

**CITIZENSHIP AND LIFELONG
LEARNING MONITOR 2019**

UNITED KINGDOM





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ABSTRACT

The following report represents one of eight national case studies feeding into the SOLIDAR Foundation's annual Citizenship and Lifelong Learning Monitor 2019. The purpose of the Monitor is to take stock of the developments at European and national level in terms of citizenship education policies and lifelong learning policies. The British report is focused on the general three main themes: digital citizenship, citizenship education and intercultural dialogue. It accounts for challenges, governmental approaches to them, and civil society approaches to them for each of the three themes. The UK is heavily investing in the development of digital skills, while the e-government facilities are state-of-the-art. The ambitious initiatives on digitalization are welcome, but they tend to neglect the elderly population while also the partnerships for developing such initiatives is disproportionate with more businesses than CSOs having a say

on the digitalization agenda. The country excels on the inclusion of citizenship education in formal education and on the support offered to teachers on developing civic competences. This is further complemented by a vibrant civil society that encourages societal participation and the development of civic competences. The whole-school approach is mainstreamed in the UK (with the exception of England), and with the ELET rates that it has and the multiculturalism topics included in the curriculum, the country performs relatively well on intercultural dialogue. This is threatened by the fact that the cuts to CSO funding have not recovered to pre-crisis levels at a time when the toxic debate around Brexit needs more support to each community to combat stereotypes. The societal polarization is worrying and it remains to be seen how it will be addressed when the civil society lost much of its operational capacity.

INTRODUCTION

The UK educational system is divided into four different approaches, for England, Wales, Scotland and Northern Ireland. Due to the level of decentralization, these approaches act as different educational systems, with many divergences among them. Given the scope of this report, the case study selected for the UK is the system in England, especially as it represents the most populous region of the UK. However, mentions will be made to UK as a whole as well. Regional disparities and inequality in opportunities due to the decentralized system have emerged as a problematic issue in the UK. Moreover, serious conversations about investment in and reformation of the educational system have been sidetracked by the protracted Brexit discussion, putting on hold many actions and reforms needed in a society that develops at a quick pace. Though citizenship education and the acquisition of digital skills have been well-established on the British governmental agenda for some time, reports that these start to be neglected seem to emerge more and more often.



DIGITAL CITIZENSHIP

Though the UK government is not directly using the term digital citizenship, its actions are in line with ensuring that all citizens have basic skills to access online technologies and responsibly use them to adapt to digital advancements. Governmental strategies went beyond upgrading the digital infrastructure to upgrading people's capabilities to participate in society via digital technologies. However, though its digital infrastructure is strong,

reports show that it has been deteriorating and have placed UK below the EU average¹, prompting concerns about more investment in digitalisation. Since 2014, the Digital Inclusion Strategy has set the guidelines to reduce the number of digitally illiterate citizens, which was 21% in 2013, and to expand fast-paced broadband to 95% of all premises by 2017². These efforts have built up UK's capacity in developing its [Digital Strategy 2017](#) and in

1 European Commission (2019). Country Report United Kingdom 2019. Accompanying the document 2019 European Semester: Assessment of progress on structural reforms, prevention and correction of macroeconomic imbalances, and results of in-depth reviews under Regulation (EU) No 1176/2011. P.33. Available at: https://ec.europa.eu/info/sites/info/files/file_import/2019-european-semester-country-report-united-kingdom_en.pdf. Last accessed: 11 December 2019.

2 UK Government (2014). Government Digital Inclusion Strategy 2017. Available at: <https://www.gov.uk/government/publications/government-digital-inclusion-strategy/government-digital-inclusion-strategy>. Last accessed: 11 December 2019.

signing the [Digital Charter 2019](#). The Strategy doubles down on boosting the UK's digital infrastructure and ensuring access to the internet for all. Moreover, it reiterates the commitment to provide citizens with appropriate digital skills to succeed in their life and protect themselves against cyber threats³. It commits the government to reaching 25 million users for its eGovernment platform – already one of the best in the world⁴.

