



SÍMENNTUNARMÍÐSTÖÐIN
Á VESTURLANDI

KSL OPINTO-
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JAUNIMO
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Høgskolen i Østfold

JOINT NEEDS ANALYSIS REPORT SUMMARY

Alternative Active Citizenship

NORDPLUS HORIZONTAL 2017 PROGRAM
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Introduction

In this Nordplus project the focus is on *Alternative Active citizenship*. Partners are from four countries: KSL-Opintokeskus in Finland, Símenntunarmiðstöð Vesturlands in Iceland, Østfold University College in Norway and Jaunimo karjeros centras in Lithuania which coordinates the project.

The partner organizations are inherently different, and their target groups are distinct, but all are respondent in the field of adult education. Although their approaches differ from each other and are aiming at various groups, they are focusing on *active citizenship* above all.

The aim of the project is to find and develop innovative methods of teaching active citizenship through participation that would enrich already existing learning and teaching material. The main focus of the project will be the development of Active Citizenship guide, a collection of teaching methods which will be available online.

This report is a joint summation of the first activity - the needs analysis – desk research and field research done by each organization. Contents of the report are divided into a methodology chapter, sections with round ups from each country and finally mutual findings are accounted for in conclusions, where there will be a summary of the information gathered, useful for upcoming development of the teaching/learning materials, which is a basic task for the project.

Resources and methods

Research is a systematic process of collecting, analyzing, and interpreting information to increase our understanding of a phenomenon and communicate what we discover to the larger (scientific) community (Leedy and Ormrod, 2010). Desk research focuses on data that already exists but is not previously collected together. Field research is simply expressed gathering of primary data suited to an interpretive framework in which the researcher must step into and observe, participate and experience what is going on. A main activity in the “Alternative Active Citizenship” project description is the implementation of a needs analysis that will provide a deeper insight into the situation of citizenship education in each country. It will also enlighten recommendations for improvement. The needs analysis was carried out in two stages and the methodology used for the desk research was developed by partners from Østfold University College

The first stage of the needs analysis consists of a **desk research** with an overview of the most important national documents, policies and publications in the field of citizenship education. The second stage is collecting information from the chosen project target group with the intention of sorting and assessing the most relevant needs of the target groups, in clear what topics, methods, forms are the most important for them. This activity is referred to in the project description as **field research**.

The desk research was done to examine each country’s national documents, policies, publications in order to understand and identify active citizenship issues promoted by governmental, non-governmental, research institutions. Especially the emphasis was placed on a state, ministry level programs and policies in the sector of citizenship education. The content of all the documents were categorized and the key words identified according to the three overlapping perspectives: structural factors, contextual conditions and global trends.

To achieve the objectives, the concept of citizenship education was divided into four main competence areas while gathering the keywords: *Interacting effectively and constructively with others*, *Thinking critically*, *Acting in a socially responsible manner* and *Acting democratically*. Thus, the desk research began by choosing several relevant keywords in texts with the aim of creating a common understanding of the contextual use of the words or content. As an empirical basis, results from previous Eurydice reports were used. This led to a summative content analysis, with keywords identified before the data analysis, and derived from the interest of partners as researchers in this project.

The development of a good coding scheme for the desk research is central to trustworthiness in the **field research**, using data from the content analysis showing national perspectives on active citizenship education in a top-down perspective. The “Alternative Active Citizenship” project description expresses that the participants will consist of target groups who will act as respondents for the needs analysis and try out the active citizenship learning materials developed by the partners. As a result of the project, they will have increased knowledge and ability to apply engaging active citizenship education methods in their professional settings and in general to generate better understanding of active participation and its relevance in the national educational context.

Finland

Main national documents, that were directly linked to the target group, the students of KSL, Study Centre’s School for Politicians. The documents needed to be relevant in the sense of saying something about active citizenship and giving a frame work to the work in KSL Study Centre. Since non-formal, liberal adult education is not very regulated in Finland, there could only be leant on the Law of liberal non-formal education (folkbildning). In the School for Politicians a visionary document about Red-Green Future is used as an essential study material and therefore it was analyzed too. The document is

published by the Left Alliance party. These two documents were analyzed with key word analysis technique and the findings compared with the EU frame work.

