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# Citizenship Education and Student Voice:

*Concepts, Strategies and Practices*

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# Structure of the presentation

**The socio-political  
context**

**Challenges and needs to  
be addressed**

**Education strategies for  
promoting Active  
Citizenship**

**Education practices for  
promoting Active  
Citizenship**



# The socio-political context



# Challenges

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- Violation of children's rights
- War and violence
- Inequality before justice
- Discrimination
- Prejudice and stereotypes
- Poverty and austerity
- Uncertainty about the future

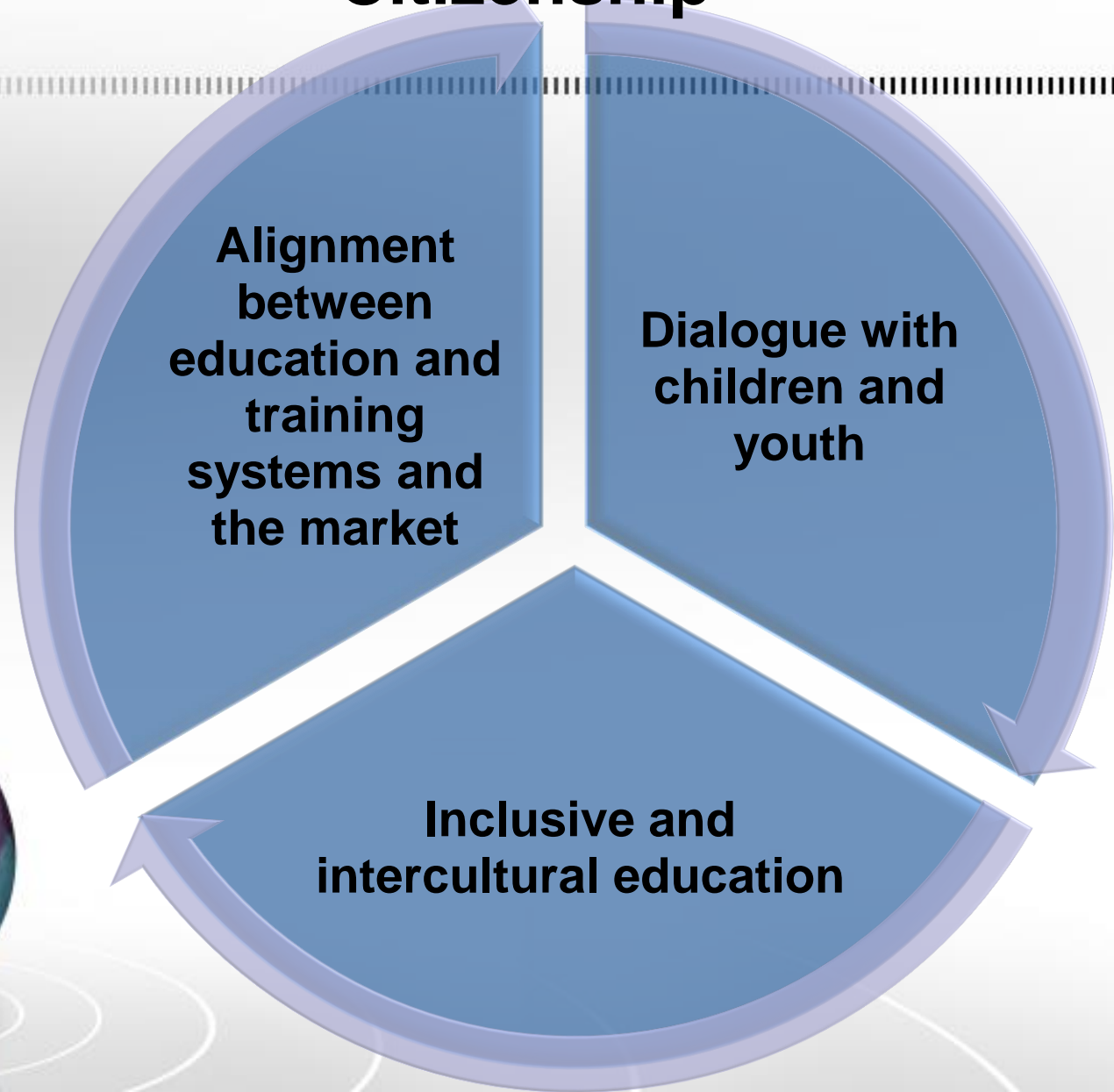


# Needs addressed

## **Education on active citizenship needed:**

- In addressing the aforementioned challenges, children and youth should be more than the 'receivers' of socio-political, educational and other policies, but should **actively engage** in their development and implementation.
- Children and young people have the opportunity to meaningfully and actively engage in important **decisions** that have a considerable impact upon their lives.

# Education strategies for promoting Active Citizenship



# Dialogue with children: How?

- Listening children's **emotions** regarding various issues of socio-political importance.
- Children and youth work as **equals to adults** in actively setting goals, designing and leading activities, developing and conducting assessments, and making decisions in education and other areas.
- **Use of socio-emotional teaching strategies** to enhance emotional literacy in students and to help them develop friendships, identify feelings in self and others, and develop problem-solving skills.



- **Classroom discussions**: Allow students 'to express their emotions appropriately, regulate their emotions, solve common problems, build positive relationships with their peers and adults in their environment, and engage and persist in challenging tasks' (Hemmeter, Otrosky & Fox, 2006: 585).

# Inclusive and intercultural education

- **Inclusive education** aims to eliminate exclusionary processes from education that are a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and attainment as well as to disabilities.
- **Inclusive schools** engage in a **never-ending process** of promoting social equity by **empowering** all those involved to engage in **a sense of a shared purpose**, one which emerges through the **collaboration** of committed individuals.



- To tackle ethnic inequality, **intercultural education** should promote **awareness of children's cultures** and experiences among the broader society and the general population.



