



EVALUATION REPORT

on the Nordic Pilot on Teaching Controversial Issues & Managing Controversy

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On behalf of The Nordic Council of Ministers

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ACKNOWLEDGEMENTS

I would like to thank the Nordic Council of Ministers (NCM) for commissioning this evaluation report on the Nordic Pilot test of the CoE manuals on teaching controversial issues and managing controversy in Nordic schools. It is an extremely important and timely work the NCM has undertaken and a new and relevant model to apply in the ever-important education for democratic citizenship & human rights education. I highly appreciate this opportunity to contribute in this field, which I find so extremely important. Especially, I would like to thank Mr. Morten Friis-Møller from NCM and Mr. Jørgen Haavardsholm from the Ministry of Education in Norway for their trust and advice. Likewise, I am grateful to Ms. Maria Edel from the Finnish National Board of Education for shedding light on the background of DIS and the Nordic Pilot test.

I am also very grateful for the support from the cooperation with colleagues at the European Wergeland Centre (EWC), especially for their transparency and ongoing open discussion of the programme. In particular, I would like to thank project manager Jennie Holck-Clausen for the good cooperation on the pre- and post-workshop questionnaires and the successful joint development and facilitation of the evaluation workshop.

A special thanks to all the respondents who took the time to complete my questionnaires and respond to me by Email, Skype, phone and face-to-face. The same is extended to special manual key author and workshop facilitator professor David Kerr as well as the national facilitators Ingrid Aspelund, Solveig Moldrheim, Dorthe Anthony and Bo Hellström. My most heartfelt thanks go to all the school teams who under considerable time pressure still found the time to give me invaluable feedback on my many questions while wrestling with testing the materials in their schools. Especially, I would like to thank the Finnish team, Ms. Satu Elo and the Ministry of Education, for the hospitality allowing me to take part in the UNESCO school meeting as well as to Mølleholmsskolen for allowing me to take part in the teacher meeting and thereby giving me the opportunity to have a peak into your approach to the teaching and managing of controversies in school. Most of all, thank you to all the test schools for their energy, invaluable feedback and firm recommendations at the end of project evaluation meeting. You are the greatest and I wish you the best of luck with the continued implementation of teaching controversial issues and managing controversy.

Thank you to everyone. Had it not been for the support and inputs from all of you, the completion of the report, to a tight deadline, would not have been possible.

However, the contents of the report and any errors or misunderstandings are entirely my responsibility.

ACRONYMS

CoE	Council of Europe
Dembra	Demokratisk beredskab mot rasisme og anti-semitisme
DIS	Democracy, Inclusion and Security, a Nordic Council of Ministers programme
EDC	Education for Democratic Citizenship
EWC	European Wergeland Centre
HRE	Human Rights Education
MC	Managing Controversy (the manual)
MoEdu	Ministry of Education
NCM	Nordic Council of Ministers
OHCHR	Office of the united nations High Commissioner of Human Rights
ToC	Theory of Change
ToT	Training of Trainers
TCI	Teaching Controversial Issues (the manual)
UN	United Nations
UNDHRE	UN Declaration on Human Rights Education and Training

EXECUTIVE SUMMARY

This evaluation shows, that the Nordic Pilot test of the Council of Europe manuals *Teaching Controversial Issues* (TCI) and *Managing Controversy* (MC) has contributed to the strengthening of the test school leaders' & teachers' personal and professional skills to handle controversial issues.

Within an extremely short time period, **the test schools have introduced more than 1100 people to TCI & MC** including schoolteachers, school leaders, pupils & students, teacher trainers, teacher students, politicians, and specialists.

Although the test participants, given their thorough experiences with Education for Democratic Citizenship & Human Rights Education (EDC & HRE) including TCI, seem to have recognised the **value** of engaging young people in democratic dialogue already prior to the pilot, the pilot has resulted in participants becoming aware of TCI as a particularly relevant and useful approach. In addition, participants are relieved to have learned how to address controversial issues, and eager to spread the word on TCI not only to their own colleagues but also to colleagues outside their own school.

Moreover, the test teachers' and school leaders' **confidence** in applying TCI tools have been significantly raised because of the pilot project. This is evident from the respondents' self-evaluation in the questionnaires, as well as from the high volume of activities they have been confident enough to carry out for a multitude of target groups, inside as well as outside their schools.

Finally, the evaluation shows that teachers' and school leaders' **competences** in applying TCI tools have been raised after they have taken part in the pilot project. This is evident from the respondents' self-evaluation in the questionnaires, but again also from the high volume of TCI activities carried out, where the participants have applied several activities from the TCI manual.

However, the evaluation also shows that the **participants have been hesitant to explore and apply the manuals on their own**, and have remained committed to the activities they had already tried in Oslo/Utøya. They indicate, that they feel less strong in the practical skills of applying TCI and they have been especially **challenged to apply the approach to pupils & students and to school management**.

Still, the project's speedy and agile horizontal dissemination of the approach from teacher to teacher and beyond, shows there is both a need for and an interest in the approach. By carrying out the Nordic Pilot the Nordic Council of Ministers has timely filled in a gap and presented a very useful tool to Nordic Schools.

Not only does the TCI & MC approach assist the teachers and school leaders with the common unsolved problem of how to address the sudden and unexpected controversial remarks by pupils and students. It also addresses the very hot and challenging contemporary topic of anti-radicalisation in schools by presenting a constructive approach to preventive measures in accordance with Nordic school values of democratic dialogue. Finally, the TCI & MC approach build on, revitalise and re-actualise EDC & HRE.

Based on these considerations, **LEARN|RIGHT** recommends that the Nordic Council of Ministers and the Nordic countries:

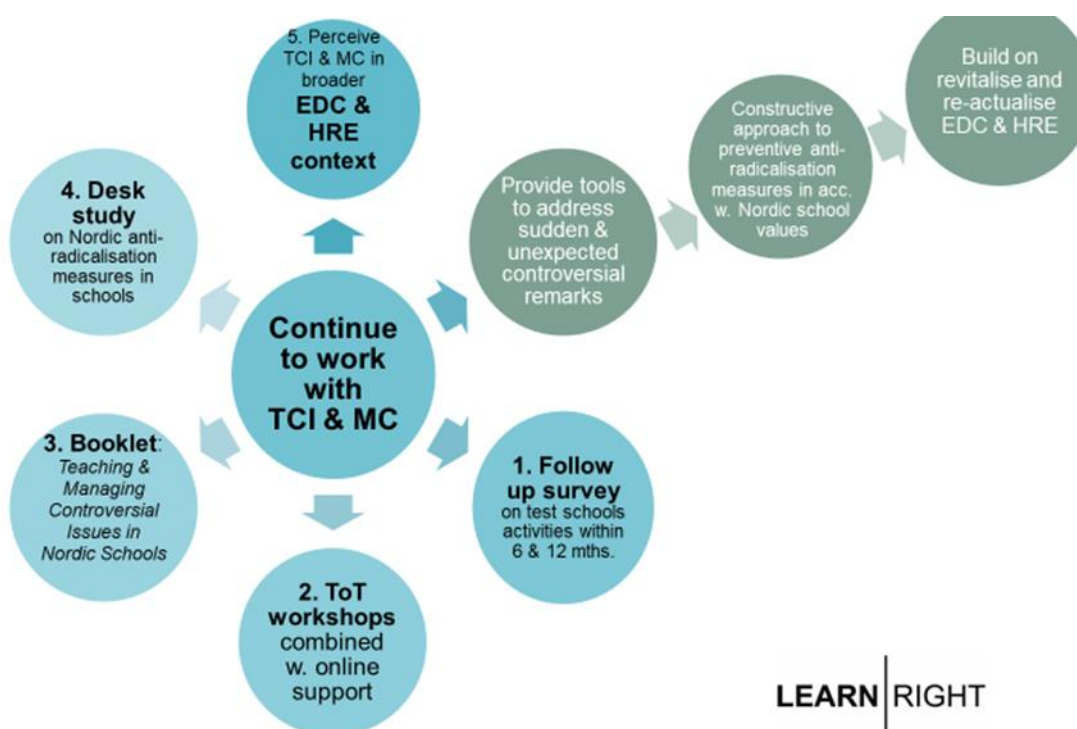
- **Continue the work with the TCI & MC approach** and build on the created momentum. By capitalising on the knowledge, experiences and motivation created through the pilot project you are in a strong position to further develop and disseminate a Nordic version of preventing radicalisation in schools;
- **Carry out a follow-up survey on the school teams' future activities** following the pilot test, e.g. within the coming 6 and 12 months including a survey on the experienced outcome amongst participating pupils and students. This will enable NCM and the Nordic countries to establish whether the test schools will be able to carry out more activities targeting pupils &

students as well as MC activities when having a longer time frame available. Also, the survey could be designed to target the impact on the participating students & pupils;

- **Develop a combination of workshops and online supportive solutions** based on a Training of Trainers programme directed towards both in-service and teacher training and with strong focus on planning and implementation of pupil & student as well as MC activities. The implementation would benefit from supportive online solutions offering a space for sharing of experiences & activities and for alumni from the introduction workshop participants.
- **Develop a booklet based on the Nordic pilot experiences** with applying TCI & MC to Nordic schools. The booklet may offer hands on reflection and planning tools as well as activities customised to Nordic pupils, students and schools and could be shared in a pdf version.
- **Carry out a desk study on the Nordic experiences** and best practices on anti-radicalisation measures in schools. The desk study can constitute a common knowledge bank and inspiration for initiatives when working in a Nordic context.

Finally, **LEARN|RIGHT** recommends that NCM and the Nordic countries **perceive the TCI & MC approach in a broader EDC & HRE context** thus capitalising on the EDC & HRE policy framework, standards and advice on planning, implementing and evaluating educational programmes in order to create democratic citizenship and a culture of human rights.

Ultimately, we recommend NCM and the Nordic countries to apply the interrelated learning dimensions of *knowledge, attitudes/values and skills* and *about, through, for*, actively in planning, manuals and practise. This will emphasise the need for a holistic and action oriented pedagogy with a strong focus on the role of the learning environment and learning methodologies in creating the basis for democratic citizenship and a culture of human rights in the schools.



1. INTRODUCTION

1.1. EVALUATION GOAL & COMPONENTS

On behalf of the Nordic Council of Ministers (NCM), the European Wergeland Centre (EWC) is carrying out a Nordic pilot test in 2017 of two Council of Europe (CoE) manuals addressing the teaching of controversial issues and the managing of controversy in schools:

- “*Living with Controversy - Teaching Controversial Issues through Education for Democratic Citizenship and Human Rights (EDC/HRE)*”, Council of Europe, 2015;
- “*Managing Controversy - Developing a strategy for handling controversy and teaching controversial issues in schools. A self-reflection tool for school leaders and senior managers*”, Council of Europe. 2017.

The pilot test is part of the programme **Democracy, Inclusion and Security** (DIS), running 2016-18, and the sub-project *Prevention of Extremist Behaviour Among Young People in Education and Leisure Activities*.

NCM has asked Maria Løkke Rasmussen, from the independent Danish consultancy firm **LEARN|RIGHT**, to conduct an evaluation of the Nordic pilot. **LEARN|RIGHT** specialises in human rights education, effective and long-term learning processes based on the human rights principles and delivers advice and evaluations, course and workshop facilitation, Training of Trainers (ToT), user engaging manuals, and teaching materials as well as support to change processes and programme management. Maria has worked in the field of human rights education and civic education for more than 20 years, and is a highly experienced educational planner and facilitator. In addition, she has published four teaching manuals on human rights education and civic education and developed numerous international and national courses.¹

The **main goal** of the evaluation is:

- To **contribute to an assessment** of whether the Council of Europe’s manuals have contributed to the strengthening of the teachers’ and school leaders’ personal and professional **skills to handle controversial issues**, and thereby their **skills to create safe classrooms and school environments**;
- To **provide attention points** to be considered prior to a *possible rollout* of the manuals at other Nordic schools.

The evaluation was to include the following **components**:

1. Start-up meeting with EWC;
2. Questionnaire surveys to teachers and school leaders measuring their skills before and after completion of the pilot;
3. Qualitative interviews with selected workshop participants;
4. Presence at and observations of EWCs introduction workshop and evaluation;²

It was agreed to develop the questionnaires in consultation with EWC and in English.

¹ The manuals include: *Children’s Rights in the Education Process* (2017, RU/BE), *Children’s Rights on the Agenda* (2014, DA/GR), *The Human Rights Education Toolbox* (2013, EN/ES/AR/FR/RU/BE), *The Civic Education Toolbox* (2012 DA), see also <http://www.learnright.dk/en/publikationer/>

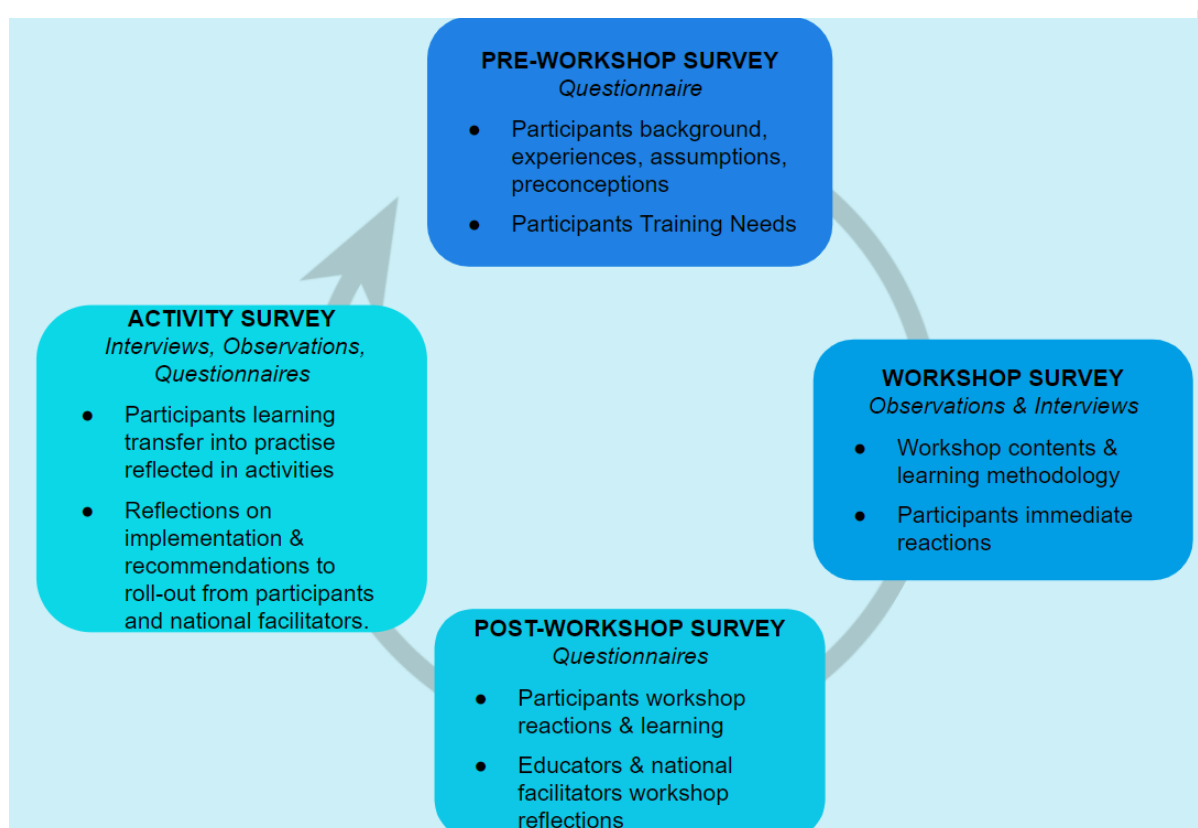
² Nordisk Ministerråd: *Opdragskontrakt ml. Nordisk Ministerråd og LEARN RIGHT – DIS Evaluering av pilot: Forebyggelse og bekæmpelse af radikaliserings i uddannelsessystemet* (Pilot Teaching Controversial Issues). Some of the components were changed from the original text in the contract. This was agreed with the project manager from the Norwegian chair of the NCM at the start-up meeting at EWC. Bullet no. 4 originally listed “presence and participation in several DIS-meetings and national courses”, but as the programme changed to not include national courses, it was agreed that **LEARN | RIGHT** took part in EWCs two workshops instead. Bullet no. 5 originally stipulated the report to be in Danish with an English summary, but it was decided to make it in English instead as it was decided to do the workshop and questionnaires in English and to ensure the report can reach the broadest possible audience.