Expansion of free WiFi to all libraries and investing £85 million in digital skills training only in 2015 reveal the government's commitment. This has been continued by £1 billion investment to upgrade the digital infrastructure to full fibre and 5G⁵. **Moreover, in 2018, the government passed the 'universal service obligation' law, making people rightfully entitled to ask for decent and affordable broadband connection⁶. The recognition of this aspect shows the government's understanding of the impact of digitalization on people's lives.** The government proceeded with developing a Digital Training and Support Framework for providing basic digital skills training online to citizens in need⁷ and with commissioning research on combating digital social exclusion, on developing the capacities of libraries to act as providers of digital access, training, support for local communities, while £1.1 million was invested through the NHS to provide digital skills training to most excluded groups (homeless people, people with disabilities, prisoners). 35.8% of people in most disadvantaged areas have been visiting libraries, which prove to be an important go-to centre for

digital needs. As a result, support was offered to them to ensure that in 2014-2015, 192000 people were involved in 500000 digital skills training sessions⁸.

This strategy impacted formal education as well, with England becoming the first country in the world, in 2014, to mandate teaching coding to children in primary and secondary schools⁹. Digital competence is approached within this separate ICT subject in the curriculum, while having cross-curricular elements. Curricular reforms have introduced computational thinking and undertaking creative projects that involve selecting, using, combining multiple applications as cross-curricular aspects of the educational curriculum¹⁰. According to competence frameworks and Initial Teacher Education (ITE), teachers in England are responsible for protecting pupils from potentially harmful and inappropriate online material. Consequently, schools set up online filters, monitoring mechanisms and online safety training for their staff members¹¹. The approach is not limited to ITE, as, under the Digital Strategy 2017, the government has been, since 2018, financing the National Centre for Computing Education, to provide Continuous Professional Development (CPD) on digital skills to teachers¹².

However, it is worth mentioning that there has been a decrease in UK pupils' digital literacy skills, and a reduction in the number of ICT hours taught in secondary schools by 35.8% from 2012 to 2017¹³. The revamped Digital Strategy is supposed to tackle this, as there

3 UK Government (2017). UK Digital Strategy 2017. Available at: <https://www.gov.uk/government/publications/uk-digital-strategy/uk-digital-strategy>. Last accessed: 11 December 2019.

4 United Nations (2018). E-Government Survey 2018. Available at: https://publicadministration.un.org/egovkb/Portals/egovkb/Documents/un/2018-Survey/E-Government%20Survey%202018_FINAL%20for%20web.pdf. Last accessed: 11 December 2019.

5 United Nations. E-Government Survey 2018.

6 Ofcom (2018). Statement: Delivering the Broadband Universal Service. Available at: <https://www.ofcom.org.uk/consultations-and-statements/category-1/delivering-broadband-universal-service>. Last accessed: 11 December 2019.

7 UK Government. UK Digital Strategy 2017.

8 Ibid.

9 Ibid.

10 UK Government. UK Digital Strategy 2017.

11 Ibid. P.49-50.

12 Ibid. P.55-56.

13 European Commission (2019). Education and Training Monitor 2019 United Kingdom. P.7. Available at: https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2019-united-kingdom_en.pdf. Last accessed: 11 December 2019.

is a danger for complacency given how the UK still performs well above the EU average in terms of the supply of people with digital specialist skills¹⁴. Beyond efforts aimed at the youth, the government is focused on the 1 in 10 British people that do not access the internet. 4 million people over the age of 65 have not used the internet in their life, and the digital social exclusion experienced by elderly people leads to increased feelings of loneliness¹⁵. This worrisome situation is alleviated by the work of NGOs such as Age UK.

The UK government is ambitious in tackling challenges related to digitalization in partnership with the private and charity sectors, developing the [Digital Skills Partnership](#). The partnership allows the government to collect data on digital gaps in different sectors based on information that partners provide. The government then supports cross-sector partners in designing, developing and coordinating the delivery of digital skills programmes. Teacher training, to ensure adequate focus on computing in schools, is provided via such partnerships, with the business and digital sectors intervening to provide expertise in schools. The established partnerships and the knowledge sharing is particularly useful in designing tailored support depending on regional needs and in providing a diverse range of programmes that can mold on the demands of citizens. The British government recognizes the potential of partnerships, and is open to engaging all stakeholders in digital skills development.

Though this initiative is encouraging, there seems to be a disproportionate advertising of the business-led programmes compared to CSOs ones, while the government is more open to working with large CSOs at the detriment of smaller ones. A few examples of business-led contributions to complement the work of the government are Microsoft's

CASE STUDY

[Age UK](#) is an NGO network assisting elderly people in UK communities. In relation to digital skills acquisition, it has launched the project [Digital Angels](#). The volunteers and staff members of Age UK organize 'techy tea parties' to promote the use of digital tools for old people. 149 elderly people received support in their home, while 191 outside. Over 50% reported feeling less lonely and their health improving after the sessions with the volunteers. The project lasted for 8 weeks, and was implemented in Leeds, in partnership with Leeds Involving People and Sunny View Home Care. The acknowledgement that not only young citizens should be included in society is clear, and it raises awareness of the government's responsibility towards all citizens. Lifelong learning is needed when approaching the long-term impact of digitalisation.



