FORUM: United Nations Educational, Scientific and Cultural Organization (UNESCO)

QUESTION OF: Re-assessing the links between education and active citizenship and civic engagement

STUDENT OFFICER: Marios Papadimitriou

POSITION: Co- Chair

INTRODUCTION

Education and active citizenship are inextricably linked. Both play an incredibly important part in the creation, establishment, and maintenance of democratic societies and institutions[1]. Education in the modern world must go beyond personal development and strive to create engaged and informed citizens who can actively participate in civic and political life. For a democracy to thrive, citizens must not only recognize their rights and obligations, but there is also a need to actively participate in their communities. Educational systems around the world need to improve and place more significance to critical thinking, global issues, and a sense of global citizenship.

Schools that integrate civic education in the curriculum help students to understand democratic processes, human rights and their role within society[2]. This knowledge not only creates well informed students, but also motivates them to make significant contributions to society. Of course, this can only be achieved by modern educational approaches such as "project based learning" that give students real world experience in civic activities while at the same time cultivating values such as empathy and collaboration. In that way, educational institutions may create a new generation of citizens that are not only politically and socially conscious, but they are also fully committed to overcoming societal problems. Thus, education is considered critical for preserving and improving democratic communities, making it necessary to find out effective educational approaches to boost active citizenship and make sure that communities can address current global concerns.

---

[1]"The Importance of Civic Education." *Civics for Life*, 1 Aug. 2023, civicsforlife.org/the-importance-of-civic-education/.
[2]"The Importance of Civic Education." *Civics for Life*, 1 Aug. 2023, civicsforlife.org/the-importance-of-civic-education/.

DEFINITION OF KEY TERMS

Active Citizenship

Describes a person's involvement in the civic and political life of their society, encouraging democratic government and the advancement of the community by taking responsible and informed action. An active citizen takes part in activities like voting, public discussions and volunteering. [3]

Civic Engagement

Through actions like voting, volunteering, and participating in public discourse, citizens can actively contribute to the amelioration of their communities and have an impact on governmental policies. Civic engagement is a characteristic of an active citizen.[4]

Civic Education

The provision of learning experiences targeted at fostering the values, attitudes, knowledge, and abilities required for effective engagement in democratic and civic life is referred to as civic education. This entails knowing the laws and regulations, the rights and obligations of citizens, and the abilities required for critical analysis, public discourse, and well-informed decision-making. [5]

Public Sphere

It refers to a space where citizens can debate and discuss matters of public interest. It is a very important element for a functioning democracy, as it is allowing free expression and exchange of ideas. [6]It can create civic engagement by allowing citizens to take part in dialogues about political and societal issues.

---

[3]"UNICEF Innocenti." *UNICEF*, www.unicef.org/globalinsight/reports/digital-civic-engagement-young-people. Accessed 23 July 2024.

[4] "Active Citizenship and Identity in Education." NESET, 27 Oct. 2020, nesetweb.eu/en/about-us/policy-themes/active-citizenship-and-identity-in-education/.

[5] "Community Engagement." UNICEF, www.unicef.org/topics/community-engagement. Accessed 23 July 2024.

[6] Mwengenmeir. "Habermas' Public Sphere." Media Studies 101, BCcampus, 28 Feb. 2014, opentextbc.ca/mediastudies101/chapter/habermas-public-sphere/.

Political Socialization

The process by which people pick up political views, principles and behavior is known as political socialization. Numerous factors including peers, family and media, might trigger this process. People's perceptions of governance structures, comprehension of civic duties and participation in political activities are shaped by political socialization. [7]

Civic Virtue

Civic virtue is the development of behaviors that are crucial to the well being of the community. It includes attributes like accountability,integrity and dedication to the common good. Civic virtue is prioritizing the needs of society over one's own interests, which helps democratic systems to remain effective. [8]

Service Learning

Service Learning is an educational strategy that combines learning from school with volunteer work in the community. It emphasizes civic duty and critical, introspective thinking. Students apply what they have learned to real world issues by service learning, which improves learning and benefits communities.The involvement of students and feeling of civic obligation are fostered by this method of practical learning. [9]

Deliberative Democracy

A type of democracy known as deliberative democracy places a strong emphasis on deliberation while making decisions. It highlights the need for conversation and deliberation in reaching group choices. Participating in deliberative forums allows citizens to talk about diverse issues, weigh different viewpoints and come to an agreement. By making judgements representative of the public will, deliberative democracy seeks to improve the validity of democratic processes.