Further, the contract also states, that the evaluation is to be summarised in a concise report with descriptive analyses of the data, statement of key findings and recommendations for possible continuation of the programme. The evaluation results are to be presented at a meeting of the DIS network on December 6th, 2017.

1.2. EVALUATION DESIGN & METHODOLOGY

As the NCM formulated the evaluation to take place alongside the implementation of the pilot test programme, it allowed for an evaluation design closely reflecting the programme cycle. Thus, the evaluation was designed to fall in four separate surveys, following the pilot test programme and applying a mixed method approach, as depicted in the figure below.

Table 1: Evaluation Design.



1. The Pre-Workshop Survey:

The pre-workshop survey was developed in the form of a *questionnaire* with separate questions to the school leaders and teachers. The questionnaire was developed with input from EWC in order to inform the introduction workshop planning process and the results subsequently shared with them.

This survey provided a **baseline** for the pilot test programme by establishing the participants' – the **school leaders' and teachers' – background, background knowledge, experiences, preconceptions, assumptions and learning needs.**

2. The Workshop Survey:

This survey was in the form of **LEARN | RIGHT's** participation, *observations & interviews* at EWCs introduction workshop for school leaders, teachers and national facilitators held in Oslo/Utøya.

This survey provided insight to **how and by which teaching methodologies** the pilot programme and the manuals were presented to the learners, as well as a deeper insight to the learners' background and their **immediate reactions to the training**.

3. The Post-Workshop Survey:

In the form of a questionnaire to the school leaders and teachers, this survey collected the learners' reactions to and perceptions of what they had learned from the workshop, their feelings and personal reactions about the training, their attitudes and reflections towards the contents, process and methodology. The questionnaire included questions that the EWC needed answers to, and the results were shared with EWC.

Moreover, the post-workshop survey included a questionnaire to the national facilitators, trainers and organisers of the workshop, to collect their impressions and reflections of the workshop contents, process and methodology.

4. The Activity Survey:

The aim of the last survey was to determine how the participants transfer learning into practise in the form of national and school activities, target groups, use of the manuals, and the recommendations for the way forward.

The national activity survey consisted of four parts, with the first part being to follow the Wiggio updates shared by the groups at the site established by EWC.

Secondly, the survey included participation in two national meetings on controversial issues, one in Denmark and one in Finland, where the national and some of the school teams were present. The aim was to get more qualitative hands-on impressions of what was carried out in practise to give life and more meaning to the oral and written expressions.

Thirdly, information was collected through two separate questionnaires. One for the 13 school teams to fill in together allowing them to reflect together on their experiences and recommendations and one for the five national facilitators. The results were shared with participants and organisers in the form of a report used as an input to and outset for the evaluation meeting held by EWC in Oslo November 14th, 2017.

Finally, the activity survey was informed through participation in and co-facilitation of parts of the EWC evaluation meeting where the participants and national facilitators shared their experiences from applying school activities and recommendations for future rollout.

The evaluation design closely follows Donald L. Kirkpatrick's four-level training evaluation model of *Reaction – Learning – Behaviour/transfer – Impact*. Thus, while the pre-workshop survey provides a *baseline* for the project and the learners' learning, the workshop survey allowed for observations of the learners' immediate *reactions* to the workshop and their thoughts and feelings about the training and their learning. The learners' workshop *reactions* were also collected in the post-workshop survey, which furthermore collected information on their *learning*; their increase in knowledge or capacity as a result of the training. Finally, the activity survey measured the learners' learning but also their *transfer of learning into practise* and *behaviour changes*.

Moreover, the survey gives a glimpse of the *impact* the learning has had on the larger community and the impact it can potentially have in the future. However, the time, budget and contractual framework for the evaluation do not allow for long-term impact studies focused on student learning and behavioural changes, see section 2.6 on the evaluation design related to the Theory of Change of the Nordic Pilot.

As it appears, the evaluation design encompasses one more level of questionnaires than stipulated in the contractual framework, as there is both a questionnaire after the workshop, as well as a questionnaire after the completion of the activity implementation period. This level was introduced to measure the immediate reactions to the workshop *as well as* how the learning from the workshop and the manuals were transferred into practise.

1.3. EVALUATION TIMEPLAN

The evaluation took place between March 2017 and December 2017.

Phase 1 - March to April 2017:

- Collection and review of relevant background documents
- Interviews with EWC project manager
- Start-up meeting with EWC and NCM project managers in Oslo
- Interview with professor David Kerr – one of the key authors of the CoE manuals and key-trainer at EWCs introduction workshop in Oslo & Utøya
- Evaluation design developed

Phase 2 - May 2017:

- Pre-workshop survey
- Workshop survey

Phase 3 - June to September 2017:

- Post-workshop survey

Phase 4 - October to November 2017:

- Activity Survey

Phase 5 - November to December 2017:

- Finalisation of evaluation report and summary
- Presentation of the evaluation at a DIS-meeting.

1.4. QUESTIONNAIRE RESPONSE OVERVIEW

Pre-workshop Questionnaire:

- Questionnaire sent to 25 participants (13 teachers, 12 school leaders)
- Response from 20 participants (13 teachers, 7 school leaders)

Post-workshop Questionnaire:

- Questionnaire A sent to 25 participants (13 teachers, 12 school leaders)
- Response from 15 participants (8 teachers, 7 school leaders)³
- Questionnaire B sent to 7 national facilitators and workshop organisers
- Response from 7 national facilitators and workshop organisers

Activity Questionnaire:

- Questionnaire A sent to 13 school teams
- Response from 10 school teams (1 school team answered after deadline and is not included in the response report)
- Questionnaire B sent to 5 national facilitators
- Response from 5 national facilitators

³ The low response rate was probably due to the timing as the workshop fell in the time of exams and just before the summer holidays.

2. NORDIC PILOT TEST IN CONTEXT

2.1. PROGRAMME FOR DEMOCRACY, INCLUSION AND SECURITY (DIS)

In the aftermath of the 2015 Copenhagen terror attacks, NCM under the Danish Chairmanship, took the initiative to establish a *programme for Democracy, Inclusion and Security* (DIS). The aim of the programme, running from 2016 to 2018, is to contribute to **combating violent attacks and terrorist acts** in the Nordic region **by gathering, developing, and supporting preventive efforts** in social marginalization, extremism and religious discrimination.⁴

The programme has the following three success criteria:

- To **identify and gather key Nordic actors** in several networks who work with the problems and challenges, thereby creating platforms and tools for further Nordic cooperation;
- To **facilitate new Nordic initiatives and cooperation**;
- To **support and develop key and targeted activities** in the various Councils of Ministers, thereby coordinating and building on the sector's own work with the problems and the challenges.⁵

In 2016, during the Finnish Chairmanship, NCM established the project *Prevention of Extremist Behaviour Among Young People in Education and Leisure Activities* as part of the DIS programme.

In February 2016, at the first project meeting in Finland each Nordic country outlined their national situation concerning extremism amongst youth, including the scale of youth extremism, recruiting of Syrian fighters, government initiatives, action plans, and best practices.⁶ In conclusion, the participants pointed to the **importance of collecting research and practices in the schools** and in youth work and of **including school leaders** as target group in addition to teachers and youth workers.

At the second meeting in June 2016, **Nordic and international best practices** were presented. Amongst others, Professor David Kerr, as one of the key authors, presented the CoE manuals: *Teaching Controversial Issues* and *Managing Controversy*.⁷

In 2017, Norway took over the NCM chair, including the DIS programme and the prevention sub-project, and the Nordic pilot test of the two CoE manuals are developed as part of that project.⁸

2.2. THE NORDIC PILOT PROJECT

2.2.1 RATIONALE BEHIND THE NORDIC PILOT

A central part of the DIS programme is the recognition of the need for both short-term and long-term preventive activities to address radicalisation and violent extremism. While short-term activities focus on security and routines of handling critical situations, the long-term activities need to focus on broad, continuous, and systematic work with the development of democratic and inclusive practices in the classroom, the school management, the schools' learning environment and the local community.⁹

The underlying understanding is, that the schools' ability to address controversial and challenging themes and situations in an open and democratic way, and with a human rights based approach, is key to developing an inclusive class and school environment, thus constituting a fundamental element in the successful prevention of radicalisation in schools.

⁴ *Procesdokument for Nordisk Ministerråds program for Demokrati, Inklusion og Sikkerhed*. The author's English translation.

⁵ Do.

⁶ *Mötessammanfattning - Förebyggande av radikaliserings och extremism bland barn och unga*, Det nordiska nätverkets första möte 11-12.2.2016 i Helsingfors.

⁷ Email 07.07.2016 from the Finnish Chairmanship listing participants and presentations from the June meeting.

⁸ *Utlysning af oppdrag om en nordisk pilotering av Europarådets læremateriell Teaching Controversial Issues og Managing Controversy i 2017*, 04.01.2017, p. 7

⁹ *Utlysning af oppdrag om en nordisk pilotering av Europarådets læremateriell Teaching Controversial Issues og Managing Controversy i 2017*, p. 6

Moreover, the national representatives in the DIS programme have found that Nordic school leaders and teachers are in need of **easily accessible and concrete guides and tools** to address controversial and challenging themes in school.¹⁰

2.2.2. AIM OF THE NORDIC PILOT

The **European Wergeland Centre** (EWC), on behalf of NCM, carries out the Nordic Pilot Test. EWC was established by the CoE and Norway in 2008 as a resource centre on education for democratic citizenship, human rights, and intercultural understanding. The work of EWC builds on CoE recommendations and policies, including the **Charter on Education for Democratic Citizenship and Human Rights Education** and serves all 47 CoE member states.¹¹

The offices of the EWC are located in Oslo, Norway, but EWC works both nationally and internationally, including Summer Academies in 26 countries, support to national school reforms e.g. in Ukraine, and youth meetings at Utøya amongst other projects. According to EWC website, more than 40.000 educational practitioners from 25 countries were involved in EWC programmes in 2016.

As part of its programmes, EWC has good previous experiences working with Professor Kerr and the CoE manuals. Thus, Professor Kerr has participated as keynote speaker at the EWC Regional Summer Academy and conducted an evaluation of the EWC Regional Summer Academy Programme *Learning Democracy and Human Rights* in 2016.¹²

The **aim of the pilot** test programme is to **strengthen school managers and teachers**:

- in **recognising the value** of engaging young people in democratic dialogue about controversial issues,
- in their **confidence and competences** to make democratic dialogue about controversial issues part of their everyday practices in school – in particular through:
 - the **creation of ‘safe spaces’** in the classroom and in the school where pupils & students freely and without fear can explore issues that concern them;
 - the **use of teaching and managing strategies and techniques**, which promote open and respectful dialogue.¹³

NCM wants the pilot test to provide a basis for the Nordic countries’ **assessment of a possible continuation** (*rollout*) at the national level through:

- a) **courses conducted in the same manner** as the pilot, or
- b) e.g. a **combination of courses and online solutions**.¹⁴

2.2.3. DESIGN OF THE NORDIC PILOT

EWC originally proposed a Training-of-Trainers (ToT) model for the Nordic Pilot, where national trainers from each Nordic country were trained in the manuals at a course at Utøya. The national trainers would then train school leaders and teachers at national courses in each country. Experience with the new skills in the schools would then be summarised and reviewed in a joint evaluation and experience-sharing meeting for trainers, teachers, and leaders.¹⁵

¹⁰ Do

¹¹ www.theewc.org visited on 22.08.2017

¹² Kerr (2016): *Evaluation Report on the Regional Summer Academy (RSA) Programme Learning Democracy and Human Rights, Final Report with Executive Summary*

¹³ EWC: *EWC program update Pilot Teaching Controversial Issues in the Nordic Countries 2017*, March 2017

¹⁴ Kunnskapsdepartementet: *Utlysning af oppdrag om en nordisk pilotering av Europarådets læremateriell Teaching Controversial Issues og Managing Controversy i 2017*, p. 5. The authors English translation and bullets.

¹⁵ EWC: *Bilag 2: Oppdragstakers spesifikasjon av Oppdraget – Nordisk Utprøving av Europarådets læremateriell Teaching Controversial Issues og Managing Controversy*, February 2017

However, at the start-up meeting on March 16th, 2017 following meetings with DIS representatives and others, the EWC proposed a change in the pilot programme. They now proposed to train school leaders and teachers as well as national facilitators from each country directly in the manuals at Utøya; have them implement what they have learned in their schools with the support of the facilitators; and finally collect the experiences at an end-of-programme evaluation meeting. The responsible project manager from the Norwegian chair of the NCM approved the changes in the programme. The Pilot Test Programme Components were designed as follows:

1. Utøya training workshop, May 22nd to 24th 2017:

- The workshop targets Nordic school leaders, teachers and national facilitators.
- The workshop focusses on the two CoE manuals. During the workshop, the school teams will draft guidelines/action plans for local implementation.
- EWC experts and lead authors of the CoE manuals facilitate the workshop.

