Inclusive Education:
From the Dutch context to designing a curriculum on a global level
Education for all: Citizenship education

SDG 4.7:
“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

Minimum proposed global indicator:
Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment

WHAT IS GLOBAL CITIZENSHIP?
Global citizenship refers to a sense of belonging to the global community and common humanity, with its members experiencing solidarity and collective identity among themselves and collective responsibility at the global level.

UNESCO: A teacher’s guide on the prevention of violent extremism (2016)

Incheon Declaration 2015:
Vision, rationale, principles
Citizenship education in the Netherlands

Context

• Article 23 on freedom of education gives schools the liberty to determine the principles on which their education is based.

Challenges

• Dynamics of polarization, individualisation, tensions around immigration.
• Influence of media.

Dutch minister of education:
‘Education departs from the assumption that students grow up in a pluralistic society, aims to promote active citizenship and social integration, and is directed towards students’ understanding of and acquaintance with the various backgrounds and cultures of their fellow students’
Gewaltfrei & Vereint gegen Glaubenskriege auf deutschem Boden.

مرحبا بالسوريين

WELCOME SYRIANS

No Border!
No Nation!
Fight Fortress Europe:

NO WAY
You will not make Europe home.
Inclusive education focused on global citizenship: key components

• Knowledge
• Communication and interpersonal skills
• Critical thinking
• Ability to switch perspectives
• Social & emotional strength
• Engage in peaceful collective action
Balanced and Inclusive education in many different contexts
Moving towards a global curriculum: process

1. See inclusion challenges as in- and outgroup dynamics.
2. Understand in- and outgroup dynamics in all their diversity.
3. Adjust content according to the context.
Moving towards a global curriculum: key components

- Knowledge, skills and attitudes per module.
- Focus on development of key values and norms of students.
- T.O.T. becomes training of students, becomes peer education.
### Example module 1: Inclusion as the interplay between the normative and the exception

#### Knowledge

**Objectives**
- Recognize the complex dialectic between the two poles global/collective/norm and contextual/individual/exception.
- Understand, through different academic disciplines (philosophy, pedagogy, sociology) how these two poles are formulated.

**Activities**
- Study literature in working groups, exchanging information, developing own view.

**Check/evaluation**
- Writing assignment: KARI-paper (Key citation, argument, relation, inquiry.)

#### Skills

**Objectives**
- Develop the ability to recognize in- and outgroup dynamics within a context.
- Develop the capacity to use ‘clashing responsibly’ as a method to address and nuance comments that further polarize.

**Activities**
- Study media narratives in working groups, practicing with group dynamics and ‘clashing responsibly’ as a method

**Check/evaluation**
- Practical test on clashing responsibly

#### Attitudes

**Objectives**
- Examine own core norms and values concerning in- and outgroup dynamics.

**Activities**
- Work with an argumentation model to study practical cases, examine these cases according to explication of own core values & norms

**Check/evaluation**
- Assignment: Ethical dilemma, where the student uses the argumentation model as a way to dissect the issue. (Definition of problem, people involved, core values that play a part here, how are in- and outgroup dynamics a part of this, possible solutions & consequences, final solution.)
merci  Shokran Gidan
ngiyabonga  thank you
baie dankie  kealeboga  diolch yn

謝謝  (xiexie)  fawr  धन्यव ाद  (Danyavad)
gracias  asante
grazie  danke  Спа с  ибо  (spacibo)
oshe  todah  rabah  а
obriga  do/a  dankjewel