Civic Deserts

---

[7] "UNICEF Innocenti." *UNICEF*, www.unicef.org/globalinsight/reports/digital-civic-engagement-young-people. Accessed 23 July 2024.

[8] "Young People's Participation and Civic Engagement." UNICEF Evaluation, www.unicef.org/evaluation/documents/young-peoples-participation-and-civic-engagement. Accessed 23 July 2024.

[9] "Civic Education." IFES, 22 July 2024, www.ifes.org/our-expertise/inclusion-human-rights/civic-education.

Civic Deserts are places where individuals can't find many or even any opportunities to participate in civic activities. This idea draws attention to the absence of resources required for civic engagement in some areas, which mostly affect underprivileged populations. [10]

Civic Identity

Civic identity entails comprehending one's position and duties within a society. It includes personal ideas and civic responsibilities. Developing a civic identity is vital for encouraging active and knowledgeable individuals who participate in the democratic process.[11]

Democratic Education

Democratic Education is an educational system that is structured democratically so that students may oversee their own educational experience and take part in school administration. It highlights the equality of students and instructors perspectives. It is rooted in the principles of John Locke's work from the 17th century and seeks to establish equitable societies through democratic decision-making in education; students actively influence their learning and choices are made as a group. It achieves a balance between personal freedom and social responsibility.[12]

BACKGROUND INFORMATION

The role of education in promoting democratic values

Schools and universities have a significant impact on young people's civic views and behavior. Especially when they do not only convey academic knowledge, but also teach about their civic rights and obligations. This involves teaching about governmental systems, the significance of voting, and how to participate in community activities. Essentially, Effective civic education programs must consist of a curriculum that covers civic knowledge,

---

[10] Serino, Louis, et al. "The Need for Civic Education in 21st-Century Schools." Brookings, 4 June 2020, www.brookings.edu/articles/the-need-for-civic-education-in-21st-century-schools/.

[11] Schnaubelt, T. J., Bass, S., Terra, L. & Lobo, K., (2023) "Introduction to the Special Volume on Civic Identity", Michigan Journal of Community Service Learning 29(2). doi: https://doi.org/10.3998/mjcsl.5136

[12] "What Is Democratic Education?" EUDEC, eudec.org/democratic-education/what-is-democratic-education/. Accessed 23 July 2024.

abilities and principles.[13] Also, Learning opportunities like internships, volunteering and service learning projects, provide students with experience and they familiarize them with civic activities, while explaining to them their responsibilities.[14]

Impact of educational policies

Educational policies are the foundation for how educational systems are implemented, as they have a significant impact on the formation of active citizenship and civic engagement. While each aspect of civic education is important, the rules that govern educational organizations can either help or impede the growth of active citizens. Policies that promote and include civic education across the core curriculum are being demonstrated to dramatically increase civic knowledge and involvement. For example, Denmark and Sweden, whose civic education is mandated and carefully evaluated, experience a high association between the amount of civic awareness and voter turnout among young individuals.[15]

The Civic and Citizenship Education Study (ICCS) done through the International Association for the Evaluation of Educational Achievements offers solid proof that students from countries with well-established civic educational policies exhibit deeper levels of civic understanding as well as civic engagement compared to those in countries where such policies have not been sufficiently developed [16]. Furthermore, aligning educational policies with democratic principles encourages pupils to think critically about societal concerns. Policies that promote debate, student governance and service learning, for example, have been demonstrated to boost students' feeling of political efficacy and probability of participation in democratic processes.

Educational policies have an important role in alleviating and addressing inequalities which influence civic engagement. Policies that promote access to high quality education for all socioeconomic as well as ethnic backgrounds are critical for fostering an inclusive civic

---

[13] "Young People's Participation and Civic Engagement." UNICEF Evaluation, www.unicef.org/evaluation/documents/young-peoples-participation-and-civic-engagement. Accessed 23 July 2024.

[14] Patrick, John J. "Education for Constructive Engagement of Citizens in Democratic Civil Society and Constitutional Government." ERIC, 8 Oct. 1998, eric.ed.gov/?id=ED428991.