2. School Activities, June to October 2017:

- School teams implement activities from their guidelines/action plans at their schools.
- The various actions will differ from school to school.
- The EWC and the national facilitators will provide guidance and support.

3. Evaluation Meeting, November 14th, 2017:

- School teams and national facilitators share recommendations.
- The meeting takes place in Oslo, Norway.¹⁶

2.2.4. THE TCI & CI MANUALS

Under the *Human Right and Democracy in Action Pilot Project Scheme*, 2013-2014, David Kerr and Ted Huddleston as key authors developed the manuals about teaching controversial issues and managing controversy on behalf of the CoE. The scheme was launched to support the implementation of the objectives and principles set forth in the CoE **Charter on Education Democratic Citizenship and Human Rights Education**.¹⁷

The rationale of the project *Teaching Controversial Issues – Developing Effective Training for Teachers and School Leaders* is, that educating young people to be informed, active and responsible citizens in democratic societies should include opportunities to learn about controversial issues and be taught how to handle them and work in partnership with others to address and solve them.

The project was initiated in 2014 and involved Cyprus, Ireland, Montenegro, Spain, and the United Kingdom, with the support of Albania, Austria, France, and **Sweden**. The partner countries produced a scoping paper, based on existing literature and training approaches, describing why teaching controversial issues in EDC/HRE is important and what key principles and processes that underpin effective teaching approaches. They further developed and piloted a training programme for teachers and school leaders, to recognise the value of engaging young people in controversial issues and build capability and confidence in teaching controversial issues. Pilot trainings took place in six of the partner countries (Cyprus, Ireland, Spain, Montenegro, the UK, and Albania) involving over 350 teachers, teacher trainers, student teachers, officials, etc.¹⁸ The results were summarised in the manuals *Teaching Controversial Issues* (TCI), 2015, and *Managing Controversy* (MC), 2017, which have been translated into several languages.

¹⁶ EWC: *EWC programme update Pilot Teaching Controversial Issues in the Nordic Countries 2017*, March 2017, and EWC: Information to workshop participants, April 2017. The author has added bullets and changed the terminology "training" to "workshop" and national "trainer" to "facilitator", in accordance with the language applied at the later Utøya workshop.

¹⁷ CoE (2017): *Human Rights and Democracy in Action - EU/CoE Pilot Projects Scheme 2013-2014*. Based on a competitive call for project proposals to CoE's network of coordinators for EDC & HRE, Kerr & Huddleston's project was selected as one of five projects in total.

¹⁸ Do pp. 13 & 26

Teaching Controversial Issues starts with a scoping paper, explaining what controversial issues are and why they should be taught in schools. It provides the rationale for teaching controversial issues and explains the selection of training activities. The second part of the manual presents a set of training activities to teachers from primary to high and vocational schools on how to teach controversial issues. The activities are structured into a continuous two-day course but may also, if needed, be divided into shorter sessions held over several days or as stand-alone sessions.¹⁹

Managing Controversy is a self-reflection tool for school leaders and senior school leaders. With point of departure in the TCI manual, its aim is to provide practical support on how to proactively manage and react to controversial issues in and beyond school. The first part of the manual presents nine key areas of school life central to the management of controversy and controversial issues. For each key area, it presents a European case study, as well as questions to stimulate the leaders' reflection and a concrete suggestion to school actions. The second part of the manual contains a scoping paper, partly based on the TCI manual, but with a specific management focus.²⁰

2.2.5. THEORY OF CHANGE FOR THE NORDIC PILOT

The pilot does not contain a Theory of Change (ToC) in its programming documentation.

LEARN|RIGHT developed a ToC for the purpose of understanding and discussing the pilot and its part in the DIS programme as an outset for the evaluation. The ToC was presented at the evaluation start-up meeting with the NCM representatives and at the start-up meeting with EWC, and was eventually revised after the changes in the pilot design at the latter meeting. The ToC presents **LEARN|RIGHT's** understanding of the pilot test programme. The ToC is based on the documentation in the DIS programme and the Nordic pilot test programme, as well as on meetings with key people involved in the DIS programme and pilot testing. You will find an overview of the ToC below.

A ToC describes a *"sequence of events that is expected to lead to a particular desired outcome"*²¹ and it is widely used in the planning and evaluation of e.g. international development projects especially with a social change scope. Applying a ToC strengthens the mapping of steps from what a programme does (its activities), to how these lead to the desired long-term changes in society (its impact). First, the process identifies the desired long-term impact and then works backwards to identify all the conditions (outcomes) that must be in place in order to achieve the desired impact. Research, theories or empirical experiences can assist the process. The outcomes then provide the basis for identifying what type of activities and outputs that will lead to the outcomes identified as key to achieving the desired long-term impact on society. Assumptions explain the connections between the steps of the ToC and expose the foundations for change that often lays implicit in the project thinking. However, they can be based, on both belief, research and best practise.

A ToC thus assists the programming process by providing an illustrative overview of a project's steps, rationales and assumptions. Furthermore, it can assist evaluations by providing an overview of the steps that need to be measured beyond programme outputs to ensure the longer-term impact.

In the case of the Nordic Pilot programme, the desired social change impact is to a large degree formulated in the DIS programme and the Nordic Pilot programme documents (Impact A and D). The consultant has based Impact B and C, as well as Outcome A to D concerning the changes in the children, youth and students, on the theory in the field, including as expressed in the presentations of national studies and experiences at the first Nordic Network meeting on *"Prevention of radicalization and extremism among children and young people"* held in Helsinki in February 2016²² and the findings of the *Copenhagen expert group on prevention of radicalisation*.²³

¹⁹ CoE (2015): *Teaching Controversial Issues*, p.10 & p.29

²⁰ CoE (2017): *Managing Controversy*, p.7 & p.14

²¹ Rick Davis in DFID (2012) *Review of the use of 'Theory of Change' in international development*.

²² Undervisning & Kulturministeriet, Finland: *Mötessammanfattning - Förebyggande av radikaliserings och extremism bland barn och unga, Det nordiska nätverkets första möte 11-12.2.2016 i Helsingfors*. PowerPoint presentations made by representatives from Denmark, Norway, Sweden and Finland. See also *"Litteraturstudie om forebyggelse af radikalisering i skolereg"*, Rambøll, 2016

²³ *Færre radikaliserede gennem en effektiv og sammenhængende indsats*, Ekspertgruppen til forebyggelse af radikalisering: Københavns Kommune, august 2015.

Table 2: Theory of Change for the Nordic Pilot, formulated by LEARN|RIGHT

Activities	Outputs	Intermediate Outcomes		Long-term Impact
	<i>Participating School Leaders, Teachers & National facilitators</i>	<i>Involved schools, leaders & teachers</i>	<i>Students addressed</i>	<i>In the Nordic Countries & School Systems</i>
<p>Utøya Workshop 22 to 24 May</p> <ul style="list-style-type: none">- 3 schools @ 5 countries- 1 school leader & 1 teacher per school- 1 nat. facilitator @ country<ul style="list-style-type: none">➤ 35 participants take part in the workshop. <p>School Activities June to October</p> <ul style="list-style-type: none">• National teams meet.• School teams implement school activities.• Guidance & support by EWC & national facilitators. <p>Evaluation Forum 14 November</p> <ul style="list-style-type: none">• School teams and national facilitators share recommendations.	<p>Output 1 Value recognised <small>i.e. engaging young people in democratic dialogue about controversial issues.</small></p> <p>Output 2 Strengthened confidence & competences <small>i.e. making democratic dialogue about controversial issues part of their everyday practice in schools.</small></p> <p>Output 3 Draft action plans & ideas for school activities are developed.</p> <p>Output 4 A number of school activities targeting controversial issues carried out.</p> <p>Output 5 Conclusions made concerning recommended practices and form of future rollout of the CoE manuals.</p>	<p>Outcome 1 Controversial issues are taught consecutively <small>(in the correct way).</small></p> <p>Outcome 2 Strategies & techniques are integrated in schools' practices <small>to address & handle controversial issues.</small></p> <p>Outcome 3 Values, knowledge and competences spreading to other teachers <small>and possibly other schools</small></p>	<p>Outcome A Reduced feeling of stigma & exclusion.</p> <p>Outcome B Positive identity <small>Feeling part of a democratic community and able to contribute positively hereto.</small></p> <p>Outcome C Increased confidence & self-esteem.</p> <p>Outcome D Increased skills to act in society, respect for human rights & equality.</p>	<p>Impact A Decreased number of radicalised young people.</p> <p>Impact B Increased number of children & youth feeling as co-citizens & included in society.</p> <p>Impact C Increased completion rate of youth and upper secondary education.</p> <p>Impact D National rollout of Teaching Controversial Issue & Managing Controversy.</p>
<p>Assumptions:</p> <ol style="list-style-type: none">1. The two CoE teaching manuals are meaningful in a Nordic school context.	<p>Assumptions:</p> <ol style="list-style-type: none">2. The manuals are formed, and the workshop is carried out in a way that builds the required values, confidence & competences.3. Teachers & leaders have the needed time available and no competing activities, despite short progr. period.	<p>Assumptions:</p> <ol style="list-style-type: none">4. Teachers & leaders have the needed time available and no competing activities.5. T&L will involve other teachers (& possibly o. schools) as part of activities.	<p>Assumptions:</p> <ol style="list-style-type: none">6. The school driven activities will not drown in excluding tendencies from society & local community (political statements, hate speech, extremist recruitment).	<p>Assumptions:</p> <ol style="list-style-type: none">7. do8. NCM, EWC and DIS representatives can create sufficient attention & interest.9. The pol. environment is supportive as terrorism and radicalisation is a general focus.

Outcome 1 to 4 concerning the expected changes amongst the involved schools, teachers and school leaders are a direct consequence of the Activities and Outputs as they are described in the pilot project. Assumptions 1 to 4 are based on **LEARN|RIGHTS** analysis of the underlying thinking of each step of the ToC and of what is needed to bring it from one step to the next.

When relating the evaluation design to the ToC you can see how each step/level of the evaluation refers to a step/level of the ToC, see [Table 3](#). It is also clear, that as the evaluation only includes the behaviour/transfer level of school leaders & teachers and not of pupils & students that could be involved in the school teams training, it cannot evaluate the immediate outcomes A to D. Similarly, it can only address Impact D to some extent, whereas impact A to C is outside the scope of this evaluation, see also [1.2. EVALUATION DESIGN & METHODOLOGY](#).

Table 3: Evaluation design related to ToC for the Nordic Pilot

Activities	Outputs	Intermediate Outcomes		Long-term Impact
	<i>Participating School Leaders, Teachers & National facilitators</i>	<i>Involved schools, leaders & teachers</i>	<i>Students addressed</i>	<i>In the Nordic Countries & School Systems</i>
Utøya Workshop 22 to 24 May - 3 schools @ 5 countries - 1 school leader & 1 teacher per school - 1 nat. facilitator @ country > 35 participants take part in the workshop. School Activities <i>June to October</i> • National teams meet. • School teams implement school activities. • Guidance & support by EWC & national facilitators. Evaluation Forum 14 November • School teams and national facilitators share recommendations.	Output 1 Value recognised <i>i.e. engaging young people in democratic dialogue about controversial issues.</i> Output 2 Strengthened confidence & competences <i>i.e. making democratic dialogue about controversial issues part of their everyday practice in schools.</i> Output 3 Draft action plans & ideas for school activities are developed. Output 4 A number of school activities targeting controversial issues carried out. Output 5 Conclusions made concerning recommended practices and form of future rollout of the CoE manuals.	Outcome 1 Controversial issues are taught consecutively <i>(in the correct way).</i> Outcome 2 Strategies & techniques are integrated in schools' practices to address & handle controversial issues. Outcome 3 Values, knowledge and competences spreading to other teachers and possibly other schools	Outcome A Reduced feeling of stigma & exclusion. Outcome B Positive identity <i>Feeling part of a democratic community and able to contribute positively hereto.</i> Outcome C Increased confidence & self-esteem. Outcome D Increased skills to act in society, respect for human rights & equality.	Impact A Decreased number of radicalised young people. Impact B Increased number of children & youth feeling as co-citizens & included in society. Impact C Increased completion rate of youth and upper secondary education. Impact D National rollout of Teaching Controversial Issue & Managing Controversy.
Assumptions: 1. The two CoE teaching manuals are meaningful in a Nordic school context.	Assumptions: 2. The manuals are formed, and the workshop is carried out in a way that builds the required values, confidence & competences. 3. Teachers & leaders have the needed time available and no competing activities, despite short progr. period.	Assumptions: 4. Teachers & leaders have the needed time available and no competing activities. 5. T&L will involve other teachers (& possibly o. schools) as part of activities.	Assumptions: 6. The school driven activities will not drown in excluding tendencies from society & local community (political statements, hate speech, extremist recruitment).	Assumptions: 7. do 8. NCM, EWC and DIS representatives can create sufficient attention & interest. 9. The pol. environment is supportive as terrorism and radicalisation is a general focus.
Evaluation level 1: Reaction What learners thought and felt about the training & learning	Evaluation level 2: Learning The increase in knowledge and capacity as a result of the training	Evaluation level 3: Behaviour/transfer		Evaluation level 4: Impacts

2.3. TEST PARTICIPANTS & PROJECT RESULTS

2.3.1. PARTICIPANTS' RECRUITMENT

To test the project, the aim was to recruit three schools and a national facilitator from each of the five Nordic countries including schools from the autonomous areas. It was **not possible to include schools from the autonomous regions, and from Iceland and Norway only two test schools took part**. The reason for this seems to be the project's time constraints and the lack of direct contact to schools through DIS members.

There was a very short period from the start up meeting at EWC in mid-March, when the adjusted project plan was approved, to the introduction workshop was carried out at end-May. In that short period, EWC was to recruit schools able to commit themselves to take part in the workshop within a short notice as well as to test the materials at their schools immediately after, without having been able to include it in their long-term school planning.

The DIS members from Finland and Denmark proposed national facilitators from their National Board of Education and Ministry of Education, respectively, whom then again, identified test schools amongst their network in the UNESCO schools network (Finland), and personal contacts (Denmark). In the case of Norway and Sweden, EWC identified national facilitators and schools through their network. EWC did not have any contacts in Iceland, and there was no DIS member from Iceland at the time, so EWC contacted Icelandic schools in Reykjavik directly and found two schools interested, and an EWC staff trainer acted as Icelandic facilitator.

