

Curricular and Pedagogic Recommendations of MEVE

Points for Discussion on Civic Education in Diverse Society

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With the OECD Compass of Education 2030 and the inclusion of "global civic competencies" in the PISA tests from 2018 on – values have become a cornerstone in the curriculum of many countries. Israel, too, has reacted to this global policy, and to our local need to address the social and cultural diversity and the increasing polarization and divisions in our society.

The MoE policy is anchored in the 13 goals specified in the Education Act. Last year the Ministry issued the formal document – **The Education System 2030: Values and Core Components of the 'graduating student'**. Just a few weeks ago, the new Minister of Education, an educator herself, distributed her **policy for this school year** with 3 milestones, two of which are related to values and civic education in a diverse society. These are:

1. Developing personal and social self-efficacy for the individual and the group to support emotional and social resilience.
2. Developing individual identity and social commitment in all Israeli groups to enhance shared society.

So, we see that the wider educational context is concerned with civic and values education. MEVE report provides curricular and pedagogical recommendations, some of which I will briefly mention here:

On the national level, we suggest:

Establishing a **public body** outside the MoE with overall authority and responsibility for values education (we have a similar example with RAMA – the agency for measurement and evaluation). The purpose here is to minimize political and municipal intervention and abuse of evaluation findings.

This agency will be in charge of creating a clear policy, collect and develop instructional materials, provide guideline for integration of values across the curriculum and grade levels, run professional developments for educators, collect feedback and evaluations from the schools, etc.

The underlying assumptions of this step are:

- Acknowledging school autonomy and the various educational streams in our country.
- Emphasizing proactive citizenship based on open and liberal democracy (corresponds with GCE advocated by UNESCO and others).
- Addressing formal and informal education as complementary scenes
- Preparing teachers to support values education – in pre-service as well as in PD.
- Members of this body should represent the diversity of Israeli society.

At the school level, we recommend:

- To include values education throughout the entire learning experiences of **students** and to encourage them to explore their values and be aware of the possibility of values conflicts.
- To support **teachers** in understating how values are manifested in the concrete formal and informal school curriculum as well as in the overt and hidden curriculum. To help them be conscious of the multiple ways in which values filter through, the importance of modeling and examination of values in actual behavior.
- To advocate explicitly the **school** as an inclusive, equal and diverse space that allows multiple voices, especially of minorities and non-hegemonic groups.
- To apply engaging **pedagogies** that require learners to be active and involved in their learning; to include personal stories and experiences; to encourage communal involvement in order to increase social responsibility and empathy.
- To use **didactic methods** that support the teaching and learning of dilemmas and conflicting values, such as: intercultural meetings, field visits and continuous dialog with those from other communities and cultures, simulations, games, films, TEDs, podcasts, case studies, etc.

At the individual level, we recommend:

- Creating a safe space for **students and teachers** to discuss, explore and examine an array of values, including those less accepted and more controversial. Specifically we suggest using dialogic and reflexive pedagogies to allow for discussion across narratives and beliefs.