# Empowering children and youth by aligning education and training systems with market demands

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- Career guidance to children and youth in schools according to European and national repositories of labour-market information.
- Education policies fostering work-based training to increase employment opportunities for young people.
- Continuous professional development aligned to the principles of lifelong learning and competency-based education and training.



# Education practices for promoting Active Citizenship



# Collaborative art-making

- Collaborative art-making entails children's collaborative work in order to **achieve a common goal within their art group**, while learning to share their thoughts (i.e. on stereotypes, diversity and democracy) and emotions, and use critical thought to go into the others' emotions.
- Collaborative art-making may be used as an innovative and more creative research method to **examine children's everyday life, experiences, and social interactions within schools.** |



- In such a method, children should become co-interpreters of their art creations by being encouraged to **comment upon them.**

# Online pedagogy

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- Online pedagogy draws upon online exchange, which in turn, helps to promote sensitivity on issues of socio-political and economic importance.
- It is the activity of engaging learners in **‘interaction and collaborative project work with partners from other cultures through the tools of online communication tools such as email, videoconferencing and discussion forums’** (O’Dowd, 2007: 4).



# Collaborative storytelling and poetry

- During collaborative storytelling or poetry, tellers bring different ideas and coordinate with each other trying to create a coherent story or poem.
- Collaborative storytelling can be developed in linear and nonlinear approaches.
- **Linear stories** contain exactly one begin, one middle and one end. All children collaborate on a shared story in the form of relay and no branches can be developed. Children deeply rely on evaluating the relationship, continuity and coherence of story path before sequentially participating in building up the story.
- **Nonlinear stories** enable children to link and orchestrate different ideas. Children can thus integrate other's episodes to develop different branches of stories.



# *Triangle of Success*



Basics, Theories, Information, Facts, Figures,  
Descriptions, Learning, Science etc.

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**Thank you!**

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