Given the short notice for finding interested and willing participants, it is understandable that to a large degree the test schools were found through contacts and not by an open call. However, it does raise the risk of test bias in the testing of the manuals, as there is a **risk, that the schools included are more motivated to apply TCI and MI and have more background knowledge and competences on the theme and approach than the average school in the five Nordic countries**.

As we have no average control group in the project or the evaluation, we cannot be sure whether this is the case, but the test participants' responses to the pre-workshop questionnaire show that they have thorough EDC & HRE experiences including 4 in 7 school leaders and 6 in 13 teachers with controversial issues, see the full overview in [Table 4](#).²⁴

Table 4: Teachers' & school leaders' experience with EDC & HRE within the last 5 years (Report on Pre-Workshop Questionnaire). 25 participants, 20 responses (13 teachers, 7 school leaders)

Teachers experience with EDC & HRE (13 respondents)	School leaders experience with EDC & HRE (7 respondents)
Human rights education (5)	Anti-bullying education (6)
Democracy (9)	
Antibullying education (9)	
Holocaust education (7)	Children's rights education (5)
Controversial issues (6)	Human rights education (4)
Children's rights education (6)	Democracy (4)
Incl. & anti-discrimination (5)	Controversial Issues (3)
	Incl. & antidiscrimination (3)
	Anti-hate speech (3)
Civic education (3)	Holocaust education (2)
Anti-hate speech (3)	Civic Education (2)

This means, we cannot be fully sure that an average type of school will be able to take upon them the value, confidence and competence to apply TCI and MI as easily as the test schools.

However, on the other hand, **the test schools' background might have had a positive contribution to the rollout of TCI to other teachers and schools**, as the test participants could be especially good "drivers of change" and good anchors for further dissemination in the future.

²⁴ From Report on Pre-Workshop Questionnaire, see Annex 1.

2.3.2. PARTICIPANTS' BACKGROUND

A total of **13 schools and five national facilitators participated** in the pilot test. Each school team consisted of a school leader/manager and a teacher, except from one of the Danish schools, where a teacher took part alone. The schools represent a great variety targeting all grades from 0 to 13th and university students, including specialised institutions (Tårnby and to some degree Taastrup), vocational schools (Bergen), a university teacher training school (Tampere), etc. See [Table 5](#) for an overview of the participating test schools and national facilitators.

Table 5 Overview of National Teams and Test Schools

NATIONAL TEAMS		
Denmark		
<i>National facilitator: Dorte Anthony</i>	<i>Ministry of Education</i>	
Mølleholmskolen	Taastrup	0 to 9 th grade ²⁵
Den specialiserede institution	Tårnby	<i>Specialised</i> ²⁶
Allerslev skole	Lejre	0 to 9 th grade
Finland		
<i>National facilitator: Satu Elo</i>	<i>National Board of Education</i>	
Latokartanon peruskoulu	Helsinki	1 st to 9 th grade
Kello School	Oulo	1 st to grade
Tampere Uni. Teacher Trainer School	Tampere	1 st to 12 th grade + university
Iceland		
<i>National facilitator: Ingrid Aspelund</i>	<i>European Wergeland Centre</i>	
Laugalækjarskóli	Reykjavik	7 th grade
Rettarholtsskóli	Reykjavik	8 th to 10 th grade
Norway		
<i>National facilitator: Solveig Moldrheim</i>	<i>Rafto Foundation</i>	
Askoy upper secondary school	Bergen	11 th to 13 th grade
Årstad upper secondary school	Bergen	11 th to 13 th grade
Sweden		
<i>National facilitator: Bo Hellström</i>	<i>Den Globala Skolan</i>	
Andersbergsskolan	Gävle	4 th to 7 th grade
Rudenschöldskolan	Lidköping	7 th to 9 th grade
Enskede gårds gymnasium	Stockholm	10 th to 12 th grade

The **test teachers have a long experience as teachers**, with all the 13 respondents to the pre-workshop questionnaire having more than five years' teaching experience and more than half of them having more than 10 years' experience and two having 26 years or more experience.²⁷ All responding teachers teach older age groups with nine teaching compulsory late school years (7 to 9th/10th grade) and 11 teaching upper secondary (11th to 13th grade). They teach a variety of subjects, with the majority (7 of 13) teaching cultural subjects (history, social studies, religion, etc.).²⁸

²⁵ Besides the ordinary primary school, Mølleholmsskolen has special departments for children with far-reaching difficulties as a full-time offer, children with communication difficulties, and young people with socio-emotional difficulties. The school also has four reception classes for students who have just arrived in Denmark and therefore need intensive education in Danish before schooling to the ordinary primary school. <http://moelleholmskolen.skoleporten.dk/sp/file/3fd67976-80c8-47c0-a4b1-8c65ad532169>

²⁶ Den specialiserede institution is a specialised educational institution for children and adolescents aged 3 to 18 with special challenges in the socio-emotional (psychosocial) and behavioural fields. The school is divided into four departments with sliding transitions between them in relation to the age and needs of the children / young people. <http://www.taarnby.dk/borger/undervisning-og-skoler/skolevaesenet/specialundervisning/den-specialiserede-institution>

²⁷ Of 13 responding schoolteachers, 4 had to 10 years' experience, see Annex 1: Report on Pre-workshop Questionnaire.

²⁸ See Annex 1: Report on Pre-workshop Questionnaire.

The majority of the responding test **school leaders took up their current position fairly recently**, with 6 of 7 respondents having 1 to 5 years' experience, but one leader has 15 to 20 years of experience. All school leaders share a background as a teacher - mostly within cultural subjects and math & natural science - and some still teach.²⁹

2.3.3. TCI & MC ACTIVITIES CARRIED OUT BY PARTICIPANTS

Within the rather short project period, the national teams, test schools and national facilitators has carried out a multitude of activities in their respective countries. *Table 6* below shows an overview of the approximate number of different target groups reached through the test participants.³⁰

Besides the 25 test participants and the five national facilitators who were the introduced to the TCI and MC in Oslo/Utøya, **more than 1100 people were introduced directly to TCI & MC** through the test schools, including schoolteachers, school leaders, pupils/students, teacher trainers, teacher students, politicians, specialists. In addition, the national facilitators have trained a number of colleagues and other teachers themselves by virtue of the job they hold, but this has not been included in the overview underneath. Also, an unknown number of people have learned more informally from the test participants about the approach, the workshop in Utøya, etc., and may thus have increased their curiosity and interest in the approach and may consequently like to learn more.

Table 6: Overview of target groups reached by the test schools pr. country in approximate numbers.

	Other test school teachers	Test school pupils/students	Other school teachers	Other school leaders	Teacher trainers	Teacher students	Specialists, politicians, etc.	TOTAL
Denmark	85 ³¹	40				15	105 ³²	245
Finland	64	453	80		20			617
Iceland	15 ³³		10					25
Norway	80 ³⁴							80
Sweden	150		29	5			10 ³⁵	194
TOTAL	404	493	109	5	20	15	105	1161

Most - if not all - schools started their activities by **informing colleagues about the introduction workshop in Oslo/Utøya**, by sharing photos, reactions, etc., and some with a preliminary introduction to how they would work with the theme in the school. This in itself raised strong emotions, amongst some, with one of the Danish school leaders telling how some teachers at her school began to cry when she made her introduction about the workshop in Utøya.³⁶

Most of the national teams also met after the summer holiday to confirm and further elaborate the plans they initiated at Utøya. Some schools **introduced TCI & MI to their own teachers** – all or a selected team – on their own in a more formalised way, while others arranged for their national facilitator to conduct the introduction or at least to take part in it. The introduction varies from a few hours to several days, some as a weekly recurring event with a specific group of teachers throughout the year. All seem to have included the practical testing of a selection of the activities from the TCI manual.

²⁹ Seven school leaders: four teach math & natural, see Annex 1: Report on Pre-workshop Questionnaire.

³⁰ The numbers are based on the participants' responses in the Activity Questionnaire, their presentations at the evaluation day in Oslo and follow-up questions for clarification on e-mail, as well as accounts of e.g. teachers at their school at school website.

³¹ Approximate numbers based on a count of teachers featuring on Mølleholmskolens website.

³² "At the ministry of education, we had a course with 3 x 35 teachers, academics, etc, Annex 3: Activity Questionnaire.

³³ Maybe more? The Icelandic group held one workshop for 25 teachers from Reykjavik, including their own two school's teachers, but it is unclear whether one school also held an introduction to their own teachers. The numbers listed here have been divided between their own teachers and teachers from outside based on a qualified guess.

³⁴ As informed in follow up email.

³⁵ At the evaluation day in Oslo, the school leader at Enskede gård gymnasium informed that the city council human rights committee invited her to present TCI & MI. No exact number of participants was given - the number is based on a qualified guess.

³⁶ Presentation from Mølleholmsskolen at the evaluation day in Oslo.

Furthermore, test schools from almost all national teams took part in **introductions of TCI & MC to groups outside their own school** mostly targeting teachers. This includes activities at both national level and regional levels.

For example, the Finnish test schools took part in a presentation on the manuals at the annual Finnish UNESCO school meeting in Helsinki, with more than 70 participants from all over Finland, and hosted a workshop for 25 of the participants afterwards. In Denmark one of the teachers in cooperation with the national facilitator from the MoEdu, carried out three courses for each 35 teachers, academics, etc. at the MoEdu.

One example of activities on a regional level is one of the Swedish school leaders who presented the material to school leaders from five schools in the municipality. Another Swedish school leader presented TCI at a meeting in the city council on honour related violence, relating it to an incident where a student said a slap in the face could also be a sign of love. In addition, the Icelandic team held a regional activity by offering a workshop to 25 teachers in Reykjavik's schools.

As can be seen from the overview on target groups above, the Finnish, Danish and Swedish teams reached the highest number of people. Although their teams all consisted of three schools, as opposed to the two schools in the Icelandic and Norwegian teams, two of the three schools who did not carry out activities was from Finland and Denmark. This could be an indication **that a national facilitator within or with strong ties to the MoEdu or National Board of Education who already have TCI & MC high on their agenda plays an important role in the rollout of the approach.**

Table 7: A TCI workshop carried out by one of the teachers in the Finnish Country team for participants at the annual Finnish UNESCO schools meeting September 6th 2017.



Table 8: A TCI workshop carried out by the Icelandic school teams in Reykjavik August 11th 2017.



Table 9: A TCI workshop carried out with pupils at Allerslev School in Lejre, Denmark.

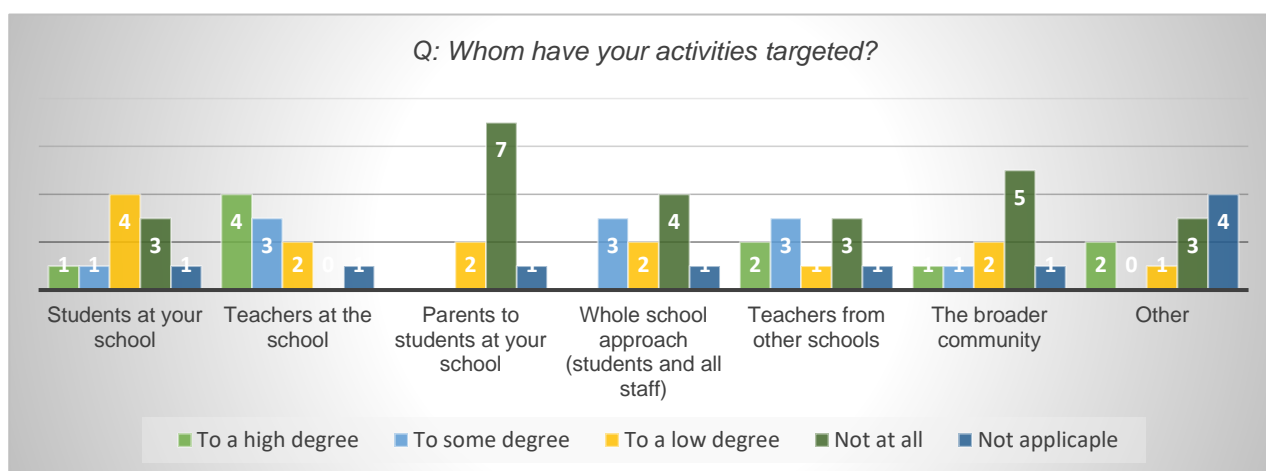


2017.11.13 Film fra dansk team controversial issues

The Finnish school, who did not carry out any activities, has planned to implement their activities from January 2018. A Danish and a Norwegian school did not respond to the Activity Questionnaire nor take part in the evaluation meeting in Oslo; the Danish school reported that they had a change in management and turnover in staff, which did not allow them time to continue the project for the time being. The Norwegian school reported they had a new principal since the workshop and a change in the other test participant's assignments.

The overview on target groups reached also shows that **most test schools carried out activities directed towards their own teachers, secondly to teachers from other schools. Only three schools reported they had targeted their pupils/students directly** including the Finnish schools Latokartanon peruskoulu and Tampere University Teacher Trainer School and Allerslev Skole in Denmark. This coincides with the responses to the Activity Questionnaire's question on whom the test schools' activities have targeted, see [Table 10](#).

Table 10: Whom have your activities targeted? (Report on Activity Questionnaire). 13 test schools, 10 responses.



We can thus assume that the test school activities have had a broad horizontal outreach with a potential high community impact, and a low vertical outreach to the schools' own pupils and students.

3. EVALUATION RESULTS & RECOMMENDATIONS

3.1. STRENGTHENED SKILLS AMONG SCHOOL LEADERS & TEACHERS

The evaluation shows, that the test school leaders' & teachers' personal and professional skills to handle controversial issues has been strengthened.

The key question of the evaluation, is whether the CoE manuals on teaching controversial issues and managing controversy; *"have contributed to the strengthening of the teachers' and school leaders' personal and professional skills to handle controversial issues"* - and through that *"their skills to create safe classrooms and school environments"*.

The overall answer is yes, teachers and school leaders' skills have been strengthened through the pilot project and the sections below examine how and in what aspects this is the case and in what spheres their skills might be less strong. The examination is based on key outputs, outcomes and impacts identified in the proposed ToC for the pilot project based on their relevance to the evaluations key question.

3.1.1. VALUE OF CONTROVERSIAL ISSUES RECOGNISED

The evaluation shows, that the school leaders and teachers had experience with a great variety of EDC & HRE forms prior to the pilot, including TCI, and were thus already recognising the value of engaging young people in democratic dialogue.

However, the pilot has resulted in participants becoming aware of TCI as a particular relevant and useful approach. In addition, they are relieved to have learned to address CI, and eager to spread the word on TCI not only to their own colleagues but also to colleagues outside their own school.