Source: South Leeds Life

¹⁴ UK Government. UK Digital Strategy 2017.

¹⁵ Age UK (2019). Loneliness and Digital Inclusion. Available at: <https://www.ageuk.org.uk/our-impact/policy-research/loneliness-research-and-resources/loneliness-and-digital-inclusion/>. Last accessed: 11 December 2019.

efforts to train 30000 public servants on digital skills, Google's provision of 5 hours free digital skills training to any citizen interested in this, and HP's provision of digital resources for schools¹⁶. These are just a few of the business-led initiatives which are promoted by the UK government. The government, however, regulates tech giants managing social platforms, especially since it set up in 2017 the [Code of Practice for providers of online social media platforms](#). It places responsibility on the companies to police their platforms and respond to users that are reporting harmful content .



The list of business-led projects of digital skills provision is much wider, but it appears glaring that Raspberry Foundation is one of the very few CSOs mentioned as working with the government. For example, Raspberry Pi Foundation created 5000 Code Clubs, ran by volunteers using online material to assist young people in learning how to code. This Foundation is also providing quality, low-cost computers to learners, while BBC's Make It

Digital programme partnered with 25 organisations to provide the micro:bit (pocket size coding computer) to every child in year 7, boosting their digital creativity and keeping them motivated to use digital tools. The Raspberry Pi Foundation is closely working with the National Citizen Service (NCS) in developing methods for including digital skills and careers in the NCS programmes¹⁷. Even though the British government is investing in CSOs and appears to be more supportive of them than other European governments¹⁸, there is the issue that, due to the wide variety of CSOs and to some being represented only at local level, it seems that they are neglected in developing larger scale projects in partnership with the government. The business sector seems to have more influence over setting the agenda on digital skills.

The Digital Charter represents a pledge of the UK government to make the internet accessible to all British citizens, recognizing the transformative power it has on society and underlining the importance to make citizens adapted to such changes, while protecting them from digital threats. The Charter comes with a pledge to invest £7 billion in R&D by 2021, upgrading the advanced digital infrastructure. It will also lead to the creation of an independent regulator to tackle harmful online content, while beefing up the legal architecture for data protection. All these efforts have been designed in partnership with the business community, civil society, the charity sector, exhibiting a cross-sectoral approach¹⁹.

16 UK Government. UK Digital Strategy 2017.

17 Ibid.

18 UK Government (2018). Civil Society Strategy: Building a Future That Works for Everybody. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/732765/Civil_Society_Strategy_-_building_a_future_that_works_for_everyone.pdf. Last accessed: 11 December 2019.

19 UK Government. UK Digital Strategy 2017.

MEDIA AND INFORMATION LITERACY

SOLIDAR Foundation members report the presence of media literacy across the curriculum in education, highlighting a satisfactory approach to it. They report combating hate speech and radicalization as well as the removal of harmful online content as priorities for the UK government. In 2010 a Counter Terrorism Internet Referral Unit was established, and since its existence, 250000 harmful terrorist and extremist con-

tent was removed by companies from the online realm by the year 2017 given the work of this unit²⁰. **Overall, the UK government is showing great initiative in promoting digital skills, but it must invest even further, avoid treating the topic with complacency, and monitor the implementation of initiatives to ensure that no citizen, regardless of age, is left behind during the digital revolution.**

CITIZENSHIP EDUCATION

SOLIDAR Foundation members report that citizenship education is included as a cross-curricular topic in UK schools. Our members highlight the fact that the model used to teach the subject is based on a citizenship approach, aiming to develop skills that build the capacity of pupils to participate in society rather than only to transmit the information about the constitutions and organization of UK governance. Specifically for England, citizenship education is a compulsory subject from grade 7 until grade 11, while it also is an optional subject for the primary school level²¹. SOLIDAR Foundation members report that the European dimension remains included in the curriculum, but that it has suffered from the Brexit developments. The debate on the EU but also the willingness to approach the topic in schools in

the current climate have relegated the European topics, especially given how, as cross-curricular topics, they still depend on individual teachers to be implemented.

