

Reading and citizenship

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Setup of this workshop

Preface: citizenship education

The importance of reading

Citizenship and democratic competences

Bringing it together with children's books

What does this mean for our own practice?

A red speech bubble graphic with a white outline, containing the text 'Citizenship education'. The bubble has a tail pointing downwards and to the right.

Citizenship education

“Citizenship education teaches how to **critically participate** in a democratic society characterized by **diversity** and **community**.”

(Stichting Lezen)

Challenges of learning citizenship

How do you learn how to deal with diversity, if you don't normally see it around you?

How do you learn 'community' in a super-diverse context?

You need a place where you can come in contact with the 'other', a kind of 'experimental space'. That place needs to be safe and within reach.



The roles of books:
mirrors and windows

Reading provides new vocabulary

Language makes it possible to make one's own beliefs and feelings explicit...

...and to understand the beliefs and feelings of others.

Reading increases vocabulary.

Reading increases language skills.

Language is used to describe reality.

Reading provides social input

Reading allows one to see things from another perspective.



Reading allows one to research diversity in a safe fashion.



Reading helps develop understanding, and thereby a pro-social attitude.

Reading provides cultural input

When one reads, new information becomes available, for instance:

...myths and folktales from other cultures...

...stories about the moon...

...the origin of the seasons...



But what does this have
to do with democracy?

Democratic competences

Values

Attitudes

Skills

Knowledge and understanding

REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE



Volume 2

Descriptors of competences
for democratic culture

Values

1. Valuing human dignity and human rights

1	Argues that human rights should always be protected and respected	Basic
2	Argues that specific rights of children should be respected and protected by society	
3	Defends the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment	Intermediate
4	Argues that all public institutions should respect, protect and implement human rights	
5	Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else	Advanced
6	Expresses the view that all laws should be consistent with international human rights norms and standards	

Valuing human dignity and human rights

Valuing cultural diversity

Valuing democracy, justice, fairness, equality, and the law

7. Responsibility

39	Shows that he/she accepts responsibility for his/her actions	Basic
40	If he/she hurts someone's feelings, he/she apologises	
41	Submits required work on time	Intermediate
42	Shows that he/she takes responsibility for own mistakes	
43	Consistently meets commitments to others	Advanced

8. Self-efficacy

44	Expresses a belief in his/her own ability to understand issues	Basic
45	Expresses the belief that he/she can carry out activities that he/she has planned	
46	Expresses a belief in his/her own ability to navigate obstacles when pursuing a goal	Intermediate
47	If he/she wants to change, he/she expresses confidence that he/she can do it	
48	Shows that he/she feels secure in his/her abilities to meet life's challenges	Advanced
49	Shows confidence that he/she knows how to handle unforeseen situations due to his/her resourcefulness	

Attitudes

Openness to cultural otherness

Respect

Civic-mindedness

Responsibility

Self-efficacy

Tolerance of ambiguity

Skills

11. Analytical and critical thinking skills

64	Can identify similarities and differences between new information and what is already known	Basic
65	Uses evidence to support his/her opinions	
66	Can assess the risks associated with different options	Intermediate
67	Shows that he/she thinks about whether the information he/she uses is correct	
68	Can identify any discrepancies or inconsistencies or divergences in materials being analysed	Advanced
69	Can use explicit and specifiable criteria, principles or values to make judgments	

12. Skills of listening and observing

70	Listens carefully to differing opinions	Basic
71	Listens attentively to other people	

Autonomous learning skills

Analytical and critical thinking skills

Skills of listening and observing

Empathy

Flexibility and adaptability

Linguistic, communicative and plurilingual skills

Co-operation skills

Conflict-resolution skills

18. Knowledge and critical understanding of the self

106	Can describe his/her own motivations	Basic
107	Can describe the ways in which his/her thoughts and emotions influence his/her behaviour	
108	Can reflect critically on his/her own values and beliefs	Intermediate
109	Can reflect critically on himself/herself from a number of different perspectives	
110	Can reflect critically on his/her own prejudices and stereotypes and what lies behind them	Advanced
111	Can reflect critically on his/her own emotions and feelings in a wide range of situations	

19. Knowledge and critical understanding of language and communication

112	Can explain how tone of voice, eye contact and body language can aid communication	Basic
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Knowledge and critical understanding

