

# CONVINCE PROJECT

## Training Workshop

Paris, 5 March 2019

## Presentation of research findings

**Democratic citizenship education and the teaching of universal values**

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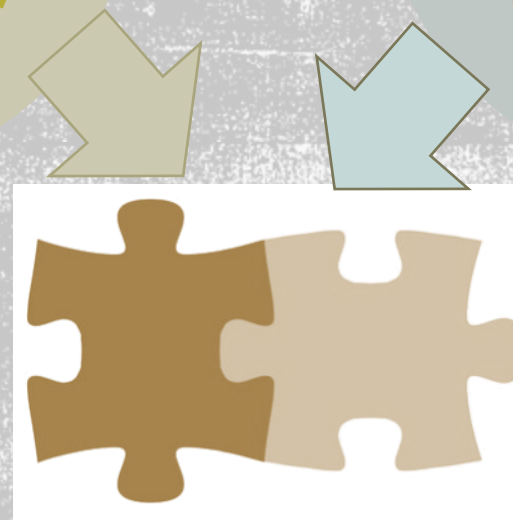
# OBJECTIVES OF THE RESEARCH

**Promoting and teaching citizenship and the universal values of democracy, tolerance, freedom, intercultural dialogue, equality and non-discrimination through education.**

Challenges



Good/innovative practices/policies



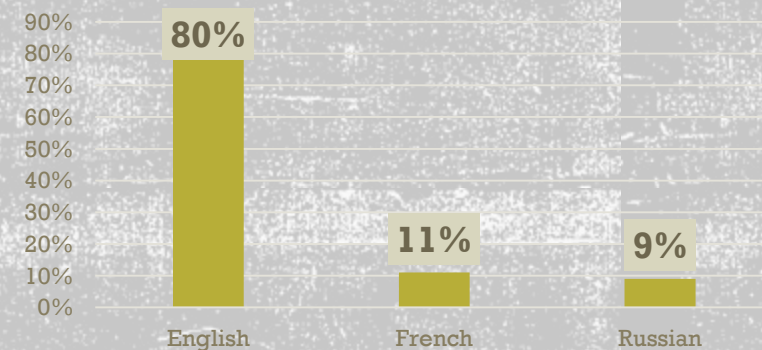
Matches





# DATA GATHERING

- **Desk-research** including literature review
- **Online survey** to members of ETUCE (132 Education sector Trade Unions) EFEE (31 education employers) and ESHA (35 school leaders):
  - Sent in July 2018
  - Data collection: July 2018 – December 2018 →  
89 responses (84 organisations – 43 countries)  
42% response rate  
**SURVEY IS STILL OPEN till mid-March 2019**



- Literature review **supporting and complementing findings of online survey**



# PRELIMINARY FINDINGS

- Today reporting on (part of) findings related to:
  - Civic education and democratic-school culture.
  - Teaching in multicultural learning contexts for intercultural dialogue.
  - Teaching controversial and sensitive issues.
  - Digital citizenship and E-safety.
  - **The whole-school approach.**
  - **Inclusive education as a tool to prevent radicalisation and extremism.**



# THE WHOLE-SCHOOL APPROACH

A stronger involvement and networking of teachers and educators, school leaders, parents and learners within the school life ('whole-school approach') so as to support more democratic learning environments to allow learners to experience democracy and mutual respect ('democratic school culture').





# WHOLE-SCHOOL APPROACH RELATED ACTIONS IMPLEMENTED IN VARIOUS EDUCATIONAL SETTINGS (%)

Developing and implementing evaluation and monitoring for follow-up and implementation of 'whole school approaches' (n = 76).



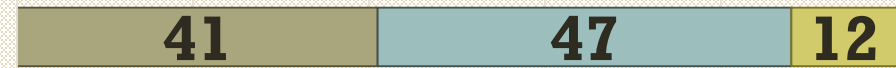
(stimulating the) Incorporation of principles of well-being for students and staff in mission statements, policies and procedures (n = 76).



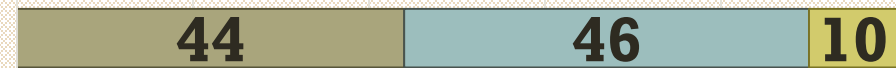
(stimulating the) Use of a range of teaching techniques to cater for different learning styles (n = 77).



Creating a safe physical, social and emotional learning environment by formulating clear expectations for behavior (n = 75).



Collaboration with civil society and local community (e.g. a social worker) (n = 78).



Teacher networking: collegial support and mutual consultation (n = 79).



Co-teaching: opportunities to observe other educational practices (n = 77).



0 20 40 60 80 100 120

■ Has been implemented in my country/region/educational setting

■ My organisation would like this to be implemented

■ I don't know

# FORMS OF SUPPORT PROVIDED FOR THE IMPLEMENTATION OF THE WHOLE SCHOOL APPROACH IN VARIOUS COUNTRIES

Thematic training seminars/workshops (e.g. human rights, gender equality, freedom of expression or non-discrimination) (n = 80).



Helplines or online support (e.g. to report and receive counselling on violence in schools/educational settings) (n = 79).



Specialist support (e.g. language support classes) (n = 79).



Opportunities for cooperation among all the relevant formal and non-formal education stakeholders (n = 79).



Opportunities for exchange on the implementation of the 'whole-school approach' and cooperation opportunities...



0% 10% 20% 30% 40% 50% 60% 70%



# THE WHOLE-SCHOOL APPROACH CHALLENGES

- The extent to which the whole school approach is implemented
- Available knowledge and expertise related to the implementation process.
- Effective school leadership.
- The involvement and full commitment of all relevant stakeholders.





# CONDITIONS NECESSARY TO IMPLEMENT THE WHOLE SCHOOL APPROACH (%)

Engaging with local community through meaningful and respectful relationships (n = 80).



