youth group

Matthew Davies, Northgate High School, Ipswich, Suffolk and
Sir William Robertson Academy, Welborn, Lincolnshire

The project aimed to create an Amnesty International youth group open to all 11–18-year-old students across the secondary school with the expectation that 16–18-year-old students could take the lead. As part of the group and for students who were not members, participation in individual Amnesty International Campaigns was encouraged. The purpose of this was to enable young people to engage with real human rights issues while remaining in a secure space within an educational environment. The motivation was to provide students with an understanding of global human rights issues; the role of individuals, governments and NGOs in addressing those issues; as well as the possibility that individuals have to learn about and act in relation to human rights abuses around the world.

The Amnesty Club at Northgate High School met weekly to discuss issues that mattered to the students who were involved and the issues and campaigns that Amnesty International had as their current focus; then decisions were made about campaigns that our group could participate in. A range of small-scale projects were successful and had a significant impact upon the students themselves as well as the school community and, in a very small way, the wider world. For example, the group

participated in the Write for Rights Campaign which Amnesty International claims is the “world’s biggest human rights event”. This is also the individual campaign that has been participated in by students attending Sir William Robertson Academy. This involved the students writing cards with messages of encouragement to people around the world who had been imprisoned or intimidated for actions such as teaching and speaking out about human rights issues; LGBTI rights; Indigenous people’s rights, disability rights and anti-death penalty activism.

The Write for Rights campaign also involves writing to an authority figure who could help to make a difference, such as a political leader or a chief of police. Amnesty International provides a comprehensive resource pack including posters, stickers, and information about the people whose cases you can write to support. Another example at Northgate High School involved students creating a display about successful people from the LGBT community. The display presented their achievements alongside names and photos, focusing on famous people who happen to be LGBT but who should be recognized for their achievements.

Absolutely central to the success of this project was the real connection that the students were

able to have with projects outside their own school, community and even country. Participation in Amnesty’s campaigns offered a connection with a global community fighting for shared values. This was possible without students leaving the security of the school building and with the guidance of a teacher to define key terms and issues as well as discuss choices about campaigns and activism; the students were kept safe while remaining thoughtful and engaged. In terms of participation in the weekly group, it was almost exclusively 16–18-year-old female students. However, participating in individual campaigns is a good way of engaging many more students, and even the whole school at particular points in the year. It also provides a springboard for some students who are interested to take their enthusiasm further and request that a group is set up or begin their own membership of Amnesty International. One issue to consider is the provision of resources such as cards, paper and envelopes to support a campaign such as Write for Rights as it is more accessible and straightforward for students to be involved if the necessary resources are made available to them.

TO LEARN MORE:

<https://www.amnesty.org/en/get-involved/write-for-rights/>



4.2 Engaging with the EU referendum

Roxanne Fearn, Lincoln Christ's Hospital School, Lincolnshire

During the period before the EU referendum it became increasingly apparent that students wanted to engage with the debate that they were seeing on social media and elsewhere. The aim of the project was to provide students with an opportunity to participate in this debate in real time alongside the national discussion and then take part in their own mock referendum. The project was designed to inform students about the different perspectives involved in the EU referendum debate as well as to model the process of debating itself. The target was to demonstrate to the students the importance of evidence-based argument, the coherent structuring of an argument and the respectful manner in which debate should be carried out. Finally, there is not always the time and resources in UK schools given to fostering political understanding and engagement and this was an opportunity to reveal to students the genuine impact that political engagement can have.

In my current school 20 minutes are allocated three times a week for SMSC (spiritual, moral, social and cultural) development, beyond what may already be taking place in subjects such as Religious Studies, Philosophy and elsewhere. This space allows for teachers to engage their form groups with current affairs and was invaluable leading up to the referendum as students across Year 10 (14- and 15-year-olds) were guided in developing their understanding of the EU and the UK's place

within it. The first sessions focused on students' knowledge of the EU and addressing any misconceptions that they had. A range of information sources were used here to practise identifying the subjectivities and different perspectives of the arguments presented to them. Students then spent time researching both the Leave and Remain campaigns, being critical about where their information was coming from, and presented the impact that the different options may have upon various areas of UK society such as the NHS and the economy. This involved using claims made by the two campaigns, as well as media responses, parliamentary and independent reports. On the day of the referendum, a classroom in the school was turned into a polling station and students cast their ballots in their own mock referendum. The voting was conducted as a secret ballot and the result was revealed the next day along with the result of the genuine referendum.

The process as a whole highlighted the need for more opportunities for political education in the UK curriculum and for students to be able to engage with political activism. The power of social media is so prevalent among

teenagers and this project revealed that through engaging students with political events and providing the space to be critical and reflective, a difference can be made to how students see the arguments presented to them on social media and elsewhere. One of the difficulties of dealing with a political campaign in real time was that the proponents of the two campaigns were not always modelling the high standards of debate outlined as desirable in the school sessions. This, if not carefully handled, could lead to greater disillusion with the political process. However, by giving students the tools to be analytical in their approach to sources of information and revealing the impact that political engagement can have, there is a chance that we may in the future have a voting population who are more informed and invested in the political process.

TO LEARN MORE:

Engaging young people with politics
<https://www.ukparliamentweek.org/blog/4404/>

How can schools engage young people in democracy?
<https://www.theguardian.com/teacher-network/2017/may/17/how-can-schools-engage-young-people-in-democracy>





4.3 Machakos Youth for Sustainable Development

Purna Kumar Shrestha, VSO International

Machakos County, located in the eastern part of Kenya, is one of the 21 counties where Voluntary Service Overseas (VSO) works in the country. VSO has been implementing the Empowered Youth for Employment and Entrepreneurship Programme that aims at building youth engagement spaces at county level to ensure that young people are actively involved in shaping their development.

In October 2017, VSO organized a youth round table meeting to discuss issues related to youth and validate the findings of youth employment participatory action research conducted by VSO. After the meeting, a task force team of 12 young people was selected to follow up on the action points that were agreed: these included developing memoranda and reaching out to members of the Machakos county assembly and the deputy governor so that duty bearers would include youth issues in their development agenda. Firstly, the task force engaged in raising awareness about volunteerism through open-air events, radio and social media, and reached out to duty bearers demanding a space for youth to share their views, opportunities for youth to get involved in community development and gain skills and experience which would help them find employment. Secondly, they wanted to push for

the youth agenda in the county development programme.

VSO empowered and supported youth to participate in five public participatory forums on county budgeting and development planning, including a five-year county integrated development plan (CIDP). As a result of this active engagement in public forums, the government allocated significant funding to 50 million Kenyan Shilling (37,555 GBP) to support the volunteerism agenda in the County Integrated Development Plan (CIDP) and the young people's task force team ensured that key issues were included in the work programme.

This project showed that when youth are supported with the right tools and training to engage with duty bearers they can influence the policies and practices that affect their lives. These positive outcomes have given the youth the motivation to engage with more duty bearers strategically and collectively. Therefore, the youth decided to transform the youth task force team into a youth assembly, with clear governing structures and platforms for engaging with duty bearers.

In September 2018, the Machakos advocacy task force team rebranded to Youth for Sustainable Development Machakos Chapter, a community-based organization which is a member of the National Advocacy Task Force Team with six member counties: Machakos, Makueni, Taita-Taveta, Nandi, Kajiado and Siaya. The objectives of Machakos Youth for Sustainable

Development are to:

- ◆ nurture youth leadership
- ◆ support youth empowerment
- ◆ centralize youth voice
- ◆ promote social accountability.

Their key areas include but are not limited to: how to engage the community leaders in a constructive development conversation and how to get other young people involved. The newly formed network now has a youth empowerment arm, youth advocacy arm and a youth assembly arm (with a president, a deputy president and 40 ward representatives). It is officially registered and seeking partnerships with several other organizations and government offices, to be able to realize its objectives.

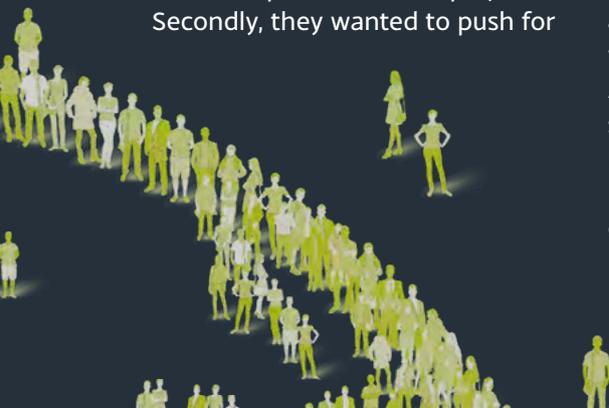
Of course, challenges remain and we are continuing to explore how to:

- ◆ identify the resources available at our disposal and put them into use
- ◆ conduct community interviews, research and needs assessments
- ◆ help people become a spokesperson for the community
- ◆ evaluate the friendliness of information service programmes for youth
- ◆ use social media advocacy.

TO LEARN MORE:

<https://web.facebook.com/MachakosChapter/>

<http://youthfordevelopmentmks.org/>





5 Teaching citizenship in Hungary

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Hungary is a so-called post-socialist country in Central Europe. The political and economic system transition from a one-party political system to a democracy and multi-party pluralism and from a state-planned economic system to a capitalist market economy started in 1989 – exactly three decades ago. Present-day Hungarian young people aged 15-29 belong to the so-called “Beta generation” (Fülöp, 2018) as they were born after the system change and did not have first-hand experience of the socialist ideology and society. According to the 2016 Microcensus, the number of people aged 15-29 in 2016 was 1,717,342, which is almost 20% of the total population of Hungary, equal to the average percentage of youth within the EU (KSH-Central Statistical Bureau, http://www.ksh.hu/docs/hun/xftp/idoszaki/mikrocenzus2016/mikrocenzus_2016_3.pdf).

These young people had been educated in an educational context which had changed profoundly, especially in terms of political and

civic education, compared to their parents and teachers who have surrounded them during their upbringing. Their parents and teachers belong to the “system change” generation as they had had (depending on their age) more or less extensive experience in a non-democratic one-party system. An overwhelming number of studies find that the “Beta generation” has low democratic engagement. Disinterest is at its highest since 2000, with only one in ten young people claiming to be interested in political topics (Hunyadi, Juhász, Krekó, Molnár, & Szitás, 2013). The two main socializing agents are the parents and the school, but it seems neither of them are really successful in bringing up citizens who are more democratically minded than the previous generation, in spite of not living in a one-party-system non-democratic society any more.

Civic education

During the communist regime in the 1960s, civic education was essential in maintaining the system. In order to legitimize the political system and to directly form the world view of subsequent generations, a compulsory subject called *Foundations of Our World View* was introduced (Jakab, 2003). A citizen was considered ‘good’ if (s)he was instilled with the values of the good ‘socialist personality’ and waived from participation and intervention in public and political life and dutifully followed paternalistic societal rules (Szabó, 2007).





In later years, the demand of direct ideological influence decreased. From 1970s a subject called *History and Civic Knowledge* was introduced to the last semester of secondary school. It conveyed passive, academic knowledge about government and politics.

The transformation to a democratic society resulted in new social demands in connection with the tasks of public education. A debate among educational professionals took place about how to reform and depoliticize the politically centralized educational system (Szabó & Dancs, 2018). There was a consensus about the necessity of banning direct political influence from schools, but there was no consensus about what kind of democratic values to teach and how (Hunyadi et al, 2013). Citizenship did not become a separate school subject, mainly as a result of bad memories of the ideology-driven socialist school system and fear of indoctrination.

Changes in the National Core Curriculum

The first National Core Curriculum (NCC) was accepted in 1995 and a minimal interpretation of civic education was implemented, which mainly focused on knowledge transmission in the framework of different school subjects, especially History (Jakab, 2003).

The second NCC (2003) formulated civic skills as competencies that a school should educate (Jakab, 2003).

The third NCC (2007) was the first NCC that dedicates a separate section to the importance of participation in civic society – either professional, cultural

societies or in political and governmental participation. Within the *Man and Society* module, schools should teach skills that are necessary for students to become active citizens. Active citizenship or 'participation' was: "characterized by the possession of adequate knowledge, mutual compliance with the rules of societal co-existence, and the absence of violence ... [and was] ... driven by the respect for human rights and the values of democracy" (Ministry of Education and Culture, 2007, in Ridley & Fülöp, 2014). The education system was stated in the NCC-2007 as vital in this respect in providing "formal, non-formal, and informal learning opportunities that help students become active citizens". This would be ensured "by the quality of teaching and learning organization processes, which build upon students' active involvement, and democratic practices at school" (Ministry of Education and Culture, 2007, in Ridley & Fülöp, 2014).

In the latest NCC (2012, introduced in 2013) Education for Citizenship and Democracy (https://ofi.hu/sites/default/files/attachments/mk_nat_20121.pdf) is among the primary educational goals of school and social and civic competencies are listed among the main competencies to be developed in school. A competent citizen is able to actively participate in public affairs by using her/his knowledge about social processes, about social structures and about democracy. The document states that school has to develop skills as well, including creative, autonomous critical and analytic thinking and debate culture. While active and responsible citizenship was considered a key competence its education was still incorporated under the main topic of *Man and*

Society and has been "hidden" in different school subjects, primarily history but also environmental studies, literature, geography etc. (Szabó & Dancs, 2018).

Another important civic education-related educational change took place also in 2012. The Ministry of Human Resources introduced the compulsory 50 hours community service for high school students as a requirement of their civic studies and a necessary condition for their graduation from high school (Szabó & Dancs, 2018).

Parents as educational resources for citizenship

The parents of present day school-age children (6-19) belong to the so-called "alpha-omega" generation, the last children of the socialist system and the first adults of the democratic and capitalist Hungary (Van Hoorn, Komlósi, Suchar, & Samelson, 2000). Their political socialization started in an ideologically weakened political context and after the political changes it was halted as no systematic civic education was introduced in schools. The parents of the "Beta generation" (Fülöp, 2018) did not get systematic education in democratic citizenship; therefore teaching and learning democratic citizenship in school should be of crucial importance for these young people.

Teaching and learning practices

Traditional teaching methods prevail in the majority of Hungarian schools (frontal teaching) which does not encourage sharing opinions freely and critical collaborative discussions. Skills



and motivation to deal consciously, actively and critically with social issues are not developed by a variety of teaching methods, i.e. sociodrama, organized debates, project work, etc.

There is no specific training in teacher education, neither content-wise, nor in terms of didactics i.e. what to teach and how to teach. Teachers are not professionals but laypeople in this respect and they are more or less right when they don't regard themselves as competent enough to handle pedagogically the complexities of teaching contemporary controversial issues (Knausz, 2003).

While schools provide knowledge about citizenship and democracy for students, they do not provide an example of institutional democracy. The role of the Student Councils (DÖK), which it is compulsory to set up in each school to ensure that students have democratic rights, in many cases is only nominal and the members of the councils have little practical function or responsibility (Kalocsai, 2013).