As described in section 2.3.1. *PARTICIPANTS' RECRUITMENT*, the pre-workshop questionnaire shows that before initiating the pilot project, most test school participants already had thorough experience with EDC & HRE Table 4: Teachers' & school leaders' experience with EDC & HRE within the last 5 years and almost half of the responding teachers and school leaders had already worked with controversial issues. The clear majority of both teachers and school leaders further state in the pre-workshop questionnaire, that they have *good understanding of why controversy arises and of the ways to resolve it in a democracy*.³⁷

From this backdrop, it is evident that already from the outset the participants had a high recognition of the value of engaging young people in democratic dialogue and that the project, in that respect, was somehow preaching to the choir. As one of the respondents' states: *"The issues have been quite familiar already to us and through Utøya training we just got some more concrete tools to use."*³⁸

However, the pilot project seems to have made the participants **increasingly value TCI as a particular relevant and useful approach** to engage young people in democratic dialogue. This was expressed at the evaluation meeting in Oslo but also in the post-workshop questionnaire, where respondents answered that the workshop gave them both a *better understanding of why controversy arises and the ways to resolve it in a democracy* as well as a *clearer idea of the role of controversial issues in education for democratic citizenship and human rights education*.³⁹

³⁷ Teachers (13 participants, 13 respondents): 3 to a high degree, 8 to some degree, 1 to a low degree, 1 not at all. School leaders (12 participants, 7 respondents): 2 to a high degree, 5 to some degree (Report on Pre-workshop questionnaire, Annex 1).

³⁸ Report on Activity Questionnaire, Annex 3.

³⁹ a) Teachers (13 participants, 8 respondents): 3 to a high degree, 5 to some degree. School leaders (7 respondents): 3 to a high degree, 3 to some degree, 1 to a low degree. b) Teachers (13 participants, 8 respondents): 5 to a high degree, 3 to some degree. School leaders (12 participants, 7 respondents): 6 to a high degree, 1 to some degree. (Report on Post-workshop questionnaire, Annex 2)

Furthermore, the participants expressed that before initiating the project, they had experienced some degree of indecisiveness, discomfort, fear or even panic, when CIs had come up in class, and **expresses a sense of relief, when learning to address TCI** during the pilot project, and to learn, that it is both good and valuable to take up CI in class instead of avoiding it. As one of the Icelandic participants writes: *"I feel more comfortable speaking about controversial issues and I really like speaking about these things with colleagues".*⁴⁰

The high importance that test participants attribute to TCI, however, best appears in the enthusiasm the test schools have demonstrated in spreading the word about TCI even given the short notice with which they were enrolled in the project, the projects short time-frame and the schools' many other responsibilities and tasks. Not only have the participants arranged a large number of TCI activities for teachers at their own schools, they have also **found it important to inform and reach out to actors outside their own school**, including teachers from other schools, other school leaders, teacher trainers, teacher students, politicians and other decision makers and specialists, as reported in section 2.3.3. **TCI & MC ACTIVITIES CARRIED OUT BY PARTICIPANTS.**

The Icelandic country team presents a good example of the great desire the participants showed in spreading the word on TCI, as they, on their own initiative, and without a prior link to the MoEdu, arranged a workshop for 25 Icelandic teachers and wrote an article in the magazine of the Icelandic Teachers Union. Furthermore, they managed to create interest within and establish good contact to the ministry and took upon themselves the great task of translating the manuals, with one of the teachers being the translator, and the rest in the country team giving feedback. After completion, presumably in March 2018, the ministry will print the materials and distribute them to all schools in Iceland and the ministry now has a representative in the DIS network. The Icelandic country team plan to facilitate teacher workshops all over Iceland once the manuals are published.

Table 11: The Icelandic Country Team published an article in the Icelandic Teachers Union Magazine.



3.1.2. RAISED CONFIDENCE IN APPLYING TCI TOOLS

The evaluation shows, that teachers' and school leaders' confidence in applying TCI tools have been significantly raised because of the pilot project. This is evident from the respondents' self-evaluation in the questionnaires, as well as from the high volume of TCI activities they have been confident enough to carry out for a multitude of target groups, inside as well as outside their schools.

In the post-workshop questionnaire, a clear majority of the respondents states they feel **confident to apply - and motivated to use - TCI tools** after the workshop.⁴¹ Likewise in the activity questionnaire, where especially the national facilitators found that the participants appeared **very confident** to start working on controversial issues when they initiated the planning at their schools, while the school teams mainly state that they feel **fairly confident**.⁴²

⁴⁰ Answer to the Activity Questionnaire, see Annex 3.

⁴¹ On a scale from 1 to 5, where 1 = I do not feel confident and 5 = I feel very confident, 63% of the 8 responding teachers and 86% of the 7 responding school leaders answers 4. On a scale from 1 to 5 with 1 = not motivated and 5 = very motivated, 57% of the 7 responding school leaders & 38% of the 8 responding teachers answered 5 and 43% school leaders & 63 teachers answered 4 (From Report on Post-Workshop Questionnaire, see Annex 2).

⁴² National facilitators (5 of 5): 60% Very confident, 40% Fairly confident. School teams (10): 30% very confident, 70% fairly confident. No one used the lower categories of not confident or less confident (From Report on Activity Questionnaire, see Annex 3).

The large number of activities that the test schools has carried out in the project period also indicates the participants' great confidence in applying TCI. Not only did the participants feel confident to arrange activities for teachers at their own schools, they also had the **courage to carry out activities targeting a large group of different external actors**, as listed in the section above.

3.1.3. STRENGTHENED - BUT NOT FULL - TCI & MC COMPETENCES

The evaluation shows, that teachers' and school leaders' competences in applying TCI tools have been raised after they have taken part in the pilot project. This is evident from the respondents' self-evaluation in the questionnaires, as well as from the high volume of TCI activities carried out, where the participants have applied several activities from the TCI manual.

However, the evaluation also shows, that the participants have been hesitant to explore and apply the manuals on their own, that they feel less strong in the practical skills of applying TCI and they have been especially challenged to apply the approach to pupils/students and school management.

Although the participants stated they had prior experience with different forms of EDC & HRE including TCI, both teachers and school leaders reported a **progress in their TCI competences**, after the workshop, see table [Table 12](#) below.

In the Post-Workshop Questionnaire teachers were asked to assess to what extent they had experienced a strengthening in six central competences of those listed in the TCI manual.⁴³ As can be seen in the table, teachers rate **progress especially** in what the TCI manual terms **the personal as well as the theoretical competences** (statement 1 and 2 to 3 respectively), while the **practical competences are rated lower** (statement 4 to 6: *applying necessary teaching roles; handle sudden controversial remarks; cooperate with other school staff on CI*).

The school leaders were on their hand asked to assess a mix of TCI competences and MI competences. The **school leaders in general find their competences has been strengthened to a higher degree than the teachers** in both personal, theoretical and practical competences. The highest rates are given to a theoretical competence (statement 2: *clearer idea of the role of CI in EDC & HRE*) and a practical competence (statement 7: *cooperate with teachers and other school staff on CI*). The lowest rate is given to practical competence mostly relevant to the teachers (statement 3: *applying necessary teaching roles*).

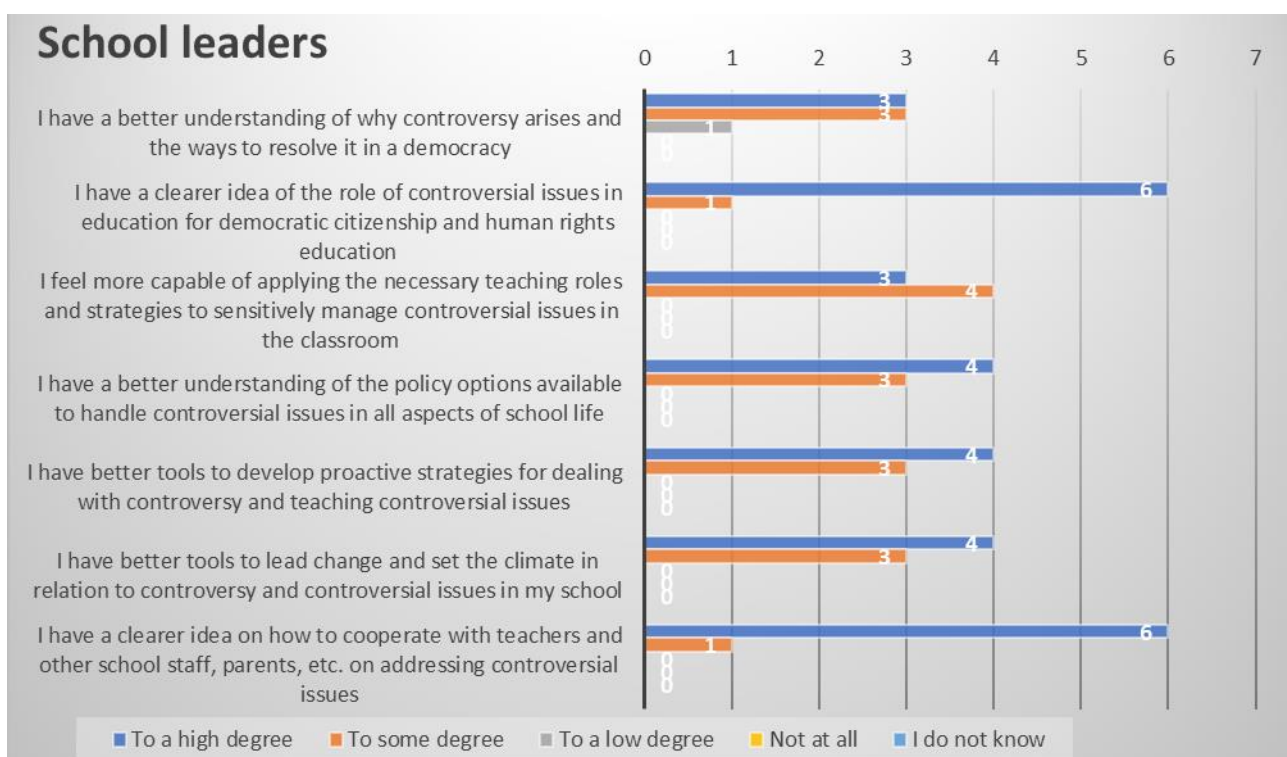
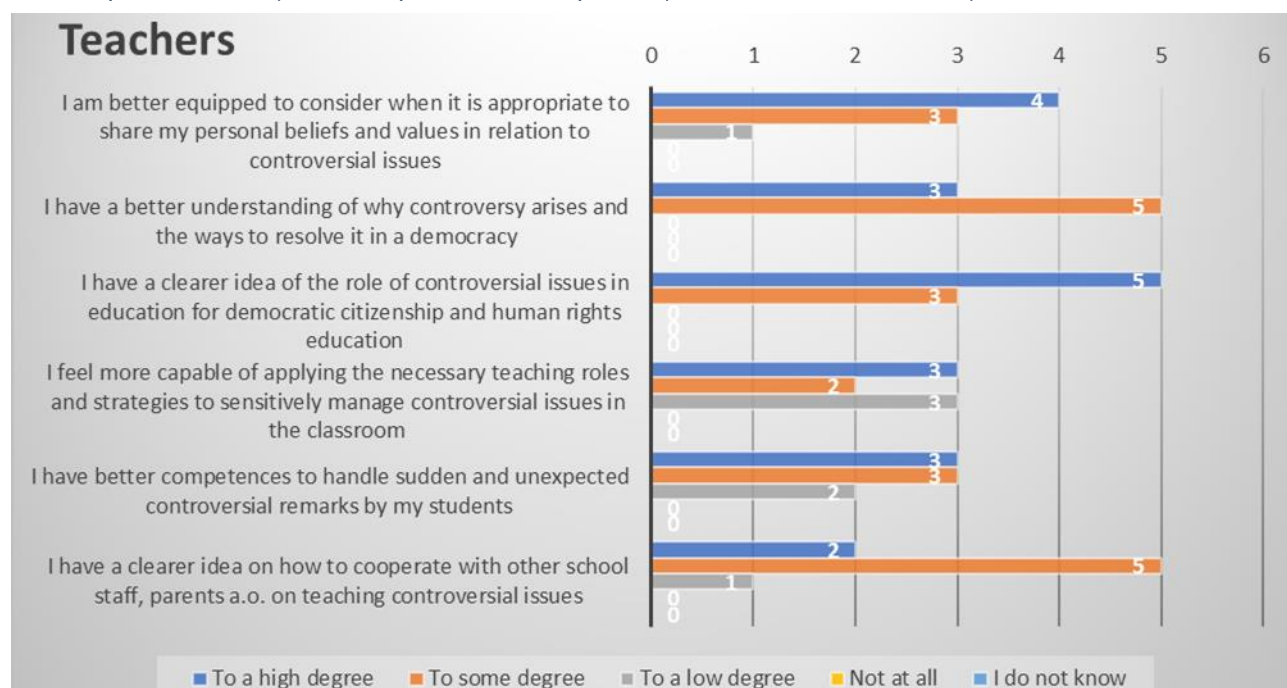
The responses are similar in the Activity Questionnaire, where a clear majority of the responding school teams report that to *some degree they had the skills needed to handle CI* as well as **to create safe classrooms and school environments** when they began the work on implementing TCI & MC activities.⁴⁴ One respondent ads, "*I felt confident in having the skills to handle CI and create safe classroom. I used the tips we had discussed. I knew the dissimilarity and depth of the issues, I had tried it on my own body and I used the reflections.*"

Finally, the large numbers of TCI activities carried out by the test schools also testify to the participants' skills in TCI; without skills, they would not have been able to carry out meaningful TCI training.

⁴³ CoE (2015): Teaching Controversial Issues, p. 25.

⁴⁴ The 10 responding school teams to both questions: "high degree" (15%), "Some degree" (70%), "the question does not apply" (15%). Noone answered, "to a low degree" or "not at all" (Annex 3: Report on Activity Questionnaire).

Table 12: Teachers' and School leaders' assessment of competences strengthened by the workshop (Report on Post-Workshop Questionnaire). 25 Participants and 15 responses (8 teachers, 7 school leaders).