Staff development to support participatory teaching styles (n = 81).



Supporting policy frameworks (n = n = 81).



Committed leadership in educational institution/school (n = 81).



Teaching styles requiring active participation of students (n = 81).



Curricula promoting democracy and citizenship across a range of subjects (n = 82).



■ Very important
 ■ Important
 ■ Not very important
 ■ Not important at all
 ■ I don't know

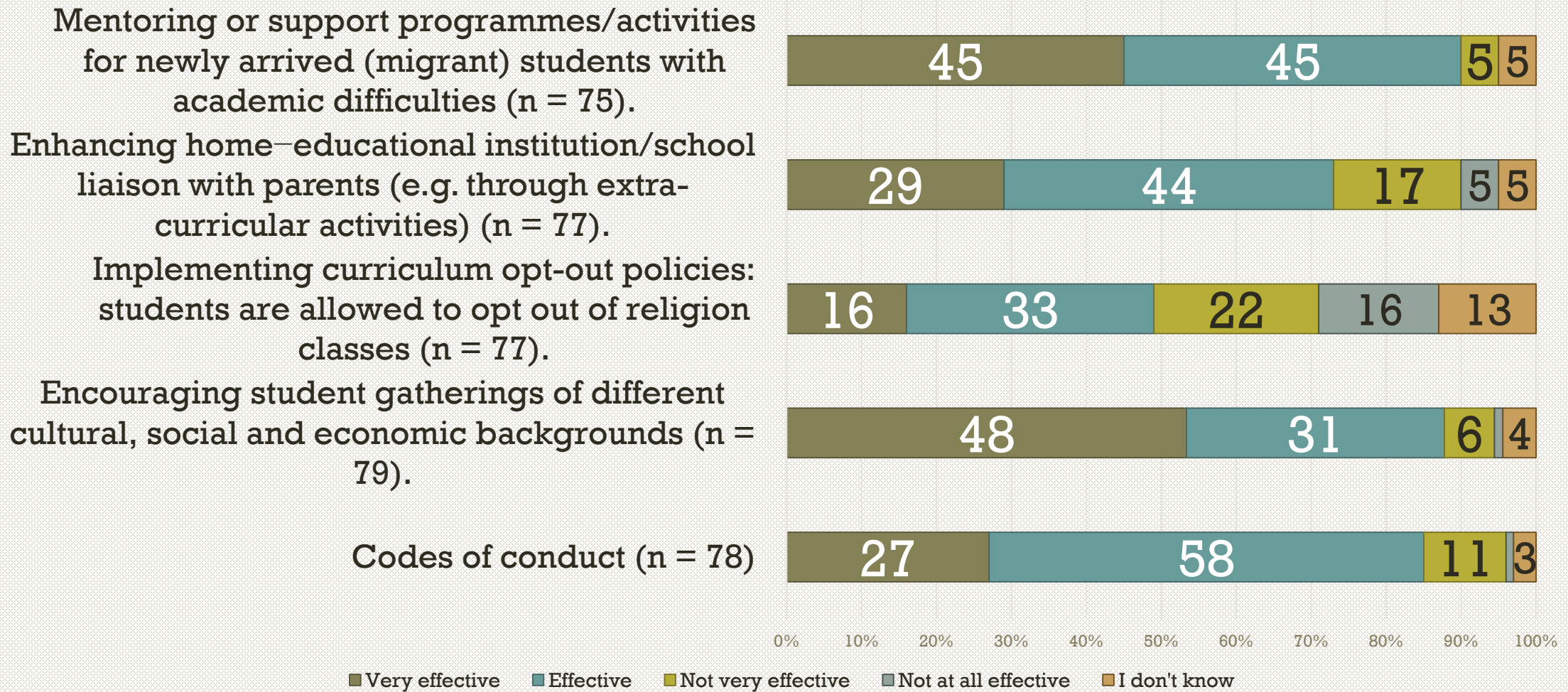


# INCLUSIVE EDUCATION AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM

- Inclusive education: “**every learners matters and matters equally**” (UNESCO, 2017)
- **Education is a human right:** every person has the right and the entitlement to education.



# APPROACHES EFFECTIVE IN PROMOTING INCLUSION OF STUDENTS FROM VARIOUS BACKGROUNDS AND PREVENTING DISCRIMINATION (%)





# INCLUSIVE EDUCATION AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM CHALLENGES

- **Required knowledge and skills** of teachers and school leaders to **resist pull factors and to contribute to reduce/tackle push factors.**
- **Framing** radicalisation, violence, extremism in a way that helps students to explore own values and opinions.



# **INCLUSIVE EDUCATION AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM**

## **PROPOSED SOLUTIONS/GOOD PRACTICES**

- **Supporting policy frameworks**
- **Engaging with the local community and building partnerships**
- **Schools as safe places**



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Joint work of students from diverse backgrounds in the classrooms.

87%

Present and promote local youth, sport or cultural associations/organisations.

69%

Visiting exhibitions and discuss relevant political/societal issues.

68%

Live performances (theatre, music, etc.) to promote cross-cultural understanding and confront...

67%

Invite recognized figures with non-conventional styles from different communities to talk about their work in...

59%

Invite a TV personality, sports person, etc. because his/her specific background or experience is...

59%

Explore successful oral stories which are familiar and particularly sensitive in different cultural groups.

50%

Organise an extracurricular activity

49%

Play an educational game on universal values

46%

**RECOMMENDATIONS  
FOR ACTIVITIES AT  
NATIONAL LEVEL TO  
PREVENT  
RADICALISATION  
AND EXTREMISM  
AMONGST STUDENTS  
(N = 78)**





*Looking for good  
practices/policies!*





**THANK YOU!**

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