In the desk and field researches, we could place the key words under these same headlines quite easily. In the field research in Finland was needed, however, one extra category in addition to the four main categories. The fifth category was: 5. *Acting in self-rewarding ways*. The importance of this rise very clearly from the field research letters.

Desk research

Desk research was based on following documents: *Law of liberal non-formal education and The Red-Green Future (by Left Alliance party)*. *The target group is a political school for Left wing politicians*. The Structural keyword, Contextual keywords and Global trends are intertwined in the findings.

Interacting: The people's well-being, diversity of values, multi-culturalism, internationality, communality, participation, deep and wide equality, study circles i.e. peer learning, empowerment of citizens, anti-racism, anti-sexism, anti-homophobia, non-discrimination, openness to various options, intellectual fire-works that evolves from different opinions

Thinking critically: Active citizenship, life-long learning, groundbreaking new thinking, experimenting, constant learning, independent thinking, acting civil, being well-informed, development of learning abilities, critical awareness of the society, autonomy

Acting in a socially responsible manner: Sustainable development, active citizenship, equality, social justice, social entrepreneurship, citizens of the world, active agents, producers of well-being, ethical thinking, global civil movements, sense of responsibility

Acting democratically: Democracy, integrity of the society, functioning of civil society, values and ideology in education, widespread local and global civil movements, pluralism, societal services activism, work life activism, voting, giving power and voice to people in margin, strong civil society.

Field research

The data for the field research was gathered by Kristiina Sirola-Korhonen during the face-to-face meeting of School for Politicians on the 20th of May 2018. The task given to the students was to write a letter to themselves answering questions:

- 1) What was the first thing that woke your need to act in some way? (This could be related in any area of life)
- 2) What was the change that you wanted to achieve?
- 3) What kind of means did you use?
- 4) Was there anything you would have needed to help accomplish this change?

The data consists of 22 letters from 22 students. Nineteen students wrote the letters by hand or with computer and three students answered by making a video, which was transliterated by Kristiina Sirola-Korhonen.

Results- keywords

1. *Interacting effectively and constructively with others*: Solidarity, humanity, understanding, helping others, networking, finding a community of like-minded people, support from other people, discussions/conversations, negotiating, listening, singing together.

2. *Thinking critically*: Fighting hegemonic right-wing power, getting education/knowledge, understanding, critical thinking, research, discussions/conversations, negotiating, making "revolution", demonstrating, complaining, making initiatives, provoking, changing law

3. *Acting in a socially responsible manner*: Fairness of the world/justice, fighting racism, economic change/justice, human rights, humanity, belief in the future, animal rights, protecting the environment/ecology, helping others

4. *Acting democratically*: Equality, problem of hierarchy in systems, solidarity, human rights, fighting hegemonic right-wing power, influencing society, election/voting, parliament, politics, negotiating, listening, being a candidate in election, complaining, making initiatives, changing laws, running interests of a group you belong to, civil society organizations, taking part in demonstration.

5. *Acting in self-rewarding ways*: Happiness, having a voice/giving a voice or face to an issue or topic, strong feelings, using social media/media, empowerment, a better world, using symbols, duty and responsibility, courage, self-awareness, self-respect.

Iceland

The target group is immigrants who have lived in the country for at least one year or longer.

Desk research

Citizenship education has not been a regular subject in Icelandic schools, and therefore it was perplexed to retrieve some data. Relevant identified keywords in texts are from 13 different Icelandic sources such as: academic articles, reports, educational materials, national curriculums, laws of education, the constitution, and official websites of organizations. Additionally; European material (Eurodyce etc.). See footnotes. Following keywords were found in the sources:

Structural keywords

Citizenship, Social skills, Ethics, Emotional development, Democracy, Active citizenship, Education, Human rights, Freedom, Equality, Creativity, Human rights, Equality, Individualism/Socialism, Responsibility, Participation, Multi culture.