[15] "Major Report: How to Drastically Increase Youth Voter Participation and Reduce Inequities in Turnout." Circle at Tufts, 13 June 2022, circle.tufts.edu/latest-research/major-report-how-drastically-increase-youth-voter-participation-and-reduce.

[16] "Education for Citizenship in Times of Global Challenge. IEA International Civic and Citizenship Education Study 2022 International Report." Site, research.acer.edu.au/civics/37/. Accessed 23 Sept. 2024.

society . Educational inequalities, which are typically caused by poor policy execution, can result in considerable inconsistencies in civic involvement. Schools in wealthier neighborhoods tend to be provided with larger funds for civic education programs, leading to greater civic involvement rates among children from these regions than their classmates in underfunded schools[17]. In order to tackle these inequalities several nations have enacted policies aimed at supporting underprivileged communities, allocating assistance and extra resources to educational institutions within these regions. These initiatives not only lead to better educational results but also foster greater civic engagement among marginalized populations, contributing to a more representative and inclusive democratic process.

However, the success of civic education is significantly influenced by the caliber of teacher preparation. It is essential for policies to highlight the significance of civic education within teachers training programs, as this ensures that educators acquire the necessary knowledge and skills to effectively instruct on civic matters. For instance, in Finland, teachers are mandated to complete extensive training in civic education, which is evident in the high levels of civic involvement demonstrated by Finnish students. In nations where teaching training programs do not prioritize civic education or where teachers lack opportunities for professional development in this field, the quality of civic education tends to decline. This often results in students obtaining poor understanding of civic issues, ultimately leading to a reduction in their civic engagement.

Thus, it is important to understand that educational policies that foster democratic governance within educational institutions can significantly influence the civic development of students. Schools that adopt policies promoting student involvement in decision making - such as through student councils or various forms of student governance - offer students essential experience in democratic practices. This experiential learning is critical in nurturing a sustained commitment to civic engagement and active citizenship throughout their lives. Studies indicate[18] that students who engage in school governance are more inclined to participate in civic activities as adults. Such involvement not only enhances their

---

[17] Mackevicius, Claire. "Documenting Inequitable Patterns in Spending by Parent Teacher Associations, Parent Teacher Organizations, and 'Friends of' Fundraising Groups at Illinois Public Schools." Urban Institute, 2 Feb. 2022, www.urban.org/research/publication/documenting-inequitable-patterns-spending-parent-teacher-associations-parent-teacher-organizations-and-friends-fundraising-groups-illinois-public-schools.

[18] Yuen, T.W.W., Cheng, C.K.E., Guo, C., & Leung, Y.W. (2020). The civic mission of schools and students' participation in school governance. Asian Education and Development Studies, 9(2), 229-241.

comprehension of democratic processes but also cultivates a heightened sense of agency, which is vital for active citizenship.

Impact of globalization on Civic Education

Globalization has had a great influence on civic education and has shifted from traditional national-centric models to more global approaches. This change highlights how interconnected societies are and the need to teach students the skills needed to understamd civic responsibilities that go beyond their own countries. Globalization has also led to an increase in Global Citizenship Education (GCE), which focuses on understanding global challenges such as climate change, human rights and international governance. Schools are increasingly integrating these topics into their lessons to help students develop the skills needed to deal with world problems. This approach aims to prepare students not only as citizens of their own country, but also as global citizens. As globalization has intensified, the identity of citizens has become more complex. People are now identifying with different groups — local, national and global — that need civic education to adapt. Schools should help students balance their responsibilities at these various levels and teach them to feel connected to the global community while still fulfilling their local and national duties. Education policies have been updated to promote cultural understanding and global awareness. For example, UNESCO's Sustainable Development Education (ESD) promotes the integration of sustainability and global issues into education. Similarly, the Bologna process in Europe aims to standardize higher education systems, increase student mobility and collaboration, and raise global citizen awareness.

The role of technology in Civic Engagement and Active Citizenship

Since technology is becoming an important part of everyday life, the idea of civil literacy is now including digital literacy. The ability to use digital platforms, assess the accuracy of online information, and participate in online discussions is now crucial for active citizenship. Schools teach digital citizenship, helping students understand their rights and responsibilities in the real world and online. Social media have become important for civic participation, helping to disseminate information, unite communities and organize collective actions. Movements such as the Arab Spring and Black Lives Matter show how social media can encourage civic engagement. However, the quality of this participation, the spread of false information and the establishment of a "sound chamber" where people can only hear opinions that strengthen their own views are causing concern. E-government tools such as online voting, participatory budgets and virtual towns and cities facilitate participation in

democratic processes. These tools can increase transparency, reduce barriers to participation and promote more inclusive governance. However, their success depends on people's access to technology and knowledge of how to use it effectively.While technology offers new opportunities for civic participation, it also highlights existing inequalities. The digital divide, or the gap between technology and access to digital skills, is an important challenge in ensuring that everyone can participate fully.