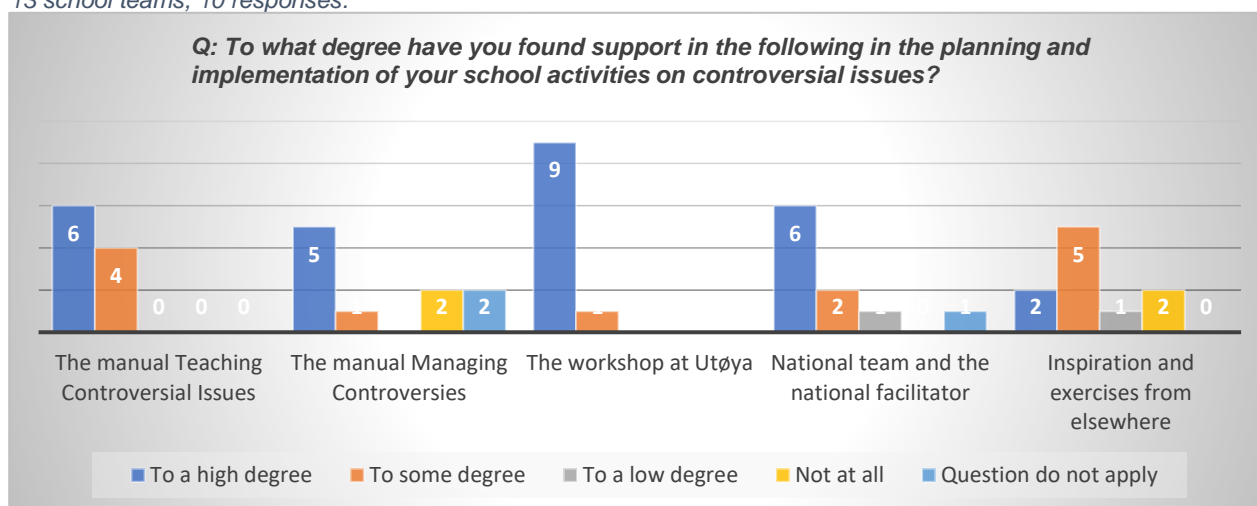


According to the Activity Questionnaire and the evaluation meeting, the participants have especially **applied activities from the TCI manual**, and when asked to elaborate, they highlight the exercises Hot & Cold (5 mentions), The Blob Tree (3), Musical chairs (3), In other people's shoes (2), but also the introduction and "activities" as such are mentioned.⁴⁵ All the named TCI activities are activities which were presented and tried out at the introduction workshop at Oslo/Utøya. This suggests, that the participants **feel most confident and competent to apply the tools they have tried out in the workshop, and less inclined to apply other tools in the TCI manual**.

This finding is supported by the school teams' ratings in another question in the Activity Questionnaire concerning what elements they found support in when planning and implementation school activities, where they:

- rate the support in the workshop at Utøya the highest,
- the TCI manual significantly lower, and in falling order,
- the *National team & facilitator*,
- the *Managing Controversy manual*; and
- *Inspiration & exercises from elsewhere*, see, [Table 13](#) underneath.

Table 13: Support found in different project elements to carry out school activities (Report on Activity Questionnaire). 13 school teams, 10 responses.



This indicates, that it **has not been straightforward for the test schools to explore and apply the TCI manual on their own**. Instead they have remained committed to the activities they had already tried in Oslo/Utøya. The responses in the exercise "What did we learn" carried out by **LEARN | RIGHT** at the evaluation day in Oslo supports this: Out of the 10 main learning points raised by the groups, two out of the four groups answered that "*The manual does not work by itself*" and "*Need practise before using*", see photo of activity in [Table 14](#).⁴⁶

It seems to have been **even more difficult to explore and apply the MC manual on their own**, as hardly any of the school teams report having conducted MC activities within their school. That was the case both in the evaluation day and in the responses to the Activity Questionnaire. When asked to elaborate on which tools and exercises they have used from the MC manual, 4 out of 10 responding school teams' answer: *none or have not been implemented yet*, while the remaining answers indicate a more superficial use, or they refer to the TCI manual.⁴⁷ One of the four respondents informed that they have not used it, quote: "*None, there is nothing useful in our context from Finnish School's perspective as we are so autonomous.*"

⁴⁵ Annex 3: Report on Activity Questionnaire.

⁴⁶ Annex 4: Results of Evaluation Activity.

⁴⁷ *I felt confident in having the skills to handle c.i and create safe classroom. I used the tips we discussed, I knew the dissimilarity and depth of the issues, I had tried it on my own body and I used the reflections; We have started working on how we deal with controversial issues in the classroom, we have used different parts of the material as support for the matter; Motivation and introduction of the Controversial issues manuals; Mest påminnelsen om vilka behov man har som lärare för att våga adressera frågorna i klassrummet.* Report on Activity Questionnaire.

This viewpoint is to some extent repeated in the Evaluation Activity, where one of the points on “What did we miss – In the manuals?” reads: “*Managing tool does not work in a Scandinavian context so we are missing a proper managing tool*”.⁴⁸ When asked by e-mail to elaborate on this point, the participant who was the lead party on the note writes, that the manual spends too long time on justifying to work with CI, that the issue is not understood, and that readers “*will abandon the manual in first five minutes as it does not seem to suit the context we work at. The concrete tool and the pedagogical thinking comes too late*”.⁴⁹

When asked to give suggestions to what could be changed in the MC manual, the respondents suggest more practical, participatory activities (1) and concrete examples on how to handle concrete violent attacks and extreme terrorism (2), while one write: “*No need to change, it has good ideas*”.



Table 14: Evaluation Activity carried out by **LEARN | RIGHT** at the evaluation day in Oslo, 14th of November 2017.

The hesitation to explore and apply the manuals on their own could also be due to time constraint, as the school teams had limited time to test the manuals. However, the participants' responses suggest that this is not the only issue, and **more practical planning and implementation directions in the manuals would have been helpful in strengthening their confidence in and competences to carry out MC activities.**

⁴⁸ Annex 4: Evaluation Activity.

⁴⁹ Email from evaluation participant 27.11.2017.

This point also seems to be relevant in relation to the relatively low number of pupil & student oriented test school activities carried out, as presented in section 2.3.3. *TCI & MC ACTIVITIES CARRIED OUT BY PARTICIPANTS*: Only 3 out of 10 responding school teams reported to have carried out activities targeting pupils and students. Consequently, if they had had more time, the school teams might eventually have been able to carry out activities for pupils & students, but they still point to the need for more supportive elements in the TCI manual for doing this.

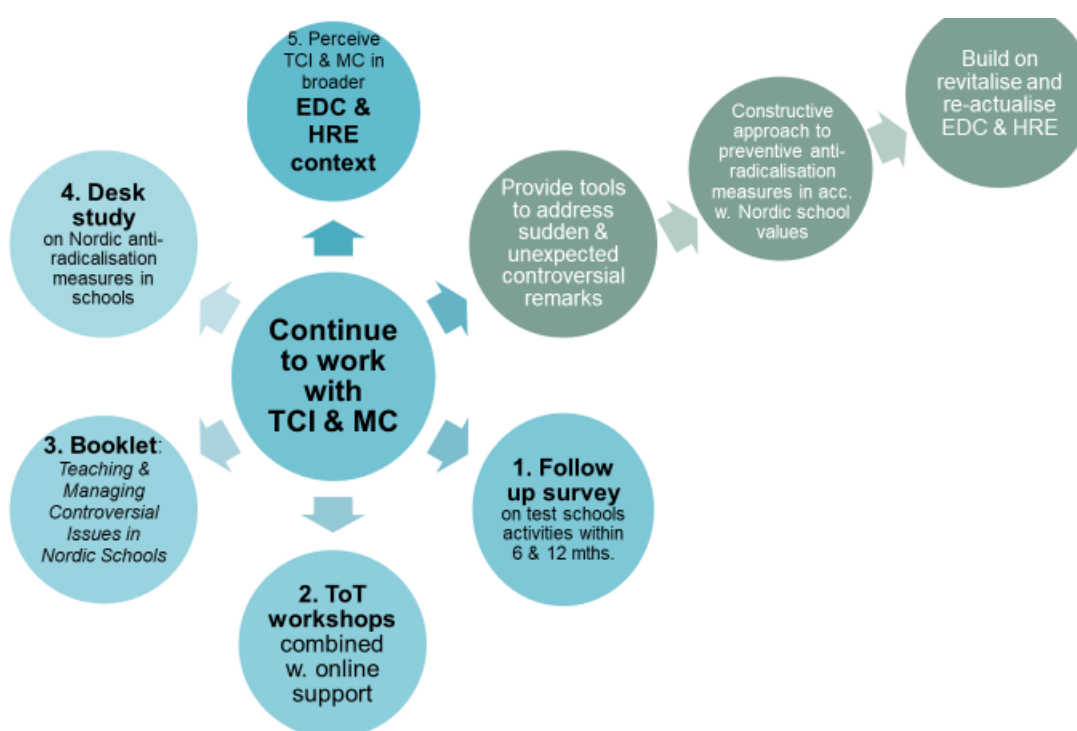
Thus, 3 out of 4 groups in the Evaluation Activity respond that **the TCI manual needs material targeting pupils & students**:

- *In the manual, the outcome is for the teachers, not the students. we need for students*
- *Information on which exercises can be used for students, which for teachers only*
- *Following up manual – students manual⁵⁰*

Another issue the participants raise in relation to the manuals and their applicability is the wish for a manual better aimed at the Nordic context. 5 out of 10 responding school teams and 5 national facilitators make this point when asked to recommend what should be changed in the TCI manual if it was to be changed:

- *Some examples of controversial questions may be uncontroversial in the north but controversial in the Mediterranean. Perhaps look at what examples are included in the material;*
- *Maybe more fit to the Scandinavian context;*
- *It should be made more relevant to the Scandinavian region where, at least in Finland, teacher and schools are more independent and don't have to justify their time use and resources to outside school inspections;*
- *Mer anpassat till svenska förhållanden;*
- *When translated: Should include examples from local/national realities*

3.2. RECOMMENDATIONS



⁵⁰ From "What did we miss? – in the manuals", Annex 4: Results from Evaluation Activity

3.2.1. CONTINUED NCM SUPPORT TO TCI & MC

It is praiseworthy that with the Nordic Pilot, the NCM DIS programme engages in the actual practical implementation and testing of an approach and thereby directly has an impact on the Nordic Schools as well as collecting real empirical experiences from applying the approach in a Nordic context. Thereby, a practise network has been created and new practical Nordic initiatives and cooperation have been established around gathering, developing and supporting preventive efforts, in accordance with the success criteria of the DIS programme. A project addressing these criteria could easily have ended in a policy paper with good intentions and little practical impact, collecting dust on shelves around the Nordic countries.

It is clear from the evaluation that the Nordic Pilot Project has successfully put TCI & MC on the agenda as tools for addressing social marginalization, extremism and religious discrimination, reaching thus the aim of the DIS programme. The project's speedy and agile horizontal dissemination of the approach from teacher to teacher and beyond, within an extremely short time, shows there is both a need and an interest for the approach.

By carrying out the Nordic Pilot the NCM has thus timely filled in a gap and presented a very useful tool to Nordic Schools:

- Not only does the TCI & MC approach assist the teachers and school leaders with the common unsolved problem of how to address the sudden and unexpected controversial remarks by pupils and students.
- It also addresses the very hot and challenging contemporary topic of anti-radicalisation in schools by presenting a constructive approach to preventive measures in accordance with Nordic school values of democratic dialogue.
- Finally, the TCI & MC approach builds on, revitalises and re-actualises Education for Democratic Citizenship & Human Rights Education.

The evaluation points towards a number of initiatives that NCM and the Nordic countries could embark on to further develop and rollout the approach in the Nordic countries. These are presented in the sections below.

3.2.2. FOLLOW-UP SURVEY ON ACTIVITIES IN PILOT SCHOOLS

LEARN|RIGHT recommends that NCM and the Nordic countries execute a follow-up survey on the school teams' future activities within the coming 6 to 12 months including a survey on the experienced outcome amongst participating pupils and students.

The survey will enable NCM and the Nordic countries to establish whether the test participants will be able to carry out more activities targeting pupils & students as well as MC when having a more time available and could be designed to target the impact on the participating students & pupils.

The evaluation shows that many of the pilot school teams are just at the beginning of their implementation of TCI & MC activities. Thus, carrying out a follow-up study will enable NCM and the Nordic countries to continue the collection of information on outreach and outcomes of the TCI & MC approach, the manuals and the project and on how what they have learned will transfer into the daily practise.

The survey will enable NCM and the Nordic countries to establish whether the test participants will be able to carry out more activities targeting pupils and students as well as MC when having more time available. It should address how well the strategies and techniques are integrated in the schools' practice. Moreover, a follow-up survey could be designed to address the impact of the TCI & MC on the pupils & students addressed.

The survey design could be as simple as a low-cost follow up questionnaire in line with those used in this evaluation, supplemented with telephone interviews and e-mail follow-up with selected test participants. It could also include a joint follow-up presentation and evaluation meeting, allowing the participants to meet and present their experiences since the Oslo evaluation day, and thereby also work as joint inspiration for

the test participants and the identification of best practices and feedback in terms of progress and experiences on changes in the targeted pupil and student group. Moreover, the pupils and students could be directly addressed in questionnaires or through evaluation activities carried out through the test-teachers or even through focus group or individual interviews.

It is very rare that such long term qualitative surveys are carried out measuring longer-term results and thus such survey constitutes a pioneering opportunity to estimate the approach' longer term impact on addressing social marginalization, extremism and religious discrimination.

3.2.3. CONTINUE WITH ToT WORKSHOPS & CREATE SUPPORTIVE ONLINE SOLUTIONS

LEARN|RIGHT recommends that NCM and the Nordic countries carry out a combination of workshops and online supportive solutions directed towards both in-service and teacher training.

We recommend that the introduction workshop model be continued as a Training of Trainers (ToT) programme with strong focus on planning and implementation of pupil & student as well as of MC activities. The implementation would benefit from supportive online solutions offering space for sharing of experiences & activities for the introduction workshop participants.

