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CONCITIZEN

RESULT 2: SURVEY FINDINGS

Transnational Themes

Sample and Demographics

- SAMPLE: n=105
- COUNTRY: Cyprus (n=16); Denmark (n=17); Lebanon (n=23); NI (n=38); Norway (n=11)
- STAGE: Primary (n=41); Post Primary (n=64)
- GENDER: Male (n=32); Female (n=73)
- EXPERIENCE: majority of survey respondents were mid-career or very experienced teachers
- SUBJECTS: RE less represented than History and Citizenship/Civics/Social Studies

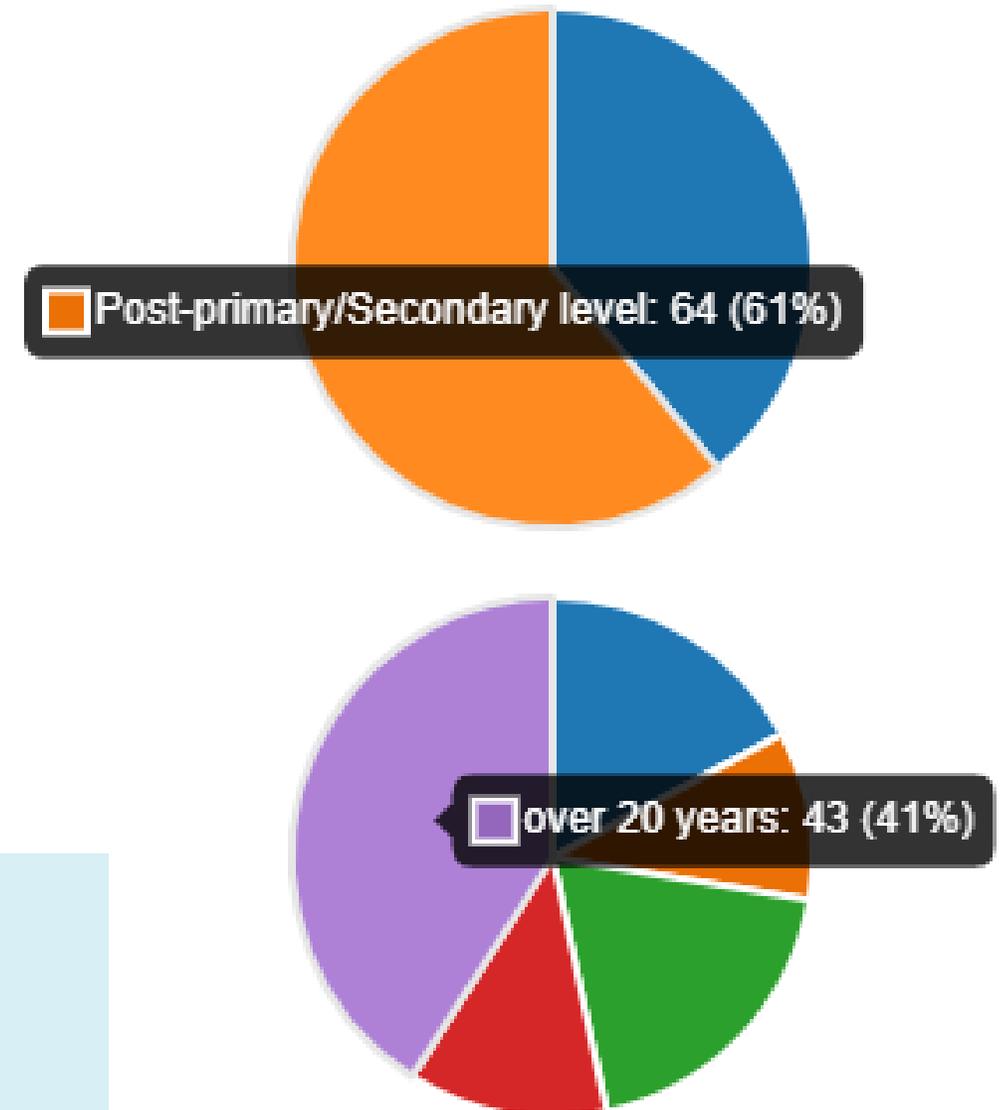
Lebanon sample: all female; predominantly private school