It is encouraging to see that teachers in England can specialize in citizenship education during their ITE, being actually the first country in Europe to establish this, before 2010²². However, the number of teachers specializing in this has reduced from 10000 to 5000 from 2011 to 2018²³. Civic competences are part of competence frameworks and are mandatorily used in England for ITE, CPD and the evaluation of teachers' activities²⁴. However, the UK confronts with a serious teacher shortage, as the current professionals report feeling undervalued – only 77.5% of UK teachers report

20 UK Government. UK Digital Strategy 2017.

21 European Commission (2018). Education and Training Monitor 2018 United Kingdom. P.4. Available at: https://ec.europa.eu/education/sites/education/files/document-library-docs/et-monitor-report-2018-united-kingdom_en.pdf. Last accessed: 11 December 2019.

22 European Commission (2018). Education and Training Monitor 2018. P.21.

23 Select Committee on Citizenship and Civic Engagement of the UK House of Lords (2018). The Ties that Bind: Citizenship and Civic Engagement in the 21st Century. P.31. Available at: <https://publications.parliament.uk/pa/ld201719/ldselect/ldciti-zen/118/118.pdf>. Last accessed: 13 January 2020.

24 European Commission. Education and Training Monitor 2018. Pp.21-22.

feeling satisfied with their job, the lowest share in the EU²⁵ – , struggling with an increasing workload and being disproportionately paid for their qualifications²⁶. This is coupled with the fact that CPD funding has been slashed by 9%, or £23 million, from 2016 to 2017. Though the National Foundation for Educational Research clearly showed the need for CPD for teachers to adapt to the changing classrooms, the government seems to prioritize other areas²⁷.

SOLIDAR Foundation members report being disappointed with the approach taken in schools to the topic, as the subject's cross-curricular nature, the different approaches between the regions and the schools' autonomy create discrepancies and inequalities, offering

a slimmed-down version of citizenship education. **The most revealing fact about how well established citizenship education is in schools in this context is the fact that only 3% of pupils took this subject for GCSE (General Certificate of Secondary Education)²⁸.** In this context, the government relies on complementing formal education with non-formal or informal learning (NFIL). Capitalizing on increases in voter registration and voter turnout for the Brexit referendum and the 2017 General election, the UK developed a [Democratic Engagement Plan](#). These initiatives are targeting young people for a more increased democratic participation and for boosting their civic competences outside of formal education.

CASE STUDY

Participation of young people in social action through volunteering, mentoring, fundraising and campaigning is boosted by the [#iwill campaign](#). Launched by three main political parties, enjoying financial support from the government, and being supported by over 1000 organisations across the UK, the campaign has grown exponentially since its launch in 2013. 300 young #iwill ambassadors operate in the UK, while £70 million have been invested in youth

social action through the campaign. More schools have included youth social action in their culture and practice while 10000 young people expressed their views in the annual national youth action survey. The campaign is educating young people outside of school, building up their skills for a successful participation in society while providing the needed resources to facilitate their engagement in their community.

25 European Commission. Education and Training Monitor 2019 United Kingdom. P.5.

26 Ibid.

27 Staufenberg, Jess (2019). School CPD Spending plummets by £23m as funding pressure bite. Schools Week. Available at: <https://schoolsweek.co.uk/school-cpd-spending-plummets-by-23m-as-funding-pressure-bite/>. Last accessed: 11 December 2019.

28 Select Committee on Citizenship and Civic Engagement of the UK House of Lords. The Ties that Bind: Citizenship and Civic Engagement in the 21st Century. P.34.

SOLIDAR Foundation members follow the same path, aiming to boost young people's participation in society and to develop soft skills such as creativity, adaptability, critical thinking, while ensuring that young people are aiding their community grow. CSOs benefit from the environment conducive to their activities as the governmental civil society strategy reveals a lifelong learning perspective that also aims to empower and invest in local communities. By 2020, 3500 people will be trained by the government in community organizing while £90 million will be invested in a new youth initiative. A cross-governmental group was set to work in partnership with the civil society²⁹. Given the pace at which societal changes occur, citizens need empowerment to take responsibility and ownership over the administration of communities to fast-stream initiatives. The British government

recognizes the potential of engaged citizens by relying on the civil society to enrich and develop citizens' lives, while also to provide a fairer and engaged society. CSOs represent tools through which citizens use their local knowledge and provide legitimacy to collaboration with the government. The decentralization is meant to develop citizens' civic competences, and to create a healthy civil society that can enrich the social capital. In this context, CSOs become partners to local authorities and, in fact, key actors in mobilizing citizens and facilitating their collaboration with the government³⁰. Civic competences are, therefore, broadly approached within the British society, in the context of a strong civil society, but there are inadequacies in formal education, that might prevent the possibility for all to have the opportunity to attain these life skills.

