



# Forming active European Citizens through the dialectical method and theatre



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## Final Evaluation Report

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Forming active European  
Citizens through the dialectical  
method and theatre - EAR

# EAR

Interim report by Isham Education and  
Community Ltd

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### ***Abbreviations used in this report***

|       |  |
|-------|--|
| CDC   | Competences for democratic culture (Council of Europe framework) |
| CoE   | Council of Europe  |
| CPDL  | Continuing professional development and learning                 |
| EACEA | Education, Audio-visual and Culture Executive Agency             |
| EE    | External evaluator   |
| HEI   | Higher education institute                                       |
| LA    | Local authority  |

## Executive Summary

The EAR project was proposed in response to the EACEA call 10/2018 – Erasmus+, KA3 – support for policy reform. The project's objectives were to:

- improve the acquisition of the four key competence areas related with citizenship education: interacting effectively and constructively with others, thinking critically, acting in a socially responsible manner, and acting democratically
- enhance the ability of the teachers to teach citizenship education in a more effective way
- mainstream the dialectical method.

Project partners from five countries created an approach to developing citizenship competences among pupils based on the dialectical method, incorporating theatre techniques

From March 2020 to the end of the project, partners were operating in circumstances of lockdown and disrupted school operations. Partners were resourceful in moving training and teaching online, exploiting software functions such as online voting, chat and break-out rooms. Focussed effort was put into additional online training (April 21) and a policy recommendations event (June 21).

EAR's achievements against its stated objectives can be summarised as follows

### Improve the acquisition of the four key competence areas related with citizenship education (general objective)

The four key competence areas were defined using the competences from the Council of Europe CDC framework<sup>1</sup>, and analysis of the evidence indicated:

- EAR proved particularly effective in improving pupils' **linguistic and communicative skills**, by providing both practice techniques to rehearse these skills, and the opportunities to engage in debate and voice opinions and beliefs
- Pupils' **self-efficacy** - a positive belief in one's own ability to undertake the actions which are required to achieve particular goals - was promoted through the choices they made, and activities which engaged otherwise reluctant learners
- In the area of critical thinking, pupils' **tolerance of ambiguity** – a necessary feature of the binary opposition – was a marked feature of EAR lessons, as was **knowledge and critical understanding of self**.
- **Respect** was both a focus of learning, and a competence that the EAR methodology itself required in the classroom. **Valuing human dignity and**

<sup>1</sup><https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for-democratic-culture>

**human rights** was a corollary of respect, and featured particularly where the focus of lessons was on stereotypes.

### **Enhance the ability of the teachers to teach citizenship education in a more effective way (specific objective 1)**

- The education scenario template supported teacher fidelity to implementing the EAR methodology
- Teachers adopted and developed a range of techniques across each element of the methodology: warm up, discussion to explore topic, binary oppositions, theatre techniques, dialectical discussion and personalisation.
- As well as promoting citizenship competences among pupils, EAR also incorporated good teaching and learning practices generally. Particularly pronounced were: the elicitation of learning, questions which promoted thinking and discussion, learners as owners of their own learning, collaborative groupwork, and making connections to learners' lives
- In EAR lessons there was a marked shift to more pupil talk-time, so pupils were more actively involved in learning conversations, pupils were more likely to listen to each other

### **Mainstream the dialectical method (specific objective 2)**

- The EAR methodology and programme addressed nine challenges and constraints of citizenship education, identified in the situation analysis carried out in each country: external challenges to democracy; danger of indoctrination; gap between intended democratic curriculum and educational practices; marginalisation and associated limited resources, training and time in relation to citizenship education; and lack of skills and resources to assess learning in citizenship education
- The training model for EAR incorporated several features of effective CPD and transfer of practice and achieved intended outcomes in terms of practitioners' understanding of the methodology, and increased confidence in teaching citizenship competences
- Participating practitioners in EAR are highly likely to recommend the methodology to a colleague
- The EAR methodology was applied in a total of 218 schools, 15 higher education institutions (HEIs) and 8 local authorities
- The involvement of:
  - 40 school leaders in the project will have increased the likelihood that the practice will continue in those schools
  - local authorities has ensured EAR will be implemented in additional schools
  - HEIs has seen EAR being integrated into both initial and continuing professional development programmes.
- EAR is now a feature of training and professional development at two HEIs, and four local authorities.

## Value added to the EAR project

Two innovations, not foreseen in the project proposal, took place within the course of delivery.

The first was the organisation of an additional, 10-hour international online training event over the course of four twilight sessions in April 2021. This gave the opportunity to introduce a further 107 practitioners to the methodology, and provides a model for international networking and sharing of practice of the type promoted by Erasmus+.

The second was the development and trialling of a competence assessment tool, based on the Council of Europe Reference Framework of Competences for Democratic Culture.

## Policy recommendations (general)

The implementation of EAR demonstrated that the methodology supports transversal (cross-curricular) learning. This was both in terms of inculcating generic learning behaviours, as well as drawing on subject matter from a range of subjects. For both aspects, there is a strong evidence base that they lead to improved outcomes for pupils. **Approaches such as EAR should be promoted as good practice at system level.**

The promotion of methods such as EAR sends a message that citizenship education is at least as much about pupils behaving democratically and in a socially responsible way, as it is about their knowledge of civic processes and structures. **Curriculum designers should ensure a balance of the two in citizenship curricula.**

The EAR method is challenging at the level of formulating questions which promote learning and reflection. Teachers, especially in training and early career, need support in this area. **Teacher training and CPDL curricula should be explicit about the demands, mindset and skills required of this aspect of teaching, and the EAR scenario framework should be used as a proven tool for planning effective questioning in the classroom.**

The exploitation of existing and establishment of new networks was a recurring feature of EAR implementation and helped build an understanding of its value at system level. **Identify and convene appropriate networks at local, regional, national and European level to introduce EAR and exchange practical experiences among teachers. A model for this was provided through the EAR international workshop held in April 2021** (see section 4)

The pandemic has caused serious disruption to school and home-life, and has had a negative impact on many children's mental wellbeing. At this time, the promotion of competences such as respect, empathy and communication among children are more important than ever. In this way the therapeutic application of EAR should also



be exploited. **Seek ways of integrating EAR into the professional development and work of school psychologists, who can thereby model and advocate for the methodology.**

In Spain, teachers who attended EAR training received certification from the local education authority and from the implementing partner. This provided evidence to teachers of the value of EAR at system level. **Incorporate recognition of teachers' developing skills in the area of promoting pupils' citizenship competences, in the form of accreditation / kitemarking, both in initial teacher training and CPD programmes.**

**Bring the above recommendations to the agenda of existing teaching and learning, and CPDL networks.** These should reinforce the academic, policy and practice value of the approach, and marshal resources to ensure proper support of teachers.

Accountability frameworks, such as for inspection, play a central role in how schools design and implement curricula. **Where opportunities to comment on and review accountability frameworks exist, identify where competences for citizenship can be highlighted, both in terms of the knowledge and behaviours which EAR promotes.**

### **Policy recommendations (country specific)**

#### *Greece*

While the dialectical method has its birthplace in Greece, this is not always reflected in school practice to promote 'real' dialogue. The presence of student school committees provides an ideal forum to develop this. **Schools should therefore be encouraged, and EAR guidance and methods provided, to train student representatives to use the dialectical method.** This would increase the quality of student debate at this level, and provide a model for the application of the dialectical method in other areas of school life.

Teachers in training benefitted from being introduced to EAR, in particular where it can help with classroom management and behaviour. In Greece, education consultants (Σύμβουλοι Εκπαίδευσης) play an important role in teacher training at regional level. **Use network meetings of education consultants as an opportunity to explore where the methodology aligns with teacher training aims, and where the methodology might usefully be introduced as part of programmes.**

The presence of communities of practice (EDEAY) in Greece provide forums for EAR to be further tested, refined and implemented. **Liaise with and introduce EDEAY to the EAR methodology, and identify where the practice can be implemented and tested, where possible as a practitioner research project.**

EAR will be of value to Coordinators of Education in Greece (Συντονιστές Εκπαίδευσης), where this group supports the education of refugees and of Greek

schools abroad. EAR's value for this group lies particularly in its adaptability to informal education. **Share the evidence in this report on the effectiveness of EAR with coordinators of and identify the areas of need that the methodology can help address.**

#### Italy

The implementation of the EAR methodology in schools confirmed the important role of emotions and creativity in *civic learning*. However, currently this understanding of citizenship education is more common in primary school. **Therefore, the integration of EAR methodology in secondary school should be sustained as a more comprehensive approach to civic education.**

Frontal teaching often predominates in Italian schools<sup>2</sup>, whereas evidence from this project and the wider research base show the benefits of more peer-to-peer and interactive learning. **The wider adoption of more engaging techniques, such as in the EAR methodology, would improve the growth of active citizenship and social responsibility. It would also help teachers develop habits in creating a more varied learning environment.**

#### Portugal

Opportunities exist to raise awareness of the value of EAR across agencies. The scenarios created around dating violence, for example, related to work the police (GNR) were carrying out in schools. **Utilise the educational scenarios to target topics of wider social concern / interest, and as a tool for teacher training and professional development to create learning opportunities to address these. Where multi-agency collaboration is possible on scenario creation, this should be encouraged.**

Mainstreaming of EAR is possible within existing curricula guidance. For example EAR lends itself to the aims of the Domínio de Autonomia Curricular (DAC). **Policy makers responsible for curriculum design should seek opportunities for promoting EAR where it can address specific aims of the curriculum.**

#### Spain

Currently, in the Spanish system, there is a lack of specific teacher training for citizenship. **Educational policy makers should use their collaborative networks with HEIs to improve both the initial training and innovation at secondary schools.**

The current lack of transversal learning in the Spanish education system means opportunities are missed to develop generic skills, and reinforce learning. **Where discussions at policy level review outcomes and develop school improvement**

<sup>2</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-general-lower-secondary-education-18\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-general-lower-secondary-education-18_en)

**guidance, evidence for the benefits of transversal learning models, including that referred to in this report, should be included in that planning.**

UK

Covid has exacerbated the poverty gap, adding to the urgency of schools to address this. **Multi-academy trust leaders and local authorities can exploit this opportunity to promote EAR as a methodology that supports wellbeing.**

The relationships, sex and health education curriculum seeks to develop understanding and the reporting of Ofsted safeguarding concerns including Prevent (anti-terrorism) concerns. Children's ability to communicate clearly and effectively plays a key role in making these policies work. **Policy makers responsible for RSHE curriculum design and promotion should seek to make this link explicit and illustrate how EAR and similar methodologies can provide the framework for children and young people to develop these communication skills.**

There is an increasingly wider recognition of the importance of placing student voice at the heart of school improvement. **EAR should be promoted as a methodology which promotes skills which mean students have greater confidence and ability to comment on their learning.**

### **Evaluation recommendations aligned to relevant policy developments**

At the European level, teachers and trainers have been identified as a priority area as part of the Commission's proposal on Achieving the European Education Area by 2025. This report will help to inform actions under the European Education Area initiative, including **"launching Erasmus Teacher Academies within the new Erasmus Programme in 2021 to create networks of teacher education institutions and teacher associations"**.

On 7 July 2021, the European Parliament adopted a resolution on citizens' dialogues and citizens' participation in EU decision-making, **which underlines the need for citizenship education in the EU, pointing not least to 'a growing need for European citizenship education classes across Member States'**. The resolution also proposes **'to establish a European network for citizenship education to provide a platform for the exchange of best practices and knowledge regarding methods of enhancing the European dimension of citizenship education; stresses the need for new models and instruments of citizenship education'**

Partners are therefore recommended **to share the results of this project through articles, presentations and development of wider collaborations, within existing European networks** in order to reach more teachers and training of teacher organisations in order to explore further opportunities for integrating this methodology in schools and teacher training establishments across Europe:

EPALE, <https://epale.ec.europa.eu/en>

Etwinning, <https://www.etwinning.net/en/pub/index.htm>

Schools Education Gateway

<https://www.schooleducationgateway.eu/en/pub/index.htm>

European School Heads Association (ESHA) <https://www.esha.org/>

Association for Teacher Education in Europe (ATEE) <https://atee.education/>

European Network for Education and Training – EUNET e.V <http://www.european-net.org/>

European University Institute <https://teachertraining.eui.eu/>

European Educational Research Association (EERA) <https://eera-ecer.de/networks/10-teacher-education-research/>

European Teacher Education Network <https://etenjournal.com/>

# 1 Background and aims of EAR

The EAR project was proposed in response to the EACEA call 10/2018 – Erasmus+, KA3 – Support for policy reform. EAR set out to address the call objectives of:

- Enhancing the acquisition of social and civic competences, fostering knowledge, understanding and ownership of values and fundamental rights
- Enhancing critical thinking and media literacy among learners, parents and educational staff

The ethos of EAR has been to promote the values of peace, democracy, freedom and tolerance, which are at the heart of European integration. The EAR project was conceived on the premise that these values are at risk, in particular democracy, which is being undermined in an era of social media, where pupils are exposed to diverse and fragmented information that is difficult to form into a coherent whole. Education, and in particular, citizenship education, have an important role to play in supporting the young generation to understand their role in maintaining the values which underpin democratic, tolerant and peaceful societies, and to equip them with the competences to achieve this.

The Eurydice report *Citizenship Education at School in Europe 2017* (Education, Audiovisual and Culture Executive Agency 2017) highlights the multidimensional character of citizenship education across Europe:

*... citizenship education is far more than simply teaching pupils about a country's constitutional structure. All countries have ambitious curricula to develop a number of competences related to interacting effectively and constructively with others, acting in a socially responsible manner, acting democratically and thinking critically.*

(Education, Audiovisual and Culture Executive Agency 2017, 11)

The general objective of the call was to:

*Disseminate and/or scale up good practices on inclusive education/youth environments and/or on promoting common values, initiated in particular at local level.*

In order to achieve this, partners in EAR set out to:

- understand the nature of citizenship education in their countries
- identify the gaps in provision, in particular when it comes to pupils being actively engaged in citizenship education
- create an approach to developing citizenship competences based on the dialectical method, incorporating theatre techniques

- transfer this approach to new settings and take it to scale.

As a Key Action 3 (KA3) project, EAR was designed to stimulate innovative policy development, policy dialogue and implementation. Its inclusion in KA3 is on the basis that it supports policy reform for social inclusion through education.