Barriers

Although the Public Education Act and the National Core Curriculum have changed several times in the past 25 years, the system of civic education still doesn't work as it is supposed to or doesn't work at all. Some of the barriers may be present in other countries as well, but they have a special edge or gain extra strength in a former socialist country, even 30 years after the system had changed.

- ◆ According to Jakab (2003), the process of democratization in Hungarian society had given rise to a host of new problems

and issues in connection with civics training and education, for example: How would it be possible to help young people develop a democratic attitude in a country with almost no tradition of democracy?

- ◆ Depoliticization of the educational institutions after the regime change means that politics is basically banned from schools. Present-day Hungarian young people have very few opportunities to discuss contemporary public issues in an educational context led by professionally well prepared and educated teachers. It is not acceptable to encourage students explicitly to take public action or to be politically active. The only acceptable form of civic engagement teachers may support and the educational system requires is the 50 hours of community service introduced in 2013.
 - ◆ It is a widespread expectation among parents as well that all politics and public-life-related topics are undesirable in schools. Teachers do not want to confront parents.
 - ◆ Citizenship is not a separate subject. A knowledge domain that is not a distinct subject indicates a lower prestige and has less educational infrastructure. While a certain number of lessons can be devoted to civic education within the History curriculum of the last year of high school, History teachers always struggle with an oversized curriculum and therefore citizenship topics are regularly skipped (Szabó & Dancs, 2018).
- ## Recommendations for the future
- The Political Capital, Policy Research & Consulting Institute (Budapest), based on their research related to Hungarian young people's attitudes towards democracy, published a set of recommendations for educational professionals and legislators on how to educate the politically conscious and active citizens of the future (Hunyadi et al, 2013).
- ◆ They recommend introducing a new subject in secondary school which aims to familiarize students with the dominant political ideologies of the past century and help them to understand the rules and logic of the current political system.
 - ◆ They recommend that schools organize Public Debate Forums around current issues and invite parents, local citizens and stakeholders; they should make students responsible for organizing and running the event and by doing this provide them with the opportunity to deal with public issues.
 - ◆ Educating teachers in how to deal with issues and how to teach politics in an educative way in schools is considered to be an urgent imperative.
 - ◆ To avoid indoctrination and meet the expectations of a democratic school a so-called Ethical Codex for Teaching Civics and Politics should be composed with the participation of all interested parties, namely teachers, parents, civil organizations and other professional bodies which sets down the basic principles of civic education in schools.





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5.1 Ukids – a social entrepreneurship programme for kids

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The programme that we present is part of a wider European initiative of six participating countries called Ukids. The project aims to compare different approaches in the six participating countries. The Ukids initiative builds on the Vienna Model developed by Johannes Lindner (2018) and the connected pedagogical methodology (Lindner, 2015) applied in the Youth Start project – www.youthstart.eu. The main target is entrepreneurial skills but with considerable overlap with educating the active citizen. Entrepreneurial spirit, innovation and creative solutions are needed not only in the economy but also in community life and politics. Learning from challenges, having the opportunity to experience the effectiveness of their actions, is important for all citizens. These skills are highly important for underprivileged groups of society as well to show them how they can participate in society and shape it.

The project focuses on the primary school age. It aims to establish social entrepreneurship education as a permanent element in primary teacher education, in the form of teaching and learning programmes and projects at the partner primary schools. Its aim is to provide, via active learning, a solid foundation for children to become independent thinkers and help themselves and others to become responsible citizens, able not only to think but also to act responsibly and be "everyday heroes". The programme teaches children to understand themselves as part of civil society and encourages them to be ready to face minor social challenges and compare different solutions and approaches.

The well elaborated Youthstart programme consists of building blocks called 'challenges'. The TRIO Model consists of Core Challenges which contribute to competences to develop and implement ideas. The second group of challenges belong to the Entrepreneurial Culture and aim to contribute to personal development: showing self-initiative, believing in yourself, acting in an empathetic and team-oriented manner and empowering yourself and others. Finally, at secondary school level, Entrepreneurial Civic Education aims at enhancing social competences (for example, debate culture) and empowering students in their role as citizens. Democratic thinking and self-reflection help young people express their opinions and assume responsibility for themselves, others and the environment.



The Hungarian pilot project decided to focus on personal challenges and chose the Trash Value Challenge (Recycling adds Value – New Creations from the Rubbish Bin) http://www.youthstart.eu/en/challenges/recycling_adds_value_____new_creations_from_the_rubbish_bin/ with the Idea Challenge: make a robot farm for other kids; the participants were 4th grade children aged 9–10. One challenge unit consists of eight sessions. The sessions were integrated into the Environmental Studies regular school subject and were led by student teacher Sara Angyal. The core idea is that it is possible to create interesting or useful things from garbage, not to recycle but to “upcycle”. This is what children learn by collecting seemingly worthless waste products and using them to create new objects. By doing so, children learn about limited resources, what is valuable and how value is created. There is a planning phase, a creation phase, a presentation phase when children present their creations to the class and assess each other’s products, and a self-assessment phase when they evaluate their own work. The project had the potential to develop creativity, working autonomously and cooperating with others, joint problem solving, planning and executing, and establishing environmental awareness and responsibility. Children became better equipped to actively contribute to a sustainable world. These are components of a civic mindset and they may help them to become social innovators in all spheres of life in their society and find their place in a complex, changing world.

TO LEARN MORE:

Hercz, M. (2018). Challenges outside and inside: Creating an international project on entrepreneurship education. In I. Z. Žagar & A. Mlekuž (Eds.) 3rd Annual Scientific Conference Research in Education and Training: International Co-operation as Support to Education and Training. Ljubljana, Szlovénia: Pedagoski Institut, (2018) p. 34.

Lindner, J. (2015). Entrepreneurship Education für Jugendliche. *GW-Unterricht* 140 (4/2015), pp. 39–49. http://www.gw-unterricht.at/images/pdf/gwu_140_39_49_lindner.pdf

Lindner, J. (2018). Entrepreneurship Education for a Sustainable Future. *Discourse and Communication for Sustainable Education*, vol. 9, no. 1, pp. 115–127.

5.2 The Radnóti School model of citizenship education

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Miklós Radnóti Training School of the Eötvös Loránd University, Budapest, is a practice place for future teachers who are in teacher education at the university and have to spend a given number of hours teaching their subject under the supervision of a mentor teacher. This school is one of the best academic secondary schools of the country; in 2018 it took first place in the league table and it has been permanently among the best five in the country in recent decades. This is the only school in Hungary in which Social, Citizenship and Economic Studies are in the official curriculum for 5th and 6th graders, well before the last year of secondary school, the 12th grade (18/19 years old) when citizenship is part of History teaching for all secondary school students according to the National Core Curriculum (2012).

This unique educational programme is closely related with the structure of the school. The school has an eight-year-long secondary school (gymnasium) section from 5th to 12th grade, from the age of 10/11 to 18/19. Students take an entrance exam and have to demonstrate exceptional academic achievement to be admitted. A small group of History teachers in the school decided that instead of starting with chronological history they would dedicate two years (5th grade and 6th grade) to teach social and history





studies in a more innovative way. They created an independent subject called Social, Economic and Citizenship Studies, concentrating on concepts in historical understanding, social issues of contemporary society from different perspectives, how the economy functions, and citizenship issues; they promote acquiring the skills to take part in a democratic society as an active and engaged citizen. They argued that starting to discuss contemporary issues only in the 12th grade is too late: a multidisciplinary and multi-perspective approach has to be taught at an earlier age and before learning scholarly history. They also had the goal of making students understand that learning history later in their studies would help them gain a more in-depth perspective when facing issues of their contemporary society.

They also decided to prepare their own textbooks for these two years. In other schools all over Hungary 5th grade and 6th grade students start studying history in a chronological order and encounter contemporary and citizenship issues only in their last year of secondary school studies (12th grade). The textbook for 10/11-year-old students consists of four parts, of which three present historical concepts and historical research methods and tools, and one is devoted to citizenship teaching with the title 'I am a citizen'. The following topics are discussed: what is democracy?, the difference between a democracy and a dictatorship, the election system, the justice system, human rights, freedom of speech, national identity, European and global citizenship. The textbook for 11/12-year-old students has two main sections focusing on current Hungarian society: one entitled 'Colourful society' consists of three parts: Women, Poverty,

and Living with Disabilities; while the other is called 'The Nation and its people' and addresses the topics of majority and minority, Roma and non-Roma, and the Hungarian nation.

Each year approximately 10–12 lessons are devoted to citizenship-related topics within this subject. The number of lessons may vary according to the interest of the students and may go up to 18. The textbook applies a variety of innovative teaching and learning methods thus providing a refreshing educational environment compared to the still predominantly frontal teaching in Hungarian schools. Each topic starts with a warm-up task to facilitate thinking about the topic. There are several tasks connected to each topic which require individual work, working in pairs and in small groups, and discussion involving the whole class. The issues discussed can be sensitive topics in the Hungarian society, such as the Roma question or multiculturalism. In each section a real-life example or a fictive case is presented and students are asked to place themselves into the participants' role and discuss and debate the cases from their different perspectives. There is a research or individual data collection task at the end of each section, followed by a summary of what has been learned. The concept is the student as an active learner and an active agent of knowledge acquisition.

This model of teaching social studies does not focus on activism or active citizenship per se, but on "thinking about" – and being engaged in and forming individual opinion on – social discourses in society, a kind of critical citizenship. Parents, who are typically highly educated, do not necessarily

welcome this special system: a number of them believe it to be more useful to teach "proper" history right from the beginning of the gymnasium, rather than "anecdotes" and "chatting" and "playing". The intensive academic demands of the school and the parents' ambitions may in some cases question this non-pragmatic learning. On the other hand, there are many parents who welcome this teaching and this complex approach towards understanding social phenomena is highly regarded by them.

The teachers decided to place these studies at the start of the eight-year-long gymnasium, as at this age there is less pressure and competition in relation to higher education goals. In the 12th grade when citizenship is a compulsory topic within the subjects of Social Studies and History, generally, due to the final leaving exam, this topic which is taught last in the History curriculum and is usually not part of the entrance exam material is simply forgotten about in most schools because it does not have pragmatic significance and has little personal benefit in terms of further studies or employability.

TO LEARN MORE:

Boronkai, Sz., Ispánovity, M., Lengyel, Zs., & Liska, M. (2015) *Társadalmi, állampolgári és gazdasági ismeretek 5. A nyolcosztályos gimnáziumok számára. (Social, Economic and Civic Studies 5. For the students of the 8-year-long gymnasiums.)* Budapest: Oktatáskutató és Fejlesztő Intézet. <http://tankonyvkatalogus.hu/site/kiadvany/NT-17844>

Boronkai, Sz., Ispánovity, M., & Lengyel, Zs. (2016). *Társadalmi, állampolgári és gazdasági ismeretek 6. A nyolcosztályos gimnáziumok számára. (Social, Economic and Civic Studies 5. For the students of the 8-year-long gymnasiums.)* Budapest: Oktatáskutató és Fejlesztő Intézet. <http://tankonyvkatalogus.hu/site/kiadvany/NT-17845>



5.3 Democratic learning spaces for young people

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Demokratikus Ifjúságért
Alapítvány (Foundation
of Democratic Youth)

The Foundation of Democratic Youth, <https://i-dia.org/en/> was founded in 1999 after the system change in Hungary and its mission has been to promote youth development through youth service, democratic debate and professional development on a national and international level. The founders believe that modern and thriving democracies rely on the active participation of well-informed citizens. The Foundation offers a variety of programmes for interested young people.

Among them was the Youth Voice initiative. Its main objective is to develop the debating skills of socially disadvantaged youths so that they are empowered to stand up for their rights. The main method to achieve this goal is setting up Debate Clubs in communities; young people organize debate events where real social issues are discussed with adults from the community. The new Youth Voice initiative offers 40 hours of training for secondary school students and their teachers to listen critically to the media and gain competence in differentiating between true and false news. Another programme is called Raise Your Voice. The main goal of this project is to initiate dialogue between youth and decision-makers and to equip young people to take proactive action in their lives. The 3D Programme (Dilemma, Dispute, Democracy) focuses on events in schools at which students participate in a variety of debate activities. At the end of the day they share their views with experts and decision-makers. There is also a programme for teachers, supporting them through training, mentoring and networking so that debating and critical thinking become an

integral part of school life. There are handbooks for teachers that provide them with a wide variety of teaching methods and which can be downloaded from the website for free.

A new initiative is DemoLab, an innovative art and education initiative launched in 2018. In the framework of the two-year project, creative and self-organized workshops (DemoLabs) are formed in eight Hungarian secondary schools through the equal participation of students, teachers and contemporary artists. These serve as platforms for autonomous research, constructive debate and collective creation. Students work on a topic of their own choice while experiencing the power of democratic debate and the responsibility of self-organization. During the year, they will have a chance to carry out smaller-scale projects, visit other workshops, participate in inspiring cultural events and collaborate with additional experts and artists. The process will culminate in a week-long summer camp with the intense creative collaboration of all participants. Here, student groups will give form to the results of their research and experimentation, creating works with the risograph printer (magazines, posters) or videos, photographs, exhibitions etc. that they will also present at three locations of their choice during the autumn. The project's mid-term goal is to develop a network out of the eight DemoLabs and thus lay the ground for a creative community of young people eager to get to know the world around them, leave a mark of some kind and take active steps to contribute to making the world a better place. One group did





research on the new era of human development, the Anthropocene, and focused on climate change and individual responsibility. Besides their thorough research, they organized a flashmob at one of the biggest covered markets of Budapest, stirring attention to the issue of plastic waste and its consequences. They also produced a publication entitled *Alterre* in which they gathered their research results and suggestions for action.

As the student press is a cornerstone of the project, a small risograph-based publishing house, run by the students themselves and allowing participants to create their own publications, will be established. Based on the methodology of the Tanközlöny educational initiative (2015/16), the project follows the pedagogical principles of French reformist educator Célestin Freinet (1896–1966). The project is exclusively funded by the *United Nations Democracy Fund* (UNDEF) and implemented by the *Foundation for Democratic Youth* (DIA).

TO LEARN MORE:

DemoLab
<https://demolab.hu/en/bemutakozas/>

Foundation of Democratic Youth
<https://i-dia.org>

Galambos, R., Grohe, A., Kiss, L., Mikó, G., Takács, V., & Vajnai, V. (2010). *Dilemma, Disputa, Demokrácia. Kézikönyv a vitajultúra fejlesztésére. (Dilemma, Dispute, Democracy. Handbook to Promote Debate Culture.)* Budapest: Demokratikus Ifjúságért Alapítvány.

Takács, V. (Ed.), (2014). *Gondolkodjunk 3D-ben. A közösségi vita módszertana. (Let's Think in 3Ds. The Methodology of Community Debate.)* Budapest: Demokratikus Ifjúságért Alapítvány.