Challenges in civic education

Educational institutions are significantly challenged by the unfair distribution of resources. This lack of balance can lead to different levels of involvement in civic matters, particularly putting students from disadvantaged backgrounds at a disadvantage when it comes to participating in civic activities.

The civic education curriculum needs to be regularly revised to align with the changing society. Current problems like climate change, global migration, and digital privacy are becoming more relevant to civic engagement, but traditional civic education programs often do not include these important topics effectively.

 Political polarization across many countries has seeped into the educational sector, making it challenging to provide civic education in an unbiased way. Educators must navigate politically charged environments where even basic civic ideas can cause conflict. This division may hinder the success of civic education by exposing students to conflicting messages about their civic duties.

In increasingly multicultural societies, civic education needs to consider the diverse cultural backgrounds and perspectives of students. Although diversity can improve learning, it also makes it difficult to create a curriculum that reflects all students' perspectives and backgrounds. Educators need to come up with ways to teach civic values and principles that appeal to various cultural settings and promote a shared civic identity.

Furthermore, obtaining knowledge about civic engagement is not limited to formal education. Informal education, including influences from family, community organizations, and media, plays a significant role in shaping civic attitudes and behaviors. Nevertheless, the influence of informal education can vary significantly depending on a person's social surroundings. This inconsistency makes it difficult for formal educational systems as they need to account for the variety of backgrounds and experiences students have when entering the classroom.

MAJOR COUNTRIES AND ORGANISATIONS INVOLVED

United States of America (USA)

In the US, civic education can be found in the countries' educational system, and has attempted to focus on developing informed and engaged citizens through both curricular and extracurricular activities. The country has developed multiple programs to help push civic education within the school curriculum, most notably the "We the People" program[19], which aims to effectively teach students about citizenship and government through activities that will keep students engaged such as simulated congressional hearings and competitions. Despite the fact that the US has made significant steps in promoting citizenship, civic engagement and knowledge have reached an unprecedentedly low level[20], something that could possibly be attributed to the differing quality of education throughout the whole of the country, as it has been seen to decline across some school districts.

Australia

Australia gives great importance in integrating civic education into its curriculum, which focuses on "Civics and Citizenship". Its purpose is to equip students with all the necessary knowledge and skills, so that they are able to participate actively in democratic processes and be aware of their rights and their responsibilities. Furthermore students are always encouraged to participate in community service and discussions.

Japan

Civic Education in Japan is rooted in the cultural values that include respect, responsibility and collaboration. The educational system includes a "moral education" subject, that elaborates on topics related to ethics, moral values, active citizenship and social responsibility. Students are encouraged to develop an understanding of civic duties by engaging in activities that benefit the community. Moreover school governance and group activities are considered essential parts of civic education.

---

[19] Staff, Center. "Program Description." Civiced.org, 2024, www.civiced.org/we-the-people/program-description. Accessed 16 Aug. 2024.

[20] A Look at Civics Education in the United States." American Federation of Teachers, 21 Aug. 2023, www.aft.org/ae/summer2018/shapiro_brown#:~:text=Civic%20knowledge%20and%20public,significnt%20decline%20from%20previous%20years. Accessed 16 Aug. 2024.

Sweden

Sweden is considered a role model regarding education. Civic education is considered a core element of its national curriculum, focusing on the promotion of social responsibility and human rights. Students learn about democracy, how the government works and what their role is. Throughout the process, critical thinking is emphasized and students are encouraged to debate on contemporary issues. Civic engagement is not limited in the classroom, initiatives like " Demokratiforum" make the youth actively participate in democratic processes. Finally it is ensured that civic education is both effective and inclusive, as active citizenship is promoted across all segments of society.