NCM wants the pilot test to provide the basis for an assessment of a possible continuation at the national level through courses conducted in the same manner as the pilot, or e.g. in a combination of courses and online solutions. When asked about their recommendations on this in the Activity Questionnaire, the school teams responded that it is difficult to learn TCI & MI online and that online solutions cannot stand alone without face to face workshops, as expressed by one of the school teams: *"Online solutions should be concrete, ready to use without needing a lot of experience or theoretical background. But we cannot address how important it is to also have face to face workshops as there are tons of material online that no one uses before they find out why they should use it."*⁵¹

The evaluation shows that Utøya as a venue had a tremendous impact on the participants' motivation and understanding of the subject of TCI during the introduction workshop. In the Post-Workshop Questionnaire, all respondents express extremely positive reactions to Utøya, as the venue while it was obviously also difficult and emotional for all participants. Some of the responses sound: *"It had a great impact, put everything in context. Very appropriate"; "Good choice. The place reminded of the importance to discuss these issues constantly."; "Very clever. Even though it was painful to be there it was a stroke of genius. In the discussions about extremism and terrorism it's always a danger that people get stuck on Islam. Just being on Utøya raised awareness about the right-wing danger that is also really important to be aware of."*⁵²

LEARN|RIGHT recommends that the introduction workshop and online solutions address the following:

- The **timing** of the follow up workshops should avoid the challenges of having to make a call for organisers and participants and to plan, implement and evaluate a programme within the same calendar year. Moreover, it should be attentive to schools' planning cycle, holidays etc.
- The **venue** should be carefully selected to motivate and actualise the theme of TCI as was the case at Utøya. However, visiting other terror sites as Turku in Finland or Krudttønden or the synagogue in Copenhagen could have a similar impact. It is, however, important to take into account, that the participants will need time and space for emotional reactions and that the programme should allow sufficient time and support for that.
- An **initial ToT** at Nordic or national level will have a potentially large impact and represent value for money. The ToT could be carried out as a joint Nordic workshop, or in each Nordic country e.g. with the assistance of the national facilitators and potentially representatives of the school teams. The ToT participants would form a team that in turn can create workshops throughout each of the Nordic countries addressing the national context.

⁵¹ See Annex 3: Report on Activity Questionnaire.

⁵² See Annex 2: Report on Post-Workshop Questionnaire.

- The **teacher and school leader workshops** should include school teams consisting of a school leader and two teachers, to enable them to support each other in the development and implementation of training programmes.
- A team of national **teacher trainers** should also be trained with the aim of targeting **teacher training schools** to infuse the TCI & MC approach into the teacher training and curricula.
- Take **point of departure in the Booklet** – TCI & CI in Nordic Schools in the workshops, ensuring hands-on experiences with its tools, as well as the CoE manuals
- **Present the EDC & HRE framework** that the TCI & MC approach is part of, as a central part of opening of the workshop, including the CoE *Charter on Education for Democratic Citizenship and Human Rights Education* and the UN *Declaration on Human Rights Education*. This includes emphasising the learning dimensions of knowledge - values - skills and *about - for - through* and their interrelation, see section 3.2.6.
- The workshops should apply **exemplary learning methodologies** and walk the talk of the TCI & MC approach. Thus, they should be based on active learning with interactive activities and a focus on the school teams' time to plan school activities and present them to the group, while presentations and PowerPoints should be kept to a minimum.
- The **online solutions should motivate and inspire participants** from the introduction workshops to continue their work. It is recommended it contain the Nordic Booklet, the CoE manuals, and a wiki and discussion forum allowing for the school teams' and trainers' sharing of best practices and activities, films of activities, etc. As a motivator it could also include a continuous count of the number of school teams who have taken part in training.

3.2.4. BOOKLET: *TEACHING & MANAGING CONTROVERSIAL ISSUES IN NORDIC SCHOOLS*

LEARN|RIGHT recommends that NCM and the Nordic countries develop a booklet based on the Nordic pilot experiences with applying TCI & MC to Nordic Schools. This should offer hands on reflection and planning tools as well as activities customised to Nordic pupils, students and schools.

The evaluation shows hesitance among the test schools to explore and apply the manuals on their own and a challenge in transferring the TCI & MC approach to pupils/students and school management. The participants ask for tools that focus more on planning and implementing TCI for pupils and students, as well as more participatory and to-the-point MC tools. Moreover, they call for material directly aimed at the Nordic context.

We recommend a booklet that to a higher degree is oriented towards the practitioners and their needs for easily assessable materials and tools they can use to get started on TCI & MC immediately, and with less focus on long theoretical reads better suited for longer education programmes as e.g. teacher training. This would be a straightforward task, as several tools exist in the field of EDC & HRE, which have already been successfully tested in a Nordic context and can serve as models. Moreover, there is no need for a hard copy of the material it could simply be made available as a pdf for free print.

LEARN|RIGHT recommends that the booklet include the following:

- A simple overview of the key **learning goals** for TCI for pupils and students related to key TCI themes and the learning dimensions of knowledge, values and skills;
- A **self-reflection sheet** for teachers on how they currently address CI and on a human rights based learning environment as the basis for creating and planning a TCI supportive learning environment, class routines and specific activities;
- TCI **planning guides** for pupil/student programmes with reflections on what students/pupils should learn, the learning environment I want to create, how and with whom, what routines to implement, and what activities to carry out;
- A clear **reference to the EDC & HRE framework** that the TCI & MC approach is part of, including the CoE *Charter on Education for Democratic Citizenship and Human Rights Education* and the UN

Declaration on Human Rights Education and to the emphasis on the learning dimensions of knowledge, values, skills and *about, for and through* and their interrelation see section 3.2.6 below;

- A short guide on **how to apply a human rights based approach to education** programmes following the PANEL (Participatory; Accountability; Non-discrimination, Equality and Vulnerable Groups; Empowerment; Linking to human rights);
- Short easily reviewable and accessible **routines and activities** to carry out in Nordic classes, like morning check in, how to use google forms and the like for gathering information, ready-made cards for print and discussion, etc.;
- Text examples and activities that take **point of departure in Nordic terror experiences**, to make the global local, and the abstract concrete, present and motivational, as we experienced at Utøya;
- **Team reflection guide** with hands-on interactive activities to address MC and to plan activities to address school strategies, structures and culture.

Examples of model tools from other EDC & HRE manuals in [Table 15](#).

Læringsmål for medborgertemaerne

Læringsdimensioner og delmål

Medborgertema og hovedformål	Viden	Holdning og værdier	Kompetencer
Tema • Rettigheder og medansvar At eleverne kender deres rettigheder og medansvar.	Menneskerettigheder Barnkonventionen Social ansvarlighed	Alle mennesker har lige rettigheder Alle menneskerettigheder er lige meget værd og er forbundne Respekt for fælles regler Føle ansvar for egne handlinger og social ansvarlighed. Se sig selv som verdensborger	Sieles mellem ønsket behov og rettigheder Identificere hvornår egne eller andres rettigheder overtrædes Analyser rettigheder og medansvar i forskellige situationer Arbejde for at fremme og beskytte menneskerettigheder i klassen, lokalt og globalt
Tema • Ligebehandling og fællesskab At skabe et fællesskab i klassen der bygger på ligestilling.	Lige rettigheder Diskrimination Fordomme Etnocentrisme	Føle at de tilhører et mangfoldigt fællesskab i klassen Tio på egen betydning for fællesskabet Respekt for forskellighed Anerkende mangfoldighed og ligestilling	Empati, tolerance og lighed Samarbejdsevner Give og modtage anerkendelse Identificere fordomme Lytte til andre og respektere deres meninger Arbejde positivt med konflikter.
Tema • Demokrati og deltagelse At eleverne kender de demokratiske rammer de selv kan deltage i.	Demokrati på skolen Lokaldemokrati Demokrati i Danmark Grundloven Sociale styreformer	Respekt for fælles regler Tio på at de i fællesskab med andre kan gøre en forskel og påvirke regler og andre forhold	Forholde sig kritisk til informationer og adskille fakta og meninger Evner til at deltage i og organisere sociale grupper Formulere egne synspunkter og argumenter for dem Opstille et mål og arbejde sammen med andre om at nå det Bruge indflydelse i skole, familie, fritid, lokalsamfund

HUMAN RIGHTS TIMELINE

Introducing Human Rights	Duration	No. of participants	Short Description	Preparation	Materials
	30-45 min	10-25	Participants create a joint human rights timeline	Make a frame for the timeline, see underneath	Flipchart paper (or black or whiteboard) Marker Pens Small post-its/cards

ACTIVITY AIM:

- To get talking about what human rights are
- To show that human rights are all around us, and that we all know something about human rights
- To enable participants to regard and use each other as a resource

Activity Type: Reflection, Movement

HOW:

1. PREPARATION
Make a frame for the timeline shown below, using flipchart paper on the wall, with large post-its or cards, or drawn up on a blackboard or whiteboard.

2. INTRODUCTION TO PARTICIPANTS
Hand out post-its or cards in three different colours. Then ask participants to write down one human rights event on each: a) one personal, b) one national and c) one international. Ask them to place these events on the timeline.

3. SUMMING UP AND FOLLOW UP
When everyone has placed their events on the timeline, go through the events one by one. Start with the global, then national. Ask participants to elaborate and explain. Note if there are many similar events, and ask whether participants think some important events are missing. Ask who would like to share their personal events and let participants explain these one by one. Don't force anyone to divulge sensitive information.

NOTE:
The activity can become very emotional as participants' personal events may include disturbing experiences such as torture and ethnic discrimination. Ensure that there is a supportive atmosphere and be ready to assist participants who find it difficult to cope. It is OK if they do not want to explain their event; it is enough that we can read about it.

Source: Adapted from Chris Cavanaugh (1999). CA workshop, presented in Flowers (2000): The Human Rights Education Handbook.

TIMELINE

Personal
National
International

1900 1910 1920 1930 1940 1950 1960

Post 2. Ligebehandling og anerkendelse og inddragelse af alle elever (ca. 15 min)

Anerkender vi alle elevers evner og kompetencer ligebehandling?

Trin 1: Læs teksten nedenfor højt.
En undersøgelse blandt elever med etnisk minoritetsbaggrund viser, at eleverne oplever, at de bliver anerkendt og respekteret personligt i klassen og af læreren, ved at de bliver lyttet, men hjælper hinanden og at man f.eks. ikke griner, når nogen siger noget forkert i klassen.
Men derimod viste undersøgelsen, at elevernes unikke sproglige og kulturelle viden og erfaring sjældent opleves som havende nogen værdi for de andre elever, for læreren eller for skolen. Med andre ord oplevede eleverne ikke, at de blev anerkendt for deres unikke evner og bidrag til fællesskabet.
Denne manglende anerkendelse kan være en medvirkende forklaring på, at der opstår en subkultur præget af modstand frem for en medborgerkultur på skolen.
—Maudana Zarehgar

Trin 2: Tal nu sammen to og to om:
• Hvad i går for at inddrage de ressourcer, eleverne medbringer til skolen og samfundet i form af sprog, traditioner og talenter?
• Hvad i hører konkret vil gøre for at anerkende alle elever ligebehandling i forhold til evner, sproglige kompetencer, social baggrund og køn?
— Brug 10 minutter.

TIP
• Spørg eleverne, hvordan traditionerne i deres familie og undlad at spørge til, hvordan man gør i barnets kultur.
• Spørg alle elever, ikke kun de tosprogede - alle familiers traditioner er forskellige.
• Kig på dit klasselokale, dine undervisningsmaterialer og -metoder, er forskellige.
• Lav aktiviteter med klassen, hvor alle prøver at have et handicap pigerne i klassen.
• og forestil dig, hvordan de bliver opløst af blvd. drengene og
• Lav aktiviteter med klassen, hvor alle prøver at have et handicap pigerne i klassen.
• og forestil dig, hvordan de bliver opløst af blvd. drengene og
• I stedet for at spørge eleverne om, hvad de har læst i sommer- eller vinterferien (som koster penge), så spørg f.eks. hvad de har haft en god oplevelse eller hvem de har haft en god oplevelse med.

FORBEREDELSESPÅR - TAG PULSEN PÅ BØRNS RETTIGHEDER I KLASSEN

Formål: At du som lærer reflekterer over, hvordan du skaber et læringsmiljø, der respekterer børns rettigheder og hjælper dem blive til at lære om deres rettigheder.

Sådan gør du: Kopier dette ark, og sæt på spørgsmålene nedenfor. Du kan også diskutere dem med en kollega eller hele lærergruppen. Eller du kan arbejde med at fordele om børns rettigheder, kan du evaluere den indsats ved at gennemgå spørgsmålene igen og se, hvordan du har opnået fremskridt.

STYK DINE ELEVERS VOICE OM DERES RETTIGHEDER

Den her er et af de mange spørgsmål, som du kan bruge til at finde ud af, hvordan dine elever oplever deres rettigheder. Du kan bruge det til at se, om der er nogle spørgsmål, som du kan arbejde på at forbedre.

Hvor meget har du arbejdet med børns rettigheder i undervisningen?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

• Hvad vil du gerne forbedre i undervisningen, når det kommer til børns rettigheder?

• Hvad kan du gøre for at styrke dine elever om deres rettigheder, særligt i forhold til børns rettigheder, og kompetencer til at kæmpe for deres rettigheder?

STYK DINE ELEVERS BEKYNDELSE OG UDVÆKSEL

Den her er et af de mange spørgsmål, som du kan bruge til at finde ud af, hvordan dine elever oplever deres rettigheder. Du kan bruge det til at se, om der er nogle spørgsmål, som du kan arbejde på at forbedre.

Hvor meget har du arbejdet med børns rettigheder i undervisningen?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

• Hvad vil du gerne forbedre i undervisningen, når det kommer til børns rettigheder?

• Hvad kan du gøre for at styrke dine elever om deres rettigheder, særligt i forhold til børns rettigheder, og kompetencer til at kæmpe for deres rettigheder?

STYK DINE ELEVERS DELTAGELSE

Den her er et af de mange spørgsmål, som du kan bruge til at finde ud af, hvordan dine elever oplever deres rettigheder. Du kan bruge det til at se, om der er nogle spørgsmål, som du kan arbejde på at forbedre.

Hvor meget har du arbejdet med børns rettigheder i undervisningen?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

• Hvad vil du gerne forbedre i undervisningen, når det kommer til børns rettigheder?

• Hvad kan du gøre for at styrke dine elever om deres rettigheder, særligt i forhold til børns rettigheder, og kompetencer til at kæmpe for deres rettigheder?

STYK DINE ELEVERS LÆSEHVER

Den her er et af de mange spørgsmål, som du kan bruge til at finde ud af, hvordan dine elever oplever deres rettigheder. Du kan bruge det til at se, om der er nogle spørgsmål, som du kan arbejde på at forbedre.

Hvor meget har du arbejdet med børns rettigheder i undervisningen?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

• Hvad vil du gerne forbedre i undervisningen, når det kommer til børns rettigheder?

• Hvad kan du gøre for at styrke dine elever om deres rettigheder, særligt i forhold til børns rettigheder, og kompetencer til at kæmpe for deres rettigheder?

ØVELSE

Fælles sprog om eleverne - elevrunden

Hvad handler øvelsen om: At i som team arbejder med at udvikle et fælles anerkendende sprog om eleverne i klassen.

Sådan gør I: Forberedelse inden mødet: Kopier arkene på alle elever i klassen på sedlerne og klip sedlerne ud.