United Nations Democracy Fund
<https://www.un.org/democracyfund/>





6 Formal and informal civic learning in Lebanon

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Lebanon has a history of armed conflicts and is characterized by sectarian divides. In addition, wealth inequalities are stark, with the population living below the poverty line having risen by 66% since 2011 (Oxfam, 2011); Lebanon is also ranked as having the third highest wealth inequality in the world (Blog Baladi, 2013). As a result of the ongoing Syrian crisis, an estimated 1.5 million Syrian refugees have entered Lebanon since 2012 (UNHCR, 2018). This is in addition to a pre-existing Palestinian refugee population (some now third generation) of 450,000 with curtailed civil, economic and political rights and no route to legal citizenship. Lebanon hosts the largest number of refugees in relation to its national population in the world (UNHCR, 2016). Furthermore, demographically, this displaced population has a large youth population, with 54.9% under the age of 18 (UNHCR, 2018), also reflecting the youth demographic in the region more broadly.

Public expenditure on education is among the lowest in the region at 1.6% (BankMed, 2014). Approximately 70% of students in Lebanon go to private schools (CAS, 2012). UNRWA is responsible for the education of Palestinian refugees. For Syrian refugees, public schools provide a second shift in the afternoon or evening, or students learn through informal education. It is estimated that at least 300,000 Syrian refugee

children are out of education in Lebanon (Watkins, 2013). There is high youth unemployment and high levels of youth alienation, yet youth civil society is dynamic and vibrant. This contrasts with formal citizenship education which has low status in the curriculum, and tends to be delivered didactically, where the focus is on learning about political institutions and inculcating patriotism, with little opportunity for learner-directed civic engagement.

Formal and informal civic learning

In Lebanon, citizenship education has been compulsory in the curriculum from grades 1 to 12 since 1946, titled 'National and Civic Education'. The curriculum was revised in 1997, and conceptualized in terms of cultural, national and social dimensions. The government citizenship education policy has the stated policy aims of promoting co-existence in a post-conflict and sectarian context. The National Strategy for Citizenship and Coexistence was developed by the Lebanese NGO, the Adyan Foundation, in conjunction with the Lebanese Ministry of Education, with the aim to reform Lebanese education policies to promote co-existence in a framework of inclusive citizenship. This is predominantly a national framing, as opposed to more global versions of citizenship education. Research on civic education pedagogy highlights the challenges of



common practices such as didactic teaching and rote memorization as well as disconnection from students' daily lives. This is especially the case for Palestinian and other refugee students who are invisible in the curriculum. While pedagogical practices are dominated by didactic forms of pedagogy – with a focus on knowledge of political institutions and the inculcation of patriotism – there is a growing awareness and interest in learner-centered approaches. However, the subject suffers from relatively low status in the curriculum, with little resource dedicated to teacher-training or curriculum development.

With regards to informal civic learning, Lebanon has a history dating back to the early 20th century of youth political mobilization. When national movements were mobilizing for independence in the 1920s, youth organizations were set up in Lebanon. In the 1950s and 1960s, governments promoted youth organizations with the policy aims of promoting economic development. There is an active civil society in Lebanon, where civil society organizations, on the one hand, protest against government, but also often take over the role of the state's welfare provision. Youth organizations can be broadly categorized into 'conformist' – supporting the main political sectarian groups, 'alternative NGOs' focusing on youth-relevant issues, and 'activist' – emerging and dynamic coalitions (Harb, 2018). Non-formal civic learning and participation are often funded through international and Western initiatives framed in terms of democracy promotion, with funding for youth engagement prioritized to local NGOs. However,

there can be a mismatch between the funding priorities of such international organizations and the priorities from the perspectives of the local population.

Youth-generated media is another arena of youth activism in Lebanon. Youth blur traditional and newer forms of media, challenging dominant political, religious, and social institutions. These include Facebook, Twitter, blogs, graffiti, songs, and videos. Blogging is a relatively new phenomenon in the region, with common themes the criticism of the sectarian political system, violations of human rights, and challenging Lebanese social and religious norms relating to gender, sexuality, and the environment. Also of note are the intersecting sites at the local, national, and transnational levels, with key themes relating to the Palestinian cause, critiques of Arab leaders as lacking legitimacy, and environmental activism (Riegart & Ramsay, 2012). In addition, the blurring of entertainment/humour and politics characterizes many of the blogs.

Challenges

Educators face a number of challenges, affecting the day-to-day teaching and learning experiences in formal education. These include:

- ◆ large youth populations with approximately 50% under 18 years of age; in addition, there are low attendance rates;
- ◆ large number of refugees, where Syrian students attend second and third shifts in underfunded public schools;
- ◆ research evidence indicates student perceptions of a negative school ethos, with students feeling unsafe physically, emotionally, socially (Faour & Muasher, 2012);
- ◆ teachers are insufficiently trained and have low salaries; this affects teacher motivation, and also leads to the widespread practice of out-of-school tutoring;
- ◆ limited national capacity for teacher-training in Civics;
- ◆ limited school resources;





- ◆ didactic pedagogy, often relying on rote memorization, with limited opportunities for debate and critical thinking; political and religious discussions often banned in schools for fear of conflict;
- ◆ limited models and content of citizenship education, with a focus on promoting patriotism; gender issues not addressed in civic textbooks;
- ◆ few opportunities for extra-curricular activities in public schools.

Challenges facing non-formal educators include:

- ◆ the politics of external international funding of local NGOs, which can constrain locally-driven civic agendas;
- ◆ lack of resources;
- ◆ political constraints especially in relation to 'controversial' issues.

Resource support

Various resources available for educators are provided in the concluding Resource List which aim to support the engagement and action of young people within their communities.

These include, for example, the resources relating to the teaching of History in the school curriculum which has been a controversial topic given the post-conflict context. Secondly, the work of the Adyan Foundation in conjunction with the Ministry of Education emphasizing the role of citizenship and recognizing diversity in promoting social cohesion is another important resource area.

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6.1 Developing young historians: Teaching historical thinking

Maha Shuayb, Nayla Hamadeh and Bassel Akar, Lebanese Association for History, Centre for Lebanese Studies and Notre Dame University

The project is part of a series of programs and activities organized by the Centre for Lebanese Studies (CLS) and the Lebanese Association for History (LAH) to transform the teaching of history in Lebanon from a single narrative approach to a disciplinary one. Learning history as a discipline can foster dialogue, collaboration, informed decision-making and other necessary competencies for social cohesion, democracy and active citizenship. The project runs for two years and has several main objectives:

- ◆ Support a group of 40 teachers to advance a pedagogical and curricular shift in history education from memorizing a single narrative to learning history as a discipline.
- ◆ Produce a comprehensive teacher education curriculum for learning history as a discipline that can be facilitated and presented to the Ministry of Education and Higher Education as a comprehensive professional development program.
- ◆ Support teachers in publishing their work into learning resources available to all History teachers in Lebanon through the LAH website that offers an interactive platform for History teachers to share materials.
- ◆ The project comes as part of CLS and LAH's commitment to develop History education in Lebanon and support teachers to introduce a new History pedagogy.

This project proposal seeks to explore a new approach to History pedagogy in Lebanon and proposes refocusing History education on historical thinking, and thus on processes of open yet rigorous enquiry and debate about the meanings of the past. Rather than relying on a single textbook account, such an approach would involve developing student understanding of how and why diverse historical accounts are constructed. Students would also be taught how to interrogate, critically and constructively, multiple, conflicting or incomplete sources of evidence.

A pedagogy that seeks to develop students as historical thinkers aims to develop student thinking about and practical understanding of:

- ◆ the interpersonal processes through which warranted knowledge claims about the past are constructed through enquiry, discussion and debate in disciplined communities of practice;
- ◆ the conceptual tools that the discipline of history has developed to organize warranted claims about the past into extended narratives and interpretations, including historical concepts such as evidence, cause, change, significance;
- ◆ the existence of multiple perspectives both in the past and on the past and the means through which such perspectives can be explored, explained, appreciated and evaluated; and

- ◆ an appreciation of the historicity of history, or, in other words, of the fact that histories change with time and space and also, crucially, in relation to changes in the value orientations, present identifications and political projects of the groups and individuals who construct them.

The program was quite a challenge to bring to life. In a commentary, LAH President Nayla Hamadeh said that the biggest hurdle was in balancing the two teaching methods so that teachers can launch a change in their classrooms while keeping students on track for the official exams. To start with, the program meant that 36 trainees had to convene for 12 days of training across two school years, without it affecting their performance at work. They were also required to reconcile the new teaching techniques with the traditional, approved curriculum. For example, the official exam, which is only based on students' retention of information, could not be compromised. "Trainees had to find a balance between the value of changing their practices, while at the same time ensuring that their students actually pass the official exams, which are built around one narrative," Hamadeh said.

TO LEARN MORE:

Lebanese Association for History (LAH):
Resources Education Materials
<https://lahlebanon.org/educational-material/>

Centre for Lebanese Studies (CLS)
<https://www.lebanesestudies.com>



6.2 Learning practice: Bringing education to informal settlements

Rabih Shibli, Center for Civic Engagement and Community Service (CCECS) at the American University of Beirut (AUB)

Building on its track record in developmental planning, the Center for Civic Engagement and Community Service's (CCECS) approach to the Syrian crisis is based on utilizing human resources within the refugees' community. It implements educational programs that are guided by the following key values:

- ◆ Minimizing dependence and fostering self-reliance
- ◆ Focusing on community assets
- ◆ Promoting sustainability of efforts
- ◆ Ensuring beneficence
- ◆ Promoting dignity
- ◆ Upholding cultural norms and values

CCECS provides quality education for refugees enduring a protracted crisis. The overarching concept of these programs focus on resilience as means to equip learners with the tools needed to tackle challenges they face during their stay, and to prepare them to actively engage in the reconstruction process upon their return home. Accordingly, CCECS piloted educational programs ranging from primary schooling to university (bridging age groups 4-24), as well as vocational training in transferable digital skills for the growing online economy. Psychosocial support is integral to the intervention model in order to address the multiple traumatic experiences of refugees.

1. **Ghata – Primary and secondary education**
One of AUB-CCECS most impactful interventions has been the establishment of and continued support for non-formal Ghata schools located in Informal Tented Settlements. The Ghata (meaning 'cover' in Arabic) is a structure designed by AUB-CCECS in 2012 to serve as a safe, economical, and portable classroom. To date, nine Ghata primary schools and intermediate school/vocational center campuses have been assembled in Lebanon's Bekaa Valley, serving more than 4,000 Syrian refugee children and youth annually. AUB faculties provide technical assistance and capacity-building to teachers and school staff in delivering the Lebanese curriculum to refugee students, learner-centered teaching methods, nutrition education, and approaches to psychosocial support.
2. **PADILEIA (Partnership for Digital Learning and Increased Access) – University Bridge Program**
PADILEIA is a blended college-readiness program for Syrian refugee high school graduates (ages 18-25) and serves 50 students annually for four academic years (total target beneficiaries: 200). The program provides learning pathways designed by higher education experts that incorporate tailored, reusable digital learning resources to promote college

readiness for Syrian refugee youth. The curriculum is designed by AUB faculty and delivered by local instructors and includes English language, critical thinking skills, and reinforcement in subjects including science, mathematics and humanities as identified gaps in refugees' preparedness for higher education entry and success.

3. **Digital Skills Training Program**
The AUB-World Food Program Digital Skills Training Program aims to maximize social, economic, and educational inclusion by equipping refugee and host community youth (ages 16-35) with cutting-edge capacities for the changing labour market. The program focuses on a full range of digital skills, from basic digital literacy to more advanced capacities that can be utilized wherever a displaced person is, whether they resettle in another country or return to their homeland, connecting disadvantaged refugee and host community youth to new career tracks in technology as well as other economic sectors. The program is managed by AUB-CCECS and funded by the World Food Programme, with Digital Skills and English curricula designed by AUB faculty (Computer Science and University Preparatory Program) and delivered to disadvantaged youth in Beirut, Mount Lebanon, Bekaa, Saida and Tripoli in partnership with local NGOs.



4. Safe and Sound (SAS) –
Improving the mental health of Syrian children in primary and secondary schools through community and family-based psychosocial support
The overall objective of the project is to build the capacity of two local NGOs and school staff, teachers and parents by designing, developing (through adaptation) and implementing a school-based gender-sensitive psychosocial support program for Syrian refugees aged 12-18 currently living in Lebanon.

Topics include self-awareness, conflict resolution, bullying prevention, non-violence, and communication skills.

CCECS aims through its Syria Relief projects and research to provide a holistic restorative built environment that makes high quality education accessible, increases knowledge attainment, reduces level of distress, and nurtures hope among displaced and refugee communities, during a protracted stay under complex national constraints.

TO LEARN MORE:

AUB builds sustainable capacities through Tech for Food
<http://website.aub.edu.lb/news/2017/Pages/tech-for-food.aspx>

Ghata – Bringing Education to Refugees in Protracted Crisis <https://www.youtube.com/watch?v=4vDMv7AjbSM>

PADILEIA Partnership for digital learning and increased access: Prepare for your future
<https://padileia.org/>



7 Citizenship pedagogical practices in Singapore: An overview

Jasmine B.-Y. Sim,
National Institute of
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Technological University



Following its eviction from Malaysia, Singapore, a tiny island-state, found itself in a dire situation at independence on 9th of August, 1965. Given an undeveloped economy, a lack of natural resources, and high unemployment, the prospects for Singapore's survival appeared dismal. There were also crises leading up to independence that included the Japanese Occupation, disturbances brought about by ethnic and religious tensions, and the threat of communism. The People's Action Party (PAP) which has governed Singapore since 1965 saw an urgent need to imbue the people with a sense of national identity, unity and purpose, along with the values, attitudes, knowledge and skills that would ensure the continued survival of the young country. They consolidated the country's independence through the "ideology of survival" and economic pragmatism.

The education system was centralized and brought under government control. Thus, schooling is the main source of formal citizenship education in Singapore where co-ordinated and sustained effort is made to transmit the salient knowledge and values, develop the right instincts and attitudes, to help students become believers in the particular truths deemed necessary for the survival of Singapore. Political leaders wield direct influence over citizenship education, with

all citizenship-related curricula developed by the Ministry of Education (MoE).

Notably, the Singapore government has been single-minded in the pursuit of citizenship education, and this has taken many forms over the years for the purpose of nation-building. The mission of the education service is "to mould the future of the nation, by moulding the people who will determine the future of Singapore". Policies were designed to organize the population into a highly disciplined citizenry with a strong sense of public-spiritedness and self-sacrifice for the national collective. Thus the government developed a tight system of political control that allowed few opportunities for dissent in order to maintain the social order necessary for economic development. An official narrative of the government providing what matters most to people - safety, security, and prosperity - in exchange for economic discipline and social conformity provided the common shared national history education to help forge the young nation.