Cyprus sample: mainly primary

NI sample: mainly mid career to experienced teachers

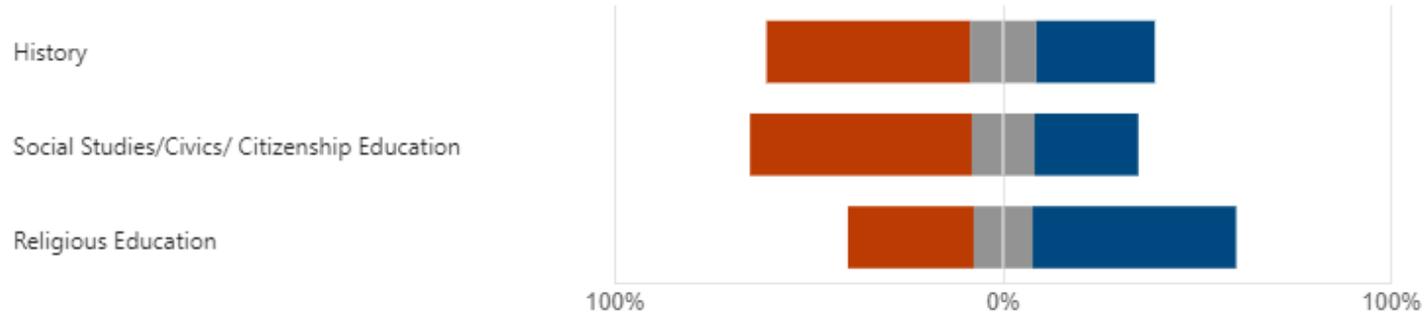
Norway: mainly early career

Denmark: mainly early to mid career



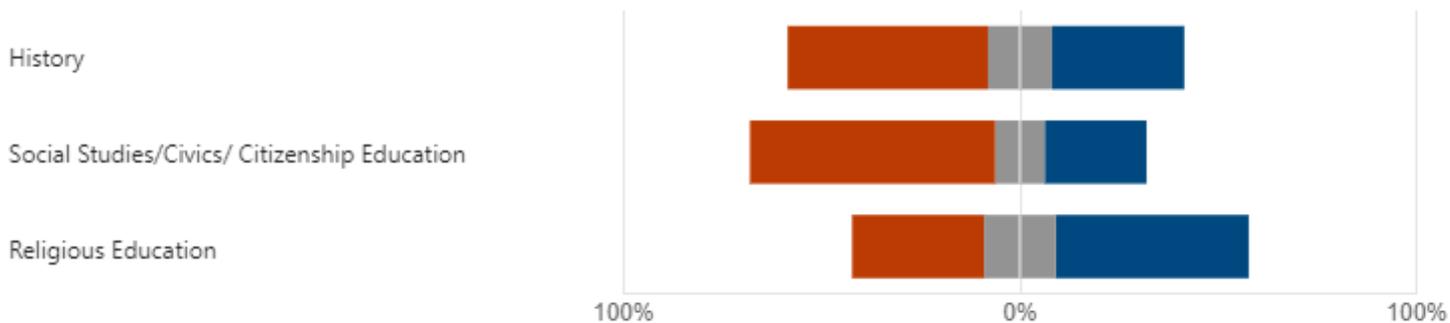
Are contested narratives (CN) included in the content for the subject(s) you teach?

Yes No I do not teach this subject



Are controversial issues (CI) included in the content for the subject(s) you teach?

Yes No I do not teach this subject



Frequency

Less frequent in primary than post primary contexts

Arise much more frequently in the curriculum in NI, Lebanon, Denmark, less so in Norway and even less in Cyprus

Teachers in Lebanon and NI reported they were likely to deal with these issues weekly because students raise topics in class; and weekly/monthly because the teachers decide to include these issues.

CN and CI in Subjects

- Recognition that CN and CI are **inherent** to these subjects in **secondary** schools and are taught regularly; **less likely** to be addressed in **primary** contexts, though still present across subjects for most teachers.
- CN largely relate to **historical interpretations**
- CI largely related to **ethical issues**, issues of gender **identity** and sexual orientation, identity based political and **cultural** issues, current **political** debates.