Knowledge and critical understanding of the self

Knowledge and critical understanding of language and communication

Knowledge and critical understanding of the world

I AM ONE



A BOOK of ACTION

BY SUSAN VERDE • ART BY PETER H. REYNOLDS
THE #1 NEW YORK TIMES BESTSELLING TEAM

'A much-needed, lovely book for small children which explains the refugee crisis in a simple, child-friendly way' JACQUELINE WILSON

My name
is not
Refugee



Winner
The Klaus Flugge
Prize

WINNER
V&A
Illustration
Awards
2016

Kate Milner

JEANNE WILLIS TONY ROSS

#Goldilocks

A Hashtag Cautionary Tale

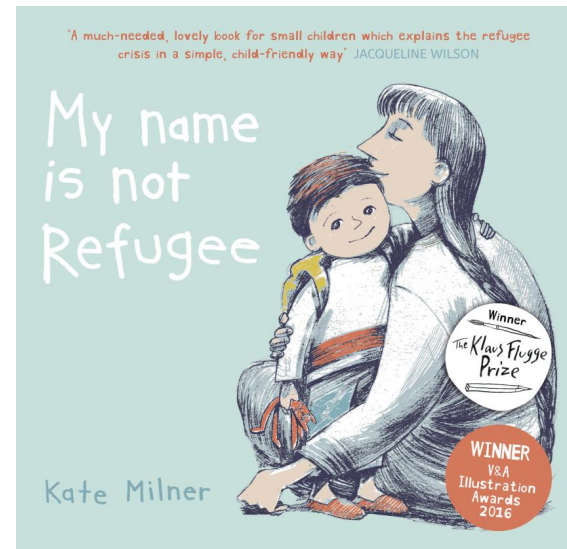


A great book
to introduce
Internet safety
GUARDIAN
CHICKEN
CLICKING

Connecting books to competences

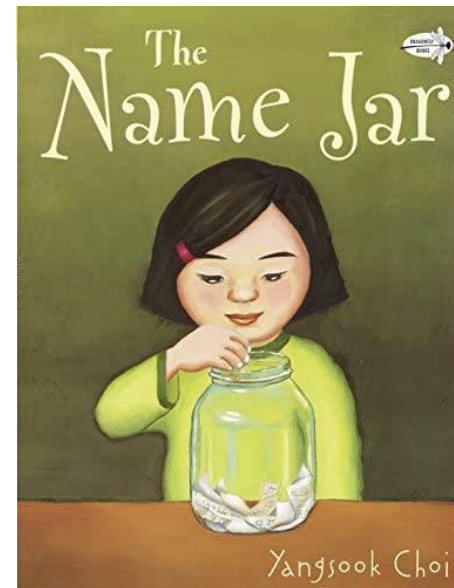
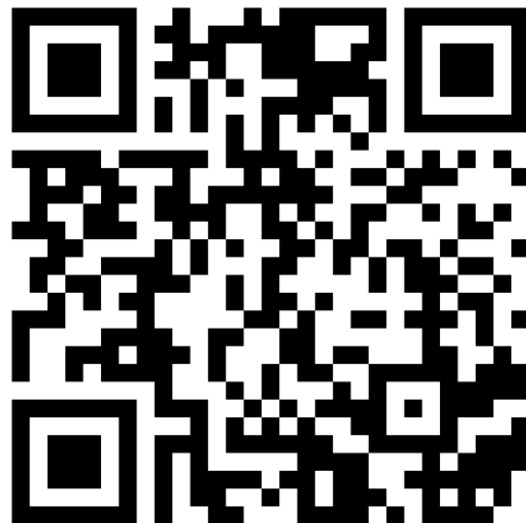
Valuing human dignity and human rights
Valuing cultural diversity
Valuing democracy, justice, fairness, equality, and the law