Interacting: Participating in decisions about social matters is one of the main pillar in democracy and it is important in any time to raise a generation of interests and awareness in social matters. To live and learn in democracy, be active citizens in a democratic society in accordance to own rights, duties and responsibilities¹. The right to have access to free basic education. Opportunities to act freely and finding balance.

Thinking: What it means to be a citizen, with the democratic rights and duties, and the responsibility of being a citizen in a democratic society. The importance of cultivating active citizenship in all stages of learning. Don't take democracy for granted, democracy in schools. Promote all stakeholders. How to act to be considered good citizens and active participants in society. Education is one of the most important factor in a democratic society. Human rights, freedom and equality are the core values of a democratic society. All men are equal to the laws, be entitled to human rights (no matter gender, religion, opinions, ethnical origin, race, color, economy, or for any other matter). Women and men shall be equal in all aspects. These values are aimed to promote enhanced democracy to obtain well educated and healthy people in the society, to modify the society for the better. Motivation to create and discover. To be an individual in a society.

¹ Lög um grunnskóla 2008 nr. 91

Acting: Explaining, defining and understanding what active citizenship means². Complex definition³. Cultivating active citizenship among children and adolescents should be done by nursing social skills, ethics and emotional development. Securing democracy through education. Schools among any organizations or clubs for young people are the core. The role of school is to prepare students for living and working in a democratic society, in cooperation with their homes, benefit child development so they will be prepared to become active citizens. Learn to be active citizens. Empower active citizenship. Learn about and take part in democratic work. Participation in politics, submission to laws and rules, solidarity with the less abled, social knowledge. Policies of pursuing free materials⁴, not implementing any fees. Volunteer work, helping others, Protecting human rights, Act according to the laws, Gender studies, Innovative learning methods⁵, as well as writing/lecturing/discussions⁶.

Contextual conditions

National holidays, Workers' day, Environment National holidays, Politics, Environment, Multicultural vision, Life stances (religion/atheist).

Interacting: Barriers/opportunities, use these days to raise social awareness, Useful and practical policy, responsibility, sustainability, recognizing, acknowledging freedom of religion.

Thinking: Social class, age and foreign origin may be a barrier as well as lack of interests. Information should be encouraging. The importance of democracy, to be heard, to preserve nature, think local, act global. Embrace multi culture, welcome foreigners⁷, human dignity, human rights and a broad-minded diverse secular society⁸.

Acting: Motivate people to participate in events on special days. Provide information, motivate participation in political groups. Use the right to vote. Protect the environment, recycle, no littering, picking up trash. Interacting, learning respect and tolerance. Separation of church and state.

Global Trends

Freedom, Tolerance and non-discrimination, Responsibility online, Anti-racism.

Interacting: ET 2020 Working Group, Facebook, Twitter, Instagram, Flickr, YouTube, Myspace, Skype, Snapchat etc. International organizations (United Nations High Commissioner for Refugees, Red Cross society).

Thinking: The focus is on developing citizenship, fundamental values and non-discrimination in the different sectors of education and training⁹. Social Media can affect many aspects in peoples' lives, especially self-esteem and mood. "We are one humanity"¹⁰ Acceptance of asylum seekers and refugees/immigrants.

Acting: Its main policy priorities are the four pillars of the Paris Declaration, Enhancing critical thinking and media literacy to develop resistance to all forms of discrimination and indoctrination, Ensuring that children and young people acquire social and civic competences, Fostering the education of disadvantaged children and young people and combatting discrimination, Promoting intercultural

² Að lifa og læra í lýðræði : málþing um borgaravítund og lýðræði í skólastarfi : greinargerð um niðurstöður. Menntamálaráðuneytið, 2005

³ Aðalbjarnardóttir, Sigrún (2015) Ákall og áskoranir- Vegsemd og virðing í skólastarfi, 2015, Netla – Vef tímarit um uppeldi og menntun, Menntavísindasvið Háskóla Íslands.