Avoidance

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

They do not have the time to cover these issues

They are concerned that it might be difficult to manage a class when teaching these issues

They do not have the confidence to deal with the emotional aspect of these issues

They do not want their students to feel overwhelmed by these issues in my class

They are anxious that parents may be unhappy about them teaching these issues

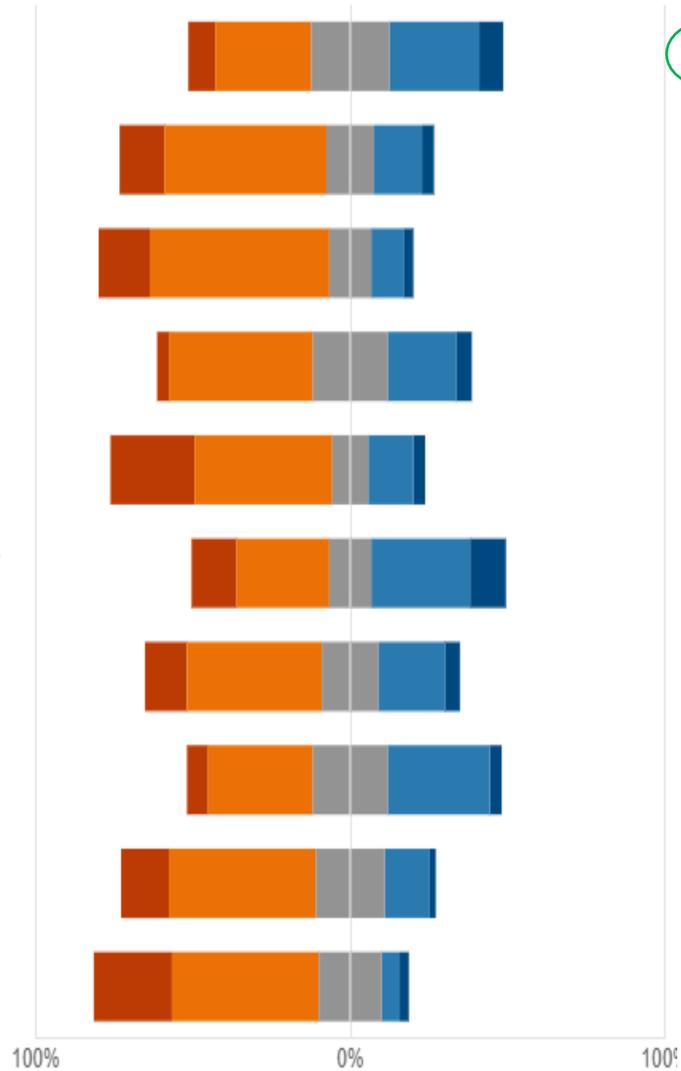
They are anxious that school leaders may be unhappy about them teaching these issues

They are anxious that they may be accused of indoctrinating their students

They are concerned that they might unduly influence their students to take on their own views

They don't have the necessary resources and/or classroom strategies

They don't have the necessary training



Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

I do not have the time to cover these issues

I am concerned that it might be difficult to manage a class when teaching these issues