INTERCULTURAL DIALOGUE

The early education and training leaving (ELET) rate in the UK decreased steadily from 15.7% in 2009 to 10.7% in 2018, and it has been slightly above the EU average, closing in on the gap since 2009, but remaining 0.1% points above the EU average. The UK is performing better in terms of adult participation in education, with a rate of 14.6% in 2018, compared to the EU's 11.1%. However, this has been plummeting since 2009, when the UK was registering over 20% of adults participating in education³¹. These numbers still reveal many learners do not benefit from a system designed for their needs. The UK experiences the highest pupil-teacher ratio for lower and upper secondary education in the EU, at 15.2

and 17.2 pupils per teacher respectively, compared to the EU average of 12.2³². This represents a barrier to providing a learner-centred approach, as the teachers are overwhelmed. More glaring is the fact that the UK has no strategy for combating ELET. Though there is no such strategy, within England there are scattered policies related to the collection of data in connection to ELET, to facilitating transition within education and training systems, to providing alternative education and training pathways³³. The different approaches in the different regions prove to be detrimental for ensuring that all have the same opportunities in terms of inclusive education, whole school education and civic competences.

29 UK Government. Civil Society Strategy: Building a Future That Works for Everybody.

30 Ibid.

31 Data from Education and Training Monitor 2018 United Kingdom and Education and Training Monitor 2019 United Kingdom.

32 European Commission. Education and Training Monitor 2019 United Kingdom. P.4.

33 European Commission. Education and Training Monitor 2018. Pp.109-110.

The proportion of teachers working in schools with a student population of at least 10% non-native speakers has increased since 2013 in England³⁴. This, coupled with the reduction of funding for CPD, raises the question of whether teachers are prepared to operate in these multicultural environments that are transforming very quickly. However, though funding for training is reduced, England is the only region in the EU in which over 50% of teachers reported the presence of multiculturalism in the ITE curriculum³⁵.

Therefore, teachers simply require more funds to put in practice existent initiatives. Intercultural education is provided sporadically and only in some areas, with no teaching in the home language ensured³⁶. This approach clearly reveals a tendency to not provide support for the needs of newcomers, but also to not educate the native pupils on coexistence with various cultures. In this context, CSOs and trade unions stepped up to provide needed support for teachers and pupils in multicultural contexts.

CASE STUDY

SOLIDAR Foundation member, [Volunteering Matters](#) is one of UK's largest providers of volunteers-led solutions for challenges impacting individuals and communities. With 20000 volunteers it supports over 85000 individuals in 100 communities across the UK, operating for more than 50 years. Volunteering Matters and the [Lifelong Learning Platform](#), of which SOLIDAR Foundation is a member, have joined a two-year long EU-funded project, together with partners from Germany, Bulgaria, Belgium, Italy, Spain and from the EU level, on validation of life skills

obtained via volunteering. The [Job Bridge](#) project aims to collect data on skills obtained through volunteering, and develop a better understanding of those skills. Based on this, the aim is to see how these skills can be linked with existing frameworks and to raise awareness towards employers about the skills gained through volunteering. A training course for volunteering organisations and for adult education providers is envisioned as part of the project, together with an online platform that would assist people in assessing their skills and in developing e-portfolios.



34 European Commission (2019). Education and Training Monitor 2019. Pp.24-25. Available at: <https://ec.europa.eu/education/sites/education/files/document-library-docs/volume-1-2019-education-and-training-monitor.pdf>. Last accessed: 11 December 2019.

35 Ibid. P.28.

36 European Commission (2019). Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures. Eurydice report. Available at: https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/integrating_students_from_migrant_backgrounds_into_schools_in_europe_national_policies_and_measures.pdf. Last accessed: 11 December 2019.