⁴ Skúladóttir, Fanney (2016) Minnkandi kjörsókn: Hvaða þættir hafa áhrif á þátttöku almennings í kosningum? Lokaverkefni til MPA-gráðu í opinberri stjórnsýslu. HÍ. <http://hdl.handle.net/1946/24151>

⁵ Aðalnámskrár leikskóla/grunnskóla/framhaldsskóla. Menntamálaráðuneytið

⁶ <https://vefir.nams.is/flettibækur/namsefni/rammadrog/#12>

⁷ Lög um útlandinga 2016 nr. 80

⁸ www.sidmennt.is

⁹ https://ec.europa.eu/education/policy/strategic-framework/expert-groups/citizenship-common-values_en

¹⁰ www.unhcr.org

understanding through all forms of learning¹¹, Preventive measures¹², Work with the Red Cross (various courses/volunteer work)¹³.

Field research

The field research was made by using a google- doc's questionnaire. The questions were 12, including basic background information. Participants were of foreign origin and chosen randomly from the databank of former students of Símenntunarmiðstöðin, but preferably individuals who have been living in Iceland for at least one year. As many as 70 people received a quest to participate by email and/or message, but altogether 32 people responded and answered The questionnaire. These are the results:

Background information

24 women answered (75 %) and 8 men (25%), altogether 32 respondents. The youngest participant was 23 yrs., the oldest was 73, the most frequent age was 45 and the average age was 43.2 yrs. The 32 participants were from 24 countries; Bahamas, Bosnia and Herzegovina (2), Colombia, Denmark, Egypt, El Salvador, Estonia, France, Gambia, Germany (2), Italy, Lithuania, Mexico, Morocco, Netherland, Philippines (4) Poland (2) Romania, Russia, Scotland, South Africa, Tanzania, Ukraine, USA (3). One person had lived for one year, and one person had lived for 25 yrs. Most of the participants 15.6% (5) had lived for 10 years, but the average living period was 9.7 yrs.

Ideas about active citizenship

The term "active citizenship" was classified by the respondents as following: Human rights (24) 75%, Freedom (19) 59.4%, Social skills (18) 56.3%, Equality (18) 56.3%, Education (18) 56.3%, Responsibility (16) 50%, Anti-racism and non –discrimination (13) 40.6%, Environment (13) 40.6%, Multi-cultural vision (12) 37.5%, Politics (7) 21.9%, Emotional development (6) 21.9%, Ethics (6)18.8%, Creativity (5) 15.6%, Individualism/socialism (3) 9.4%, Life stances, religion-atheist (1) 3.1%

The following actions are seen as part of being an active citizen: Voting (27) 84.4%, Respecting other cultures (25) 78.1%, Being a responsible citizen (24) 75%, Participating in civil society activities (18) 56.3%, Celebrating national holidays (15) 46.9%, Volunteering (11) 34.4%, Four other option were added by participants: to share moments of life with the locals, to feel like part of the country, to provide help if needed, to have obligations of a community. Participants had an open option to mention what "active citizenship" meant to them. The main ideas summed are the following:

Most participants define active function and participation in society as active citizenship, and they consider human rights, freedom, and social skill to be the most important elements. They also believe that participation in election, mutual respect, education and social involvement is a part of being active. 77% of respondents thought it was important that immigrants were aware of what active citizenship meant, 28% of respondents considered themselves as being very active, but 34,5 % didn't think they were active or not at all. Only one person considered himself as being very active. The majority of respondents never takes part in any social activity at all.

Participants named issues that would be beneficial for their enlightenment, such as *rights and duties, Icelandic culture, Icelandic politics, environmental factors, elections* etc. They also mentioned *dissemination of information, social opportunities, courses, field trips to public institutions, network among others including immigrants and volunteer work* could be of use to become more active citizens. It was mentioned that *being respectful and adapting how the local behave, think and do* could be helpful to become more active. *Speaking Icelandic* would be very favorable in integrating.

¹¹ Stjórnarskrá Lýðveldi

s Íslands, 1944 nr. 33.