I do not have the confidence to deal with the emotional aspect of these issues

I do not want my students to feel overwhelmed by these issues in my class

I am anxious that parents may be unhappy about me teaching these issues

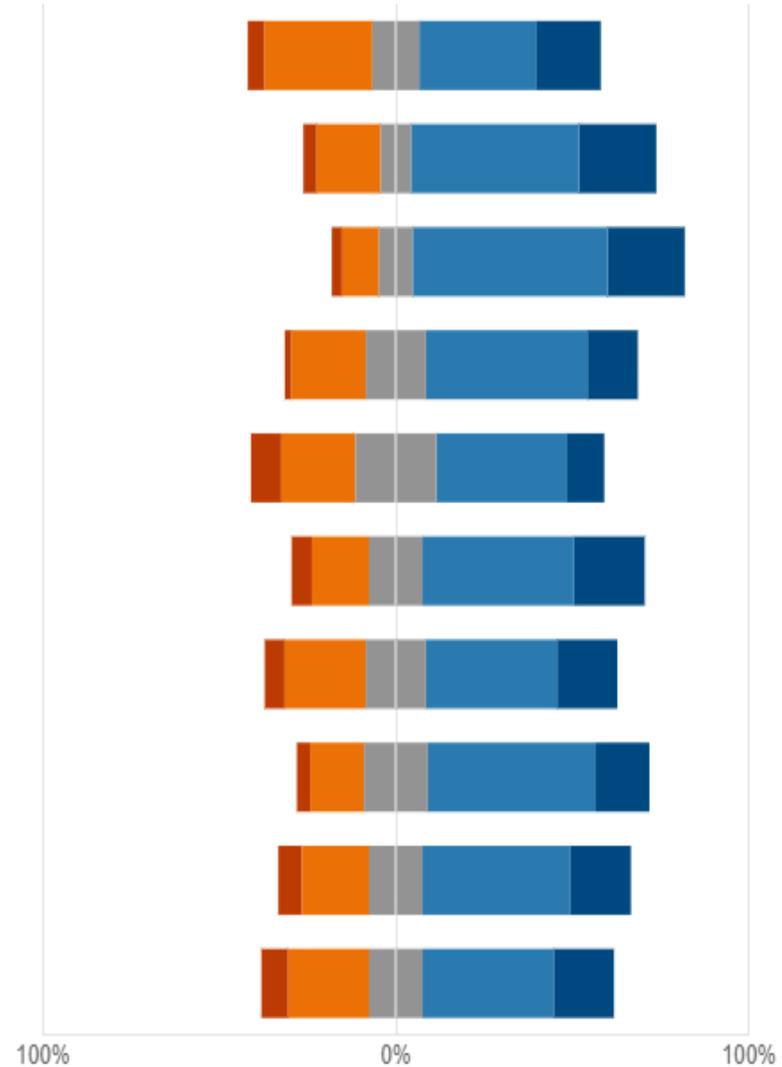
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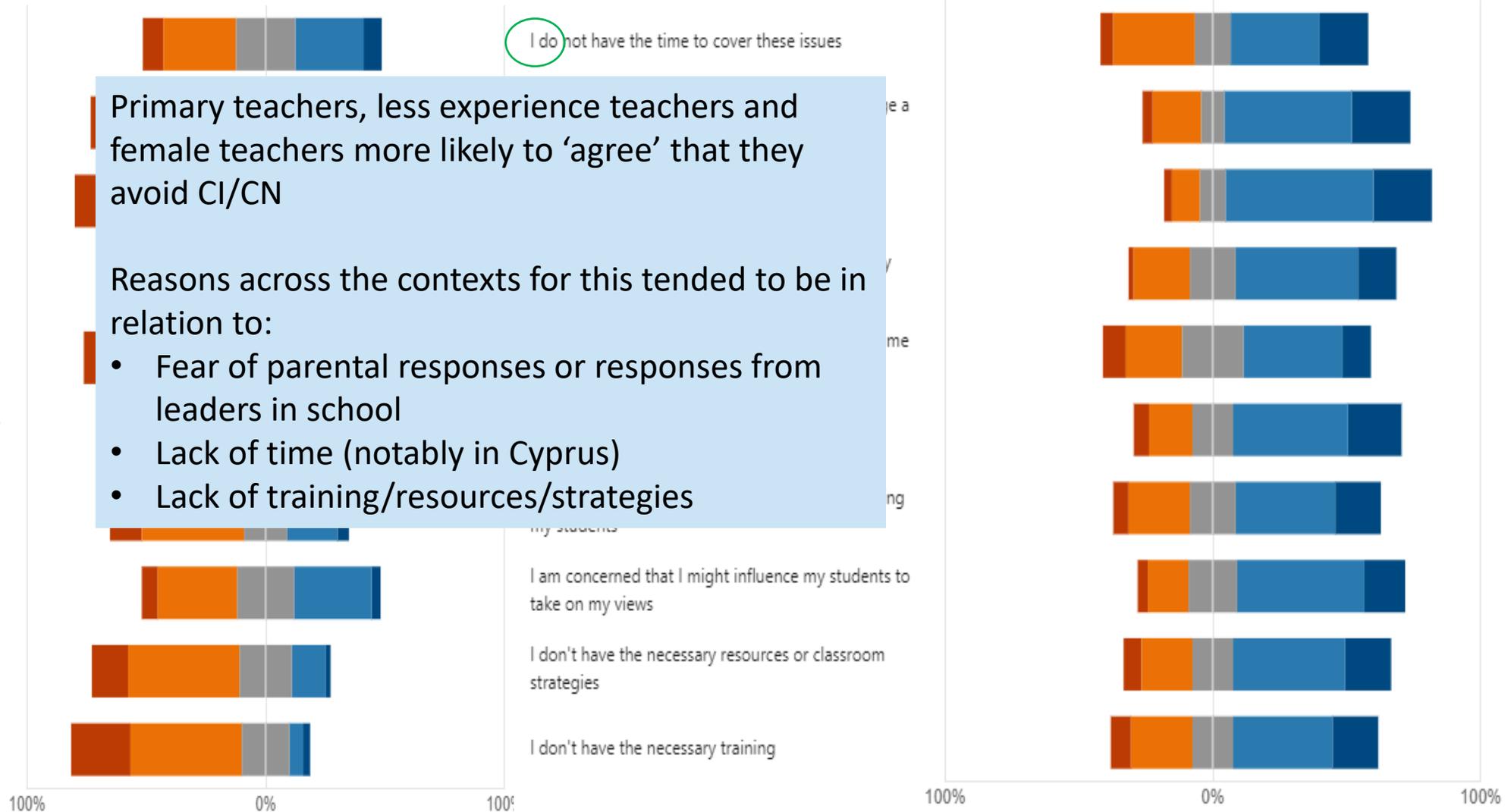
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Primary teachers, less experience teachers and female teachers more likely to 'agree' that they avoid CI/CN