The project partners comprised:

- Action Synergy, Greece, project lead
- Centre of Higher Education in Theatre Studies, Greece
- University of Florence, Italy
- Mentortec, Portugal
- World University Service of the Mediterranean (WUSMED), Spain
- Acta Community Theatre, UK (left project June 2020, was replaced by Sandwell LA)
- Sandwell Local Authority, UK (replaced Acta, in project since September 2020)

At the centre of the EAR intervention was the dialectical method - discourse between two or more people holding different points of view about a subject, but seeking to establish the truth through reasoned arguments. This was chosen because of its potential to promote the four competence areas of citizenship identified in the Eurydice report of:

- interacting effectively and constructively with others
- thinking critically
- acting in a socially responsible manner
- acting democratically.

The incorporation of theatre techniques provides structured interaction which aid pupils' communication and ability to express themselves. In this way they provide an engaging element to encourage discourse, and as such an appropriate accompaniment to the dialectical method.

The central tool in EAR for combining the two methods was the educational scenario template, a four-page document which specifies:

- the focus and intended audience of the lesson
- intended learning outcomes in terms of the competences for democratic culture (CDC) framework
- the activities to take place: warm up; discussion; use of theatre techniques; dialectical discussion; conclusion.
- resources required.

## EDUCATIONAL SCENARIO EXAMPLE

| 1. Identification of the educational scenario   |  |
|---|--|
| <u>1.1 Title of the scenario</u>  |  |
| <u>1.2 Creator</u><br>Name, Surname: .....<br>e-mail: .....<br>Website/ blog: .....<br>School: .....  |  |
| <u>1.3 Topics or courses involved</u><br>i.e. Language, History ...   |  |
| <u>1.4 Educational level</u><br>Primary<br>Secondary<br>Second chance school<br>Reception class<br>Other  |  |
| <u>1.5 Learning outcomes of the scenario</u><br>Based on the Council of Europe Framework, at the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:<br>* ...<br>* ... |  |
| <u>1.6 Time-duration</u><br>Class time: 3-8 hours<br>Outdoor preparation: 1-3 hours<br>How many hours to be used in total: 4-11 hours   |  |
| 2. Development of the educational scenario  |  |

**4b. Personalization** The facilitator tries to make the whole topic and discussion personal, so that she/ he may mobilize students more.

Example - Questions for Personalization:  
Are there any persons that a student at your age could trust on this matter?  
Whom would you trust personally?  
If you were the oppressed/ victim, would you share your problem with some school mates?  
With all school students in public? With the teachers?  
How do you feel about this problem?  
Why do you think you feel like this?  
How do you feel now, after this discussion?  
Can you create a personal Action Plan on this topic? (learning, acting, sharing etc.)

### Conclusions

### 2.2 Worksheets & Resources



### 2.3 Infrastructure & Materials needed

### 2.4 Versions adaptations

### 2.5 Challenges

### 2.1 General description

#### 1. Warm up

#### 2. Discussion to explore

#### 3. Using Theatre techniques

(3a. )

(3b. )

#### 4. Dialectical Discussion to reveal meaning

**4a.** The facilitator guides a discussion based on questions that develop critical thinking skills.

#### Example - Questions for Critical Thinking based on the Dialectical Method

Define the main concept: what do you think is...?

Where this concept / phenomenon / term is present, in your opinion, in which level, (societal) place, location, field? How much extended is in the community and the society?

In which form / kind is it present?

What are its consequences at a personal, local, national, societal level?

Is there any extreme form of this problem?

Do you think that the oppressed / victim may have been an oppressor in the past? Can you think of any examples?

These two roles may possibly be changed with each other in different contexts and groups?

If this scene or events like this are being reproduced, how and by whom it is reproduced?

What kind of solutions can you propose? Short-term, mid-term, long-term solutions?

Are there many solutions? Are there any permanent solutions?

Do you believe that making the problem public or sharing it with someone might contribute to its solution or not? Why and How?

### 2.6. Further reading

### 3. Evaluation of the educational scenario

- Evaluation
- Lessons learned – conclusions

The project used a cascading approach consisting of multipliers, trainers, and teachers, and sought to enable teachers to implement EAR practice with fidelity and encourage changemakers in each partner country to embed practice in training for future teachers and trainers.



## 2 The external evaluation

### 2.1 Aims of the external evaluation

The external evaluation collected and analysed data to assess the extent to which the EAR project met its stated objectives:

#### *General Objective*

*Improve the acquisition of the four key competence areas related with citizenship education, i.e., Interacting effectively and constructively with others; thinking critically; acting in a socially responsible manner; acting democratically.*

#### *Specific Objectives*

*SO1 – Enhance the ability of the teachers to teach citizenship education in a more effective way*

*SO2 – Mainstream the dialectical method (with the support of theatre techniques in mainstream education)*

The external evaluation also provided formative feedback to partners to support them in the design, implementation, and taking to scale of the EAR methodology. The full evaluation strategy is set out in Appendix A1.

### 2.2 What was included within the scope of the external evaluation?

In agreement with Action-Synergy, EAR project lead partner, the external evaluator (EE):

- developed an evaluation strategy to align with the timeline of the project, and which provided relevant data by which to assess how well the project met the success criteria set (Appendix A1)
- collaborated with partners to ensure data collection from QA, training, and current situation analyses was fit for purpose and could inform the external evaluation
- provided formative feedback based on evidence for the design and implementation of both training models and the two good practices
- evaluated the project's relevance to teachers, policy makers and other stakeholders and their needs
- reported on the success of the project in terms of reach, taking to scale, exploitation of results, and sustainability.

The EE also worked with the project lead partner to assist the quality assurance process and internal evaluation, by:

- creating and maintaining SWOT analyses for the project delivery
- making recommendations in the inception, interim and final reports for project management, project delivery, design and delivery of the good practice model, and transferring the practices to new contexts / practitioners
- feeding back on the design of project outputs in relation to evidence about effective tools for continuing professional development and learning (CPDL).

## 2.3 Plan for external evaluation

At the kick-off transnational meeting in Athens (21<sup>st</sup>-22<sup>nd</sup> February 2019), the EE agreed with partners a final draft of general and specific objectives for EAR, and operationalised these in outcome statements which formed the strategy for the external evaluation (appendix A1), and against which the external evaluation reported.

There were two strands to the external evaluation: **strand one** focused on the effectiveness of the EAR methodology itself; **strand two** assessed the effectiveness of the project approach to transferring the EAR methodology and taking it to scale.

To guide the development of the methodology, training programme, and project tools, IEC drew on frameworks, which distil the evidence on effective teaching and learning<sup>3</sup>, and taking practice to scale<sup>4</sup>. The frameworks enabled an assessment of the potential of the EAR methodology to improve learner outcomes (appendix B), as well as formative guidance on the approach to training and taking to scale of EAR (appendix C).

The EE collaborated closely with partners to create tools for the external evaluation, incorporating these where possible with processes which partners would create in any case, for example end of training evaluation questionnaires. The data collection tools ensured data essential for the external evaluation were captured (appendix A2). These included practitioner surveys, trainer logs, observation schedules and pupil focus group guide (appendix D), which also fulfilled the need for data collection for the internal evaluation.

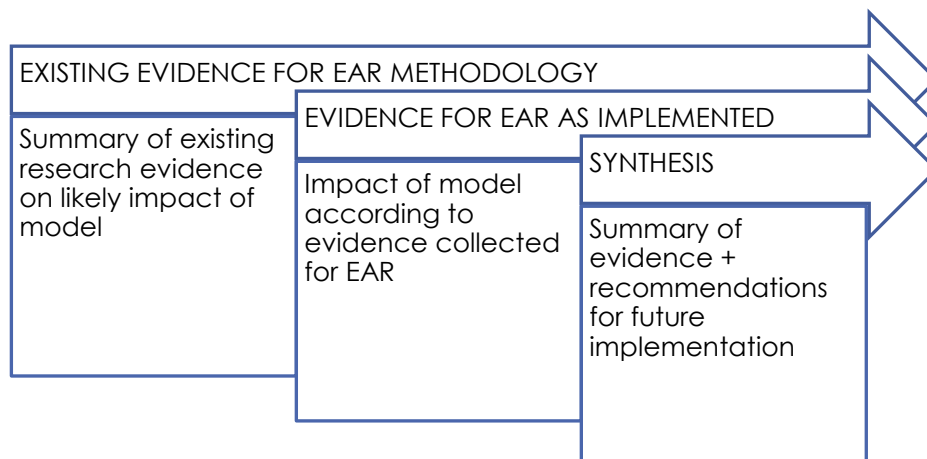
The external evaluation included a focus on assessing learners' competence development. A draft 'competence ladder' created in collaboration with WUSMED was circulated to start the conversation on how this would best be achieved, and to provide an example formative assessment tool. Following agreement of the form and principles, the EE created **competence ladders** for all relevant competences in the CDC framework (appendix E).

<sup>3</sup> [https://www.ishamedu.com/curriculum\\_design](https://www.ishamedu.com/curriculum_design)

<sup>4</sup> <https://www.ishamedu.com/mainstreamingpractice>

Data were analysed on an ongoing basis, and partners provided with updates on what the data indicated about achievement of objectives, as well as gaps in the data and requests for action on their part. IEC reported back on progress at transnational and skype meetings, and in three reports: inception, interim, and final (this current report).

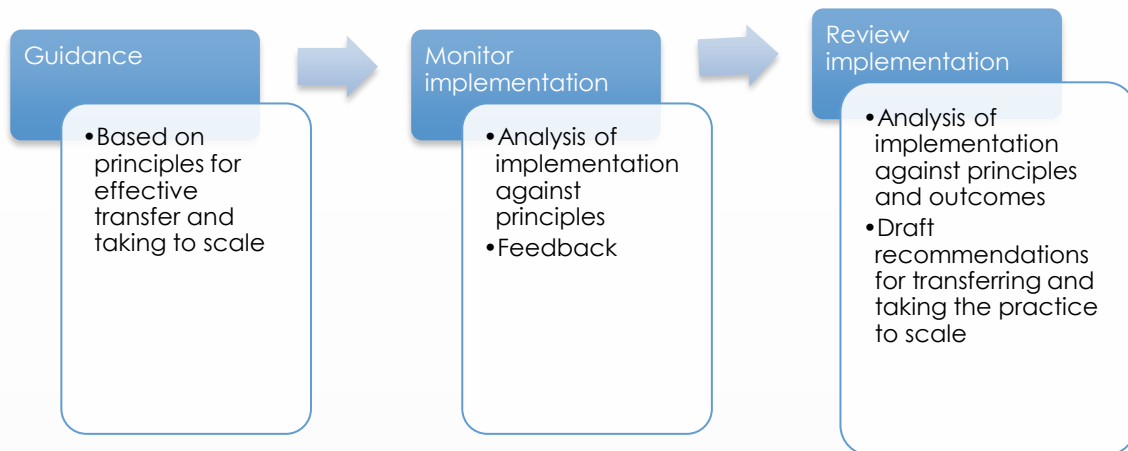
**Strand one: Evaluation of the good practice models**



An analysis of the EAR methodology was undertaken against a series of evidence-based principles for effective teaching and learning (appendix B), and shared with partners. The principles were incorporated in the analysis of data, to enable reporting at this level, and inform the recommendations in the inception and interim report.

The outcomes of strand one are reported in sections 5 (educational value), and 6.1 (pupil impact) of this report.

### Strand two: Evaluation of the transfer and taking to scale process



The evidence-based framework for mainstreaming (appendix C) provided partners with a series of guidelines on which to base their implementation plans. It was presented at the second transnational meeting in Girona on 3<sup>rd</sup> May 2019 (appendix G). IEC referred partners back to the framework to underpin recommendations on the training model during train the trainer sessions in Bristol, October 2019 (appendix H).

IEC continued to refer to the framework to advise on individual implementation plans, monitor implementation over the course of the project, and draft recommendations for taking the EAR methodology to scale within the project and beyond.

The outcomes of strand 2 are reported in section 6.2 of this report.

## 2.4 Definitions

The four key competence areas which EAR is designed to promote, derived from *Citizenship education at school in Europe 2017* (Education, Audiovisual and Culture Executive Agency 2017), are:

- interacting effectively and constructively with others
- thinking critically
- acting in a socially responsible manner
- acting democratically.

For the purposes of this evaluation, these four competence areas are operationalised using the 20 competences of the Council of Europe's (CoE) CDC framework (Council of Europe 2016) as follows:

**TABLE 1 COMPETENCES FOR DEMOCRATIC CULTURE ALIGNED TO CITIZENSHIP EDUCATION AREAS**

|  |   |
|--|---|
| <b>Interacting effectively and constructively with others</b><br><br>Autonomous learning skills<br>Skills of listening and observing<br>Empathy<br>Linguistic, communicative and plurilingual skills<br>Co-operation skills<br>Conflict-resolution skills<br>Flexibility and adaptability<br>Self-efficacy | <b>Thinking critically</b><br><br>Analytical and critical thinking skills<br>Tolerance of ambiguity<br>Knowledge and critical understanding of the self<br>Knowledge and critical understanding of language and communication<br>Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability |
| <b>Acting in a socially responsible and democratic manner</b><br><br>Valuing human dignity and human rights<br>Valuing cultural diversity<br>Valuing democracy, justice, fairness, equality and the rule of law  |   |
| Openness to cultural otherness and to other beliefs, world views and practices<br>Respect<br>Civic-mindedness<br>Responsibility  |   |

These competences have been embedded in the implementation of EAR through the competence ladders, training logs, and teacher questions. This has helped reinforce for teachers the foci of the project (appendix D).

## 2.5 Methodology for the evaluation

The evaluation methodology was designed on the basis:

- that engaging partners and teachers in data collection and analysis supports their adoption of new practice, as well as generating data for programme evaluation
- data collection required cooperation across a large number of project participants and geographical locations
- of experience of the challenges of ensuring partners and teachers collect and submit evidence.

An evaluation strategy was developed which had as its basis the objectives of the call and project. These were operationalised into evaluation questions, and measures formulated in accordance with the intended pedagogical foci: social responsibility, critical thinking, understanding of concepts related to democracy and human rights.

The CoE CDC framework<sup>5</sup> was drawn on to define relevant pupil outcomes and provide indicators for data analysis.

Data were also collected to provide evidence of the reach of the project at country, organisation and practitioner level.

Data collection tools provided quantitative and qualitative pre- and post- data relevant to the evaluation questions, and as close to implementation as possible. These consisted of:

- teacher pre- and post- questionnaires
- trainer and teacher training evaluation questionnaires
- teacher logs, for completion after the implementation of a lesson and/or peer observation
- focus groups schedules for pupil feedback at the end of implementation
- competence ladders.