The discourse on citizenship in Singapore centres on the nation, not the individual. It emphasizes responsibilities and duties, loyalty and patriotism, submission of individual interests to the common good, and contributions citizens can make to the country. Active citizens, it is believed, will not flinch from performing their



duties nor endanger the unity of the nation. Active citizenship largely emphasizes the practice of consensual politics among its citizens where civic virtue is mainly defined as grassroots volunteerism in which people organize to help each other without having political ambition.

However, the impact of globalization has made the political leaders anxious about their ability to sustain prosperity and to engage young Singaporeans. The local landscape has also evolved dramatically, with greater social class differences, the emergence of new lifestyles, and the widespread use of social media, reflecting greater affluence and individualizing tendencies. Younger Singaporeans, growing up amidst relative affluence when Singapore advanced from a fledgling nation to a cosmopolitan city, are well-educated, widely travelled, and technologically savvy. They value freedom and individual choice. They have diverse needs and aspirations, with many wanting more control in personal spheres and more say in the collective decision-making. But the culture in Singapore still largely encourages acceptance of authoritarianism and paternalism, with the nature of the polity under the PAP characterized by a centralized power structure and a close elitist policy-making apparatus.

Teaching and learning (pedagogical) activities and approaches

The focus of citizenship education has been to develop the kind of citizens who would support the developmental aims of the state. Hence, the conception of

citizenship education in Singapore is nation-centric and concerned with the process of socializing young people into the official narrative known as the 'Singapore Story'. Pedagogically, citizenship education aims to:

- ◆ transmit the salient knowledge of how Singapore became a nation, the challenges and vulnerabilities that are unique in Singapore;
- ◆ develop the right instincts to bond together as a nation, and maintain the will to survive and prosper in the uncertain world (Lee, 1997).

Meritocracy and multiracialism form the bedrock of values. Included in this set of values are also the qualities associated with citizens in a developmental state, such as discipline and hard work. At various times, the political leaders have been concerned that the developmental aims of Singapore, and even social cohesion and the country's very survival, could be at risk. Consequently, citizenship education has been reworked repeatedly over the years, with the emphasis at various times being on moral education, civics, history education and, latterly, character education.

Moral education and citizenship are closely integrated, reflected, for example, in how the mandatory subject, *Civics and Moral Education*, is organized. Morality however has been treated instrumentally to hold Singapore's pluralistic society together and provide cultural ballast to perceived erosion of 'Asian values' when Singapore industrialized in the 1970s and as it becomes increasingly globalized today. Consistent across the various

experimentation with citizenship education through the years is the focus on inculcating in young people a set of values, known as 'The Shared Values' (1991) which consists of:

- ◆ Nation before community and society before self
- ◆ Family as the basic unit of society
- ◆ Community support and respect for the individual
- ◆ Consensus, not conflict
- ◆ Racial and religious harmony.

The Shared Values harked back to a communitarian ethic, stressing discipline, family, consensus, respect for authority and sacrifice for the collective.

Character and Citizenship Education (CCE), implemented in 2014 in all schools, is the latest citizenship education initiative. Unlike past citizenship education curricula that were programmatic or subject-based, CCE is a total curriculum, shifting the focus "from programmes to a common purpose", fusing the citizenship outcomes with the desired outcomes of education in Singapore (MoE CCE Syllabus, 2014, p. 1). While this elevates the status and emphasizes the significance of citizenship education in schools, there are also potential issues. For example, one of the guiding principles for teaching and learning CCE states that, "[e]very teacher is a CCE teacher". While this is an ideal, the reality may be that not all teachers are ready and/or sufficiently competent to be citizenship educators, a role that in the past had often been assumed by the humanities educators when citizenship education was



programmatic and/or subject-based.

A shift has taken place in CCE where the value of the individual is given greater attention. Principles such as “self-worthy” and “the intrinsic worth of all people”, recognizing that “he [the citizen] has a duty to himself”, and demonstrating “moral courage to stand up for what is right” are articulated when defining the core CCE values. The adoption of multiple perspectives on issues and civil sensibility to “graciously agree to disagree” have been encouraged (MoE CCE Syllabus, 2014, p. 18). However, despite these changes, developing active citizenship still remains depoliticized, limited within the context of voluntary and community work.

Some of the more specific challenges arising for educators

Given the tight system of political control and a prescribed citizenship education curriculum, it is not uncommon that educators found it challenging to discuss certain issues in class, especially issues pertaining to race and religion. They are also hesitant about raising issues that are relevant but may be controversial in class. In the same vein, some educators have also raised the question to what extent they could critique the government. This relates to Singapore's ‘OB’ or ‘out of bounds markers’ which the government coined in 1991 to refer to the supposed boundaries or limits of acceptable public discourse. OB markers are those issues that the government considers to be too sensitive or potentially destabilizing to public order. Educators in general lack

the skill and experience in handling controversial issues in the class. For those who attempt to push the boundaries advocating for particular causes, at the back of their mind is often the fear of overstepping the boundaries and the ensuing consequences.

Resource support and professional learning initiatives underway

Given that schooling is the main source of formal citizenship education in Singapore, MoE gives importance to it in terms of formal curricular time and resources. All CCE and social studies teachers have to attend CCE-related professional development courses to stay up-to-date in the relevant knowledge and citizenship pedagogy. In the MoE, the Student Development Curriculum Division was recently set up to develop and monitor the CCE curriculum and support CCE teachers in schools. More information about the formal CCE curriculum can be found on this site: <https://www.moe.gov.sg/education/syllabuses/character-citizenship-education>. Schools usually dedicate a page on their own websites to showcase their respective CCE activities and resources.

The following four sites are resource support for youth engagement and activism from the government or quasi government sector:

- ◆ the Ministry of Community, Culture and Youth Singapore <https://www.mccy.gov.sg>
- ◆ the National Youth Council Singapore <https://www.nyc.gov.sg/en>
- ◆ Youth Corps Singapore <https://www.youthcorps.sg/en>

- ◆ Singapore International Foundation <https://www.sif.org.sg/about/vision-mission>

The next four sites are not from the government sector:

- ◆ the Halogen Foundation: Building Young Leaders and Entrepreneurs <https://halogen.sg/about/>
- ◆ United Nations Association of Singapore <http://www.unas.org.sg>
- ◆ Community for Advocacy and Political Education <http://cape.commons.yale-nus.edu.sg/>
- ◆ Inter University LGBT Network, Singapore <https://www.facebook.com/InterUniLGBTNetwork/>

The last one, an online practitioner journal, provides ideas and practices by teachers and teacher educators and is specifically relevant for humanities and social studies teachers' professional learning.

- ◆ HSSE Online: Research and Practice in Humanities and Social Studies Education, <http://www.hsseonline.edu.sg>

In summary, citizenship education in Singapore is a dominantly socializing force to induct children into existing cultural values, behaviours and practices. But it needs to be also a counter-socializing force, a platform for students to think about the root causes of problems, and challenge existing social, economic, and political norms as a way to strengthen society. Most governments are inclined to keep the status quo and avoid confronting structural injustices. But with growing income divide in Singapore and the ensuing social issues, citizenship education needs to be more critically-reflexive



(Krishnasamy, Sim, & Chua, 2018; Sim, Chua, & Krishnasamy, 2017). Critically-reflexive citizens are committed to the improvement of their pluralistic society and its role in the global community. They can serve as thoughtful and constructive critics of public policies and practices in their quest to improve the quality of life in their community.

In view of the fact that much of this chapter has focused on state-driven formal citizenship education in Singapore schools, three non-formal sample practices were deliberately selected to provide a more balanced perspective of what is also happening among young people in Singapore. Two of the three sample practices, 7.1 Community for Advocacy and Political Education (CAPE) and 7.2

Inter-University LGBT Network, are bottom-up initiatives by young people for young people. Though not a norm in Singapore, there are a handful of young people who demonstrate what critically-reflexive citizenship can look like, advocating for political literacy among young people and challenging discriminatory practices in the context of LGBTQ. The third sample practice, 7.3 RG-MUNC is an example of a student-initiated club/practice within the formal school setting to develop interest in current affairs among young people.

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7.1 Community for Advocacy and Political Education (CAPE)

Daryl Yang, Yale-NUS College, National University of Singapore

Established to increase political literacy and promote democratic participation among students and young people of Singapore, CAPE is a student organization that brings together students from diverse disciplines with heterogeneous interests in social and political issues. It aims to achieve its mission through three types of programmes: advocacy, political education and community outreach.

Advocacy projects aim to build capacity among aspiring and active advocates through skills-training (e.g. Student Activism Forum) and resource development (e.g. Advocacy Toolkit), and to advocate for the strengthening of democratic institutions and values (e.g. Parliament Tracker; various Public Statements). Political education programmes seek to simplify and explain political processes (Political Processes Series and related resources), laws (e.g. on Elected Presidency and Penal Code Review 2018) and current affairs (e.g. CAPE Curator) to make democratic participation more accessible. Community Outreach aims to promote democratic involvement among young people beyond the universities such as students in pre-university institutions by partnering with other organizations and institutions (e.g. Advocacy 101 and Human Rights 101 Workshops with various Junior Colleges).

CAPE's work often overlaps and intersects across the three branches. This has been both

an opportunity and a challenge. It has been an opportunity for examining issues through different lenses and engaging with them using a plethora of methods. At the same time it has been a challenge organizationally in terms of volunteer management and organizational management. Nevertheless, because the team is relatively young, it has been open to changes and restructuring to best fit both the group's objectives and its personalities.

Apart from the substantive spread of knowledge and ideas, CAPE's work also has an expressive effect. Through its members' engagement with the political process, it is able to demystify and mainstream the notion of advocacy that has historically been associated with negative connotations and consequences. This has a positive effect in terms of encouraging more people to participate and engage not only with CAPE but also with other civil society organizations and initiatives.

Because of its novelty and appeal, CAPE's membership has grown steadily and speaks to a growing interest among young Singaporeans about new ways of community and political engagement. The group adopts collaboration as an effective growth strategy by building relationships with partners across the political spectrum. By doing so, they are able to foster a space for critical engagement and reach out to a wider range of audience.

There however remain two key challenges to CAPE's work: commitment and caution. Firstly, because of the intensive demands of tertiary education and the growing competition in employment, many students are interested but unwilling to commit themselves to CAPE. This is because they often have competing demands for their time and CAPE offers little personal benefit in terms of employability. Secondly, the political landscape in Singapore has led some members to adopt a cautious approach towards their work. While this is beneficial in terms of avoiding any potential reprisal from the state, it has also sometimes led to self-imposed barriers on what can be done or said and a reluctance about pushing the boundaries too far.

In sum, CAPE's projects aim to empower individuals to adopt a more critical and engaged attitude and approach towards their socio-political environment. This is in response to a prevalent sense of apathy and disempowerment among Singaporeans as a result of both the country's history of political repression and a lack of knowledge transmission in the education system and the media about politics and policy.

TO LEARN MORE:

<http://cape.commonsonline.org/>





7.2 The Inter-University LGBT Network (IULN)

Rachel Yeo, Nanyang Technological University

The Inter-University LGBT Network (IULN) was founded in 2016 and comprises five member groups across three universities in Singapore. The member groups are: Gender Collective, The G Spot, tFreedom, Out To Care, and Kaleidoscope. The Network also works closely with queer university support groups outside the IULN umbrella, such as Queer NUS and SIM/SUSS Gay-Straight Alliance. The Network's goal is to foster safe and inclusive school communities for everyone regardless of sexual orientation, gender identity and expression. It aims to do this through its support and outreach, and research and advocacy initiatives.

The Support and Outreach arm creates opportunities for queer students to socialize and discuss relevant issues in a safe environment. Among other types of events, this takes the form of Q-Mixers, where students from institutions of higher learning can network with allies and fellow members of the community. Support and Outreach also aims to promote an awareness of gender and sexual identity among the wider student body. They recently assisted in organizing the talk 'Why Can't We Just Repeal 377A?' – a backgrounder on the controversial

law and why it remains on Singapore's law books today. This was organized in collaboration with NUS' Community for Advocacy and Political Education (CAPE) and Yale-NUS' G Spot.

Support and Outreach efforts go hand in hand with the Network's Research and Advocacy projects. Through conducting relevant and incisive research, the Research team aims to effectively advocate for safer and more institutional policies and practices. In Singapore, many LGBT youth in universities do not have the resources specific to their concerns, and this can cause feelings of exclusion and stigmatization. The Network addresses this by authoring handbooks on sexual assault, sexual health, and sexual and gender diversity. The Network launched Singapore's first handbook for transgender university students in mid-2018. The resource, which contains information on student housing, trans-specific support groups and transitioning, is available for free on IULN's website. Hard copies have been available since the end of 2018 following the launch of the Alicia Community Centre and Oogachaga. The Network's researchers are also regularly invited to speak at both public and private events. These serve as opportunities to share the Research team's findings and to

advocate for a more inclusive workplaces and schools.

The Network is not formally recognized by Singapore universities. Recognition of member groups, however, varies by university. Gender Collective (University Scholars' Programme, National University of Singapore), The G Spot (Yale-NUS College) and tFreedom (Tembusu College, National University of Singapore) are each recognized as a student activities club by the various residential colleges they belong to, but not on a school-wide level. Out To Care (Singapore Management University) and Kaleidoscope (Nanyang Technological University) have no form of formal recognition, and, because of this, the Network faces many difficulties. Due to the exclusion of the Network's member groups from university-wide events, such as open days and freshman orientation, the Network relies solely on social media and word of mouth to promote its cause. Furthermore, especially in the case of Out To Care and Kaleidoscope, there is no funding or facilities for the Network to carry out its activities. The Network relies on the goodwill and charity of its many volunteers and sponsors. This sometimes limits the scope and reach of its efforts.

TO LEARN MORE:

<https://www.facebook.com/InterUnilGBTNetwork/>

<https://interunilgbt.wixsite.com/interunilgbt/books-resources>





7.3 Raffles Girls' School Model United Nations

Aliah Shariff, Raffles Girls' School

As part of developing and heightening student interest and participation in global and current affairs, Raffles Girls' School has been a constant participant in the Model United Nations (MUN) conferences organized by several schools in Singapore. MUN conferences add value to students' formal education by providing them with the opportunity to engage one another in a simulation of how actual United Nations councils resolve conflicts; students often hear about these in the news but rarely get to lend their voices to how such conflicts can be resolved through their classroom experiences. This is often due to lesson objectives in which well-crafted resources and content materials are geared to examination preparation. There is little spontaneity or impetus for responding to unrehearsed circumstances, which is a critical learning experience provided through MUN conferences.

In MUNs, students assume the roles of delegates representing various countries and are allocated respective councils that work on developing feasible and respectable resolutions to crisis and issues. Some schools have adapted these councils or create new interesting councils such as Historic Councils or Crisis Committees. Councils are also tiered based on levels of rigour and complexity of issues. For instance, as with the actual UN, the Security Council is a premier council and typically comprises students with experience and depth of knowledge of issues. In recent

years, schools have attempted to make MUNs more accessible to students from various schools and thus delegates are allocated councils that are based on their own perception of abilities. This has helped more novice delegates adapt to the conference as it clusters delegates of similar experience and abilities.