Reasons across the contexts for this tended to be in relation to:

- Fear of parental responses or responses from leaders in school
- Lack of time (notably in Cyprus)
- Lack of training/resources/strategies

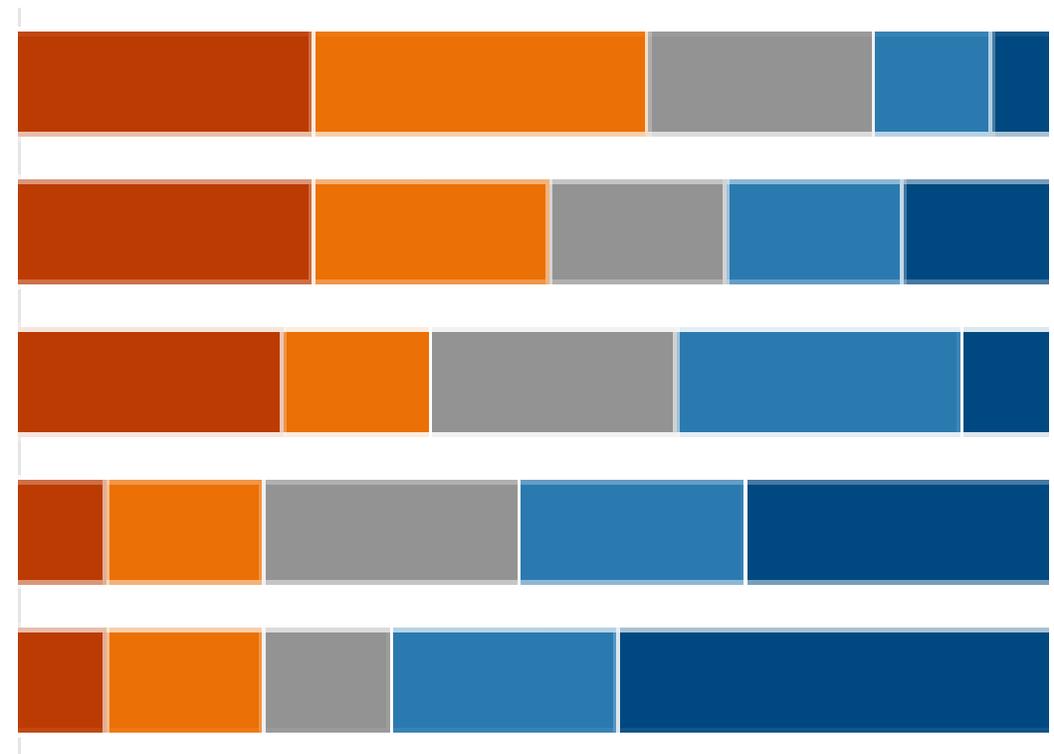


Engagement

Rank Options

- 1 Discussing these issues prepare...
- 2 Engaging with CN/CI develops c...
- 3 These are important societal iss...
- 4 Engaging with CN/CI develops e...
- 5 Young people want to discuss t...