In order for data collection to be as accessible and easy to use as possible, several strategies were implemented to encourage take up:

- tools were translated into the partner languages and practitioners given the opportunity to respond in their first language. Texts were subsequently machine translated into English before being input into the data base for analysis
- tools were designed to be of practical use for classroom and school improvement
- several workshops on the data collection strategy and rationale were held with partners at the beginning of the project and on an ongoing basis with partners
- partners were provided with a data collection brief and table with links to surveys and electronic copies of the other tools.

For the analysis, where quantitative data were collected, a comparison of scores was run for those practitioners who had completed both pre- and post-questionnaires to indicate trends in increased confidence in relation to four areas of citizenship education.

For the qualitative data a content analysis was carried out, the coding aligning to the evaluation questions, and data grouped accordingly. Texts were then subject to a thematic analysis to identify the key messages emerging from the qualitative data, and these used to answer the evaluation questions. To provide a more detailed analysis of teaching, learning and CPDL processes and outcomes, a 'close analysis' of a sample of 130 data items was also carried out. Here, data were tagged for

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<sup>5</sup> [www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for-democratic-culture](http://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for-democratic-culture)

effective teaching and learning, CDC competences, and CPDL. Data included in the close analysis are identified with 'yes' in column B, Tab " in appendix A2.

Outcomes from a preliminary analysis carried out in May 2021 were presented to policy makers and school leaders held at the EAR final event hosted by the Italian partner on 15<sup>th</sup> June 2021 (appendix M5). Participants discussed the value of the approach indicated in the outcomes, and addressed the challenges through the policy recommendations.

## 2.6 Participation in external evaluation data collection

Participation in external evaluation data collection activity was good, if uneven across countries. The range of data collection activities ensured that data were captured in some form or another for 554 participants in the project. Table 1 displays the completion / submission rates via each activity by participating country.

The teacher post-survey, focus group, teacher log, competence ladder, and observation schedules, all required teachers to focus, reflect on, and report the behaviour and learning of their pupils. In particular, teachers were required to consider which citizenship competences pupils had developed, and justify this judgement. In this way, pupil data were captured for the evaluation. The activity also supported teacher reflection on their implementation of the EAR methodology, and on their own professional learning.

TABLE 2 DATA COLLECTION RATES BY COUNTRY BY TOOL

| Country            | Total participants <sup>6</sup> | Pre- & post survey | Pre-survey | Post-survey | Training evaluation | International training | Teacher logs | Focus group | Observation | Competence ladders |
|--------------------|---------------------------------|--------------------|------------|-------------|---------------------|------------------------|--------------|-------------|-------------|--------------------|
| <b>Total</b>       | <b>554</b>                      | <b>216</b>         | <b>532</b> | <b>230</b>  | <b>243</b>          | <b>107</b>             | <b>53</b>    | <b>21</b>   | <b>10</b>   | <b>57</b>          |
| <b>Partner</b>     |                                 |                    |            |             |                     |                        |              |             |             |                    |
| Greece             | 92                              | 35                 | 88         | 43          | 6                   | 39                     | 25           | 19          | 0           | 0                  |
| Italy              | 206                             | 151                | 198        | 155         | 158                 | 25                     | 15           | 0           | 0           | 39                 |
| Portugal           | 147                             | 7                  | 139        | 7           | 45                  | 5                      | 3            | 0           | 3           | 4                  |
| Spain              | 41                              | 8                  | 40         | 9           | 10                  | 2                      | 9            | 1           | 7           | 9                  |
| United Kingdom     | 33                              | 15                 | 32         | 16          | 20                  | 1                      | 1            | 1           | 0           | 5                  |
| <b>Non-partner</b> |                                 |                    |            |             |                     |                        |              |             |             |                    |
| Bulgaria           | 10                              | 0                  | 10         | 0           | 0                   | 10                     | 0            | 0           | 0           | 0                  |
| Canada             | 1                               | 0                  | 1          | 0           | 0                   | 1                      | 0            | 0           | 0           | 0                  |
| Germany            | 1                               | 0                  | 1          | 0           | 0                   | 1                      | 0            | 0           | 0           | 0                  |
| Ireland            | 1                               | 0                  | 1          | 0           | 0                   | 1                      | 0            | 0           | 0           | 0                  |
| Malta              | 1                               | 0                  | 1          | 0           | 0                   | 1                      | 0            | 0           | 0           | 0                  |
| Moldova            | 10                              | 0                  | 10         | 0           | 0                   | 10                     | 0            | 0           | 0           | 0                  |
| Palestine          | 1                               | 0                  | 1          | 0           | 0                   | 1                      | 0            | 0           | 0           | 0                  |
| Romania            | 4                               | 0                  | 4          | 0           | 0                   | 4                      | 0            | 0           | 0           | 0                  |
| Turkey             | 3                               | 0                  | 3          | 0           | 0                   | 3                      | 0            | 0           | 0           | 0                  |
| Ukraine            | 3                               | 0                  | 3          | 0           | 0                   | 3                      | 0            | 0           | 0           | 0                  |

<sup>6</sup> Most participants completed more than one tool



Participants were invited to complete data collection tools in their first language or English. The tools were translated into partner languages accordingly. The rationale for this, was that participants would:

- find completing information easier
- be more likely to provide more detail in their responses
- be more likely to be accurate.

As forms were in Word format and survey responses could be downloaded in Excel, responses could easily be translated into English using machine translation, before being entered into the evaluation database. The qualitative analysis was carried out based on these translations.

All data collected are available in **appendix A2: EAR final datasets**. Names and e-mail addresses have been removed from the datasets to ensure anonymity and data protection. The final datasets spreadsheet consists of five tabs:

|                                 |  |
|---------------------------------|--|
| <b>Tab1</b><br>participant list | Organisation, role, country, gender, years of service, school phase of participant, plus data collection tools completed – translated into English |
| <b>Tab2</b> data in English     | Data entered into database by: evaluation question, role of participant, data collection tool, country – translated into English                   |
| <b>Tab3</b> teacher pre-survey  | All original responses in pre-survey in original language (qualitative data were translated into English and are available in Tab2)                |
| <b>Tab4</b> training evaluation | All original responses in training evaluations in original language (qualitative data were translated into English and are available in Tab2)      |
| <b>Tab5</b> teacher post-survey | All original responses in post-survey in original language (qualitative data were translated into English and are available in Tab2)               |

### 3 Partner engagement with the external evaluation

The EE was present at all three face-to-face transnational meetings: Athens, February 2019 (**appendix F**), Girona, May 2019 (**appendix G**), and Bristol, October 2019 (**appendix H**). The EE has also attended all online meetings that have taken place during the pandemic.

At the Athens meeting, partners reviewed and finalised the specific objectives of the project, and evaluation questions were formulated accordingly to operationalise these. Partners completed an exercise in which they identified the intended beneficiaries of the project, and how they should benefit<sup>7</sup>. These outcomes have been incorporated into the evaluation framework (**appendix A1**) and informed data collection instrument design.

After the Athens meeting, the EE provided WP2 lead partner, University of Florence, with feedback on the situation analysis design, with examples of the type of data partners might include (**appendix I**).

During the second transnational meeting in Girona, partners carried out a SWOT analysis of the project (**appendix J**). The EE also presented the outcomes of the literature review on features of effective teaching and learning, and illustrated how the EAR methodology incorporates these (**appendix G**). This was followed by a presentation of the framework for effective professional development, transfer of practice and upscaling (**appendix C**). Partners analysed an exemplar training plan to identify elements in it of effective transfer, and so reflect on the implications for the training design for EAR.

At the third transnational meeting, the EE gave partners and trainers competence ladders, observation schedules and teacher logs to trial as they performed the lessons they had planned during the training. In the presentation at the end of the meeting, the EE:

- took partners and trainers through the evaluation strategy
- provided examples of the kind of detail in teacher logs which help understand impact
- clarified the evaluation questions
- referred partners and trainers back to the evidence base which supports EAR as good practice, and encouraged them to use this in their efforts to engage policy makers, schools and practitioners
- advised on the design of the training based on evidence for effective CPD and transfer of practice (**appendix H**).

<sup>7</sup> The outcomes of this exercise were posted on the EAR Facebook page: <https://www.facebook.com/ear.citizen/photos/a.1141969782641263/1201706770000897/?type=3&theater>

As partners planned implementation of the data collection tools, changes were made in the light of their comments, including: changes to the practitioner surveys following feedback from Italy, and to competence ladders, following feedback from Greece. Original versions of each of these templates can be found on the project extranet<sup>8</sup>.

The arrival in Europe of the Covid-19 pandemic in early 2020 made face-to-face meetings impossible, and EAR meetings went online. During this period, the external evaluator:

- joined an online meeting on 22<sup>nd</sup> May 2020 to understand progress by partner, and advise on data collection during lockdown
- continued to liaise with partners on an individual basis to support data collection and analysis, including providing guidance on collecting impact evidence for sustainability (**p10 of appendix M1**)- this has been a continual process right up to the end of the project
- identified and supported into the project an alternative UK partner where Acta was having difficulty recruiting teachers (see section 4)
- provided guidance for the preparation of the international online training of teachers, 1-4 April 2021 (**appendix M2**), provided a contribution on the assessment of competences (**appendix M3**), and carried out evaluation of the training, data for which are available in **appendix A2**.
- provided guidance for the preparation of the online policy event held on 15<sup>th</sup> June 21 (**appendix M4**), along with an analysis of data to present the value and challenges of EAR, as a basis for the formulation of policy recommendations (**appendix M5**).

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<sup>8</sup> <http://ear-extranet.eu/index.php/extranet>

## 4 Overcoming the challenges of the pandemic

During the second half of the project, partners were faced with the additional challenge of disruption to schooling caused by the Covid-19 pandemic. While some teacher training had been delivered before the pandemic hit, all partners except Italy were required to move the training of teachers online.

**PICTURE 1 EAR DIALOGUE WITH SOCIAL DISTANCING**



Partners were resourceful in doing this, exploiting software functions such as online voting, chat and break-out rooms. Nevertheless, it made the process more difficult and required more effort. This was particularly a problem for EAR training, where the whole point was to bring learning to life through theatre techniques. The challenge was summarised by the Portuguese partner:

*Although we love to train teachers and have a particular interest in this topic, it was a challenge to organize this first edition of the training due to the conditions we were experiencing. Bearing in mind that this topic alone requires face-to-face training where the practice of theatre techniques and the dialectic method should exist, prepare this training in an online format in 3 weeks and taking into account that the target-group are teachers and trainers and the training took place in the last week of the school year (in a year as atypical as 2020), we can consider that having 49 participants was a success! (Portugal, training of teachers report)*

In the UK, the impact of Covid-19 was compounded by the failure of Acta to recruit teachers to training. This led to the decision to change partner organisation to Sandwell Local Authority (LA). Sandwell LA had the capacity to recruit teachers, but

entered the project at a time of great disruption to the school system. Nevertheless, additional train the trainer sessions were run in September 2020, and five trainers trained (see **appendix M6** for EE input). Training of teachers occurred during intermittent spells of lockdown, as did delivery in the classroom. Nevertheless, the value of the method has been widely recognised, and from the engagement of HEIs and other local authorities in sustainability activities (see section 6.2), the approach has been embedded.

Where lockdown had made participation in EAR difficult, partners made a serious effort to ensure target numbers were reached and take the training to new contexts through additional online teacher workshops held in April 2021. This international teacher training was attended by a total of 107 participants from the five partner countries plus ten non-partner countries (five EU, and five non-EU).

Implementation with pupils was also made difficult when learning went online. As one teacher in Spain pointed out, training without the opportunity to properly implement and reflect on practice, could hinder full adoption of the practice.

Against this backdrop, it was a considerable achievement on the part of the project partners to reach their target number of 500 teachers trained in the method. The numbers in table 3 are based on the number of professionals engaging with EAR activities and completing associated data collection forms.

**TABLE 3 PROFESSIONALS PARTICIPATING IN TRAINING AND IMPLEMENTATION BY TYPE AND COUNTRY**

| Role                | EAR        | Greece    | Italy      | Portugal   | Spain     | UK        | Other     |
|---------------------|------------|-----------|------------|------------|-----------|-----------|-----------|
| Practising teacher  | 311        | 58        | 45         | 128        | 25        | 11        | 44        |
| Teacher in training | 171        | 5         | 148        | 1          | 1         | 10        | 6         |
| School leader       | 40         | 6         | 2          | 5          | 8         | 7         | 12        |
| Specialist support  | 15         | 1         |            | 10         | 4         |           | 0         |
| Teaching assistant  | 6          |           | 2          | 1          |           | 2         | 1         |
| Academic            | 2          |           |            |            | 1         |           | 1         |
| Other               | 14         | 5         |            |            |           |           | 9         |
| <b>Total</b>        | <b>559</b> | <b>75</b> | <b>197</b> | <b>145</b> | <b>39</b> | <b>30</b> | <b>73</b> |

Finally, it also emerged that the pandemic could be an *opportunity* for teachers to realise the potential of EAR to enrich teaching and learning. In the UK, for example, the issue of rules and regulations were the focus of one EAR project, to which the

wearing of masks, quarantine etc provided an ideal illustration – and hence enabled pupils to make connections with their lives. The methods could also play a therapeutic role in helping pupils adjust to the adversities of the pandemic. In Portugal, for example, one teacher reported on the method's appropriateness in helping to combat mental health problems exacerbated by the pandemic.

#### **CASE STUDY 1 EAR AS A METHODOLOGY TO MITIGATE MENTAL ILL HEALTH**

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*A teacher in Portugal sent the following testimonial on how the EAR approach had provided therapeutic support for a student with depression*

As I have a student who likes to draw a lot, this being his "escape", and in December he refused to do any tracing (diagnosis of depression caused by the first lockdown), I used the story for them to start drawing again, the result is very positive (constant connection with the psychologist and partnership). I would add that, as a teacher and trainer in the area of tutoring, your approach also proved to be very important for small groups (teacher, Portugal)

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## 5 The educational value of the EAR methodology

This section contains a desk analysis carried out early in the project of the potential of EAR to support pupil learning. The analysis was based on the description of the methods of EAR contained in the handbook, and a set of evidence-based principles for effective teaching and learning (**see appendix B**).