Values

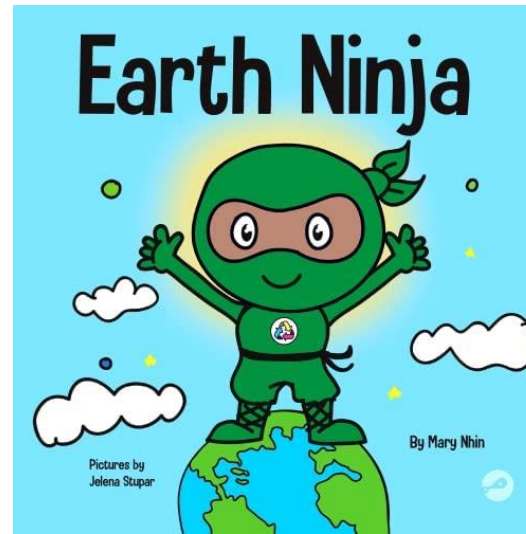


MY NAME IS NOT REFUGEE

THE NAME JAR



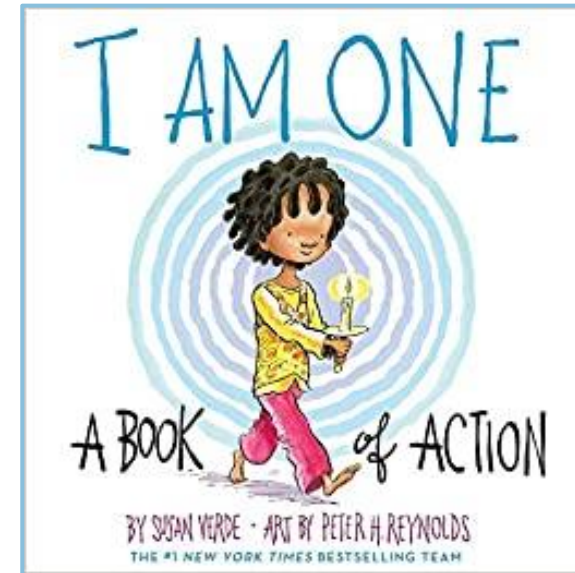
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Responsibility, Self-efficacy
Tolerance of ambiguity



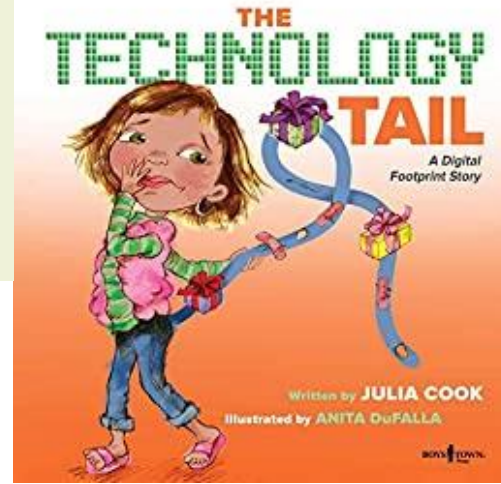
EARTH NINJA

Attitude

I AM ONE



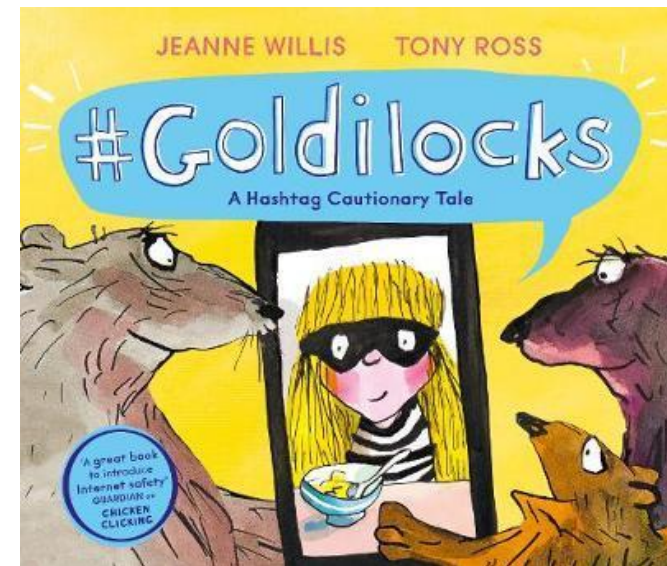
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Skills of listening and observing, Empathy
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Co-operation skills, Conflict-resolution skills