First choice ■ ■ ■ ■ ■ Last choice



Engagement

Rank Options

First choice ■ ■ ■ ■ ■ Last choice

1 Discussing these issues is important

General consensus around CI/CN discussion supporting young people in engaging with societal issues for maintenance of democracy



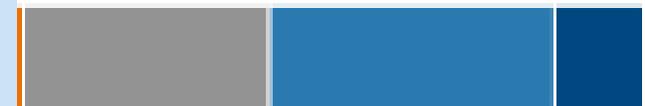
2 Engaging with CN/CI develops empathy and understanding of others

'Developing empathy and 'young people want to discuss these issues' generally ranked low



3 These are important issues for young people to discuss

Development of 'critical thinking' ranked high (except in NI)



4 Engaging with CN/CI develops e...

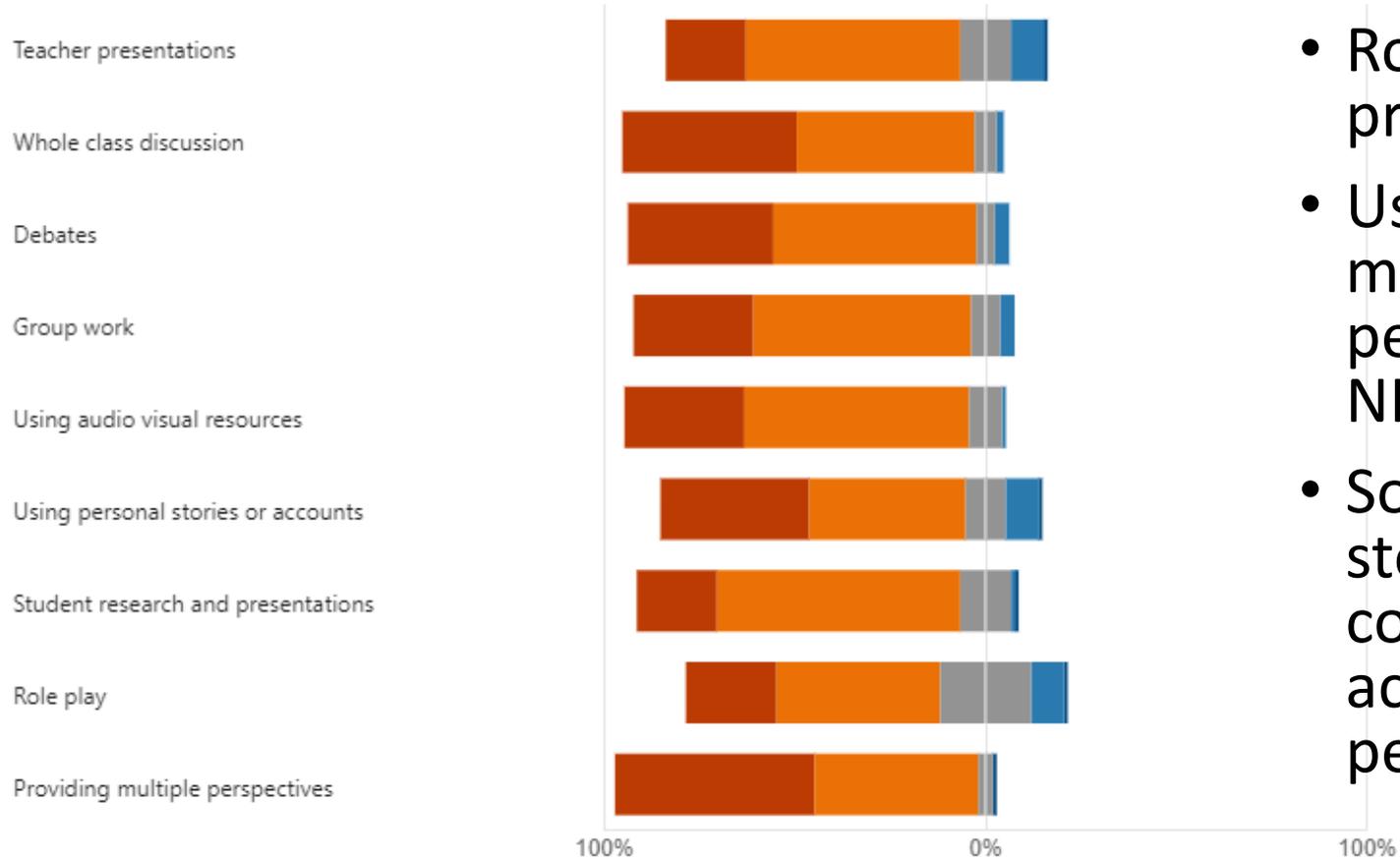


5 Young people want to discuss t...



Methods

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree



- Whole class discussion popular across all contexts (need to problematise this)
- Role play and teacher presentations less popular
- Use of emotionally engaging materials (audio-visual and personal stories) more notable in NI, Lebanon
- Some concern voiced that personal stories might be biased – need to consider this alongside support across contexts for multiple perspectives

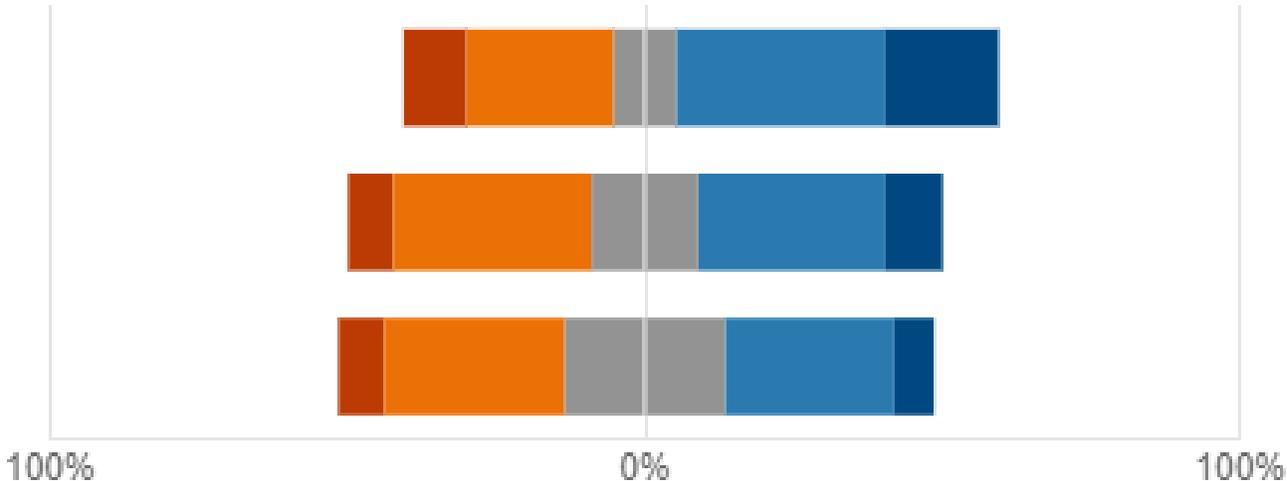
Training

■ Strongly agree ■ Agree ■ Neither agree or disagree ■ Disagree ■ Strongly disagree

My teacher training equipped me for dealing with controversial issues and contested narratives in the...

Since becoming a teacher I have had good access to additional training for dealing with controversial...

Since becoming a teacher I have had good access to resources for dealing with controversial issues and...