In the interim report, it was possible to draw on emerging evidence from Italy to complement the initial analysis with the perspectives of practitioners implementing EAR in the classroom. This is reported in **appendix L**.

Analysis of data from the implementation of EAR with pupils confirmed that the features anticipated in the desk analysis were frequently realised in practice. During the close analysis of 120 items of data, data were tagged where they provided examples of the features of effective practice. The quantitative outcomes of this are presented in table 5 at the end of section 5.1.

Section 5.2 includes an early report on EAR's potential to address issues highlighted in the situation analysis. It concludes with some of the challenges the methodology presents, its value nevertheless, indeed because the methodology provides the means for overcoming those challenges, and so a rationale for its adoption.

### 5.1 The EAR methodology against the evidence base for effective teaching and learning

The analysis against the principles of effective teaching and learning was carried out on the synopsis of the draft EAR methodology presented at the first project meeting in Athens in February 2019, and included in the methodology guidance for teachers (**appendix B**).

The process helped reinforce the rationale for why EAR is an important project, and further clarified for partners, policy makers, trainers and teachers what it is about the dialectical method and theatre techniques which makes them good practice interventions.

At its core EAR aims to activate learners as **owners of their own learning** by providing the framework within which they can explore, through free expression (Parrhesia), acting out scenarios, questioning, and research:

- their own existing beliefs and understanding
- alternative beliefs and understanding, and challenge, rebut or assimilate these
- new knowledge and information.

At the same time the structured approach of EAR enables learners to develop the competences they need to engage with others, and move towards consensus.

The methodology encourages the **elicitation of evidence of learning** by first of all helping learners surface their feelings through reactions to stimulus (step 3), and later by encouraging them to record and discuss their changes in attitudes and feelings, having engaged with the issue in depth (step 8).

By engaging with EAR training and practising the methodology in the classroom, teachers understand, and so can analyse, the quality of **questioning** at a metacognitive level. Dialectics provides a three-stage framework to guide questioning. Concepts such as *double ignorance*, *elenchus*, and *irony*, enable teachers and learners to analyse and deploy questions for different purposes, including achieving deeper insights into the evidence underlying different opinions.

Through the dialectic method, learners find their own assumptions questioned and learn about the assumptions of others, thus encountering **feedback that moves their learning forward** by stimulating curiosity. While the methodology does not explicitly direct teachers where to provide feedback that moves learning forward, it does include a stage of research. Here, learners are encouraged to find for themselves evidence and information relating to the limits of their knowledge and factual questions elicited during their discussions.

**Collaborative groupwork** is central to the methodology through structured dialogue (Socratic circle, plenary discussion) and through planning and performing pieces of theatre. The different theatrical techniques introduced through the methodology also ensure **variety in learning experience**.

Finally, the methodology enables learners to make connections: to **revisit important content** through Socratic circle discussions; and also, to their lives, through the facilitator encouraging personalisation of the plenary discussion, and the action planning which follows.

Data returned from teacher implementation of EAR provided detail of classroom (and online) practice. A representative sample of 130 data items were analysed, and tagged where they described features of effective teaching and learning, for example:



**TABLE 4 EXAMPLE OF DATA ILLUSTRATING EFFECTIVE TEACHING AND LEARNING**

| Data   | Effective T&L tag                        |
|--|--|
| As a small group they were then asked to discuss and make notes about the quotes given and what they felt the quotes were trying to say. | Elicit evidence of learner learning      |
| Pupils in pairs have thought of a topic and represented it   | Learners as owners of their own learning |
| During the warm-up activity, the pupils expressed their thoughts about what fear is for them   | Making connections to learners' lives    |

This provided a quantitative approximation of the frequency EAR practice incorporated features of effective teaching and learning, as set out in table 5.

**TABLE 5 FREQUENCY OF EFFECTIVE TEACHING PRACTICES IN SAMPLE OF EAR LESSONS**

| Feature of teaching and learning                    | Frequency |
|---|-----------|
| Elicit evidence of learner learning                 | 27        |
| Questions promoting thinking and discussion         | 19        |
| Learners as owners of their own learning            | 18        |
| Facilitate collaborative groupwork                  | 15        |
| Make connections to learners' lives                 | 10        |
| Provide feedback that moves learning forward        | 6         |
| Variety in learning experiences                     | 4         |
| Revisit important content and processes             | 3         |
| Learners understand intentions and success criteria | 2         |

The impact on pupil learning of the EAR methodology as implemented in the classroom is described in section 6.1.

## 5.2 How well does the EAR methodology meet the needs and circumstances of the target schools and regions?

### 5.2.1 Potential of EAR to address issues highlighted in the situation analysis

Country situation analyses were carried out in Greece, Italy, Portugal, Spain and the United Kingdom in preparation for the second transnational meeting in Girona, using a specially designed framework. The situation analyses<sup>9</sup> provided trainers and practitioners with a helpful tool to guide the implementation of the EAR methodology. The EE recommended they be made available and their use encouraged during the training.

The outcomes of the situation analyses were synthesised by colleagues at the University of Florence, who identified nine challenges and constraints of citizenship education from teachers' perspectives. These are set out below, along with an indication of how the project was able to help address these.

In interview, several respondents alluded to **tensions between the democratic ethos promoted by their school and less favourable attitudes externally**, be that media or other family members. By providing a structured forum to discuss issues and norms, along with coaching in the necessary skills of communication and cooperation, EAR ensures pupils develop agency to critically evaluate external messages, as well as what they learn at school, and so position themselves in relation to both. In this way too, teachers should be reassured that the methodology avoids an **indoctrination** approach to citizenship – telling pupils what to think – but rather, equips them to engage critically with information and opinions.

The introduction of the methodology and teacher guides for a range of scenarios, addressed the second issue identified by teachers: **limited resources** for teaching citizenship.

With regard to issues around time: **limited time to implement citizenship education and teachers' workload**, it was important that partners promoted the EAR methodology as a key strategy to develop pupils' learning to learn skills. Effective questioning is a critical skill for both teachers and their pupils across all learning situations, and a method for developing this is what EAR provides. The methodology also provided the potential for pupils to learn important cooperation and communication skills, as well as a disciplined approach to enquiry and critical analysis. These are essential skills for pupils' wider learning, higher education and the world of work. Where partners helped teachers and school leaders make links

<sup>9</sup> Available on the EAR Extranet section 2.1: [http://ear-extranet.eu/index.php/extranet/cat\\_view/259-2-wp2-development-of-the-methodology/334-2-1-current-situational-analysis](http://ear-extranet.eu/index.php/extranet/cat_view/259-2-wp2-development-of-the-methodology/334-2-1-current-situational-analysis)

between EAR and other areas of the curriculum and pupils' learning, they also addressed the perception of **marginality of citizenship education**, expressed by several respondents in the situation analysis.

The professional development element of the project – work package 3 – addressed the **lack of training on citizenship education**, as well as **the gap between the intended democratic curriculum and education practices**. EAR modelled good continuing professional development (CPD) practice, and so added value to schools' participation in the project. This raised teachers' confidence in teaching citizenship education. While for the purposes of the project a single methodology is presented, the project has the potential to support teachers' identity and skills as professional learners, building a culture of seeking out and trialling other approaches.

Finally, teachers found **evaluating learning in citizenship education** a challenge. This issue was addressed through collaboration between the external evaluator and partner organisations to create and implement the competence ladder tool (see appendix E). The competence ladder enabled teachers to assess progress in particular competences related to the teaching resources, and also generated data for the external evaluation.

### 5.2.2 The challenge of adopting the EAR methodology

Early in the project, it became clear that the two elements of EAR created different demands, and generated different motivation, among practitioners. Data from the train the trainer sessions (see 6.2.1) indicated trainers found the theatre techniques easily accessible, but dialectical method more of a challenge. In the evaluation at the end of day one, the different levels of accessibility of the two techniques were expressed by trainers in the following terms:

*I'll need to support our trainers more to alleviate their concerns that they don't understand the dialectics*

*Is not clear for me yet, how we can approach the dialectic method in a more clear and practical way with teachers.*

As the training progressed through days two and three, trainers became more confident with the dialectic technique.

This pattern reflects the cognitive demands of the dialectic method, and was visible in subsequent data from the implementation phase. It is not a surprising finding, and aligns with important theories of learning. Reference can be made, for example, to Daniel Kahneman's (2011) theory of system 1 and system 2 functions of the brain, where system 1 is the default, fast processing of information and responses. In the EAR methodology, the dialectic method, the slowing down and analysis of thinking,

represents system 2 processing. This is therefore both the value and challenge of implementing the method.

For teachers too, introducing more open approaches to learning for their pupils, and creating the discomfort and demand for effort on their pupils, in turn created discomfort and a demand for effort on them. The higher quality questioning which the dialectical method trains pupils in is crucial to increasing the power of their learning. It was therefore important that practitioners understood the theatre techniques as creating the right conditions and scaffolding for the challenge of effective questioning, rather than the focus of the methodology itself. As was evident from logs, and pupil outcomes data (see section 6.1), teachers did indeed apply the theatre techniques to stimulate and support dialogue. The educational scenario template had an important role to play in ensuring this balance.

## 6 Achievement against project objectives

### 6.1 Specific objective one – Enhance the ability of the teachers to teach citizenship education in a more effective way

This section draws on data from the classroom (teacher logs, observation schedules, competence ladders) and reflection activities (teacher post-surveys and pupil focus groups) to provide an overview of how teachers implemented EAR in practice, and what pupils learned from the experience in terms of citizenship education.

To interpret the data on pupil learning, a sample of 130 qualitative data items were analysed with reference to the competences from the CoE CDC framework (close analysis<sup>10</sup>). The outcomes of this analysis are reported in sections 6.1.2 – 6.1.5 below in terms of pupils' ability to:

- Interact effectively and constructively with others
- Think critically
- Act in a socially responsible and democratic manner.

While an interpretative method of analysis, the close analysis nevertheless sheds light on what citizenship learning took place during EAR lessons, and gives an indication of where there was particular emphasis on particular competences.

The section starts with a description of how teachers implemented EAR in the classroom, to provide the context for the outcomes of pupil learning.

#### 6.1.1 How do teachers implement EAR in the classroom?

Teachers were guided in their implementation of EAR by the education scenario framework (see section 1). The training of teachers ensured this was widely used across partner countries. Teachers could choose either to use existing scenarios, or create their own. Responses on logs indicated 55% of teachers used the scenarios they had been provided with in training, occasionally with adaptation, and 45% created their own.

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<sup>10</sup> Data sources included in the close analysis are tagged in 'Tab2 data in English' in Appendix A2 EAR final data set

**PICTURE 2 TEACHERS IN PORTUGAL DEVELOP THEATRE TECHNIQUES**



The scenario framework proved an effective tool for guiding planning, and helping the analysis of implementation. Teacher reports of implementation indicate a close following of the scenario structure, with a mixture of applying techniques learned during the training, and innovation on teachers' part. Examples of activities and resources deployed by teachers in various stages of EAR are set out below:

### **Warm up**

- Brainstorming words and ideas associated with the topic of the lessons – using a ball or handheld cards to regulate contributions
- Miming actions
- Formulating questions around a topic to be revisited later in the lesson
- Frozen images – pupils created tableaux with their bodies to represent ideas and concepts

### **Discussion to explore topic**

- Response to stimulus materials with reference to the topic in various formats (video, pictures, written texts, etc.)
- Creation of mind maps to establish starting points

### **Binary oppositions to be explored**

- Must we always comply with the law or are there times when it is ok to disobey the law?
- Should we change our body appearance to impress our friends?
- Is it always helpful to help others?

### Using theatre techniques

- Acting a character written on a slip of paper for others to guess
- Simulation of scenes / interaction related to the topic, e.g., victim and aggressor
- Forum theatre

### Dialectical discussion to understand topic in depth

- Response to statements about the topic
- Questions to bring to the surface points of view, prompt deeper thinking, and re-evaluate assumptions, e.g.: Is x something to worry about? Do you agree with the statement?
- Facing each other, pupils formed inner and outer circles, which moved to enable alternation of discussion partner.

### Personalising the topic

- Allowing pupils to choose the focus for lessons
- Recreating events which had happened in the school / lives of pupils which related to the topic, for example an incident of racist bullying in a playground.

A recurring theme prevalent across all teacher logs was the use of theatre activities and stimuli to provoke thinking and discussion. The impact of this can be seen in the changes in the balance of teacher talk vs pupil talk (see figure 1 below).

The quality of discussion was ensured by questioning and also putting pupils into role, or, as in the example below, requiring pupils to argue a point which they did not necessarily agree with.

*In each group [pupils] took a "close" role, ie, they were trying not to do what occurred to them naturally, but had to argue, and to have their mind find arguments in favour of an opinion that at first glance was difficult for them to express or that they disagreed with. (Greece, teacher)*

Case study 3 describes the progression of a lesson, reported with clarity in the teacher log. It is typical of many teacher logs in the way it illustrates implementation of EAR in practice. It reveals some minor departures from the model. For example, the binary opposition here is less of a moral question (is it appropriate to stereotype?), and more a reflection of current behaviour. Nevertheless, it leads to a moral debate about stereotyping. This small departure illustrates well the extended line of expertise in the project for an involved model of teaching and learning. Unsurprisingly adaptation crept in in the delivery. Nevertheless, case study 3 also illustrates well the role that the scenario framework played in helping teachers maintain the shape of the original model.

## CASE STUDY 2 IMPLEMENTATION OF EAR BY A UK PRACTITIONER

### Warm up

Each pupil was given a set of Boy and Girl cards which they used to respond to images on the screen. An image would appear and they had to hold up the card which they felt identified most with what was on the screen. For example, the image of a baby doll came on the screen and all of the pupils who participated held up the 'Girl card' except for one who held up both. They were instructed to hold up 'the one card' they felt correlated with what was on the screen.

The pupils were split at the beginning of the session into two groups. Each group was asked to create a mind-map with the central question being "Do we gender stereotype?". This was to establish what the pupil's prior knowledge of the subject was before we went through the rest of the workshop.

### Stimulus for discussion

During the workshop the pupils watch the following videos:

What are gender stereotypes?

<https://www.youtube.com/watch?v=Ulh0DnFUGsk>

A Class That Turned Around Kids' Assumptions of Gender Roles!

<https://www.youtube.com/watch?v=G3Aweo-74kY>

Gender Stereotype | Gabriella Haug | TEDxYouth@TFIS

[https://www.youtube.com/watch?v=vHc\\_YqlezaQ](https://www.youtube.com/watch?v=vHc_YqlezaQ)

### Discussion to explore topic

The pupils were encouraged at several times throughout the session to voice their own opinions and work in smaller groups and then present their views back into a larger group.