European Union (EU)

The EU has been engaged in promoting civic education and active citizenship through different projects and policies aimed at building democratic ideals and social cohesion across member states. Initiatives like the Erasmus+ program and Key Competences for Lifelong Learning framework aim to foster social inclusion and active participation in every aspect of public life .The European Union (EU) is committed to these ideals, something that it is also shown by its cross-border projects that promote civic engagement as well as the development of civic competencies. In addition, the Paris Declaration of 2015, emphasized education's role in fostering active citizenship, leading to creation of more initiatives that aim to the effective integration of civic education into the curricula across the European Union (EU)

International Foundation for Electoral Systems (IFES)

The IFES promotes meaningful civic engagement and democratic resilience on a global scale. To increase the reach of their civic education programs, they leverage technology, provide formal civic education classes, and host camps with a democratic theme. The significance of public participation in all facets of democratic society is emphasized in their initiatives.

United Nations International Children's Emergency Fund (UNICEF)

Around the world, UNICEF is essential in encouraging youth civic engagement. They emphasize digital civic engagement, giving young people the tools to use digital media for civic involvement while creating a welcoming atmosphere for social and political

engagement. UNICEF is also advocating for policies able to protect the rights of young people, while encouraging their active participation in decision-making process

TIMELINE OF EVENTS

10 December 1948	Universal Declaration of Human Rights A landmark regarding human rights, including freedom and peace, entitled for all humans.
14 December 1960	UNESCO's Convention Against Discrimination in Education Promotes equality in education worldwide, as also supports the extinction of discrimination.
2000	UNICEF's Child-Friendly Schools Framework A very important guideline about how an inclusive and child center school environment can be achieved
24 July 2002	National Curriculum Reforms in England Radical changes aimed at promoting active citizenship in the UK
2003	The 2003 Manifesto on Values, Education, and Democracy (South Africa): Addresses the need for education in order for democracies to thrive, through active citizenship and social cohesion
2005	UNESCO's Education for Sustainable Development (ESD) Framework Aimed at promoting sustainable development in schools worldwide
25 November 2008	UNESCO's International Conference on Education (ICE) Resolutions A conference where educators across the world discussed how the educational quality can be improved and how can they shape active future citizens.
19 December 2011	UN General Assembly Resolution on Human Rights Education and Training Suggests and calls for the integration of human rights education

2013	UNESCO's Global Citizenship Education (GCED) Initiative Aims to effectively prepare students to tackle global problems and contribute to world peace
25 September 2015	Sustainable Development Goals (SDGs) - Goal 4.7 Aims for education that promotes cultural diversity, sustainable development and global citizenship
17 March 2015	Paris Declaration on Promoting Citizenship and the Common Values of Freedom, Tolerance, and Non-discrimination through Education Aims to promote shared values like freedom, through education

UN INVOLVEMENT: RELEVANT RESOLUTIONS, TREATIES AND

UNESCO's Global Citizenship Education (GCED) Initiative (2013)

The GCED Initiative is extremely important in UNESCO's efforts to promote education that empowers individuals to actively engage in both local and global communities. GCED wants to promote a sense of belonging to a wider human community and also to encourage citizens to tackle global issues such as the protection of human rights, climate change. The goal of this initiative is to inform people and develop the skills that they need to become global citizens, who acknowledge their rights and duties. To create aware global citizens that contribute for a more sustainable and more inclusive society.

Sustainable Development Goals (SDGs) - Goal 4.7 (2015)

SDG 4.7 is only part of the broader United Nations Sustainable Development Goals, that emphasizes on education as a way to reach sustainable development. It focuses on the role of education in spreading a culture characterised by peace, global citizenship, and the promotion of cultural diversity. It is important for it to ensure that economical and social backgrounds do not affect the right and access to education, it supports that everyone should have the knowledge and skills in order to promote global citizenship. It emphasizes the need of education in creating engaged citizens who can achieve sustainable development

Paris Declaration on Promoting Citizenship and the Common Values of Freedom, Tolerance, and Non-discrimination through Education (2015)

The Paris Declaration was a response to the radical growth of far right, violence , and discrimination in Europe. It urges all the member states to use education as a tool, to promote active citizenship in democratic life. The declaration highlights the need for education to foster the understanding of the values of peace, freedom, and tolerance, setting the foundation for civic engagement and active citizenship

General Assembly Resolution on Human Rights Education and Training (2011)

This resolution emphasizes the need for the integration of human rights education into educational systems (both formal and non formal) worldwide. It acknowledges that the knowledge of human rights is vital for citizens to actively engage in their communities in a responsible manner. The role of human rights education in fostering individuals' capacities to exercise their rights and fulfill their responsibilities as active citizens is highlighted in the resolution.