CASE STUDY

[NASUWT](#), the teachers' union, has partnered with the CSO [Citizens UK](#) to develop an accreditation for Refugee Welcome Schools. The project was piloted in 2016/2017 in Cardiff and Birmingham and has been expanded to other UK areas. The purpose is to gauge schools' commitment and role in integrating refugees within the British communities. The accreditation system includes a refugee welcome

plan, awareness plan and action plan which each school must have. These account for how schools create a welcoming environment for refugees, how they educate their staff members, pupils and wider community to welcome refugees, and for community campaigns to actively include refugees in the British society. A [support pack](#) is offered to schools on how to be Refugee Welcome.

Children from Anglesey and St Francis Primary Schools in Birmingham, currently working on their accreditation, loading gift boxes for a city charity sending aid to Syrian children in a refugee camp



Source: NASUWT UK

Paradoxically, the UK promotes the whole-school approach in certain regions (England not included)³⁷, clearly an insufficient provision, but at odds with the policies on catering for the needs of migrant pupils. This important task is left on the shoulders of already burdened teachers instead of providing a national level approach. The curriculum disposes of teachers to adapt their teaching methods to ensure inclusion and that the needs of pupils are met, especially those with special needs³⁸, without providing additional resources for such actions.

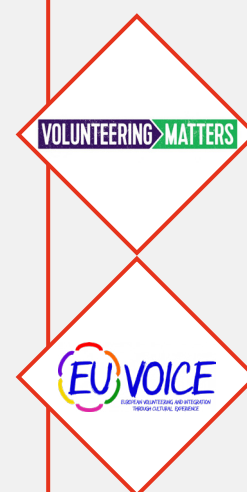
37 European Commission. Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures.

38 UK Government (2014). National Curriculum in England: framework for key stages 1-4. Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4#inclusion>. Last accessed: 11 December 2019.

CASE STUDY

Volunteering Matters, in partnership with organisations from Italy, Greece and the Republic of Ireland, has been providing volunteering opportunities in the cultural sector to third country nationals (TCNs) to facilitate their integration and collaboration with host country nationals. The shared European heritage that builds bridges among people was emphasized through all activities which included

training of trainers, workshops on volunteering, training of volunteers and a 25-days long volunteering experiences for the TCNs. This is part of the [EU VOICE project](#), developed with support from the Asylum, Migration and Integration Fund of the European Union (AMIF), and it has involved over 300 TCNs, boosting social inclusion and facilitating intercultural dialogue.



FUNDING

Funding for education decreased since 2009, currently representing 4.7% of the GDP. Though this is in line with spending within the EU, the UK has been a considerably higher spender in the late 2000s, with 6.2% of the GDP dedicated to the education sector³⁹. Given the aforementioned inadequacies, the spending for education needs to be boosted, especially given how the cuts are straining a system which is performing better than the average in the

PISA scores⁴⁰. The standards that the UK has been used to in education require better investment, and targeted at closing in the regional gaps. SOLIDAR Foundation members report serious cuts in the governmental funding for NGOs in the aftermath of the economic crisis. Considering the reliance of the government on CSOs to provide NFIL, more funding needs to be allotted to them while this has to be done in a flexible manner.

³⁹ Data from Education and Training Monitor 2018 United Kingdom and Education and Training Monitor 2019 United Kingdom.

⁴⁰ European Commission. Country Report UK 2019. P.27.

RECOMMENDATIONS



DIGITAL CITIZENSHIP

- ◆ Increase focus on providing digital skills to elderly people, to avoid increasing the digital skills gap and socially excluding this category of British citizens, especially by collaborating with CSOs involved on the topic;
- ◆ Maintain level of investment in developing the digital infrastructure;
- ◆ Ensure digital competences are better represented in ITE and CPD for teachers;
- ◆ Increase collaboration among government and CSOs on the provision of digital skills;



CITIZENSHIP EDUCATION

- ◆ Increase the standing of citizenship education as a topic in schools;
- ◆ Boost more teachers to undertake the citizenship education specialization in ITE;
- ◆ Ensure civic competences are better represented in ITE and CPD for teachers;



INTERCULTURAL DIALOGUE

- ◆ Promote the Refugee Welcome Schools and other initiatives that promote the whole-school approach in schools. Develop a national approach to the whole-school approach and provide sufficient monitoring for this;



FUNDING

- ◆ Increase funding for CSOs, reaching pre-crisis levels, to allow them to continue their work on digital and civic competence acquisition;



GENERAL

- ◆ Close regional gaps in terms of access to quality education, ensuring that all schools have the adequate resources to prepare teachers for multicultural environments and for the usage of ICT in the classroom.

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