### Binary opposition to be explore

Do we stereotype or not? The class were shown advertisement images that are deemed to be sexist or gender stereotypical. The pupils were encouraged to shout out yes or no as to whether they thought the image was stereotypical or not.



### **Using theatre techniques to explore binary opposition**

Each group were given an envelope full of slips which had pieces of information on which they couldn't show the rest of the group. Within their acting group one by one they all entered the space performing as the character written on their individual slip. The other group who observed them had to try and guess who the pupils were trying to portray by examining their body language, facial expression and use of voice. We then swapped roles and the other group performed. Following this we then had a feedback section to discuss how pupils chose to portray their characters.

### **Dialectical discussion**

Each group were given a quote or two to discuss as a group. (These can be found in my resources). At the bottom of each quote were the following questions:

- 1) Is gender stereotyping actually something to worry about?
- 2) Could society do more to close the gap in gender differences?
- 3) Do you agree with the quote above?

As a small group they were then asked to discuss and make notes about the quotes given and what they felt the quotes were trying to say. Following this they then had to stand at the front of the group and present their ideas to the class explaining what they have discussed and what they felt was important.

### **Personalising the topic**

Pupils were asked to draw Venn diagrams in their form time exercise books. One side was 'male' the other 'female' and the middle said 'all genders'. They then had to put words into the Venn diagram to explain where they think they would be.

### **Assessing competences using competence ladders**

Competence ladders (**appendix E**) were trialled during EAR, as a way of helping teachers focus on specific pupil behaviour and talk in relation to competences for democratic culture. The competence ladders were not foreseen as a part of the project, but were introduced following discussions at the second transnational meeting in Girona, where the issue of assessment was raised. This was added value to the project, not originally foreseen within the original proposal.

The ladders were based on earlier work carried out by the EE with the Royal Society of Arts Opening Minds programme (Isham and Cordingley 2012). For EAR they provided the double benefit of supporting practitioners' own reflection and professional learning, as well as generating data for the external evaluation.

For an innovation additional to the work planned for, the take up of competence ladders as an assessment tool was good. Teachers submitted a total of 81 competence ladders: 39 (Italy); 33 (Portugal); 4 (Spain); 5 (UK). The data they contained was variable, but on the whole provided keen insights into pupils' developing knowledge and thinking.

### **CASE STUDY 3 TEACHER COMMENTS ON A PUPIL'S PROGRESS ON 'RESPECT' COMPETENCE LADDER**

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*He is angry and highly critical when he recognises examples of disrespect towards the female, gay or transgender community.*

*He speaks out against cases where respect for minority groups is lacking*

*He may have difficulty distinguishing between respect and tolerance, since some of his arguments are so direct and without filter, may lack respect, but he has always been able to rephrase and therefore, reflect on his first impressions and statements.*

*He states that everyone should be able to live freely, especially when it comes to issues of sexual orientation and gender perspective. (Spain, teacher)*

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Data such as these, having been processed by the teacher, will also have deepened professional learning about the impact of practice on pupils.

Data were extracted and included in the analysis, in particular of pupil outcomes through engagement with EAR.

## **6.1.2 In what ways do pupils interact with each other in EAR sessions?**

### **How does this differ from their regular school experience?**

The evaluation of pupils' interaction in the EAR classroom will be answered in two parts in this section. The first part focuses on the changing dynamics of classroom interaction, based on quantitative and qualitative data from the post-survey. The second part describes pupil interaction in terms of related competences from the CDC framework.

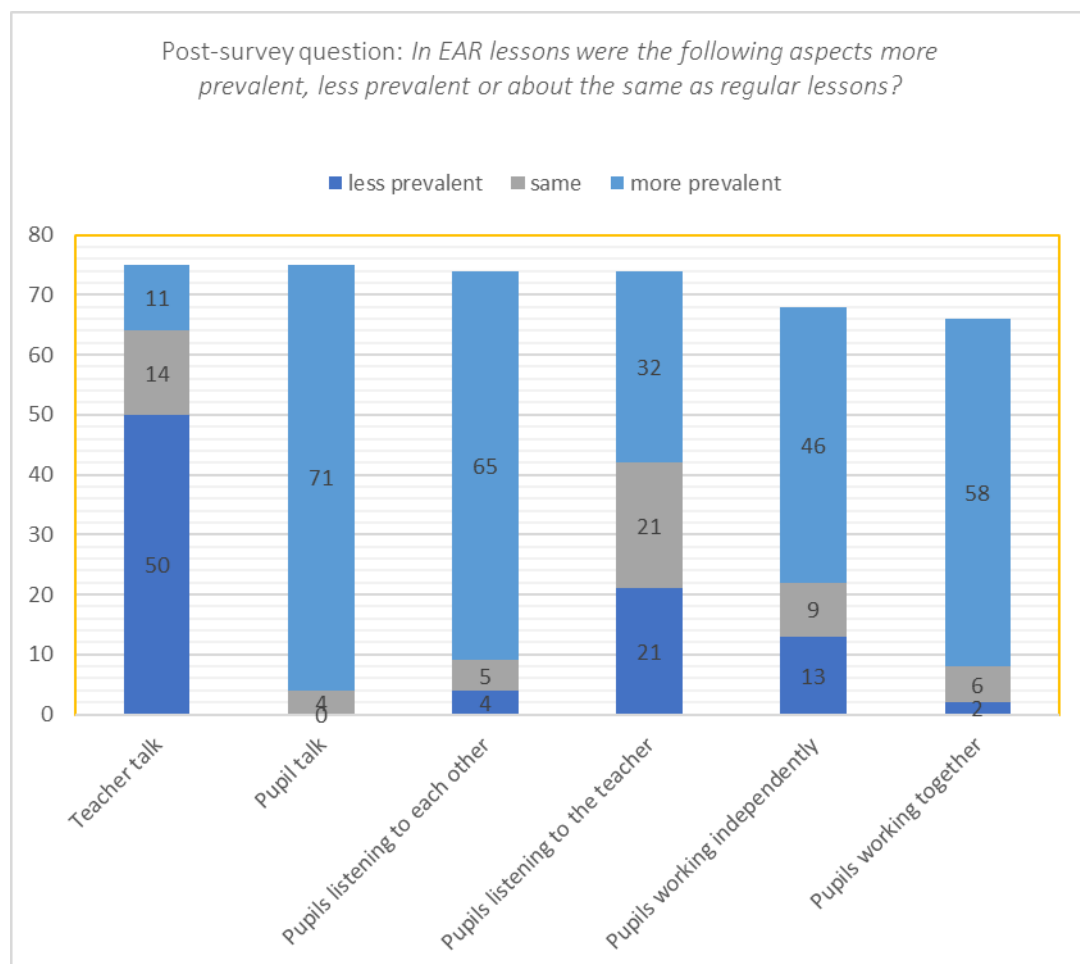
#### ***Changing dynamics in the EAR classroom***

Data from the implementation align with analysis of the EAR methodology against the principles for effective teaching and learning (see section 5.1), and underline its effectiveness in practice. In EAR lessons:

- The balance between teacher talk-time and pupil talk-time shifted, so pupils were more actively involved in learning conversations
- Pupils were more likely to listen to each other
- Pupils worked more independently (less dependent on teacher), and in greater collaboration with each other.

Given the emphasis in EAR on pupil activity, both through drama techniques and dialogue, changes in classroom dynamics would be expected. This turned out to be the case. For most teachers, their talk-time was lower and pupil talk-time higher in EAR lessons. Good learning behaviours of independent learning, pupils working together, and pupils listening to each other were all more prevalent in EAR lessons compared with regular lessons.

**FIGURE 1 PREVALENCE IN EAR LESSONS OF TEACHING AND LEARNING INTERACTION**



At the same time as providing the lesson structure – drama and dialogue – which would naturally ensure greater pupil talk, the focus on binary oppositions and questioning skills also had a positive impact on the quality of talk (see section 6.1.3).

Both teacher and pupil qualitative data describe how lesson activities encouraged independent working, and the skills and aptitudes pupils developed to achieve this:

*I was able to observe how the children tried to mediate conflicts within the class, listened carefully to different points of view respecting them, collaborated responsibly contributing each to the execution of the required task. (Italy, teacher)*

*We learned more, we talked about something so serious from everyday life, something that is not in the material, the lesson became more interesting, we practiced what we discussed, we expressed ourselves freely, we spoke more maturely, we participated more, we asked questions. (Greece, pupil)*

Collaborative working was frequently reported in the data. This was also a by-product of drama and discussion activities:

*The most relevant activities were the ones that we had to simulate the reality of couples in an act of violence. In the activities we were "victims" and "aggressors" which gave us a more objective view of what goes on in abusive dating. (Portugal, pupil)*

*During the lessons of the project, the moments of discussion and interaction between the children were more frequent than the lessons structured by us teachers. That's why they felt freer to express their ideas. (Italy, teacher)*

*in the Verbatim theater activity they worked in pairs where each had to present the other's point of view on friendship, as if it were their own point of view. "Then they explained how they felt and whether it was difficult to play a role with which they did not agree. (Greece, teacher)*

In some cases, in particular in reports from Italy, the setting up of collaborative activities was initially accompanied by disruptive behaviour. Likewise, the opening up of the classroom, and allowing greater space for pupils to talk and interact also brought occasional problems around behaviour. However, the structure of the activities and their certainty of next steps, enabled teachers to manage this well. Where teachers reported having to deal with inappropriate behaviour, pupils tended to respond well. This was also a part of their learning.

*The class is quite chatty and sometimes distracted. We emphasized the search for a nonviolent solution to the dilemma presented in the dramatization. The fact that pupils participated more easily in the warm-up, and also of volunteered to take roles in the drama activities, seems to us to*

*indicate progress towards adhering more willingly to the proposals developed. (Portugal, teacher)*

The issue of behaviour management is also discussed in relation to pupils' developing competences in socially responsible behaviour in section 6.1.4 below.

EAR lessons supported the integration of pupils who otherwise did not participate well in the classroom, or who had difficulty bonding with classmates. In several cases, language barriers were highlighted as problematic in the classroom. However, the

#### **CASE STUDY 4 INTEGRATION IN THE MULTICULTURAL CLASSROOM**

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*Teachers in Italy and Portugal cited examples of migrant children who did not fit in with their classmates. In both cases, the children had not mastered the dominant language of the classroom, and so were finding it hard to communicate with peers. This in turn resulted in them tending to isolate themselves from classroom activity. In both cases, EAR activities helped. One of them, a boy of Chinese heritage, was the beneficiary of his Italian classmates taking to heart the class's theme of solidarity:*

*'Some children, seeing Li was upset, instead of making a fuss, like their classmates, tried to repeat to him several times what he had to do. In fact, during the game "The Wireless Phone", Li initially did not participate; during the last two rounds of the game, he managed to express himself, helped by his teammates.'*

*In the case of a girl of Venezuelan descent in a Portuguese class, it was not so much the support of her classmates, but more the fact she developed her own resilience to find her voice, where EAR activities supported integration:*

*'She had the courage to share her own answers, even in the face of lack of empathy and solidarity of her colleagues. The whole group had to work hard to try to understand what she meant about the intention of the classmate who was improvising with her, representing the oppressor.'*

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alternative means of communication which EAR provided, along with collaborative activities, often led to improved integration.

#### **Pupil competences for interaction in the EAR classroom**

Pupils' developing ability to interact effectively and constructively with each other was evaluated in terms of the following competences of the CDC framework:

- Autonomous learning skills
- Skills of listening and observing

- Empathy
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills
- Flexibility and adaptability
- Self-efficacy.

Pupils' development in competences for interaction accounted for just over half of activity in the EAR classroom.

As would be expected from the method, it was linguistic and communicative skills where most development was noted. EAR provided both rehearsal / practice techniques to improve communicative skills, as well as the space for pupils to engage in debate and voicing their opinions and beliefs.

Along with regular classroom scaffolding techniques for improved communication such as voting cards and handheld white boards, the theatre techniques provided additional opportunities for pupils to rehearse and refine communication. Examples of this included:

- Reading aloud of extracts from plays
- Portraying values as characters in a play
- Frozen images - enabling pupils to express themselves non-verbally, portraying, for example, sounds, smells as well as abstract concepts, such as points of view.

Pupils responded positively to these activities, for example:

*The frozen image was awesome. Without talking, you said a lot with your body. (Greece, pupil)*

*We gave the values flesh and blood; we gave them a voice! It was fun. It was cool. I don't like to read but I like to make heroes. (Greece, pupil)*

Such scaffolding equipped pupils better for the challenge of open debate.

Pupils also developed skills in turn-taking to improve the quality of discussions:

*Each child respected their turn and waited and tried to understand the answers of their classmates. This was a key starting point for the various brainstorming. (Italy, teacher)*

*Pupils have been able to express and argue opposing ideas with assertiveness and active listening. (Spain, teacher).*

Close analysis also identified 14 instances across all five countries of pupils developing self-efficacy: 'a positive belief in one's own ability to undertake the actions which are required to achieve particular goals'. These included examples of pupils deciding for

themselves the topic that should be the focus of the lesson, as well as the participation of pupils in classroom activities and discussion who ordinarily were 'introverted' and did not engage actively.

### 6.1.3 In what ways is pupils' critical thinking enhanced as a result of engaging in EAR sessions?

Pupils' development of critical thinking was evaluated in terms of the following competences of the CDC framework:

- Analytical and critical thinking skills
- Tolerance of ambiguity
- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Pupils' development in competences in the area of critical thinking accounted for about 20% of activity in the EAR classroom.

The process of binary opposition, the bringing into question of pupils' assumptions, and playing roles beyond pupils' personal experience, by their nature disrupted pupils' understanding of the world and took them into an ambiguous space. Tolerance of ambiguity was therefore a recurring feature of EAR lessons.

*[pupil] identified the emotions of different characters that were not always the ones usually associated with victims or aggressors (Portugal, teacher)*

*My view has not changed, but I have heard other opinions, which may also be correct. (Greece, pupil)*

Once pupils were in a position to question the world around them and themselves, the majority of learning focussed on knowledge and critical understanding of self. Pupils were encouraged to, for example:

- consider their own prejudices and biases
- reflect on their behaviour during particular activities
- reflect on their behaviour towards each other, and people from other cultures.