¹² <https://skemman.is/bitstream/1946/21156/1/lokaritger%C3%B0%20-%20sj%C3%B6fn.pdf>

¹³ www.redcross.is

Respondents reckon the following as beneficial to become more active citizen: More information on civil activities and civic actions on social media 15 (48.4%), Social activities 14 (45.2%), Courses on active citizenship 14 (45.2%), Field trips to official and governmental institutions 10 (32.3%), Meetings with other immigrants 8 (25%), Volunteering 2 (6.5%),

Summary

It seems obvious from the desk and field research that “active citizenship” needs to be taught and trained to the target group, as it is not a part of any program for immigrants. Using what they seem most important will be the cornerstone of next step in the project.

Norway

The target group consists of former teacher students from Østfold University College, who are currently working as educators in school or/and preschool.

Desk research

In contrast to many other European countries, citizenship education has not exactly been a particular subject in Norwegian schools. In the desk research it is reported that some of the most important keywords for Norwegian education are lifelong learning, knowledge and competence. Lifelong learning together with equal rights and opportunities for all citizens are basic principles in Norwegian education policy.¹⁴

Structural keywords

Lifelong learning, Knowledge, Competence, Quality, Democratic and diverse society, Equality, Relationships of trust, Individual qualifications and needs, Unrespectable of traditional gender role, Expectations, Responsibilities, Flexible learning environment, Public debate, Social agendas, Knowledge based society, Critical thinking, Publishing, Supervising, Participation, Democratic and diverse society, Structural remedies, Feedback, Response to the challenges.

Contextual conditions

Quality and quality culture, Collaboration and competition, From a resource -based economy to a knowledge-based knowledge, Capital, Training graduates for working life, Lifelong learning, Change and readjustment, Integration, Internationalization, Local authorities, Local skills, Needs, Quality development, Respectable quality, Active involvement in society, Challenge.

Global Trends

Social challenges, Climatic, demographic and technological development, Security challenges, International collaboration, Cooperation, Meeting global challenges.

Field research

Due to structural circumstances, Østfold University College initially had difficulty to form a target group for the field research. The university teachers are working on part-time programs, where the students only attend the university in certain periods. To overcome the obstacle, they have formed a new target group of former students who are currently working in school or/and preschool. The Norwegian team has organized a series of Reflective Team sessions with the target group, training them in the role of moderator for discussions with parents, especially parents of children with special needs. These sessions took place in October 2018. The objectives of the sessions will be to investigate how educators implement policy documents on lifelong learning and equal rights and opportunities for all children in

¹⁴ Norwegian Ministry of Education and Research, 2007.

counselling and interaction with the parents. The educator's role as transmitter of basic principles in education is central for difficult conversations of this kind.

Methodologically they will use a method of reflective processes that is well established in family therapy but not fully developed as a resource in educational practice. With the educational emphasis in Europe on reflective learning, they believe that this method will support and enrich the "Alternative Active Citizenship" project in the same way as it has influenced practice in many other contexts.

Lithuania

Needs analysis research consisted of two parts: desk research and field research. The desk research was focused on the overview of the most important national documents, policies, publications in the area of citizenship education. The field research was done with the project target group: students and educators.

Desk research

The key words of the desk research findings:

Structural factors:

Economic and cultural intelligence, Openness, creativity, responsibility, Citizenship and leadership skills, participation, self-governance, NGOs, Media literacy, socially responsible media and critical public skills, Field trips to various institutions and ministries, Teaching methods: discussion and debate, Simulation, Brainstorming, Projects preparation, Interview, Questionnaire survey, Study of documents, Out-of-school assignments, Analysis of certain social situations.

Contextual conditions:

National culture, Self-consciousness about the nation and democracy, The respect and value of the state, National identity, historical self-awareness and self-esteem, cultural and national heritage, Progress - related values, Sustainable development, Justice, Rights and Duties, Truth and freedom, Legality.

Global trends:

International organizations, International community, National /European elections, Activeness, Identity, globalization, International collaboration and cooperation.

Field research

The field research was done with the group of the high school students and their teachers. The methods used for the field research was a questionnaire survey and group discussion.