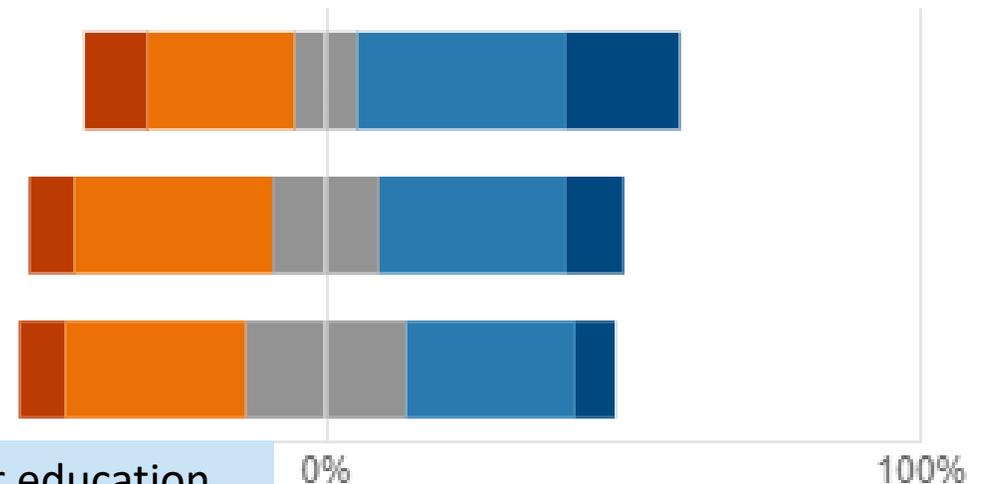
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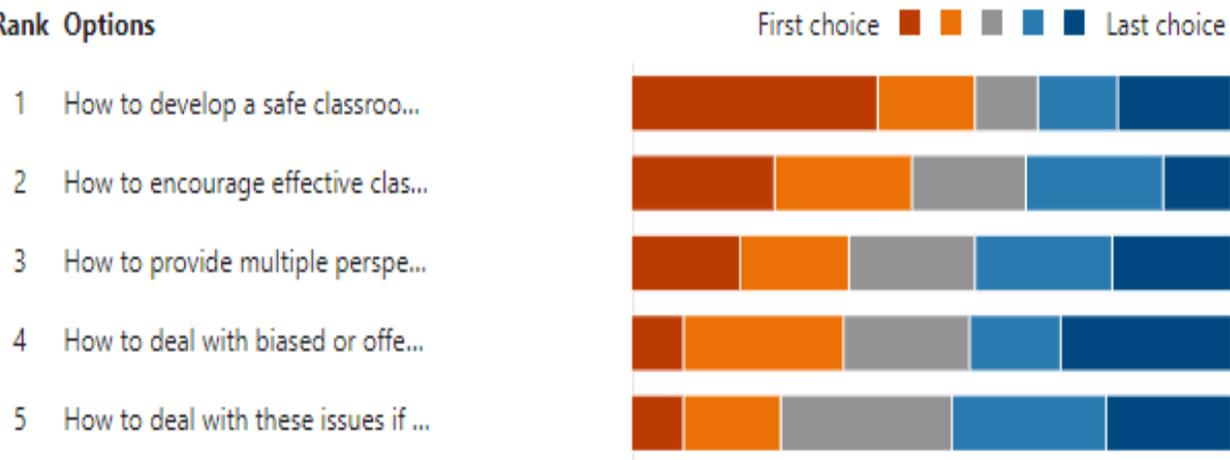
General agreement that initial teacher education had not adequately equipped respondents to deal with CN/CI

Exceptions:

- Lebanon: all respondents were very positive
- NI: early/mid career teachers very positive; more experienced teachers negative

Support Needed

Rank Options



- ‘Developing a safe classroom climate’ and ‘classroom strategies’ consistently ranked high across the contexts
- ‘Dealing with offensive comments’ ranked high in Cyprus; ‘Background knowledge’ in Norway and Lebanon; ‘effective classroom discussion’ in NI

Rank Options



- Access to resources ranked low in NI
- Examples of other teachers ranked higher in Lebanon than elsewhere

Conclusion: some initial thoughts regarding next steps

- Needs of student teachers vs more experienced teachers (*who dominated the sample*)
- Needs of primary teachers vs post-primary teachers
- Consideration of context, in particular the place of CI/CN in the statutory curriculum and the space available to deal with these issues
- Clear need for practical classroom strategies, alongside support in creating a conducive classroom climate