The fact that scenarios were constructed around issues arising in pupils' own societies, meant that they were required to address difficult questions within their own cultures. In several cases, teachers focussed attitudes and behaviour towards females and those whose gender identity did not conform to cultural norms. This could provide an opportunity for pupils to bring into the open issues of concern, or simply air problems that would otherwise remain unspoken:

*I felt quite restless. It was a bittersweet feeling because we were representing reality, a very common reality. At the same time, I felt happy that we were addressing this taboo topic. (Portugal, pupil)*

Teachers reported on pupils identifying examples of violation and upholding of human rights. In one case pupils considered examples of where human rights had historically been recognised. In another instance, critical knowledge and understanding of language was promoted, where gender stereotypes brought into question the use of pronouns. Here is an illustration of how competences are naturally developed in clusters, where pupils learn how language can be used to remove or institute human rights.

The imposition of rules and restrictions during the pandemic also provided subject matter for debate in EAR lessons, and opened up broader questions around rights:

*Children have been questioning the fairness of the world around them, particularly the balance of why we have rules and regulations, particularly regarding COVID and why they are so important to keep us all safe and supported. (UK, teacher)*

#### **CASE STUDY 5 KNOWLEDGE AND CRITICAL UNDERSTANDING OF SELF – PUPIL REFLECTIONS ON THEIR OWN BELIEFS**

*During a focus group in Greece, pupils (aged 14-15) were asked to reflect on what they had learned during their EAR sessions, and provided the following answers:*

*I was moved. I am not going to speak badly about a foreigner or a refugee*

*The debate over values and the pairs of opposites got me thinking; the discussion had an interesting intensity and a result perhaps different for everyone.*

*I believed in some stereotypes that weren't right.*

*I thought it only mattered to have money, I didn't change completely, but I'm thinking about it a little bit, because more is worth it.*

*Kindness is not the privilege of the poor.*

*The universal values we studied I thought before that they mattered, but now I'm more confident.*

*I realized that in order to change, I have to want it first, not the others.*

*(Greece, pupils)*



#### 6.1.4 In what ways is socially responsible and democratic behaviour enhanced by engagement with the EAR project?

Socially responsible and democratic behaviour on the part of pupils was evaluated in terms of the following competences of the CDC framework:

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law
- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility.

Improving pupils' knowledge of socially responsible and democratic behaviour accounted for about a third of activity in the EAR classroom.

It was primarily the competence of respect where most learning in this category was centred. Data relating to 'respect' revealed how often the methodology created new dynamics in relationships. This in turn created a need for pupils to develop respect for each other. Teacher logs reveal that this required patience on the part of the teacher and practice on the part of pupils, for them to develop behaviour more conducive to collaboration.

#### CASE STUDY 6 CREATING THE NEED FOR RESPECT IN THE CLASSROOM

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*In one lesson in Italy, the teacher describes how a collaborative activity confronted students, aged 11-12, with the need to work together. This had a clear emotional impact on some, and led to behaviour which had to be managed and discussed after the activity.*

Given that females were in the majority, the males mumbled and protested: Diego, in particular, turned red and almost started crying because he had been put in a group with three females.

*The teacher brought the pupils back on task, and after a series of EAR lessons, pupils were working well with each other.*

During this lesson, children learned to respect each other more during activities. They tried not to talk over each other during presentations and expressed interest in the opinions of others.

(Italy, teacher)

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In several cases where there was disruption, pupils responded to teacher interventions on how to behave. The desire to speak was genuine, rather than a deliberate disrespecting of other pupils. When this was brought to pupils' attention, and/or activities introduced which restored order to discussions, pupils responded positively:

*As soon as the lead teacher repeated the conditions for pupil participation [in the discussion], the pupils began to respect each other. (Italy, teacher)*

Pupils also learned the importance of respect for members of groups to which they do not belong. This was important in the classroom, as well as more widely:

*It did change my point of view towards people as I learnt I need to respect others and not judge them on what they look like as there is no need for negative comments towards anyone. (UK, pupil)*

The theme of respect flowed naturally into considerations of valuing human dignity and human rights. Examples in the close analysis included the importance of upholding human rights and human dignity in the contexts of domestic violence, bullying, homophobia, racism, and special educational needs. At the end of a series of EAR lessons in Spain, where pupils considered acts of racism and sexism, they formulated the following tenets for maintaining human dignity:

- We must help stop arguments and fights
- We are all the same, but we can all think differently
- We shouldn't laugh at others
- It doesn't matter if you're male or female, we are all the same.

In three cases identified in the close analysis, EAR lessons were an impetus for pupils to take action beyond the classroom. This demonstrated the more fundamental changes in behaviour that the methodology could lead to. This ranged from changes in playground behaviour in the UK, to a pupil in Greece engaging in actions to protect the environment. In addition, one teacher in Greece saw pupils go beyond the brief of giving a presentation of their project, to creating interactive outputs and plans of action relating to their environment.

#### **CASE STUDY 7 EAR AS AN IMPETUS FOR CIVIC ACTION**

*Many of the children who participated instead of delivering a simple written paper took on the responsibility of mapping natural landmarks, historical sites, and their villages on modern international cultural maps. Others organized paper projects for future voluntary actions. A team of them launched a digital storytelling platform for a monument. (Greece, teacher)*

## 6.2 Specific objective two – Mainstreaming the dialectical method (with the support of theatre techniques)

### 6.2.1 How well do the training models meet the criteria for effective CPD and transfer of practice, and what is the practitioner response to the training?

#### *Meeting the criteria for effective CPD and transfer of practice*

A series of principles for effective CPD and transfer of practice were used as a basis for providing recommendations to partners on training design (**appendix C**). The principles are derived from international research evidence, and identify the need for:

- Clear moral purpose
- A focus on a specific set of problems and a specific group of learners
- Evaluation to be built in from the beginning of the programme
- A combination of specialist input AND coaching of practitioners in the implementation of new approaches
- Coaching as a sustained, collaborative process which includes: demonstration, modelling and simulation
- Reflective dialogue
- Bringing to the surface practitioner beliefs about the focus / content of practice to be transferred
- The delegation of real power and work from the centre, i.e., the practitioners who are adopting the new practice require a personal sense of responsibility in integrating it well into their practice
- De-privatisation of practice > enabling colleagues and trainers to have sight of practice, e.g., through observation
- Integrated leadership – leaders should be involved in teaching and professional learning (instructional leadership) and delegate responsibilities (distributed leadership)

The first three principles are embedded in the project aims and framework:

- Clear moral purpose
- A focus on a specific set of problems and a specific group of learners

- Evaluation to be built in from the beginning of the programme

For the remainder of the principles, a commentary follows based on IEC observation of the train the trainer sessions in Bristol (October 2019), and evidence collected from participants in the national training.

### **A combination of specialist input AND coaching of practitioners in the implementation of new approaches**

The train the trainer approach as carried out in Bristol followed this principle, where specialist input was interspersed with practical activities, including the development of educational scenarios and constructive feedback on their quality.

From the training programme in Italy, a similar approach was taken, where an initial specialist input session introducing the methods was followed up with two sessions where practitioners could discuss with each other the implementation of the method and receive feedback from the specialists present.

Teacher training in the UK and in Greece benefitted from the presence of trainers from other partner countries, who by then had had experience of delivering EAR. In both cases, this took place via virtual link.

**PICTURE 3 COLLEAGUES FROM ACROSS THE CONSORTIUM SUPPORT TRAINING IN THE UK**



**Coaching as a sustained, collaborative process which includes: demonstration, modelling and simulation**

Training programmes were designed so they extended over time, with input sessions taking place at intervals. In addition, in Italy and Portugal, participants were formed into collaborative teams and introduced to collaborative professional learning techniques including co-teaching and observation. Practitioners' reflections on this arrangement were positive:

*The presence of several people at the same time has encouraged targeted interventions and greater possibility of observation of children. (Italy, teacher)*

**Reflective dialogue**

Activities during the training in Bristol stimulated many discussions relating to the theory and practicalities of implementing EAR. These ranged from practical considerations, such as the constraints of space in school that could be a barrier to theatre techniques, to how to manage behaviour once pupils were involved in interactive sessions.

The completion of teacher logs, competence ladders, and post-survey were also an opportunity to engage in reflective dialogue, with peers where this was undertaken collaboratively, or with the EE in response to the written questions. In either case, participants engaged in serious reflection of what the approach meant for them and their pupils, and of the nature of teaching, learning and assessment.

*Regarding the pupil's behaviour, the truth is that we cannot be sure of behavioural change because other factors end up influencing the same, namely the group phenomenon that in adolescence is a very important behavioural factor. (Portugal, teacher)*

### **Bringing to the surface practitioner beliefs about the focus / content of practice to be transferred**

Conversations at the train the trainer sessions in Bristol (October 2019) explored in depth many aspects of the nature of learning, and the role of theatre techniques and questioning in the process. It was noted, for example, how dialectics goes against 'natural' discourse, in which assumptions remain implicit, and that the dialectical method makes such assumptions explicit, and so open to testing for their validity: 'learning goes deeper when someone observes and feeds back on what is happening'. Such discussion was echoed in the training in Italy too:

*The most useful aspect I found was the dialectical method as it allows you to start discussions in the classroom where you leave the clichés and leave room for pupils to develop personal ideas and compare with others.*

### **The delegation of real power and work from the centre**

The key mechanism for this in EAR is the potential for trainers and teachers to develop their own scenarios using the *educational scenario template* (see section 1). This ensures ownership of the lesson through selection of outcomes (from the CDC framework) and theatre technique, while maintaining the integrity of the method by guiding planning within EAR parameters. The presence of the template has been important in reminding partners who specialise in one method or other (dialectical learning, theatre techniques) that in EAR both have to be integrated.

### **De-privatisation of practice**

Training as observed in Bristol included the performance of parts of lessons in front of other trainers, followed by debriefs. This led to valuable feedback on how to improve the educational scenarios, for example

In Italy, the training helped teachers reflect on their own practice. Here, participants were paired in order to support each other in the implementation of EAR. Several comments illustrated the benefit of this, for example:

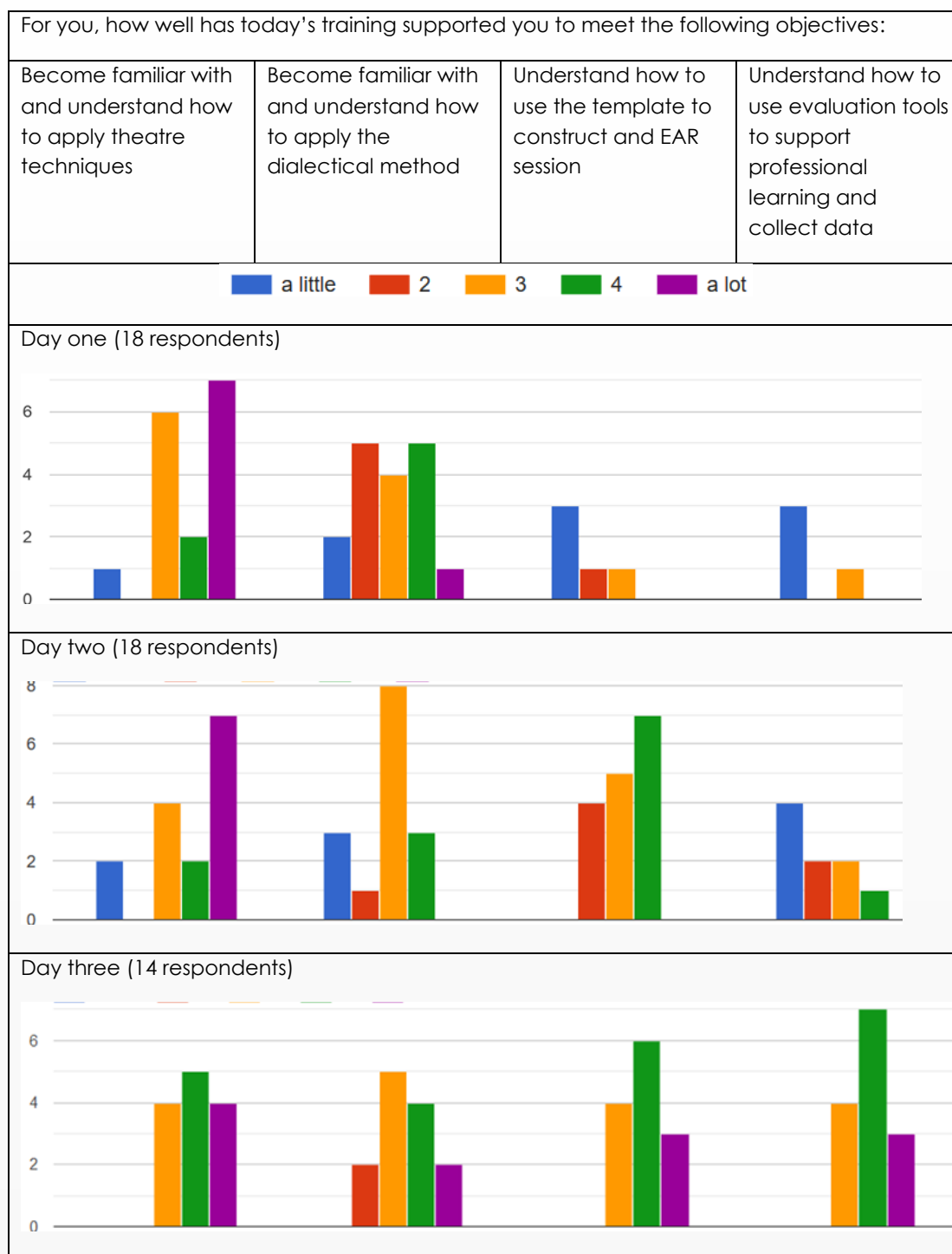
*The most useful aspect of training was learning to be in the classroom as a person, as a physical body. It helped me a lot to overcome my rigidity due a little to embarrassment, a little to inexperience in favor of a looser attitude capable of putting at ease not only my pupils, but also myself. (Italy, teacher)*

**Integrated leadership – leaders should be involved in teaching and professional learning (instructional leadership) and delegate responsibilities (distributed leadership)**

Partners ensured total of 40 school leaders were involved in EAR training. This will have contributed greatly to the practice being embedded in the schools they represent.