The method itself is sophisticated and there are rules of engagement as well as protocols that dictate interactions during council sessions. These are learning experiences that are not taught in any formal manner and yet students often reiterate that such adrenalin-driven sessions are what kept them coming back to future conferences to hone their skills in public speaking, dialoguing and ensuring that they arrive at a consensus to solve global crisis.

Raffles Girls' School created a student-initiated and student-run club that is dedicated to developing a pool of delegates who are not only interested to gain the MUN experience but who are also keen to bring this experience back into their formal classroom education. The Raffles Girls' School Model UN Club or RG-MUNC for short, was recognized formally in 2014 to institutionalize a structure that comprises selection, training and registering student delegates for MUN conferences. The club is administered by an Exco group of students who are in their senior year in RGS. They are selected primarily based on their strong sense of passion and commitment to grow RG-MUNC

and to sustaining its lifeline. Within the club, students' capabilities are tiered based on their performances at the conferences as well as the amount of experience they have garnered, rather than based on their level of study. As such, there are students from lower years who are more capable, in terms of eloquence and critical responsiveness to discussions of issues, than senior girls. This would mean that they can be placed in higher-order or expert councils. The club is advised by two teacher-mentors who ensure the sanctity of organization and reliability of its structure such as managing any administrative conundrums or internal disputes, as well as auditing the club's finances.

As with any establishment, RG-MUNC also faces challenges in several key aspects such as meeting manpower needs, finding suitable time for internal training for delegates and ensuring a credible succession of Exco members. With the kick-in of the new financial policy in 2015 which stipulates that all delegates are to be subsidized by the school (50% co-payment), this effectively limits the number of delegates that can represent the school for any MUN as there is now a budget to adhere to. In the past, students were able to fully fund their participation in MUNs, sometimes attending more than three in a year. As registration fees amount to anything between \$60 and \$80 (or more, several years back), the school was then concerned that students might not enjoy equal opportunity to participate. As such, a budget to



co-sponsor the delegates was initiated and thus, with this financial method of ringfencing, the number of students that now represent the school has gone down from 40–60 during the period of self-financing to now just 20 (or less) per MUN. As part of adhering to this policy, students who represent the school would be recognized formally through the Leadership, Enrichment, Achievement, Participation and Service (LEAPS) record, thus discouraging independent sign-ups.

As RG-MUNC is a student-initiated club and not a Co-Curricular Activity (CCA), it does not have the liberty to conduct training for delegates during CCA-allocated time frames within the week, nor does it have the autonomy to conduct training sessions on Saturdays, which are allotted only for CCAs. However, reasonable appeals made with the school's senior management finally yielded some breakthroughs as the club is now allowed to conduct two training sessions on Saturdays within the first school semester.

A third challenge would be to ensure a credible succession of Exco members to continue the club's lifeline. Currently, Exco is managed by the Year 3 and Year 4 students as part of their school-wide leadership and talent development programme. However, as a non-CCA, the talent pool for RG-MUNC Exco is small as students tend to be heavily committed in their CCAs and are reluctant to helm the club, whose administrative work is both

demanding and challenging as a fully fledged CCA, if not more. Exco members have to manage registration, training and selection of delegates for various MUNs, typically about 12 in a year with about 10 of them within the first school semester. Nonetheless, a dedicated group of about 4–6 Exco members have successfully continued and sustained the club's operations since 2013.

Over the years, RG-MUNC has seen its student delegates grow in competence and knowledge of the world around them. Student delegates are noted to be clearly more fluent in their discussion of issues in subjects such as humanities and languages. They are able to construct logical arguments, communicate effectively to bring across their points of view and conduct research independently. They are able to navigate conversations effectively and develop critical perspectives, and even cynicism, to policies and formal structures. Senior girls who have left the school continue to pursue their passion and interest in the MUN circuit, as evidenced by their consistent participation in tertiary-level MUNs. MUNs have groomed their leadership skills, with many returning to their alma mater as trainers, advisors or simply to give support to their juniors.

TO LEARN MORE:

RG-MUNC does not have a website. This is the Model United Nations page on the United Nations website that provides an overview of MUN: <https://outreach.un.org/mun/>





8 Pedagogical considerations for civic engagement teaching and learning: Parting summary comments and reflections

**Mark Evans, Ian Davies,
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Andrew Peterson and
Jasmine B.-Y. Sim**



In this Resource, we have briefly explored shifting understandings of what it means to educate for youth civic engagement in formal and less formal education contexts across and within six countries in which our investigations were undertaken. Particular attention has been paid to the variant ways in which educating for civic engagement and activism has been envisaged and approached, and to those historical influences and contextual factors propelling these shifts. We have focused mostly on schools and less formal learning settings as they offer conditions where civic learning may be learned and practised, ranging from the introduction of key civic concepts, issues and processes of informed democratic citizenship to the development of basic/critical capacities of civic literacy. These contexts also provide opportunities for youth to investigate, practise and reflect upon 'new' forms of engagement and activism (e.g. recognizing and verifying reliable information, forms of deliberative dialogue and managing conflict, and the use of new digital tools and online social networks).

Pedagogical studies focusing on civic engagement teaching and learning undertaken during the 20th century tended to focus

largely on classroom and school-wide pedagogical practices that explicitly encouraged planned and deliberate attention to more knowledge acquisition, conceptual understanding, and higher order thinking in relation to more formal civic structures and processes ('learning about' and 'thinking about' rather than 'engaging in'). While we are certainly not disparaging an educational focus on voting and other more formal civic activities, we do suggest that much of this work envisaged rather particular forms of engagement, often ignoring broader 'participatory' considerations. And perhaps most of the effort that has been directed towards young people has been motivated by seeing certain limited forms of engagement as being obviously and intrinsically 'good', in which action and not critical reflection is needed and considerations of the highly political aspects of 'voluntary' participation were ignored. There is always a relationship between education and engagement: what matters is whether we as educators are sufficiently prepared to recognize that point and consider which aims we wish to adopt, whether or not we create discrete programmes, and/or what contexts we include.



Studies late in the 20th century revealed increasing attention to substantive public issue investigation (from the local to the global), critical judgement and communication, personal and interpersonal understanding, provision for community engagement, and an increasing focus on real-life themes, issues, contexts, and performances. A review of more recent explorations into democratic civic engagement pedagogy reveals a further broadening and deepening of understandings and practices. Increasing attention to more distinctive dimensions of civic engagement pedagogy (e.g. promising learning experiences, instructional and assessment considerations, responsiveness to equity and learner diversity, digital/social media and platforms, pedagogical cultures of schools, local to global considerations, and effective modes of professional learning) and their intersections is offering educators an array of ideas to inform and guide their pedagogical practice.

Evidence of these shifts (which are overlapping, and where there is evidence of much continuity of thinking and practice as well as change) is found in spheres of educational research, curriculum policy reform and pedagogical practice across the six countries. The country-specific chapters and examples of promising practice presented illustrate a range of interesting and varied approaches and highlight the multidimensional, dynamic and often distinctive character of what it means to educate for civic engagement. They also reveal how broader contextual factors, educational research

and policies, issues of identity and personal capacity building, shifting conceptions of youth, understandings of fairness and social justice, and the work of educators, for example, are increasingly interwoven across these practices and associated with meaningful, democratic habits of engagement, with the intent to lead to significant benefits about enhancing knowledge, promoting efficacy and increasing participation for individuals and society, within and beyond countries. It is interesting to note that certain areas of commonality are apparent across the shared practices. It is increasingly evident, for example, that educating for civic engagement is undergoing a gradual transition from an emphasis on civic responsibility and formal political structures and processes as they are to more recent characterizations that encourage more exploratory, collaborative, critical, and digital understandings and expressions of engagement with public questions and issues, from the local to the global.

While these examples indicate the extremely valuable work that is already taking place, we do not claim that they are representative in any way and we are not arguing for some simplistic policy-/ pedagogy-borrowing to take place. Rather, we are suggesting that the practices provided give some general indications of what we regard as exciting, innovative, valuable educational work. Significant work, exploring and integrating new understandings of civic engagement pedagogy, is underway worldwide, offering an array of helpful ideas and

considerations about the role education *is playing* and *might play* in assisting young people to develop deepened understandings of civic issues and the capacities needed for meaningful engagement. And without having clear and simple 'answers' about what this variety means, we have through this project been stimulated to continue asking whether we are now experiencing an emphasis on dynamically critical education as a result of the realization that thinking and action about and for engagement is expansive and achieved in relation to an intersectional characterization of social justice. We hope so. But we need to maintain a critical approach ourselves and continue to ask about the coherence of current work in which we have some sense of who wants what, for what purposes, and whether or not they are likely to achieve it.

In Chapter 1, we offered an overview of certain key pedagogical considerations associated with 'educating for civic engagement' that emerged from a review of a variety of studies explicitly associated with 'educating for civic engagement', revealing deepening and shifting understandings and intentions. We cannot be definite about what trends exist in the field of education and engagement, but perhaps we are moving towards a broader spectrum of interconnected, pedagogical considerations that is mindful of the following:



In doing so, however, we are reminded of the range of issues (e.g. power imbalance between Global North and South, historical injustices and colonialism) still needing to be addressed. The above points are deliberately not presented simplistically. We have neither established categories nor privileged some things above others. We do feel sufficiently confident, however, to suggest that implementation of all the above remains mostly nominal and fragmented. A continuing culture of 'transmission'-oriented teaching and learning, ambiguous curriculum policy constructs, undertones of compliance, an avoidance of

controversial concepts and issues, and varied understandings of engagement among students with differing identity affiliations, for example, signal a variety of challenges. These challenges are further exacerbated by a variety of contextual factors associated with social and educational change.

As research continues to reveal deepened understandings of youth civic engagement pedagogy, it is imperative that educational stakeholders acknowledge and be responsive to the disconnects between the ways that youth are participating in civic affairs (and the reasons why) and the learning

opportunities that are provided in formal and informal learning contexts to make meaning of these experiences and to propel deeper civic engagement in public affairs (from the local to the global). We do not wish to provide a simplistic list of recommendations, but we would like to offer the following as points from which valuable work may emerge.

- ◆ Learning about and for equity and social justice through exploring controversial issues, using participatory activities, is often under-addressed or avoided. In order to promote critical understanding and engagement, we need to reduce the emphasis



on transmission-oriented and passive forms of education. We suggest that recognition of learner diversity through conceptually based critical interaction will require ongoing professional support.

- ◆ Curriculum content and design should be framed in ways that are engaging to learners. We suggest that the following are helpful to enhancing motivation: cultural relevance, real-life connections, student input, and multiple perspectives of social justice. Students need to have a sense of belonging as they learn, if they are to make sense of ideas and issues, and enhance their feeling of purpose and efficacy. Asking about fairness from a variety of perspectives is full of human interest and educational potential.
- ◆ We need to recognize competing discourses across and within theory, policy, and professional and other practices. It is necessary to recognize the inevitable contestation around goal priority, and the achievement of appropriate depth regarding coverage of ideas and issues. Generally, the link between policy and practice is often assumed too simplistically. The clear, coherent and consistently expressed characterization of curriculum and pedagogical orientations need not be inconsistent with the dynamic flexibility that is connected with the needs of learners and the changing contexts of social justice.
- ◆ The recommendation above for a certain degree of flexibility requires care. Political shifts, power imbalances, historical injustices, a crowded curriculum with competing priorities, and hierarchical school cultures might mitigate against the development for education for

and about engagement relevant to social justice. Broad principles of educational change require our understanding, so that classroom and school environments, teaching and learning practices, learner diversity and voice, school leadership, community connections can inform – and be shaped by – our actions.

- ◆ Teachers are (obviously) key players in the development of education about and for social justice understanding and action. As such, professional learning support for teachers (initial and continuing) and a steadfast focus on student learning are paramount, if the quality of citizenship education learning experiences is to be improved and sustained.
- ◆ Professional learning should be ongoing, job-embedded, politically aware, and academically informed in ways that include clear links between professional development goals and student learning. It is possible to establish professional learning teams and mentoring, in part through supportive and involved school leadership. Professional learning communities (face-to-face and online), for example, are an effective and acceptable means for educators to re-examine their knowledge and beliefs around their practices and connect theory and practice. It is possible to create opportunities for intelligent professionalism in ways that are attractive to teachers; purposeful, idealistic, practical, low risk, data driven, efficient and effective.
- ◆ A partnership between researchers and practitioners is helpful for promoting education about and for social justice engagement. The questions that focus their attention need careful consideration. How to include all learners; what the

connections are between aims and pedagogies; how we may judge the effectiveness of teacher education programmes; and how assessment may be developed, are examples of essential questions. There are many others.

- ◆ We recommend close attention to informal and formal education. We prefer generally full recognition of the value of explicit and discrete provision. If this is developed through appreciation of learner diversity, recognizing the need for adaptability to shifting aims arising from local and global forces, then it will be possible to make progress.
- ◆ Sustaining progress is vital and it is more likely to be achieved if there is strong intercultural awareness and commitment. A collaborative effort that includes practitioners, administrators, researchers, policy-makers, and community partners working together over the long term will facilitate meaningful change. We believe that the richness and depth of the work we studied warrant serious consideration in future discussions by those working in – and with – schools and informal settings that aim to improve student learning and democratic engagement.

It is vital to recognize many currently unresolved challenges. Educating for civic engagement and activism today remains very much a work in progress. As countries continue to grapple with these challenges, it is hoped that understandings gained from recent experiences across the six nations outlined in this Resource will be helpful in considering and prompting questions about recent developments in civics and citizenship education and for anticipating and engaging with the challenges that lie ahead, in light of differing cultural, social, and political contexts.

Annotated list of online resources

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This annotated resource list provides a sampling of a wide range of classroom, schoolwide, and community-based approaches and practices, selected for their relevance on themes and issues related to youth engagement and activism primarily from the six countries investigated and for their ability to raise awareness of the complicated nature of this work for educators. It includes resources prepared by educators, researchers, governmental and intergovernmental organizations, non-governmental organizations, not-for-profit, external agencies and networks, and professional organizations.