På mødet:

- Læg sedlerne med elevernes navne i en bunke med bagden op
- Tag en runde, hvor i vælges til at trække et navn fra bunken, og svar på spørgsmålet: Hvordan bidrager præcis denne elev, på en særlig måde, positivt til klassens fællesskab?
- Når I har været alle navne igennem så tag en runde, hvor I hver især svarer på spørgsmålet: Hvad har øvelsen givet mig? Hvad har gjort mest indtryk?

Spørgsmål: Hvis I siger "net".

Løsn: Du må gerne bede om supplerende hjælp fra en kollega.

Sedler til elevernes navne:

KOPIER ARKET 9

Table 15: Examples of reflection & planning tools and activities.

Top left: Learning Goals from "MedborgerVærktøjskassen" by Maria Løkke Rasmussen & Mette Wybrandt.

Top right: Preparation Sheet from "Sæt børns rettigheder på skoleskemaet" by Maria Løkke Rasmussen.

Mid-left: Human Rights Timeline activity from "The Human Rights Education Toolbox" by Maria Løkke Rasmussen.

Mid-right: Team reflection activity from "Inkluderende læringsmiljø" by Mette Wybrandt.

Bottom: Post in team reflection guide from "MedborgerVærktøjskassen" by Maria Løkke Rasmussen & Mette Wybrandt.

3.2.5. DESK STUDY: NORDIC ANTI-RADICALISATION MEASURES IN SCHOOLS

LEARN|RIGHT recommends that NCM and the Nordic countries implement a desk study on the Nordic experiences and best practices on anti-radicalisation measures in schools. The desk study can form a common knowledge bank and basis of inspiration for initiatives working in a Nordic context.

The evaluation's review of documents reveals a multitude of experiences from programmes and activities among the Nordic countries. The meeting presentations under the Finnish Chairmanship in 2016 outlining the situation in each Nordic country concerning extremism amongst youth, including the scale of youth extremism, recruiting of Syrian fighters, government initiatives, action plans, and best practices represent extremely interesting information relevant to all of the Nordic countries.⁵³

Thus, a desk study of the measures applied, the methodology, outreach and results, best practices and recommendations, would be of very high value to all the Nordic countries when deciding to embark on new initiatives. With much of the information already collected and the experts and contacts at hand through the DIS network it appears to be a straightforward task to carry out such a study. Moreover, the Danish literature study on prevention of radicalisation in a school setting might act as inspiration.⁵⁴

3.2.6. STRENGTHEN THE EDC & HRE FRAMEWORK

LEARN|RIGHT recommends that NCM and the Nordic countries see the TCI & MC approach in a broader EDC & HRE context in order to capitalise on its policy framework, standards and advice on planning, implementing and evaluating educational programmes to create democratic citizenship and a culture of human rights.

Moreover, we recommend that NCM and the Nordic countries use the interrelated learning dimensions of knowledge, attitudes/values, skills and *about, through, for* actively in planning, manuals and practise, in order to emphasise the need for a holistic and action oriented pedagogy with a strong focus on the role of the learning environment and learning methodologies in creating the basis for democratic citizenship and a culture of human rights in the schools.

The majority of international and regional human rights instruments contain obligations for states to carry out EDC & HRE and standards on what and how.⁵⁵

Thus, the preamble of the Universal Declaration of Human Rights (UDHR), reads that *"every individual and every organ of society [...] shall strive by teaching and education to promote respect for these rights and freedoms"*. Article 26 furthermore lists the aim of education to be *"...directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace"*.

⁵³ Mötessammanfattning - Förebyggande av radikalisering och extremism bland barn och unga, Det nordiska nätverkets första möte 11-12.2.2016 i Helsingfors.

⁵⁴ Rambøll: Litteraturstudie om forebyggelse af radikalisering i skoleregi, februar 2016, on behalf of the Danish Ministry of Education

⁵⁵ International Covenant on Economic, Social and Cultural Rights (Article 13), Convention on the Rights of the Child (Article 29), Convention on the Elimination of All Forms of Discrimination Against Women (Article 10), International Convention on the Elimination of All Forms of Racial Discrimination (Article 7), International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (Article 65), Convention on the Rights of Persons with Disabilities (Article 8). The Convention on the Rights of Persons with Disabilities, the most recent international human rights standard to enter into force, has a highly developed section on HRE, calling for public awareness-raising campaigns and the fostering of respect for the rights of persons with disabilities at all levels of the education system. In September 2014 the Office of the High Commissioner of Human Rights (OHCHR) on behalf of The International Contact Group on Citizenship and Human Rights Education launched the web resource The Right to Human Rights Education containing a compilation of provisions of international and regional instruments dealing with human rights education: <http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/Listofcontents.aspx>

Furthermore, within the last two decades an international and regional policy framework on EDC & HRE has developed, recommending what form, content and methodologies to apply, see [Table 16](#) for an overview.

The United Nations (UN) track currently carry out a World Programme for Human Rights Education (WPHRE) with a focus on how to plan, implement, and evaluate HRE for different target groups:

- WPHRE I (2005–2009) focus on HRE in primary and secondary education.
- WPHRE II (2010–2014) focus on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel.
- WPHRE III (2015–2019): focus on strengthening the implementation of the first two phases and promoting human rights training for media professionals and journalists.

In 2011, the *UN Declaration on Human Rights Education and Training* (UNDHRE) was developed where UNs member states commit themselves to carry out HRE and on how to do it. The declaration is based on the earlier programmes and provide a solid and simple overview of HRE guidelines and recommendations.

In a parallel development within the CoE, the EDC & HRE project has grown from the conviction that education plays a central role in promoting human rights, democracy and the rule of law, which is the core mission of CoE. In 2010, the CoE *Charter on Education for Democratic Citizenship and Human Rights Education* was developed as an expression of the 47 CoE member states' commitment to EDC & HRE and it outlines the standards they have committed to achieve.

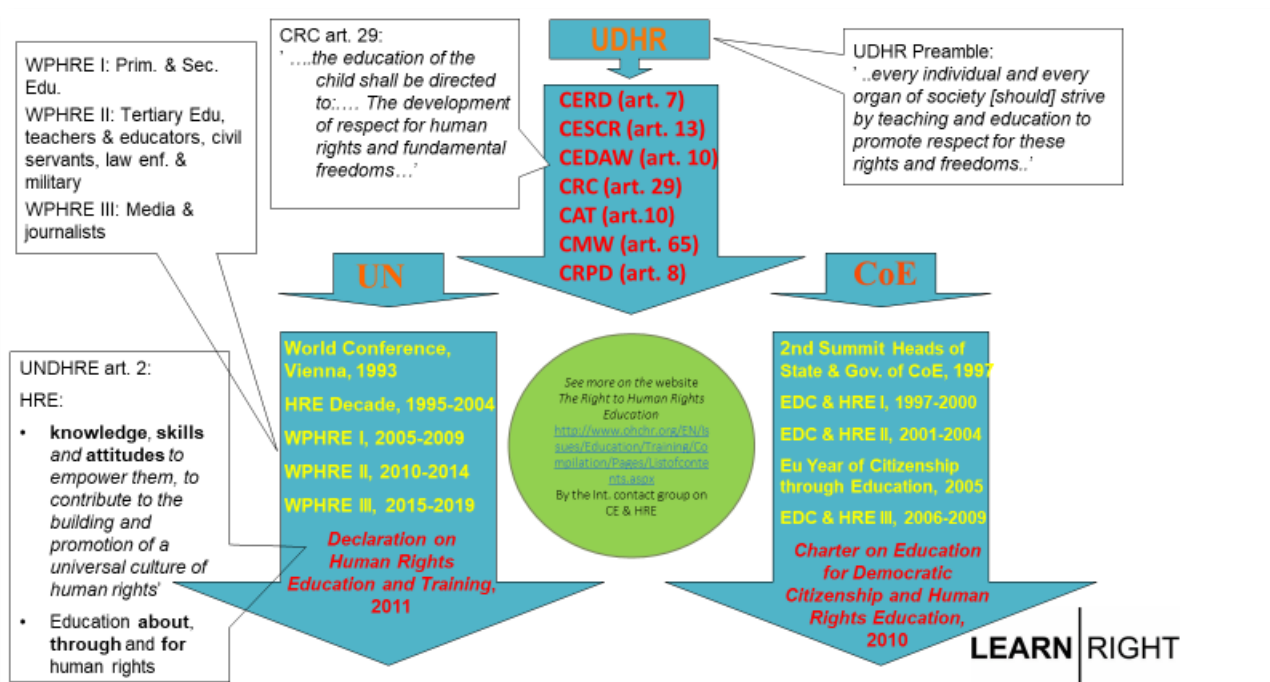


Table 16: The human rights framework for EDC & HRE (figure developed by Maria Løkke Rasmussen, **LEARN|RIGHT**)

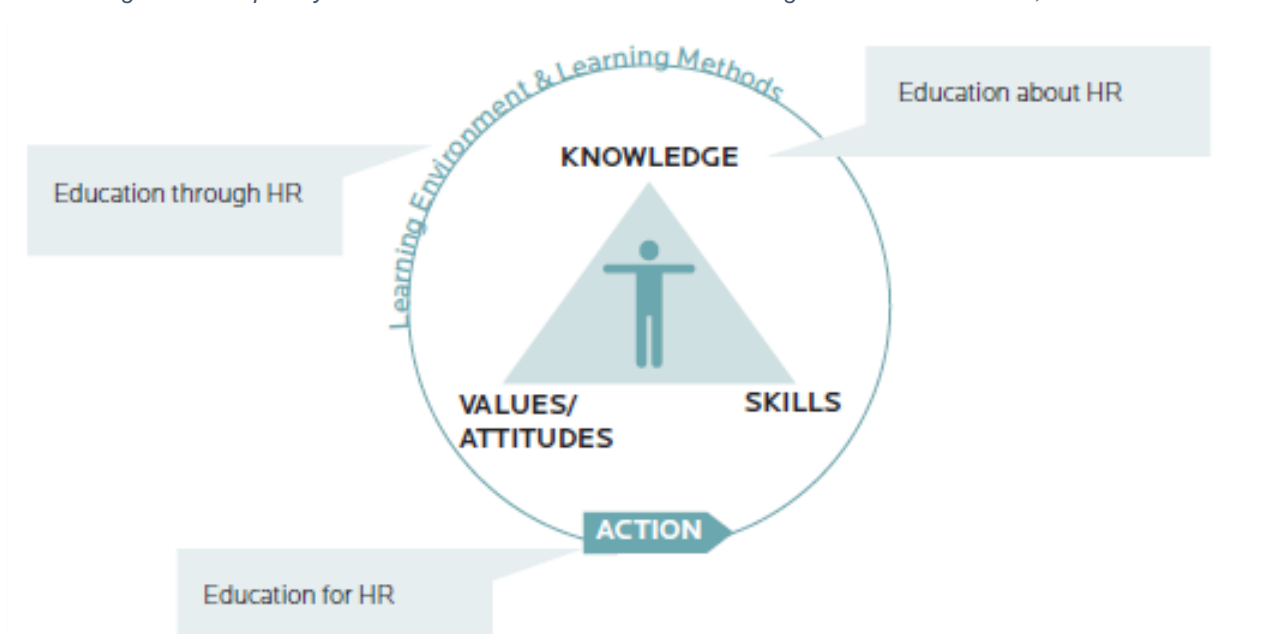
The UN and the CoE policies both apply the two set of learning dimensions of knowledge – values/attitudes - skills and about - for - through.

Since 1956 when Benjamin Bloom described them as 'Blooms Taxonomies' the first set of learning dimensions (knowledge, skills, attitudes/values) has been highlighted as central to all types of education. Bloom wanted to challenge teachers to strive for a more holistic form of education, which was of greater use to and had a higher impact on the learners. When teaching EDC & HRE, it is crucial that all the three learning dimensions are firmly addressed. It is not enough that the learners know about EDC & HRE, they also need to be able to act upon that knowledge, to defend democracy and human rights for themselves and others. In order to achieve this, learners need the skills to apply, promote and protect democracy and human rights, and the attitudes and values to actually do so.

It is recommended that educators address all three learning dimensions when defining learning objectives and while developing and implementing educational programmes, ensuring that the programme addresses all dimensions.

The second set of learning dimensions (*about, through, for*) is interrelated with the first, where learning about democracy and human rights focuses on knowing their human rights and understanding the conditions they depend on. *About* in many ways covers what Bloom's learning dimensions call knowledge, although some references to skills and values/attitudes can also be found. *For* refers to the aim of making learners able to act upon what they have learned. *Through* adds that the educator should ensure that the learning environment and learning methods also respect and promote democracy and human rights in practice, with the school acting as a micro-society that respects the rights, freedoms and equality of its students and train them in exercising their human rights and respecting the rights of others. See Table 17 for an overview.

Table 17: EDC & HRE learning dimensions and their interrelation - the importance of learning environment and learning methodologies. Developed by Maria Løkke Rasmussen in *The Human Rights Education Toolbox*, 2013.



4. DOCUMENTS CONSULTED

CoE (2017): *Human Rights and Democracy in Action - EU/CoE Pilot Projects Scheme 2013-2014*

CoE (2017): *Managing Controversy: Developing a Strategy for Handling Controversy and Teaching Controversial Issues in Schools*

CoE (2015): *Teaching Controversial Issues – Training pack for teachers.*

DFID (2012): *Review of the use of 'Theory of Change' in international development.* Isabel Vogel for the UK Department of International Development

EWC website consulted October 2017

Ekspertgruppen til forebyggelse af radikaliserings: *Færre radikaliserede gennem en effektiv og sammenhængende indsats*, Københavns Kommune: august 2015.

Nordisk Ministerråd: *Procesdokument for Nordisk Ministerråds program for Demokrati, Inklusion og Sikkerhed.* No date.

Rambøll: *Litteraturstudie om forebyggelse af radikaliserings i skoleregi*: februar 2016, on behalf of the Danish Ministry of Education

Kunnskapsdepartementet, Norge: *Utlysning af oppdrag om en nordisk pilotering av Europarådets læremateriell Teaching Controversial Issues og Managing Controversy i 2017*, 04.01.2017

Undervisning och Kulturministeriet, Finland: *Mötessammanfattning - Förebyggande av radikaliserings och extremism bland barn och unga, Det nordiska nätverkets första möte 11-12.2.2016 i Helsingfors*, as well as powerpoint presentation from the national representatives presented at this and a later meeting.

APPENDIX

ANNEX 1: REPORT ON PRE-WORKSHOP QUESTIONNAIRE

ANNEX 2: REPORT ON POST-WORKSHOP QUESTIONNAIRE

ANNEX 3: REPORT ON ACTIVITY QUESTIONNAIRE

ANNEX 4: RESULTS OF EVALUATION ACTIVITY