UNESCO's Education for Sustainable Development (ESD) Framework (2005)

The ESD Framework proposes the integration of sustainable development issues into learning. Topics such as climate change, biodiversity, cultural diversity and ethical consumption. ESD urges for changes that will lead to a more sustainable and fair society for all, which definitely require citizens active civic participation. The framework suggest that the educational system should encourage students to take actions that effectively contribute to creating an inclusive amd democratic society, by linking education directly to active citizenship.

PREVIOUS ATTEMPTS TO SOLVE THE ISSUE

The Global Citizenship Education program by UNESCO.

UNESCO is a prominent advocate for Global Citizenship Education (GCE), this innovative program aims at the empowerment of individuals, so that they can effectively engage with global issues and feel as the members of a global community. Its approach focuses on all the skills, values, and knowledge needed for global citizenship. However, there are some challenges on its implementation mostly because of the unequal levels of resources, as well as because of the different educational priorities depending on the country (also based on cultural differences). The program can be and has been proven

effective, when it adapts in local contexts while at the same time maintaining its global vision.

International Civic and Citizenship Education Study (ICCS):

Carried out by International Association for the Evaluation of Educational Achievement (IEA) , this research evaluates the civic knowledge and involvement of students in various countries, offering information to guide educational decision-making. This study emphasizes the strengths and weaknesses that may occur on current approaches to civic education. It highlights the difference between knowledge and action, indicating that understanding civic concepts doesn't always translate into active citizenship and civic engagement. Making it clear that education should not only inform but also motivate.

National Curriculum Reforms in England (2002):

The goal of including Citizenship as a mandatory subject in high schools was to provide students with the necessary knowledge, abilities, and insights to actively participate in society. It was considered as a great step towards encouraging active engagement among young people, but there were some challenges on the way. Teachers were not well prepared, many of them would project and promote their political beliefs in class and there was great difficulty in promoting actual active citizenship. In addition, a variety of interpretations regarding citizenship and its role, lead to mixed results. However those problems highlighted the need for research regarding the best teaching method for teaching civic engagement and active citizenship.

The 2003 Manifesto on Values, Education, and Democracy (South Africa):

The 2003 Manifesto on Values, Education, and Democracy in South Africa highlighted the government's dedication to promoting democratic values in education after the fall of apartheid. It showed how significant the promotion of democratic values really is, as it is a way to unite and heal a nation. It recognized education's importance in fostering democratic values and creating active citizens. Social and economic inequalities made it very difficult to be enforced.

Declaration of Paris (2015)

This declaration from the European Commission aims to encourage citizenship, freedom, tolerance, and non-discrimination through education, especially in light of

increasing worries about extremism in Europe[21]. It underscores the role of education in building cohesive societies. The Declaration of Paris set a modern and clear agenda, that its impact varies among member states as political will and educational system differences are influencing the outcome. These commitments have to be translated into practices that are able to promote civic engagement and address the roots of extremism.

POSSIBLE SOLUTIONS

Enhancing Teacher Training

Every educational system revolves around its staff, whether they are teachers or administrators. Rarely do individuals within an educational establishment have the capability to lead initiatives towards encouraging active citizenship values. More often than not, they lack the necessary knowledge or training to effectively incorporate this aspect into the curriculum. Additionally, educators who do not prioritize civic engagement themselves, for any reason, are likely to struggle in teaching these values to their students. Therefore, it is clear that a fresh perspective is required to address this issue.

One important action to improve the educational system is to make significant changes in how schools interact with their staff. The educational sector should align with the corporate world in recognizing teachers as valuable investments. It is important to understand that employees should not be seen as replaceable, but rather as a valuable resource that should be utilized to their full potential. In this era of constant change, it is crucial to provide regular training for all staff members, particularly those handling civil society matters.

These workshops or seminars, which may be arranged by the government in collaboration with relevant NGOs and consultancies, focus on both educational practices and subject-specific knowledge. By doing this, teachers can be given the necessary tools to excel in their roles and achieve optimal outcomes in student education.