Findings from questionnaire survey

17 of the respondents said they were familiar with the term active citizenship, whereas 3 said they weren't. 2 respondents said they fully understood what it means and what components it includes, 12 said they knew something about it, and 6 said they had heard the term before, but were not sure what it means.

Most of the respondents (8) believed that *Participation in civil society activities* was related to active citizenship, *Volunteering* was mentioned by 5, *Being a responsible citizen* by 2 and *voting* by 1. No one voted for *Respecting other cultures* or *Non-discrimination* but 4 said *other*.

18 of the 20 respondents said they participated in some civil society activities. Asked about what would encourage them to be more active citizen, 5 mentioned *more information on activities, civic actions on social media*, 4 said *engagement of friends/classmates into activities*, 4 said *Meetings/discussions with government representatives, NGOs, active citizens*, 3 said *classes on active citizenship*, 2 said *social activities, volunteering* and 1 said *engagement of family members* and another one said *other*. No one marked field trips to governmental institutions as an option.

The most interesting topics about active citizenship were chosen *Volunteering* (12), *Human rights* (3), *Environmental protection* (3), *Intolerance to corruption* (1), *International cooperation* (1) *Democratic society* (1), but no one opted for *Elections*.

Findings from focus group discussion

The participants in the group discussions were high school teachers .

When asked what would encourage young people to be active citizens, the keywords were: *Peers, family members involvement into the activities, joint projects with civil society organizations/NGOs*

When asked why young people are not always active citizens, the keywords were: *no examples in close environment, not involved in int. activities*. The teachers believed that the most interesting topics for their students about active citizenship are: *participation and initiation of changes in community/society, volunteering, social networking and maintenance, international cooperation*. The interactive method of teaching thought to be most effective was considered to be: *discussions, debates, group work, field trips to institutions and museums*.

Summary:

According to the analyzed documents during the desk research, citizenship education can be delivered through formal learning as well as informal learning. Learning can occur and take place in different environments such as schools, museums, various events, online environment and so on. Citizenship issues mostly are delivered through cross-curricular approach, bringing together various subject areas, integrated in different subjects. It must be viewed as a lifelong learning process. Some of the documents stress the lack of students' knowledge about civic activities and the necessity to teach them practical participation in society/ community. Significant influence on youth civic power is their involvement and participation volunteering activities.

According to the results/findings of the field research, the most important topics, methods, forms which are relevant for the target group, can be pointed out. Many respondents indicated volunteering, environment, human rights protection as most relevant citizenship education topics. Meetings, discussions with government representatives, NGOs, active citizens, participation in civil society activities were among most relevant activities related to active citizenship.

Conclusions

All the organizations have done needs analysis and found a mutual ground for fulfilling the aims of the project. Fundamental for the project was to examine the content of active citizenship education in order to find a mutual understanding of the topic, valid in Finland, Iceland, Lithuania and Norway. Even though the target groups in each partner's country was different, the similar research methods were used, except in Norway where a method of reflective processes was used in the field research. The content of all the documents were categorized and the key words identified according to the three overlapping perspectives: structural factors, contextual conditions and global trends. The field research findings were categorized in four groups: 1. Interacting effectively and constructively with others, 2. Thinking critically, 3. Acting in a socially responsible manner 4. Acting democratically. In Finland's field research, a fifth category was added, which is 5. Acting in self-rewarding ways.

Taking into the consideration the needs analysis research, Lithuanian research team suggests including into the training resource manual the materials that discuss the topics to promote active citizenship: volunteering, active participation and involvement in decision making, a citizen of the world/globalization, global learning.

Due to increasing European challenges of socio-economic problems, political extremism and a lack of confidence in democratic processes, citizenship education has become a key topic in the educational systems of many countries. The purpose of citizenship education is to provide the young generation with the knowledge and information they need to enter adulthood as active citizens who take responsibility both for their own situation and for their community. Active citizenship also includes the will and the ability for young people to participate in and influence the political process on various issues (European Commission/EACEA/Eurydice, 2017). In our project, the target groups will be provided with a training program and guide to the knowledge and information needed to be active citizens in the society they live in.

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