1YOUTH

1Youth is a community of young people from all walks of life, united in the common passion for love and service to all. 1Youth volunteers get together on weekends in a bid to solve the problems facing society through heartfelt and hands-on service. Projects include reaching out to children from low income and vulnerable families in Singapore to provide them with holistic healthcare.
<https://www.1youth.com>

ALBERTA TEACHERS' ASSOCIATION SOCIAL STUDIES COUNCIL (ATASSC)

The Social Studies Council of the Alberta Teachers' Association is dedicated to the consistent improvement in the teaching of social studies in the province. To support them in achieving this objective, the ATASSC has established regional councils, hosts professional learning sessions, promotes dialogue on curriculum issues, offers workshops, and invites keynote speakers to address members. In addition to these activities, the Council creates and disseminates two publications to members: the *Focus* newsletter and an e-journal titled *One World in Dialogue*.
<https://www.teachers.ab.ca/For%20Members/Professional%20Development/Specialist%20Councils/Council%20Directory/Pages/Social%20Studies%20Council.aspx>

AMNESTY INTERNATIONAL

Amnesty International is an international organization concerned with the protection of human rights around the world. For young people and educators, the website provides a youth activist toolkit which is comprised of information on how to start a new youth group, plan a campaign, get new members, invite an Amnesty speaker to visit a school, and lobby politicians.
<https://www.amnesty.org.uk/youth-activist-toolkit>

ASSOCIATION FOR CITIZENSHIP TEACHING (ACT)

ACT aims to support teachers and others involved in citizenship education through wide-ranging citizenship education projects, diverse professional development opportunities, advocacy and policy initiatives, regional support networks, high-quality teaching materials, and timely citizenship education news. ACT's website provides essential information about citizenship and citizenship education as well as membership access to curriculum and assessment resources, including the journal *Teaching Citizenship*.
<https://www.teachingcitizenship.org.uk/>

ASSOCIATION FOR DEMOCRATIC EDUCATION AND LEARNING (DEMOKRATIKUS NEVELÉSÉRT ÉS TANULÁSÉRT KÖZHASZNÚ EGYESÜLET) (AVAILABLE ONLY IN HUNGARIAN)

This Association was founded in 2010. It is a member of the European Democratic Education Community-EUDEC). The main goal is to establish democracy in educational institutions. They organize regular training for teachers to make democratic educational methods more widely available.
<http://www.demokratikusneveles.hu/>

The association organizes regular conferences: <http://www.dem-nev.eu/>



AUSTRALIAN CAPITAL TERRITORY LEGISLATIVE ASSEMBLY EDUCATION PROGRAMS

The Assembly offers education programs that promote an understanding and appreciation of the role and significance of the Legislative Assembly for diverse groups, including school-aged youth and professional development for teachers. Key initiatives include 30–60-minute programs centered on meeting legislative members, observing council debates and learning how members are elected. Full-day programs for grades 7–12 students include role play and parliamentary debates, as well as a two-day constitution convention for grade 11 students.

<https://www.parliament.act.gov.au/Explore-your-Assembly/education-programs>

AUSTRALIAN STUDENT ENVIRONMENT NETWORK (ASEN)

ASEN connects diverse student environmental groups from across Australia to build grassroots movements and campaigns in support of sustainable and regenerative culture shifts and ecological justice. The network is committed to transformative and empowering action on a range of pressing environmental and social issues and works in solidarity with the principle of Aboriginal sovereignty. The website offers diverse resources to support movement, campaign building and youth activism, including a 'zine library. In addition, ASEN runs an annual training camp to build capacity in bringing social and environmental change through activism.

<https://asen.org.au>

AUSTRALIAN YOUTH AFFAIRS COALITION (AYAC)

This NGO represents and provides support for Australian youth between the ages 12–25 by enabling debate on key issues, developing policy platforms and submissions, and issuing media releases. Policy submissions, reports and platforms have centered around issues such as youth participation and political engagement, diversity and inclusion, mental health, juvenile justice, income support, youth's role in work, housing and homelessness, gender identity and sexual orientation, and health and wellbeing.

<https://ayac.org.au/>

BAGÁZS PUBLIC BENEFIT ASSOCIATION

BAGázs is concerned with improving the status of Roma people in Hungary. It offers programs to Roma families – children and adults – in settlement communities, which include: children's educational programs, legal clinic and debt management, adult education, job hunt, women's groups, mentoring, and family consultations. BAGázs' website contains information about its different programs and volunteering opportunities with the organization.

<https://bagazs.org/about-bagazs/?lang=en>

BRITISH COLUMBIA SOCIAL STUDIES TEACHERS' ASSOCIATION (BCSSTA)

The Association is a provincial specialist association that works to improve, support and promote the teaching of social studies in British Columbia. The association works to ensure that the curriculum is up to date, liaises with the Ministry of Education, develops and highlights teaching resources, and provides professional learning opportunities and tips to teachers. In addition, the BCSSTA hosts an annual conference focused on teacher professional learning.

<https://bcssta.wordpress.com>

BRITISH YOUTH COUNCIL (BYC)

Consisting of more than 200 member organizations, the BYC aims to empower young people aged 25 and under to get involved locally, nationally, and internationally so that they can influence and inform the decisions that affect their lives. The BYC runs a number of youth-led networks and programmes, offers training programmes to young people, and organizes campaigns on issues that matter to young people. The website provides information about the ways in which one can get involved with the BYC, the training programmes it offers to youth-based organizations, and its ongoing campaigns.

<https://www.byc.org.uk/>

CANADIAN BROADCASTING CORPORATION/RADIO CANADA: CURIO.CA – SHARPEN YOUR MIND

This resource provides teachers and students with streaming access to an extensive collection from the CBC and Radio Canada's archives in the form of documentaries, news reports, archival footage, and stock shots. Themes of various footage include explorations of discrimination, LGBTQ+ rights, Indigenous history, Inuit culture, contemporary Indigenous voices, refugees and asylum seekers, black history, and Canadian history.

<https://curio.ca/en/guides/social-studies-1968/>

CANADA WORLD YOUTH (CWY)

CWY is a development organization that nurtures youth leadership in partnership with local development organizations in six countries: Bolivia, Ghana, Indonesia, Peru, Senegal and Tanzania, as well as in partnership with Indigenous communities in Canada. In addition, CWY offers a Global Learner program where young people engage in learning experiences in China or Poland in order to develop an appreciation and understanding of diverse cultures, histories, societies and languages.

<http://canadaworldyouth.org>

CANADIAN ROOTS EXCHANGE

Canadian Roots Exchange aims to build bridges between Indigenous and non-Indigenous youth and develop youth leadership capacities to engage in the process of reconciliation. One key programming initiative includes leadership programs where youth between the ages of 18–29 develop conflict resolution skills, understand processes of reconciliation and decolonization, and gain understandings of Indigenous histories and contemporary issues before being responsible for leading reconciliation events in their own communities. Additional programming initiatives are youth exchanges and national youth gatherings.

<http://canadianroots.ca>



CARA-FRIEND

Cara-Friend works to support and empower LGBTQ+ young people aged 12–25 in Northern Ireland. It does so through regional LGBTQ+ youth groups, one-to-one support for individuals, awareness training for professionals and volunteers, community development and outreach campaigns, the LGBT Switchboard, and the LGBTQ+ Inclusive Schools Programme. Its website contains a variety of resources to help LGBTQ+ young people and those who support them.

<https://cara-friend.org.uk/lgbtq-youth/>

CARITAS AUSTRALIA FOR SCHOOLS

Caritas Australia's educational programming for schools is centered on core Catholic teachings to end poverty, promote justice and uphold human dignity. Diverse educational resources for primary and secondary classrooms include posters, quizzes, presentations, films and film guides, project ideas, lessons and workbooks that center on key Catholic themes and teachings. Educational programming includes Just Leadership days with activities and discussions centered on global education and citizenship, as well as professional development programs for teachers.

<https://www.caritas.org.au/learn/schools>

CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (CERD LEBANON)

CERD is a national organization focused on modernizing and developing the educational sector in Lebanon. It supports curriculum enhancement and learning opportunities that focus on supporting the development of both learners and citizens. The organization engages in diverse projects, publishes reports, and offers teacher training to improve educational outcomes within Lebanon.

<https://www.crdp.org/?la=en>

CENTRE FOR LEBANESE STUDIES

The Centre for Lebanese Studies offers programming and training for History educators on nurturing historical thinking in their pedagogical approaches. Workshops are offered on topics such as the skilful use of archives, effective digital citizenship, developing young historians, enhancing historical teaching skills, and using the big ideas of evidence and continuity and change in the History classroom. The Centre also offers workshops to support History teachers in how to effectively integrate technology into their classrooms. Topics cover basic digital skills, digital presentation skills and research skills.

<https://www.lebanesestudies.com/programs/history-education/>

CHEN, J. & GOODREAU, J. (2009). EDUCATIONAL ACTIVISM: RESOURCES FOR CHANGE. A OISE/OSSTF/ UNICEF PARTNERSHIP RESOURCE.

This comprehensive compilation of resources related to social justice is the result of a partnership between UNICEF, the Ontario Secondary Schools Teachers' Federation (OSSTF) and the Ontario Institute for Studies in Education (OISE). The website hosts a series of resources including profiles of educational activists, FAQs on the pressing questions of educational activism such as how to get involved, resources to support teachers in infusing social justice and equity approaches and issues into their classroom, activist planning tools to facilitate the creation and design of social justice workshops, school improvement plans and workshops.

<https://www.oise.utoronto.ca/edactivism/index.html>

CIVIX CITIZENSHIP EDUCATION RESOURCES

CIVIX is a non-partisan, national registered charity providing experiential civic education programming and supporting resources that nurture active, engaged citizenship in young Canadians. Its experiential programming includes Student Vote, Student Budget Consultations and Newswire, providing students with active experiences in elections, governance, and democratic access to information. Their website provides educators with access to short videos and lesson plans on topics like government and democracy, the right to vote, levels of government, parliamentary democracy, elections, municipal governance and school boards.

<http://civix.ca/resources/multi-media-tools/>

COMMUNITY ECONOMIC AND SOCIAL DEVELOPMENT CENTRE (AVAILABLE ONLY IN HUNGARIAN)

HROD is a social enterprise independent of political, state and support organizations. Their main goal is to help communities become sustainable for their own benefit and for their environment. The website lists the areas in which they can help, e.g. Strategic development and consulting or Project management. They organize training such as Community Planning Techniques Training for teachers and everybody who is interested in and provides leadership education for young people, as a contribution to youth policy development. On the website are e-books containing partnership programmes and learning materials.

<https://hrod.hu/>

COMMUNITY FOR ADVOCACY AND POLITICAL EDUCATION (CAPE)

CAPE is a student-led organization that aims to foster active citizenry by promoting political literacy and civic participation among young people. Its website contains information about its projects that range from monitoring the parliamentary process in Singapore and aggregating news about local politics to documenting examples of Singaporean social activism and facilitating workshops and discussions on civic education and socio-political issues. The CAPE website also provides a number of resources on civil society, political processes, and civic issues.

<http://cape.common.yale-nus.edu.sg/>



CROMO ALAPÍTVÁNY/CROMO FOUNDATION (AVAILABLE ONLY IN HUNGARIAN)

The three principal aims of the Foundation focus on the modern civil society, the inclusive society and the cooperating local society. It provides training, summer camps, sport events, and workshops in connection with these projects for companies as well as for children or local communities. The website also contains blog posts on how to practise democracy and a special project for teenagers and their parents on how to use media and mobile phones without dependency.

<https://www.cromolapitvany.hu/?l=en>

DAOU, F. (ED.) (2012). EDUCATION AS CO-EXISTENCE. BEIRUT: ST. PAUL EDITIONS/ADYAN.

This book, published by the Adyan Foundation, emerged from workshops and seminars that invited collaborative dialogue across stakeholders within education on the issues of diversity and co-existence. Its aim is to create a foundation for the development of educational policies that nurture inclusivity, cultural and religious diversity, and individual uniqueness in the face of increasing polarization and sectarianism.

<http://adyanfoundation.org/library/publications/education-on-coexistence/>

ELECTIONS CANADA: ELECTIONS AND DEMOCRACY

The Elections and Democracy tools and resources are designed to support teaching and learning around national and provincial democratic processes and events. Resources can be searched at either the elementary or secondary level, and include teacher-tested tools and lessons with instructions, supporting resources and videos, and an assessment rubric. Lesson activity titles include: *Does Voting Matter?*, *Civic Action: Then and Now*, *Elections By Numbers*, and *Voting Rules* (available in both a grade 5 and grade 10 version). In addition, there are specific provincial and territorial resources available.

<https://electionsanddemocracy.ca>

FACING HISTORY AND OURSELVES: CANADA

Facing History and Ourselves provides a series of tools, resources, lessons and professional development opportunities to support educators in promoting empathy, respect and critical readings of historical and current events and issues. Lessons and resources are clustered under several key themes including democracy and civic engagement, antisemitism, genocide and mass violence, the Holocaust, bullying and ostracism, and global immigration. The website features a comprehensive collection of constructivist pedagogical approaches in addition to a lending library of key resources.

<https://www.facinghistory.org/about-us/offices/canada>

FIRST NATIONS, MÉTIS & INUIT EDUCATION COUNCIL (FNMIEC)

FNMIEC is a specialist council of the Alberta Teachers' Federation. The Council supports both Indigenous and non-Indigenous teachers to incorporate Indigenous ways of knowing, Indigenous history, and Indigenous perspectives into the provincial curriculum, in addition to advocating for Indigenous students. The Council achieves its objectives by offering professional development opportunities, both preparing and highlighting Indigenous resources for educators to use in their classrooms, and building relationships between schools and community members, including Elders. The Council also hosts an annual conference that focuses on bringing Indigenous issues and perspectives into the Alberta education system.

<https://www.fnmiec.ca/blog>

FOUNDATION FOR DEMOCRATIC YOUTH (FDY)

The FDY aims to promote youth development through youth service, democratic debate, and professional development at the national and international levels. Its website contains information about its numerous projects, blog posts on democracy-related topics, and the ways in which individuals can engage with the organization.

GATI, A. (2010). ACTIVE CITIZENSHIP IN INTERNATIONAL COMPARISON (AKTÍV ÁLLAMPOLGÁRSÁG MAGYARORSZÁGON NEMZEKÖZI ÖSSZEHASONLÍTÁSBAN). (AVAILABLE ONLY IN HUNGARIAN)

This is a comprehensive summary of the history of citizenship education and all the available research that has been carried out within Hungary, focusing on Hungarian youth, and also the international comparative studies, e.g. the data on youth in Eurobarometer. There are two chapters devoted to citizenship education, also listing the necessary competencies of teachers to be able to educate active citizens.

http://ess.tk.mta.hu/wp-content/uploads/2013/04/Gati_Annamaria_TARKI_TUDOK.pdf

GLOBAL JUSTICE NOW

Global Justice Now is a democratic social justice organization working as part of a global movement to challenge the powerful and create a more just and equal world. Its campaigns span areas such as trade, migration, pharmaceuticals, aid, climate and energy, and food. The organization has a youth network which aims to empower young people to stand up against injustice. The website contains activist resources such as organizing basics, outreach and events, and campaign tactics and information about the ways young people can get involved with the organization.

<https://www.globaljustice.org.uk/about-us>

HALOGEN FOUNDATION

The Halogen Foundation is concerned with preparing young people for the future through leadership and entrepreneurship development. Halogen's website provides information about its different leadership and entrepreneurship programmes, as well as its signature event – the National Young Leaders Conference which features luminary speakers and leaders from business, social change, entertainment and technology fields to inspire young people. Halogen also works with educators to help them facilitate youth engagement.