***The impact of training from the evaluation of train the trainer (Bristol 2019)***

Trainers were asked to complete an evaluation at the end of each of the three training days in Bristol. The graphs in table 6 show the progress made in achieving the training objectives over the three-day period:

**TABLE 6 OUTCOMES OF TRAIN THE TRAINER EVALUATION**



The survey results reflect the progression over three days of the training, with the first day devoted primarily to theatre techniques, and dialectical method, educational scenario templates, and evaluation tools introduced on subsequent days. The chart also highlights the difference in accessibility of the two core methods of EAR as discussed in section 5.2.2., which illustrates the validity of the principle that professional development should occur over time. A training or debrief session for trainers and teachers at the end of the EAR intervention would further embed understanding of and confidence in the methods, and is a recommendation to partners as a significant contributor to the sustainability of EAR.

### ***The impact of training from the evaluation of national training programmes***

The training evaluation survey required participants to give a score from 1 (a little) to 5 (a lot) on how well the training had supported them to meet the objectives of understanding how to apply the two aspects of the method, use the scenario template, and assess competences. The results show that the training was successful in achieving the objectives overall.

**TABLE 7 TRAINING EVALUATION OUTCOMES**

| <b>How well has EAR training supported you to:</b>                                       | <b>EAR</b> | <b>ES</b> | <b>IT</b> | <b>PT</b> | <b>UK</b> |
|--|------------|-----------|-----------|-----------|-----------|
| Become familiar with and understand how to apply theatre techniques                      | 4.1        | 4.5       | 3.7       | 4.3       | 4.2       |
| Become familiar with and understand how to apply the dialectical method                  | 3.8        | 4.0       | 3.5       | 4.3       | 3.6       |
| Understand how to use the template to construct and EAR session                          | 3.7        | 4.3       | 3.5       | 4.3       | 3.4       |
| Understand how to use evaluation tools to support professional learning and collect data | 3.7        | 3.7       | 3.3       | 4.2       | 3.6       |

### ***Teacher impact after implementation***

Ultimately, the quality of the training teachers received is reflected in changed outcomes for pupils. As practitioners were largely successful in this, as described in section 6.1, so the training achieved its aim of helping teachers adapt practice accordingly. Teachers' own sense of self-efficacy, on the other hand, may be coloured by more subjective reflections. Any adoption of new practice takes teachers into a space of uncertainty until they feel they have mastered it. Teacher reports of confidence in teaching citizenship skills at the end of the implementation of EAR should be interpreted in this light.

At the end of the implementation period teachers generally noted improved confidence in teaching pupils the core competences of EAR. However, the positive trends were less pronounced among Italian participants. This may be due to the fact

that a large number of participants were teachers in training and may have encountered the challenges of teaching at the same time as implementing EAR. Because a far larger number of Italian participants completed pre- and post-surveys, this also skewed the statistics across the project.

**TABLE 8 TRENDS FOR PROJECT IN PRACTITIONER CONFIDENCE IN TEACHING THE FOCI OF EAR**

| How confident are you about teaching young people the following? | pre- | post- | trend       |
|--|------|-------|-------------|
| Critical thinking  | 3.4  | 3.7   | <b>+0.3</b> |
| How to behave in a socially responsible way                      | 3.8  | 3.8   | <b>0.0</b>  |
| Concepts related to democracy                                    | 3.3  | 3.5   | <b>+0.2</b> |
| Concepts related to human rights                                 | 3.6  | 3.8   | <b>+0.2</b> |

(Respondents scored 1-not at all confident to 5-very confident, the scores here are the average for those who completed both pre- and post-survey)

**TABLE 9 TRENDS BY COUNTRY IN PRACTITIONER CONFIDENCE IN TEACHING THE FOCI OF EAR**

| How confident are you about teaching young people the following? | Greece<br>N=28 | Italy<br>N=150 | Portugal<br>N=5 | Spain<br>N=8 | UK<br>N=15 |
|--|----------------|----------------|-----------------|--------------|------------|
| Critical thinking  | +0.3           | +0.3           | +0.1            | +0.9         | +0.9       |
| How to behave in a socially responsible way                      | +0.2           | 0.0            | 0.0             | +0.5         | +0.5       |
| Concepts related to democracy                                    | +0.3           | +0.2           | +0.5            | +0.6         | +0.8       |
| Concepts related to human rights                                 | +0.4           | +0.1           | +0.4            | +0.4         | +0.7       |

It is also noticeable that the trend in confidence to teach pupils how to behave in a socially responsible way is also less pronounced than in the other three areas. Qualitative data indicates that opening the classroom up at times presented classroom management difficulties in the early stages of implementation. This may have left an impression for practitioners that this was a more problematic aspect of the approach.

An important strand of the project was trialling ways teachers could assess competences. For this purpose, competence ladders (**appendix E**), and a section on the training logs (**appendix D**), drew teachers' attention to specific aspects of citizenship learning. The post-survey indicated that in the area of assessment teachers had indeed developed confidence. On the confidence scale of 1-not at all confident to 5-very confident', no participants scored '1', and of the 23 who scored '2', 19 were teachers in training in Italy. At such an early stage in the profession, this cohort can be expected in any case to question teaching and assessment skills.

**TABLE 10 PRACTITIONER CONFIDENCE IN ASSESSING CITIZENSHIP COMPETENCES**

**How confident are you about assessing young people's competences in citizenship?**

|            |            |              |
|------------|------------|--------------|
| <b>EAR</b> | <b>3.5</b> | <b>N=231</b> |
| Greece     | 4.0        | N=43         |
| Italy      | 3.3        | N=156        |
| Portugal   | 4.6        | N=7          |
| Spain      | 3.9        | N=9          |
| UK         | 3.7        | N=16         |

(Respondents scored 1-not at all confident to 5-very confident, the scores here are the average for the whole project, and by country)

Practitioner comments on assessment were generally positive.

*The competency ladders were an excellent framework and progression model on which to judge pupils' responses as well as how to scaffold and extend. (UK, teacher)*

*As I work on issues that have to do with human rights, I will have more confidence in evaluating the competencies of young people. (Spain, teacher)*

The variation in quality of teachers' thinking about the progress of their pupils was reflected in the variety of detail different teachers went into in completing the reflective tools. Nevertheless, the shift of focus from teacher actions, to pupil learning was evident across competence ladders and tools, and was at times forensic, as illustrated in case study 8.

## CASE STUDY 8 COMPETENCE LADDER AS A TOOL FOR UNDERSTANDING CITIZENSHIP LEARNING

*In using competence ladders, one Spanish teacher focussed on 'empathy' to make the following observations of one of her pupils, and the progress he was making in developing this competence. The comments show a detailed understanding of the pupil's strengths and areas for development.*

'He is able to recognize opinions held commonly, as well as those that differ, but he has difficulty understanding them and values his own as the best.'

'He is capable of describing them and knowing which groups or individuals belong to which, as is the case with the different female roles adopted throughout history and expressed through art.'

'He makes assessments and interventions actively, but they are usually very impulsive and he must be redirected or helped to make the argument. They often have an acid and pessimistic touch towards society and may lack empathy, but others are very insightful'

'Although he shows a certain vanity and wanting to be the center of attention in his contributions, if he is encouraged to do so, he can be empathetic towards different situations and ways of thinking, which are also considered fair. Through social networks he promotes empathy.' (Spain, teacher)

### **Teachers' own development of competences for democratic culture**

A final noticeable feature in terms of professional learning on the EAR project, was how teachers developed their own competences for democratic culture. These overlapped naturally with effective practice for teaching and learning. For example, the fact that evaluation focussed not only on pupil behaviour, but also the reasons behind it, led to a more empathic view of pupils. The teacher log and post-survey also prompted critical knowledge and understanding of self, the role of the teacher and of the nature of schooling.

*I also learnt a lot from the children as I saw perspectives and aspects of issues that I had not thought of emerge (Greece, teacher)*

Similarly, an Italian teacher realised during the course of an EAR session the power of pupils as leaders of their own learning, and in so doing developed more respect for what pupils have to say. The teacher describes the insights children can provide through their questions and answers, which aren't immediately accessible to the

adults in the room. The disruption that opening up the classroom created is more than outweighed by the learning it generates.

#### **CASE STUDY 9 TEACHER REFLECTION ON COMPETENCES FOR DEMOCRATIC CULTURE**

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*In conducting the lesson, I learned that it is very difficult to maintain order among the pupils, especially in making everyone respect their turn in order to be able to speak. But I also learned how important and very constructive it is to give voice to children's thoughts because many times it is they who suggest answers that even adults do not know how to give, and because above all we realize how deep their thoughts and also their questions are. Another fundamental aspect that I have learned is that asking children questions can only further stimulate their desire to learn and develop critical thinking on a topic, which is also one of the fundamental objectives of the school. (Italy, teacher)*

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#### **Developing and embedding generic teaching skills through EAR**

Through training and implementation, teachers also had the opportunity to develop teaching skills with more generic application. The scenario framework in particular provided an opportunity to refine approaches to lesson planning, and highlighted the need for variety in classroom teaching. Case study 10 provides an overview of skills teachers in Greece had noted in their logs.

#### **CASE STUDY 10 GENERIC TEACHING SKILLS DEVELOPMENT IN GREECE**

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- lesson planning on social topics
  - integrating social topics with human rights topics
  - developing new didactic techniques across the EAR methodology
  - introducing arts into lessons
  - connecting lessons with the lives of my students
  - increasing student talk time
  - actively listening to students, eg, through focus groups
  - encouraging student self-evaluation
  - using competence ladders for assessment
  - applying observation for professional development
-

## 6.2.2 Which organisations incorporate EAR into their training for teachers?

Participation in EAR secured at a practitioner level the introduction of the methodology and focus on citizenship competences in a total of 218 schools, 15 HEIs, and 8 local authorities. A full list of organisations whose representatives attended EAR training and implemented the practice is available in **appendix K**.

**TABLE 11 ORGANISATIONS PARTICIPATING IN EAR BY TYPE AND COUNTRY**

| Org type              | School phase  | EAR | Greece | Italy | Portugal | Spain | UK | Other |
|-----------------------|---------------|-----|--------|-------|----------|-------|----|-------|
| School                | Pre-          | 2   | 2      |       |          |       |    |       |
| School                | Primary       | 50  | 11     | 6     | 17       | 8     | 7  | 1     |
| School                | Middle        | 2   | 1      | 1     |          |       |    |       |
| School                | Secondary     | 98  | 41     | 8     | 12       | 17    | 6  | 14    |
| School                | Post-16       | 8   | 3      | 1     | 2        | 1     |    | 1     |
| School                | Multi-phase   | 53  | 1      | 5     | 47       |       |    |       |
| School                | Unknown phase | 5   | 3      | 1     |          |       |    | 1     |
| HEI                   |               | 15  | 1      | 1     | 1        | 1     | 2  | 9     |
| Local government      |               | 8   | 2      |       |          | 2     | 3  | 1     |
| Education NGO         |               | 7   | 1      | 1     | 2        |       |    | 3     |
| Arts / theatre org    |               | 5   | 2      | 1     | 1        | 1     |    |       |
| Community support NGO |               | 4   | 1      | 2     |          |       | 1  |       |
| Business/private co   |               | 1   |        |       |          |       |    | 1     |
| Medical centre        |               | 1   |        |       |          | 1     |    |       |
| National government   |               | 1   | 1      |       |          |       |    |       |

The involvement of 40 school leaders in the project will have increased the likelihood that the practice will continue in those schools, and the involvement of local authorities the opportunity for practice to be implemented in additional schools. Involving HEIs led to the methodology being integrated into both initial and continuing teacher training programmes. Partner reports indicate that EAR methodology is now a feature of teacher training and professional development at:

- University of Florence
- University of Wolverhampton
- Girona department of education

- Institute of the Development of Labour, Thessaloniki
- Sandwell Local Authority
- Rochdale Local Authority

This is a positive result aligning well with the 2017 Eurydice report on citizenship education at school in Europe which stresses, that:

*... teachers should be supported and empowered through measures to create an open learning culture and environment and deal with diverse learning groups in order to teach civic competences, transmit Europe's shared heritage, promote common values and act as role models for learners. (Council of the European Union 2018)*

#### **CASE STUDY 11 ADOPTION OF EAR AT STRATEGIC LEVEL**

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*The EAR project has been demonstrated to be a good tool to start working on the needed changes during this training in collaboration with the Girona education administration: they have incorporated the EAR course into their official platform, this training has been free, the materials are online and available for all the secondary school teachers, the online format has helped to avoid the limitations caused by pandemic and the Department has recognized the training with certification. (Spain, partner report)*

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## CASE STUDY 12 MAINSTREAMING RECOMMENDATIONS FROM GREECE

|                        |  |   |   |   |
|------------------------|--|---|---|---|
| <b>Objectives</b>      | To change government strategy (national, regional, or local)                       | To promote guidance to school teachers in order to benefit from the EAR best practice so far  | To support integration of the EAR Methodology to existing curricula   | To integrate the EAR Methodology to existing Teacher Training framework   |
| <b>Target audience</b> | Education policy makers at government level (national, regional, or local)         | Directors of schools  | Teachers of all school subjects   | Students' Communities in every school   |
| <b>Needs</b>           | There is no teacher training specially addressed to Citizenship education teachers | Teachers of all subjects are invited to teach Citizenship education, even if they have no training at all, i.e., Physical education teachers, Mathematics teachers etc. | The course on Citizenship education is not evaluated so teachers and students do not recognize its importance (no grades are given). It is "second class" subject. Evaluation of the skills and competences developed through teaching Citizenship education is difficult to locate real change in attitude and behaviour | Although all school subjects could / should actually integrate social issues, there is no time to add anything more, due to heavy curriculum and workload of teachers |

|                 |  |  |  |  |
|-----------------|--|--|--|--|
| <b>Proposal</b> | We propose to integrate Social Issues and the EAR Methodology to all school subjects, and not only deal with them in the Citizenship education sessions for every school year, from E' Primary (11 year old students) to A Lyceum (16 year old students) and not only to the three grades where it is included now (5th grade Primary, 6th grade Primary, 3rd grade Secondary-Gymnasium, 1st Grade Secondary-Lyceum) |  |  |  |
|-----------------|--|--|--|--|

|            |  |   |   |  |
|------------|--|---|---|--|
| <b>How</b> | Recognise economic climate (seek efficiencies, cost effectiveness, free options) | Add the EAR Methodology to the initial Teacher Training Curricula for teachers of all school subjects in Pedagogical Faculties of Universities, such as Faculties of Philosophy, Primary education faculties, Special education faculties, Theatrical Education faculties | Integrate the EAR Methodology to the ongoing Teacher Training & Continuing Professional Development training & Networking initiatives i.e. PEKES (Regional Centres for Educational Planning), the KESY (Centres for educational and consulting support), the KEA (Centres for Sustainability Education) | Integrate the EAR Methodology to the ongoing Networking initiatives by the Ministry of Education, ie the SDEY (School Networks for Educational Support), the OEYM (Groups for Educational Support to Students) |
|------------|--|---|---|--|



### 6.2.3 What are the perspectives of centres / organisations towards EAR?

In the post-survey, respondents were asked to indicate how likely they were to recommend the EAR approach to a colleague. Respondents scored the likelihood on a scale of '1-not at all likely' to '5-very likely'. The average scores below reflect a consistently very strong endorsement for the value of EAR for those who experienced and implemented the methodology:

**TABLE 12 LIKELIHOOD OF PARTICIPANTS TO RECOMMEND EAR TO A COLLEAGUE**

|            |            |  |
|------------|------------|--|
| <b>EAR</b> | <b>4.2</b> |  |
| Greece     | 4.7        |  |
| Italy      | 4.1        | Represents average score from '1-not at all likely' to '5-very likely' of participants who completed the post-survey |
| Portugal   | 4.9        |  |
| Spain      | 4.6        |  |
| UK         | 4.0        |  |

With rare exceptions, participants' perspectives were overwhelmingly positive about the benefits of EAR as a methodology. The main themes emerging from practitioner feedback were that engaging with EAR had:

- enabled teachers to create a learning environment where pupils were more active
- where teachers already implemented approaches to interactive and pupil-led learning, reinforced confidence in this
- increased teachers' repertoire of teaching and learning activities
- enabled pupils to express themselves more effectively.