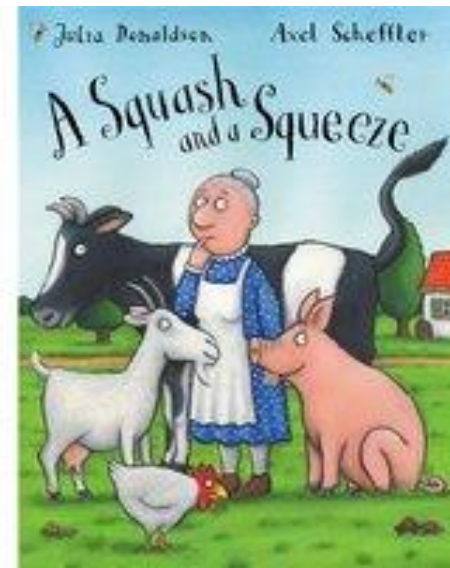
THE TECHNOLOGY TAIL

Skills

#GOLDILOCKS



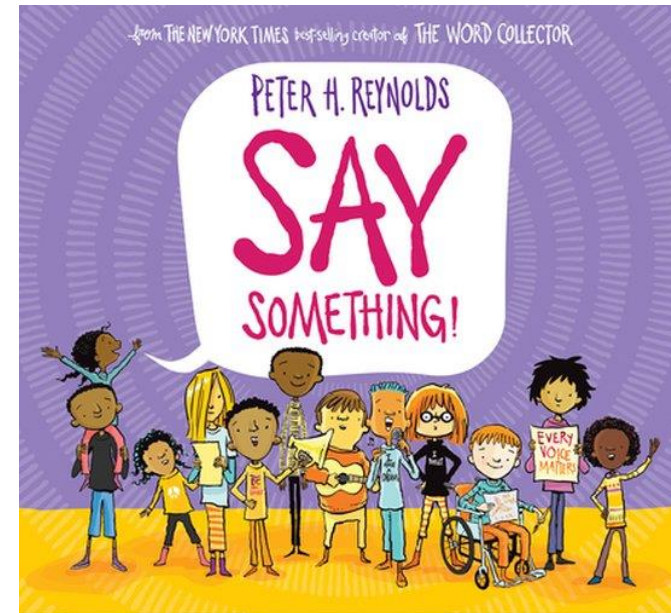
Knowledge and critical understanding of the self
Knowledge and critical understanding of language and communication
Knowledge and critical understanding of the world

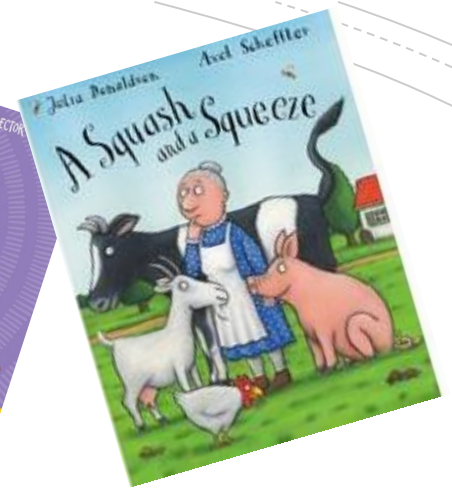
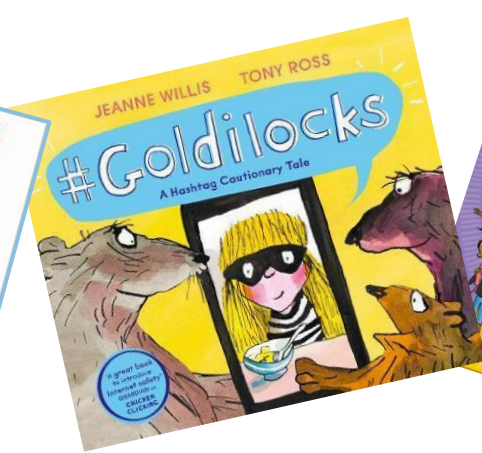
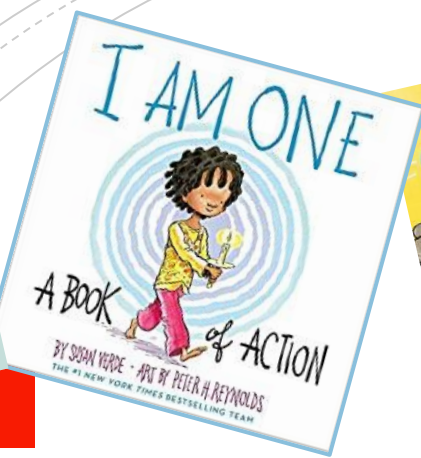


A SQUASH AND A SQUEEZE

Knowledge and understanding

SAY SOMETHING





In dialogue

Which of the books did you read?

What is it about?

What is the connection between the story and citizenship?

What other books can you find for this competence?



Sources

- Koeven, E. van. (2019). *Kwestie van Lezen: Lezen en burgerschap*. Stichting Lezen: Amsterdam. Verkrijgbaar via: lezen.nl/publicatie/kwestie-van-lezen-deel-16-lezen-en-burgerschap/
- Barrett, M., de Bivar Black, L., Byram, M. et al. (2018). *Reference Framework of Competences for Democratic Culture*. Council of Europe: Council of Europe. Verkrijgbaar via: <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/rfcdc-volumes>



Thank you!

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