<https://halogen.sg/about/>



THE HANSARD SOCIETY

The Society is devoted to promoting democracy and strengthening parliaments in the UK and around the world through research and education activities. In addition to political insight publications, blogs and a newsletter, the website offers information about the educational programmes offered by the Society, which include a combination of intensive courses, internships, guest lectures, and study visits.

<https://www.hansardsociety.org.uk/>

HIGH RESOLVES: CREATING GLOBAL CITIZENS AND LEADERS

High Resolves is an Australian not-for-profit organization that supports youth in creating a more inclusive, just and optimistic world. The organization is currently expanding globally, but has had a strong presence in Australia where it has developed both formal and informal educational programming. It hosts Videos for Change, a national competition that invites young people to create a one-minute video to raise awareness and inspire change on a social issue they are passionate about. The organization recently hosted Ed Summit 2018 that focused conversations on developing an educational system committed to 21st-century skills, global perspectives, innovative solutions and action plans for change. In addition, the organization supports curriculum development and programming for schools, and hosts a Base Camp Digital Library on its website featuring videos that nurture understanding and advocacy on important social issues.

<https://highresolves.org>

HISTORY EDUCATION NETWORK/HISTOIRE ET ÉDUCATION EN RÉSEAU (THEN/HIER, CANADA)

THEN/HIER was the first pan-Canadian organization devoted to promoting – and improving – history teaching and learning by bringing together the multiple and varied constituencies involved in history education: academic historians; public historians in museums, archives and historic sites; practising teachers; researchers based in faculties of education; and curriculum policy-makers. The goal of the network was to create more research-informed practice (from kindergarten to graduate school) and more practice-informed research through dialogue among these various communities. Two of its primary goals were to improve history education practice and to develop research-informed assessment of history learning, including attention to citizenship education.

<http://thenhier.ca/en/content/about.html>

HSSE ONLINE: RESEARCH AND PRACTICE IN HUMANITIES AND SOCIAL STUDIES EDUCATION

This peer-reviewed electronic journal publishes articles and teaching resources to inform and improve teaching practice in humanities and social studies education. Publications and resources cover different educational levels (primary, secondary, and junior college) and different subject areas (social studies, history, geography, and economics). Articles and resources can be accessed for free.

<http://www.hsseonline.edu.sg>

HUDDLESTON, T. (2004). CITIZENS AND SOCIETY: POLITICAL LITERACY TEACHER RESOURCE PACK. LONDON: HODDER & STOUGHTON.

This photocopiable resource pack aims to help teachers to equip students with the skills they need to think about and debate political and social issues. The resource contains lesson plans, case studies and activities, and assessment instruments and will be useful in teaching major political and social issues.

IMAGINE ACTION: THE CANADIAN HUMAN RIGHTS TOOLKIT

This web repository of almost 400 digital resources, centered on human rights issues from Kindergarten to Grade 12, is a joint initiative of the Canadian Teachers' Federation and the Canadian Museum of Human Rights. The resources connect to selected literature, media sources, and lesson plans that can be used in the classroom and have been created by diverse educational, not-for-profit and charitable groups. The resources can be searched by language (English or French), province or territory, grade, and subject area.

<http://www.imagine-action.ca/hr-dp/>

INSPIRE DEMOCRACY: KNOWLEDGE FOR CIVIC ACTION

Inspire Democracy is the research hub of Elections Canada that helps in mobilizing knowledge through data and information sharing related to youth engagement in civic action. Research on the site relates to issues such as voter turnout, voter registration data, studies on youth participation, facts and studies on millennials, how political parties engage with youth, the impact of civic education, and mobilizing youth. The site also provides access to useful infographics that can be used in educational contexts, as well as a set of diverse links to other tools, resources and databases that can support civic education and engagement among youth both in the classroom and in community contexts.

<http://inspirlademocratie-inspiredemocracy.ca/index-eng.asp>



INTERNATIONAL YOUTH WHITE PAPER ON GLOBAL CITIZENSHIP

The Paper is a collaborative initiative between The Centre for Global Education, Canadian Commission for UNESCO, TakingITGlobal, the Centre for Global Citizenship Education and Research, The Global Centre for Pluralism, and over 13,000 students from 11 countries. Through technology, students came together in Virtual Town Hall to share their vision of global citizenship and grapple with the question, *Is equality a goal that erases complexity?* This Paper is an engaging and insightful contribution to the ongoing conversation of what it means to be a global citizen, and how this is a dynamic, ever-evolving and contextualized concept.

https://www.pluralism.ca/wp-content/uploads/2017/10/InternationalYouthWhitePaperGlobalCitizenship_EN.pdf

INTERNATIONAL YOUTH WHITE PAPER ON CLIMATE CHANGE

The Paper is a collaborative initiative between The Centre for Global Education, C40, the Government of Alberta, TakingITGlobal, Louis Berger, the Berger Charitable Foundation and over 4,000 students from 13 countries. Through technology, students came together in a Virtual Town Hall to share their perspectives on climate change and steps for taking action. In addition, student artists submitted artistic expressions that reflected their thoughts on climate change and as a way of communicating what they know and understand. This Paper centers youth as climate change leaders who are disrupting the status quo and demanding real action.

<https://citiesipcc.org/wp-content/uploads/2018/04/IPCC-Working-Paper.pdf>

INTER-UNIVERSITY LGBT NETWORK

The Network aims to foster safe and inclusive communities for everyone in higher learning institutions regardless of their sexual orientation, gender identity, and expression. The website provides information about its outreach and support programmes, research and advocacy activities and volunteer opportunities, as well as access to resources on sexual and gender identity, sexual health, and sexual assault awareness. The Network also runs a Facebook page where it posts resources, videos, news, and events related to its activities.

<https://www.facebook.com/InterUniLGBTNetwork/>

#IWILL

#iwill is a UK-wide campaign that aims to make social action part of life for as many 10-20-year-olds as possible by the year 2020. More specifically, #iwill wants young people to have the chance to take part in meaningful social action - building a habit for life and further empowering them to be more active citizens today and in the future. The website provides information about the campaign, support materials including 'how to' guides, campaign logos and leaflets, and resources about how to grow existing social action opportunities or create new ones. It also contains survey reports, factsheets, and presentations among others on areas such as youth social action, education and youth social action, and business and youth social action.

<https://www.iwill.org.uk/download-category/education-youth-social-action/>

KATIMAVIK

Katimavik is a national program offering immersive, months-long programming for diverse Canadian youth aged 17-25; it focuses on nurturing confident and caring citizens who are capable of transforming their communities for the better through building just relationships and engaging in sustainable actions. The program is designed around three key principles: reconciliation, 21st-century skills, and experiential learning. Participants spend time learning about two different communities, volunteering with community organizations, engaging in learning opportunities and developing their own projects.

<https://katimavik.org/en/>

KEMÉNY, ZS., TAKÁCS, D., CHOVÁN, O. (2015). CITIZENSHIP EDUCATION IN EUROPE AND IN HUNGARY (ÁLLAMPOLGÁRI NEVELÉS EURÓPÁBAN ÉS MAGYARORSZÁGON). BUDAPEST: MÉLTÁNYOSSÁG POLITIKAI ELEMZŐ KÖZPONT. (AVAILABLE ONLY IN HUNGARIAN)

This report compares the status of citizenship education in Hungary to four other European countries: Spain, Germany, UK and France. It summarizes the main features of citizenship education and outlines the main challenges to be addressed by the educational system and teachers.

<http://meltanyossag.hu/content/files/llampolg%C3%A1ri%20nevel%C3%A9s%20Eur%C3%B3p%C3%A1ban%20%C3%A9s%20Magyarorsz%C3%A1gon.pdf>

LEAVE OUT VIOLENCE EVERYWHERE (LOVE) PROJECT

The Love Project supports youth who have been challenged by violence to transform their experiences into leadership and advocacy for violence prevention. The objective of LOVE is to reduce violence in the lives of youth and in communities through youth advocates who can effectively communicate a message of non-violence through diverse media platforms. Four key programs are offered: MAPS (Media Arts Training Program), Leadership Training, School and Community Violence Prevention Outreach, and a National Leadership Camp.

<http://lydme.ca/the-love-project-leave-out-violence-everywhere/index.html>



LEBANESE CENTER FOR CIVIC EDUCATION (LCCE)

LCCE is a non-governmental organization that provides workshops, training, best practices, advocacy campaigns, publications, seminars and artistic activities in support of enhancing civic education. LCCE contributes to the ongoing debate on youth and education and seeks to support and empower youth and children to participate in public issues and policy-making. An additional objective of LCCE is to support the development and reconceptualization of civic education curricula for children and youth.

<https://www.annalindhfoundation.org/members/lebanese-center-civic-education-lcce>

LEGISLATIVE ASSEMBLY OF THE NORTHERN TERRITORY EDUCATION SERVICES (AUSTRALIA)

This site supports and promotes community awareness of the constitutional role and significance of the Legislative Assembly of the Northern Territories through experiential educational programming, curriculum links and activities for grades 3-10. The school programs include tours, interactive experiences in how laws are made for Legal Studies students, and parliamentary role plays. Educational outreach to remote areas and to Indigenous and English language learners is also a feature of the programming available.

<https://parliament.nt.gov.au/about-parliament/parliamentary-education-services>

LIBRARY OF PARLIAMENT'S LEARNING RESOURCES (CANADA)

There are diverse educational resources available on the Library of Parliament's website including classroom activities, teacher resources, school tours, and the Teachers Institute on Canadian Parliamentary Democracy. Classroom activities and teacher resources include lesson plans, videos, glossaries, trivia, photographs and simulations. The Teachers Institute on Parliamentary Democracy is an intensive professional development opportunity where teachers travel to Ottawa for five days to learn from political, procedural and pedagogical experts, discuss key issues and develop strategies for teaching about parliament, democracy, governance and citizenship.

https://lop.parl.ca/sites/Learn/default/en_CA

MEDIA AWARENESS NETWORK: TEACHER RESOURCES

The Media Awareness network is a Canadian not-for-profit charitable organization promoting digital and media literacy. Its mission and resources support deeper understanding of the concepts and competencies of being media literate in today's highly networked and complex digital world. The organization helps to support youth critical thinking skills and includes a series of K-12 resources on their site with clear curriculum connections across provinces and territories, worksheets, tip sheets, essays, multimedia games, quizzes, and informative videos. The organization creates awareness campaigns and engages in research dissemination, including its *Young Canadians in a Wired World* research paper series.

<http://mediasmarts.ca/teacher-resources>

MINISTRY OF COMMUNITY, CULTURE AND YOUTH (MCCY SINGAPORE)

The Ministry aims to build a cohesive and vibrant society and strengthen a national identity through the arts, heritage, sports, community, and youth sectors. For educators and young people, the website provides information about the Youth Corps Singapore, the National Youth Fund, and grants for youth sector. It also contains key statistics, information, and publications pertaining to the arts and culture, sports, community, youth, volunteerism, and philanthropy.

<https://www.mccy.gov.sg>

MINISTRY OF EDUCATION AND HIGHER EDUCATION (LEBANON)

The website of the Ministry of Education and Higher Education provides material and communication related to the Ministry, including information about the services provided, activities, and legislation and regulation related to education. In addition, it highlights recent news and upcoming events for the Ministry.

<http://www.mehe.gov.lb/Templates/HomePage.aspx>

Google translate:

<https://translate.google.com/translate?hl=en&sl=ar&u=http://www.mehe.gov.lb/&prev=search>

MINISTRY OF YOUTH AND SPORT (LEBANON)

The website for the Ministry of Youth and Sport provides information related to this Ministry including recent news, reports and speeches developed by Ministry officials. In addition, the website provides materials and communication related to the Lebanese Olympic Committee, the Lebanese World Cup, youth organizations, heritage activities and Scouts and Girl Guides in Lebanon.

<http://www.minijes.gov.lb/Cultures/ar-lb/Pages/default.aspx>

Google translate:

<https://translate.google.com/translate?hl=en&sl=ar&u=http://www.minijes.gov.lb/&prev=search>



MY PEER TOOLKIT (WESTERN AUSTRALIAN CENTRE FOR HEALTH PROMOTION)

This site provides a toolkit developed by the Western Australian Centre for Health Promotion designed to support agencies that are seeking to implement and evaluate peer-based programming (peer education, peer mentoring, peer support) for young people using best practices. The toolkit has been created to support programs where young people provide a source of informal support and mentoring for other young people. The toolkit has five key sections: information about the design, intention and creation of the toolkit, program planning recommendations, suggestions for implementation, monitoring and evaluation guidelines, and diverse tools to support peer-based programming.
<http://mypeer.org.au/>

NATIONAL CITIZEN SERVICE (NCS)

NCS works to promote social cohesion, social mobility and social engagement among youth by offering a personal development programme, connecting them to different initiatives in their communities, and providing programming supports to schools and colleges. For youth, the website includes information about the summer programme and different after-programme opportunities. For schools and colleges, the website provides information on how they can promote the programme among their students and how NCS can support them through PSHE and other related sessions.
<https://www.ncsyes.co.uk/>

NATIONAL YOUTH COUNCIL HUNGARY (AVAILABLE ONLY IN HUNGARIAN)

A forum for young people aiming to create effective dialogues between decision-makers, youth organizations and domestic and international actors. One of its most important objectives is to provide the highest level of representation of youth and youth organizations, to shape youth policy, and to address the current government as a strong and unified voice of youth. They also provide information about youth events and conferences for teachers, and possibilities for youth to engage with the organization.
https://ifjusagitanacs.hu/?fbclid=IwAR2JO1UkEKGkAP4pXRzN_zdf2AnjAOy9uNqf-4lPAhsAFXG7HdXOuMDdFPM

NATIONAL YOUTH COUNCIL (NYC SINGAPORE)

The NYC works to nurture the values and skills of active citizenship among youth so that they can contribute to the development of their country and succeed in a globalized world. Its website offers information about local and overseas opportunities for youth development, funding for youth-led initiatives and projects, and different recognition platforms to celebrate youth achievements. The website also provides research data on Singaporean youth.
<https://www.nyc.gov.sg/en>

NEW YOUTH: ONLINE COMMUNITY FOR NEWCOMER YOUTH

The website is funded by the Canadian federal government through the Immigration, Refugee and Citizenship department. The site provides newcomer youth access to information and resources to support their transition to Canadian society, including their rights and responsibilities, information on accessing financial assistance, support in locating various services and insights into daily living in Canada. In addition, the site provides access to unique opportunities to become engaged in society including arts and environmental programming.
<http://www.newyouth.ca>

OXFAM: AUSTRALIA

Oxfam Australia has developed diverse supporting classroom resources for years 1–10 that enable teachers and students to explore a range of global issues such as children's rights, conflict resolution, poverty, environmental sustainability, food security, gender, racism, trade and water. The resources are produced collaboratively with teachers, teacher associations and students, and include teacher notes, multimedia resources, fact sheets, toolkits, posters, recipes, films, term projects, units and fundraising action guides. All resources are framed using a *Learn, Think, Act* model of citizenship education.
https://www.oxfam.org.au/education-resources/education_resources/