---

[21] Fo. "Declaration on Promoting Citizenship and the Common Values of Freedom, Tolerance and Non-Discrimination through Education." Capacity4dev, capacity4dev.europa.eu/library/declaration-promoting-citizenship-and-common-values-freedom-tolerance-and-non-discrimination-through-education_en. Accessed 23 Sept. 2024.

Civic Education Incorporation into Curriculum

Even with proper support for teachers, there is still a big need to overhaul the curriculum so that it genuinely reflects the values we want to teach students. Right now, subjects like civic engagement are often crammed into other classes, getting only a quick mention before moving on to the next topic. This method doesn't give students a real grasp of why being active and involved citizens is important.

To fix this problem, the government should step up and create a detailed plan for introducing specific courses on active citizenship. This plan should specify what topics will be taught, how they will fit into students' overall learning, the best ways to teach these subjects, and how extracurricular activities can support this education.

It's also crucial for the government to work closely with all key players—teachers, education specialists, reliable consultancies, and NGOs—to make sure the plan is well thought out and effective. This teamwork will help ensure that the curriculum gets the updates it needs, promoting a strong sense of active citizenship in students, which is vital for the future.

Encouragement of Extracurricular Activities

In the 21st century, it is crucial that education extends beyond the boundaries of the classroom. Certainly, participating in extracurricular activities is crucial for developing soft skills and embracing ideals and values. Participating in activities like Model United Nations, Model European Parliament, Yale Model Government, and Debate can connect students with current social and political issues, enhancing their understanding of these topics. Furthermore, these initiatives encourage students to engage in conversations about these topics, introducing them to fresh viewpoints and concepts that they may not have encountered otherwise.Students can feel a sense of belonging in society and become more aware of various issues by understanding the world and its problems. This could increase their participation in civic matters and their perspective on the role of citizens in society.

BIBLIOGRAPHY

Golubeva, I. (2018). 'The links between education and active citizenship/civic engagement', NESET II Ad Hoc Report No 1/2018.

European Commission. (2018). 'Promoting common values, inclusive education, and the European dimension of teaching'.

OECD. (2020). 'Education and Civic Engagement: An Overview'.

-"6 Organizations That Champion Student Civic Engagement." Andrew Goodman Foundation, 8 May 2017, andrewgoodman.org/news-list/6-organizations-champion-student-civic-engagement/.

Hoskins, Bryony, and David Kerr. Participatory Citizenship in the European Union: Trends, Policies and Future Perspectives. European Commission, 2012. op.europa.eu.

European Commission. The Paris Declaration on Promoting Citizenship and the Common Values of Freedom, Tolerance and Non-discrimination through Education. 2015. ec.europa.eu.

UNESCO. Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century. 2018. unesdoc.unesco.org.

UNESCO Institute for Statistics. The Impact of Globalization on Educational Policy and Reform. 2019. uis.unesco.org

UNESCO. Digital Citizenship Education: Overview and Trends. 2019. unesdoc.unesco.org.

Levinson, Meira. No Citizen Left Behind. Harvard University Press, 2012. hup.harvard.edu

O'Connor, Margaret, and Jeanne Batalova. Promoting Citizenship in Canada: An Overview of Canadian Civic Education. Migration Policy Institute, 2019. migrationpolicy.org.

Geboers, Ellen, Fred Geijsel, Wilfried Admiraal, and Geert Ten Dam. "Review of the Effects of Citizenship Education." Educational Research Review, vol. 9, 2013, pp. 158-173. sciencedirect.com

UNESCO. (2013). Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century. https://unesdoc.unesco.org/ark:/48223/pf0000227729

United Nations. (2015). Transforming our world: The 2030 Agenda for Sustainable Development. https://sustainabledevelopment.un.org/post2015/transformingourworld.

European Commission. (2015). Declaration on Promoting Citizenship and the Common Values of Freedom, Tolerance and Non-discrimination through Education.

United Nations General Assembly. (2011). Resolution 66/137: United Nations Declaration on Human Rights Education and Training.

UNESCO. (2005). United Nations Decade of Education for Sustainable Development (2005-2014): International Implementation Scheme.

"Cross-Sectoral Forum on Youth Participation in Democratic Life, Report." SALTO, 27 Feb. 2024,

participationpool.eu/resource/cross-sectoral-forum-on-youth-participation-in-democratic-life-report/.

"European Youth Forum." Representing Europe's Youth, www.youthforum.org/. Accessed 23 Sept. 2024.