*The production of knowledge is participatory. At the same time, the climate that develops allows different ideas to be expressed and presented. In this way the students are led not to choose what suits them emotionally but what is right based on the arguments why they do not risk their place in the group. In this way they learn to defend their position outside of personal relationships and feelings. (Greece, teacher)*

*The activities have allowed children to be protagonists of the educational action. All the moments dedicated to discussion and dramatization allowed the boys to think critically. (Italy, teacher)*

Where participating teachers in EAR did have a reservation about EAR, it was in relation to the need for the time devoted to training and professional development to be extended. This was due to the involved nature of the approach, which required

the mastery of a range of techniques and, sometimes, considerable shifts in the nature of teaching and learning.

This underlines the importance of partners' sustainability activities, to ensure participants in the current programme, as well as future practitioners, have an opportunity to master the method.

Of all respondents to the post-survey, only three teachers did not feel they had gained much from participation:

#### **6.2.4 Do education experts / policy makers endorse the implementation of EAR more widely?**

Evidence for the endorsement of EAR at a policy / leadership level is collated in appendix N: exploitation and sustainability evidence, and consists of:

##### **Greece**

- Confirmation of continuation of training in EAR methodology at the Institute of the Development of Labour, Thessaloniki
- Confirmation of continuation of training in EAR methodology at the Hellenic Culture Centre, Santorini
- Confirmation of continuation of teaching the EAR methodology at the 2<sup>nd</sup> Gymnasium Geraka.

##### **Italy**

- Confirmation letter that EAR will continue to be included in initial teacher education at the University of Florence
- Confirmation letter that the EAR handbook will be included in the INDIRE Innovation library (National Institute for the documentation and innovation of educational research)

##### **Portugal**

- E-mail confirmation from the educational psychologist of a group of schools of the implementation of EAR across the group

##### **Spain**

- E-mail communication on setting up and promoting training in the EAR methodology by the Education Department in Girona

##### **UK**

- E-mail communication confirming introduction of EAR to curriculum leads in Rochdale, brokered by the local authority

- Expression of interest in incorporating EAR methodology into training at University of Chester
- Expression of interest by local authority in encouraging schools in Derby City to participate in EAR training
- E-mail communicating satisfaction with the impact of the EAR methodology at Oldbury Academy by the Assistant Headteacher
- E-mail explaining the conditions for incorporating EAR training at the University of Wolverhampton.

## 7 Recommendations for implementation of EAR

The following recommendations for implementation are based on observations of partner planning and implementation over the course of the EAR project. They are intended for leaders of groups of schools, academy trusts, individual school leaders, and teaching professionals.

### **Adopt the scenario framework in spirit and in practice to ensure practice is securely transferred to trainers and teachers**

The theatre techniques are appealing and easily draw most focus in the EAR methodology. However, it is important to keep in mind that EAR's purpose is to promote deep thinking and learning, and this comes through questions and dialogue. It is therefore important to maintain the integrity of the scenario's structure.

### **Apply the principle of co-construction when planning and developing resources**

In practical terms, this should mean trainers and practitioners having the opportunity to make their own innovations while maintaining the methodology's fixed core. The scenario framework enables this to happen – also refer to the guidance book<sup>11</sup>. Co-construction means practitioners develop a personal sense of responsibility in integrating it into their practice.

### **Use competence ladders**

Competence ladders are a practical way for teachers to familiarise themselves with the CDC framework and what citizenship competences mean for their pupils. Teachers should be encouraged to focus on a small number of pupils, or even one pupil, to make the process manageable. A next step would be to share and explain competence ladders with pupils for self-assessment, and when they are ready, peer assessment.

### **Promote EAR to improve student voice activity and forums**

While structures for student voice exist, for example student committees, interaction within them can sometimes be token or shallow. The EAR methodology can be used alongside a school's student voice programme to strengthen the quality of discussion and outcomes.

### **Exploit online EAR resources**

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<sup>11</sup> <http://ear-citizen.eu/guidance-book/>

The methodology handbook, educational scenarios, and competence ladders are available at the EAR website (<http://ear-citizen.eu/>). Educational scenarios are ordered by theme, and competence ladders by CDC competence. Use the site as a reference point for specific resources and also to provide an idea of the scope of EAR in terms of skills and topics.

## 8 Policy recommendations

On 15<sup>th</sup> June, the University of Florence hosted an online international event for teaching professionals and leaders. During the event, participants were presented with evidence about the value of EAR, and of the challenges partners and professionals had encountered in implementing the methodology. Based on this, participants discussed in their national groups what recommendations should be made to policy makers, which would help support the incorporation of the EAR methodology and similar approaches more widely.

The recommendations set out below include an amalgamation and distillation of those formulated by participants at the international event.

### *Objectives of the recommendations*

- Provide a framework for revision of policy and guidance at national, regional and local government level in relation to citizenship learning
- Raise awareness among policy makers of the value of EAR for teaching professionals and school leaders
- Encourage the integration of the EAR methodology into existing curricula and teacher training frameworks

### *Target audience for policy recommendations*

- Decision makers with responsibility for primary and secondary education at local, regional and national level

## 8.1 General recommendations

The implementation of EAR demonstrated that the methodology supports transversal (cross-curricular) learning. This was both in terms of inculcating generic learning behaviours, as well as drawing on subject matter from a range of subjects. For both aspects, there is a strong evidence base that they lead to improved outcomes for pupils. **Approaches such as EAR should be promoted as good practice at system level.**

The promotion of methods such as EAR sends a message that citizenship education is at least as much about pupils behaving democratically and in a socially responsible way, as it is about their knowledge of civic processes and structures. **Curriculum designers should ensure a balance of the two in citizenship curricula.**

The EAR method is challenging at the level of formulating questions which promote learning and reflection. Teachers, especially in training and early career, need support in this area. **Teacher training and CPDL curricula should be explicit about the demands, mindset and skills required of this aspect of teaching, and the EAR scenario framework should be used as a proven tool for planning effective questioning in the classroom.**

The exploitation of existing and establishment of new networks was a recurring feature of EAR implementation and helped build an understanding of its value at system level. **Identify and convene appropriate networks at local, regional, national and European level to introduce EAR and exchange practical experiences among teachers. A model for this was provided through the EAR international workshop held in April 2021** (see section 4)

The pandemic has caused serious disruption to school and home-life, and has had a negative impact on many children's mental wellbeing. At this time, the promotion of competences such as respect, empathy and communication among children are more important than ever. In this way the therapeutic application of EAR should also be exploited. **Seek ways of integrating EAR into the professional development and work of school psychologists, who can thereby model and advocate for the methodology.**

In Spain, teachers who attended EAR training received certification from the local education authority and from the implementing partner. This provided evidence to teachers of the value of EAR at system level. **Incorporate recognition of teachers' developing skills in the area of promoting pupils' citizenship competences, in the form of accreditation / kitemarking, both in initial teacher training and CPD programmes.**

**Bring the above recommendations to the agenda of existing teaching and learning, and CPDL networks.** These should reinforce the academic, policy and practice value of the approach, and marshal resources to ensure proper support of teachers.

Accountability frameworks, such as for inspection, play a central role in how schools design and implement curricula. **Where opportunities to comment on and review accountability frameworks exist, identify where competences for citizenship can be highlighted, both in terms of the knowledge and behaviours which EAR promotes.**

## 8.2 Country specific

### Greece

While the dialectical method has its birthplace in Greece, this is not always reflected in school practice to promote 'real' dialogue. The presence of student school committees provides an ideal forum to develop this. **Schools should therefore be encouraged, and EAR guidance and methods provided, to train student representatives to use the dialectical method.** This would increase the quality of student debate at this level, and provide a model for the application of the dialectical method in other areas of school life.

Teachers in training benefitted from being introduced to EAR, in particular where it can help with classroom management and behaviour. In Greece, education

consultants (Σύμβουλοι Εκπαίδευσης) play an important role in teacher training at regional level. **Use network meetings of education consultants as an opportunity to explore where the methodology aligns with teacher training aims, and where the methodology might usefully be introduced as part of programmes.**

The presence of communities of practice (EDEAY) in Greece provide forums for EAR to be further tested, refined and implemented. **Liaise with and introduce EDEAY to the EAR methodology, and identify where the practice can be implemented and tested, where possible as a practitioner research project.**

EAR will be of value to Coordinators of Education in Greece (Συντονιστές Εκπαίδευσης), where this group supports the education of refugees and of Greek schools abroad. EAR's value for this group lies particularly in its adaptability to informal education. **Share the evidence in this report on the effectiveness of EAR with coordinators of and identify the areas of need that the methodology can help address.**

### Italy

The implementation of the EAR methodology in schools confirmed the important role of emotions and creativity in civic learning. However, currently this understanding of citizenship education is more common in primary school. **Therefore, the integration of EAR methodology in secondary school should be sustained as a more comprehensive approach to civic education.**

Frontal teaching often predominates in Italian schools<sup>12</sup>, whereas evidence from this project and the wider research base show the benefits of more peer-to-peer and interactive learning. **The wider adoption of more engaging techniques, such as in the EAR methodology, would improve the growth of active citizenship and social responsibility. It would also help teachers develop habits in creating a more varied learning environment.**

### Portugal

Opportunities exist to raise awareness of the value of EAR across agencies. The scenarios created around dating violence, for example, related to work the police (GNR) were carrying out in schools. **Utilise the educational scenarios to target topics of wider social concern / interest, and as a tool for teacher training and professional development to create learning opportunities to address these. Where multi-agency collaboration is possible on scenario creation, this should be encouraged.**

Mainstreaming of EAR is possible within existing curricula guidance. For example EAR lends itself to the aims of the Domínio de Autonomia Curricular (DAC). **Policy makers**

<sup>12</sup> [https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-general-lower-secondary-education-18\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-general-lower-secondary-education-18_en)



**responsible for curriculum design should seek opportunities for promoting EAR where it can address specific aims of the curriculum.**

### **Spain**

Currently, in the Spanish system, there is a lack of specific teacher training for citizenship. **Educational policy makers should use their collaborative networks with HEIs to improve both the initial training and innovation at secondary schools.**

The current lack of transversal learning in the Spanish education system means opportunities are missed to develop generic skills, and reinforce learning. **Where discussions at policy level review outcomes and develop school improvement guidance, evidence for the benefits of transversal learning models, including that referred to in this report, should be included in that planning.**

### **UK**

Covid has exacerbated the poverty gap, adding to the urgency of schools to address this. **Multi-academy trust leaders and local authorities can exploit this opportunity to promote EAR as a methodology that supports wellbeing.**

The relationships, sex and health education curriculum seeks to develop understanding and the reporting of Ofsted safeguarding concerns including Prevent (anti-terrorism) concerns. Children's ability to communicate clearly and effectively plays a key role in making these policies work. **Policy makers responsible for RSHE curriculum design and promotion should seek to make this link explicit and illustrate how EAR and similar methodologies can provide the framework for children and young people to develop these communication skills.**

There is an increasingly wider recognition of the importance of placing student voice at the heart of school improvement. **EAR should be promoted as a methodology which promotes skills which mean students have greater confidence and ability to comment on their learning.**

## **8.3 Evaluation recommendations aligned to relevant policy developments**

At the European level, teachers and trainers have been identified as a priority area as part of the Commission's proposal on Achieving the European Education Area by 2025. This report will help to inform actions under the European Education Area initiative, including **"launching Erasmus Teacher Academies within the new Erasmus Programme in 2021 to create networks of teacher education institutions and teacher associations"**.

On 7 July 2021, the European Parliament adopted a resolution on citizens' dialogues and citizens' participation in EU decision-making, **which underlines the need for**

**citizenship education in the EU, pointing not least to 'a growing need for European citizenship education classes across Member States', The resolution also proposes 'to establish a European network for citizenship education to provide a platform for the exchange of best practices and knowledge regarding methods of enhancing the European dimension of citizenship education; stresses the need for new models and instruments of citizenship education'**

Partners are therefore recommended **to share the results of this project through articles, presentations and development of wider collaborations, within existing European networks** in order to reach more teachers and training of teacher organisations in order to explore further opportunities for integrating this methodology in schools and teacher training establishments across Europe:

EPALE, <https://epale.ec.europa.eu/en>

Etwinning, <https://www.etwinning.net/en/pub/index.htm>

Schools Education Gateway

<https://www.schooleducationgateway.eu/en/pub/index.htm>

European School Heads Association (ESHA) <https://www.esha.org/>

Association for Teacher Education in Europe (ATEE) <https://atee.education/>

European Network for Education and Training – EUNET e.V <http://www.european-net.org/>

European University Institute <https://teachertraining.eui.eu/>

European Educational Research Association (EERA) <https://eera-ecer.de/networks/10-teacher-education-research/>

European Teacher Education Network <https://etenjournal.com/>

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