OXFAM: GLOBAL CITIZENSHIP (UK)

Oxfam's global citizenship resources aim to develop the knowledge, skills and values that young people need to engage with the world in order to make a difference. The website contains practical guides for schools and teachers on how to embed global citizenship into teaching and learning across the curriculum. It also provides free lesson and assembly plans, teacher guides, slideshows, and simulation games with a focus on global citizenship.
<https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship>

PARLIAMENTARY EDUCATION OFFICE (PEO AUSTRALIA)

This website is created and maintained by professional educators and provides extensive information, educational programming and resources (both print and digital) designed to support school-aged learners (aged 9–16) to better understand the role, function and value of the Australian Parliament and to actively engage with it. Teacher newsletters, fact sheets, videos, curriculum links, parliamentary lesson and unit plans, role plays, video conferencing, interactive games and an image library are some of the diverse ways this site facilitates civic learning and engagement.
<https://www.peo.gov.au/>



PARLIAMENTARY EDUCATION UNIT (UK)

The Unit works to inform and engage young people in the work of the UK parliament. It does so by offering parliamentary visits and workshops, running outreach programmes in schools, and providing teacher training and free curriculum resources. For teachers, the website provides a number of curriculum resources for different subjects and different age groups on topics ranging from elections and voting, rules and laws, and parliamentary system to Black history, World Wars I and II, and active citizenship. <https://www.parliament.uk/education/>

PARLIAMENT OF NEW SOUTH WALES EDUCATION RESOURCES

The Education Resources section of this website features a series of 15 classroom activities related to democracy, law, and informed and active citizenship. The activities, which are aimed at grades 7-12, also include role plays on debating a bill, parliamentary inquiry and question time. This site also offers historical bulletins, information pages, fact sheets and brochures. There is also a compilation of civics and citizenship links that connect to the civics and citizenship curriculum in New South Wales. <https://www.parliament.nsw.gov.au/about/education/Pages/education-resources.aspx>

PARLIAMENT OF SOUTH AUSTRALIA FOR SCHOOLS

This website provides diverse resources and links available for youth and educators related to how the government functions in South Australia. It also provides some programming opportunities for youth on how to get involved, including government internship programs and opportunities available to visit parliament or to have a meeting with a sitting member. The website features a series of links, fact sheets, and structured activities related to women's suffrage, facilitating a parliamentary debate and passing a bill through the legislature available to teachers. Resources for students include puzzles and crosswords, lists of past and current members, and more detailed information on sitting members including their weekly diaries. <https://www.parliament.sa.gov.au/education/Pages/Welcome.aspx>

PARLIAMENT OF TASMANIA EDUCATION

The Parliament of Tasmania has created a series of educational videos, each less than three minutes in length, explaining key features of the Tasmanian government system and its history. Video topics include: the historical context, the parliament house building, the first Tasmanian Parliament, the Governor, the government, how laws are made, gender inequality in the government, and the electoral system in Tasmania. <http://www.parliament.tas.gov.au/LC/Education/Edu-Video.htm>

PARLIAMENT OF VICTORIA EDUCATION ZONE

The Parliament of Victoria's Education Zone features a series of educational resources and programming initiatives to support youth and teacher engagement on governmental and civic issues. There is a comprehensive section of diverse teaching and learning resources spanning years 5-10 and legal studies at the secondary level, that include lesson plans, an interactive historical timeline, YouTube clips, a virtual tour of Parliament, fact and information sheets, as well as useful links. A Parliament Prize essay contest is conducted annually, as is the Deakin Oration where students are invited to hear an accomplished individual address an issue of public concern. <https://www.parliament.vic.gov.au/education>

PARLIAMENT OF WESTERN AUSTRALIA EDUCATION OFFICE

The Parliamentary Education Office for Western Australia is organized into a series of diverse programs and offerings designed to promote knowledge and understanding of the history, role and functions of the Parliament. Sections include a School Zone, information for visiting Parliament, information on the history and role of the Parliament, publications by Parliament House, and material on Parliament Firsts. The School Zone features resources and programming in accordance with learning and teaching principles of the Western Australian Curriculum and Assessment Outline for years 5-12. Examples include fact sheets, role plays, teaching plans, a poetry competition, organized tours of Parliament, and professional learning opportunities for teachers. <http://www.parliament.wa.gov.au/WebCMS/webcms.nsf/content/parliamentary-education-office>

PORTAL FOR COMMUNITY SERVICE FOR HIGH SCHOOL STUDENTS (HUNGARY)

Compulsory 50 hours community service for high school students as a requirement of their civic studies and graduation (available only in Hungarian). The site contains downloadable materials for teachers (guidelines how to organize community service, a Handbook of Community Service for Teachers, etc.) and lots of practical information for students and parents. It lists the newest available projects, organizations and sites which receive volunteers. <http://www.kozossegi.ofi.hu>

PRIME MINISTER'S YOUTH COUNCIL (CANADA)

The Prime Minister's Youth Council was launched in 2016, and consists of diverse young Canadians from regions across the country who provide non-partisan advice to the Prime Minister of Canada on relevant issues. Members meet both in person and online throughout the year, in addition to participating in meetings and public events with local and national organizations, policy-makers and decision-makers. The Council has produced a report outlining its activities and how youth perspectives are being incorporated into Canadian policy. <https://www.canada.ca/en/campaign/prime-ministers-youth-council.html>

QUEENSLAND PARLIAMENT EDUCATION

This website provides information on the diverse seminars, workshops, conferences and resources available for youth and educators related to the democracy, governance and citizenship in Queensland. Tours of Parliament are offered for primary, junior and secondary students, and a series of experiential Youth Parliament sessions where youth introduce and debate a mock bill to Parliament are hosted across Queensland. In addition to these programs, the website features a range of classroom activities, fact sheets, papers, information books and an online presentation on topics such as the system of government, the executive government, the role of the judiciary, elections and referendums, and political representation. <https://www.parliament.qld.gov.au/explore/education>



ROBIOLLE MOUL, T. (2017). PROMOTION AND IMPLEMENTATION OF GLOBAL CITIZENSHIP EDUCATION IN CRISIS SITUATIONS. UNESCO.

This study outlines the key challenges that programs centered on global citizenship education (GCED) face in crisis situations, including those involving refugees. Core principles grounding the report emphasize an embrace of diversity in the face of increasing polarization, solidarity across difference, empathy and a sense of belonging, arguing that these principles are important to sustain, adapt and implement in crisis situations. The report uses community and school environments, policy strategies, curriculum, teachers and teaching practices, targeting the right populations, and research and knowledge as key organizing themes to explore both challenges and promising practices.
<http://unesdoc.unesco.org/images/0025/002527/252771E.pdf>

SAMARA CENTRE FOR DEMOCRACY

Samara is a non-partisan charity committed to strengthening democracy through innovative action on research and by increasing civic literacy. The organization has developed supportive educational resources for secondary, post-secondary and community-based learning contexts. Examples of their resources include a guide for forming local youth councils, infographics, stories of everyday citizens, 'How to Be an Everyday Local Citizen' video with a 'How to' Educator's Guide, 'A Day in the Life of an Elected Member of Parliament' video, and informative fact sheets on electoral reform and democratic processes.
<https://www.samaracanada.com/>

SCHOOL OF PUBLIC LIFE

The School works to improve the citizenship skills of disadvantaged groups in Hungary so that they can advocate for their rights and interests and address the issues they face. It enacts its mission by offering workshops and courses, engaging in research activities, providing strategic planning support to civil society organizations, and producing publications and teaching materials. The website provides detailed information about the School's principles, activities and target audiences.
<http://www.kozeletiskolaja.hu/page/english>

SHUAYB, M. (2015). 'HUMAN RIGHTS AND PEACE EDUCATION IN THE LEBANESE CITIZENSHIP TEXTBOOKS: A COMPARATIVE LENS', RESEARCH IN COMPARATIVE AND INTERNATIONAL EDUCATION, 10(1).

This supporting resource in the form of an academic paper focuses on the pedagogical approaches found in the textbooks following the introduction of a new curriculum in 1997, after an intense civil war in Lebanon had subsided. The paper summarizes the findings of a study examining how Lebanese citizenship textbooks took up issues of human rights, peace, conflict resolution and dialogue in comparison to other countries in the region.
<https://journals.sagepub.com/doi/pdf/10.1177/1745499914567823>

SINGAPORE INTERNATIONAL FOUNDATION (SIF)

The SIF works to facilitate cross-cultural interactions in order to strengthen understanding among people across Asia and beyond and to enable collaborations among them with the aim of collectively effecting positive change. The SIF enacts its mission through cultural exchanges, business programmes, and volunteer cooperation initiatives. The website offers information about SIF programmes and its partnering organizations.
<https://www.sif.org.sg>

TRAVEL PASS TO DEMOCRACY

This is a project initiated by the Council of Europe and the European Commission to promote building democracy. The participating countries are Croatia, Hungary, Montenegro and Romania. They develop a common teacher training module to help teachers to develop competencies supporting human rights in the classroom and society at large.
<http://kozosegi.ofi.hu/Contents/ShowContentByTitle?title=M%C3%B3dszertani%20anyagok>

UNITED NATIONS ASSOCIATION OF SINGAPORE (UNAS)

UNAS works to promote the aims and ideals of the United Nations (UN) and support its work. The website provides information about the UN, including its charter, structure and organization, member states, news, and links to UN-affiliated institutions. The website also provides information about UNAS events and activities.
<http://www.unas.org.sg>

UNDP (2009). THE NATIONAL HUMAN DEVELOPMENT REPORT 2008-2009: TOWARD A CITIZEN'S STATE. BEIRUT, LEBANON.

This detailed report emerged from a three-year participatory process and explains and analyses issues of identity and citizenship in Lebanon from political, social and cultural perspectives. The report is intended to serve as a compilation of comprehensive statistics that illuminate the diverse mechanisms that define citizenship and democratic practices in Lebanon, while also providing possible pathways towards active citizenship and strengthened relationships between Lebanese citizens and the state. In addition, the report highlights two other reports, *Education and Citizenship: Concepts, Attitudes, Skills and Action among ninth grade students in Lebanon* and *A Hundred Stories to Tell: Civic Initiatives in Public Life*.
http://www.lb.undp.org/content/lebanon/en/home/library/democratic_governance/the-national-human-development-report-2008-2009--toward-a-citize0.html

UNESCO (BEIRUT)

The UNESCO Office in Beirut supports numerous initiatives related to education, social and human sciences, communication and access to information and culture. A core responsibility of the office is to ensure that Sustainable Development Goal 4 (SDG 4) is being implemented with attention to improving the quality of education and engagement while fostering a holistic approach. In addition, there is an emphasis on peacebuilding, youth-led actions for peace, global citizenship, and the prevention of violent extremism. The website hosts a number of special reports including the Directory of Youth Organization in Lebanon.
<http://www.unesco.org/new/en/beirut/home/>



UNICEF CANADA: GLOBAL CLASSROOM

UNICEF's Global Classroom is a rich and comprehensive site featuring lesson plans for elementary and secondary studies, multimedia resources, a YouTube channel, reports, and action-based initiatives all designed to support and nurture global mindedness, global literacy and global citizenship in young people. The website makes curricular connections to its resources and supports teaching and learning about global issues through the arts, literature and film. The *Rights Respecting Schools* initiative is designed to provide a clear foundation for cultivating inclusive and respectful school cultures.
<https://www.unicef.ca/en/our-work/article/global-classroom>

VOLUNTARY SERVICE OVERSEAS (VSO)

VSO works to reduce poverty in different parts of the world through volunteering. It combats poverty by helping to improve access to and quality of education and healthcare and to secure access to food and income. For young people interested in volunteering, the website provides information about opportunities for international volunteering and its benefits, as well as eligibility requirements.
<https://www.vsointernational.org/>

YOUNG CITIZENS

Young Citizens is concerned with promoting experiential citizenship learning in primary and secondary schools in order to cultivate the knowledge and skills of active citizenship among children and youth. It does so through a variety of programmes ranging from 'Mock Trials' and 'Make a Difference Challenge' to 'SmartLaw' and 'Democracy Ambassadors'. The website provides descriptions of Young Citizens' programmes and participation guidelines, free teaching resources, and blog posts on a variety of citizenship education topics.
<https://www.youngcitizens.org/>

YOUNGMINDS

YoungMinds is the UK's leading charity fighting for children and young people's mental health. The organization provides training and resources about children and young people's mental health. The resources range from booklets and leaflets on mental health issues and school support for teachers and staff to mental health statistics and policy reports. For those who are aged 14-25 and who are interested in fighting mental health issues, the organization runs the YoungMinds Activist Programme which aims to raise awareness of the issues impacting youth mental health and improve the experience of young people with mental health problems.
<https://youngminds.org.uk/get-involved/join-the-movement/young-people/activists/>

YOUTH CORPS SINGAPORE

The Youth Corps aims to promote volunteerism in order to build active citizenship among youth aged 16-35. It offers one-day or short-term volunteering opportunities for youth through ad hoc, regular and project-based service initiatives in areas such as education, environment, health, special needs, arts, sports, and heritage. For young people, the website provides information on how to join the Youth Corps and become a Youth Corps Leader. For community organizations, the website contains information about opportunities for cooperating with the Youth Corps.
<https://www.youthcorps.sg/en>

YOUTH.SG

Youth.sg is an online content provider which serves as a space to discuss things that matter to youth. Comprised of opinion pieces, reviews, spotlights, and event information, the website covers different aspects of young people's lives, topics in which they are interested, and issues that they face.
<https://www.youth.sg>

YOUTH ACTION (NEW SOUTH WALES)

Youth Action is an advocacy organization representing 1.25 million youth (ages 12-25) and the services that support them in New South Wales (NSW), Australia. The organization's mandate is to "work towards a society where all young people are valued, engaged and supported" and it does this by responding to, and providing proactive leadership and collaborative opportunities around, social and political issues affecting young people and youth services. The organization creates platforms for youth engagement, participation and advocacy on policy decision and elections; develops toolkits to support youth engagement on issues such as youth representation, mental health, affordable housing and youth unemployment; and provides supporting resources and insights into best practices for youth services.
<http://www.youthaction.org.au/>

THE YOUTH PARTICIPATORY ACTION RESEARCH (YPAR) LAB

The Youth participatory action research (yPAR) Lab provides young people with opportunities to study social questions and issues affecting their lives and then consider actions in response. yPAR is a research methodology in which youth engage in collaborative and self-reflective practices to learn about the research process and carry out their own projects for the purpose of making a positive contribution to their schools and communities. yPAR positions youth as authorities of their life experience whose understandings of their world are real and whole. A transformational politics is a key facet of yPAR. Two initiatives - the Youth Solidarities Across Boundaries Project and the University of Toronto Schools Equity Project - are briefly outlined.
<http://ypar.ca/home#whowere>



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