CONVINCE PROJECT

Training Workshop

Rome, 31 January 2019

Presentation of research findings

Democratic citizenship education and the teaching of universal values

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OBJECTIVES OF THE RESEARCH

- To gather **innovative (good) practices and policies** related to teaching techniques and approaches on promoting citizenship and the universal values of **democracy, tolerance, freedom, intercultural dialogue, equality and non-discrimination** through education.
- To identify **challenges**.

match challenges & best practices

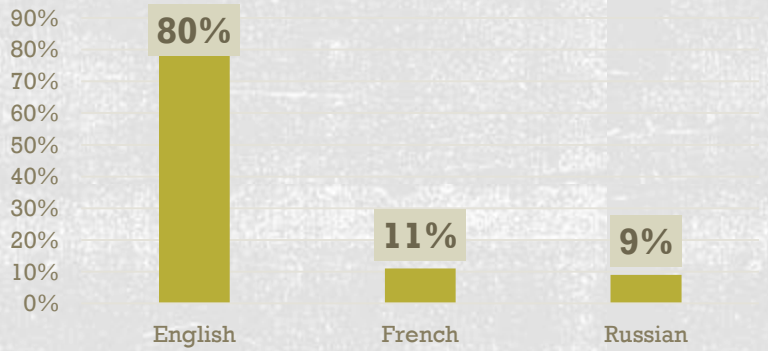
DATA GATHERING

- **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:
  - **Citizenship education and democratic-school culture**
  - **Teaching in multicultural learning contexts**
  - **Inclusive education as a tool to prevent radicalisation and extremism**

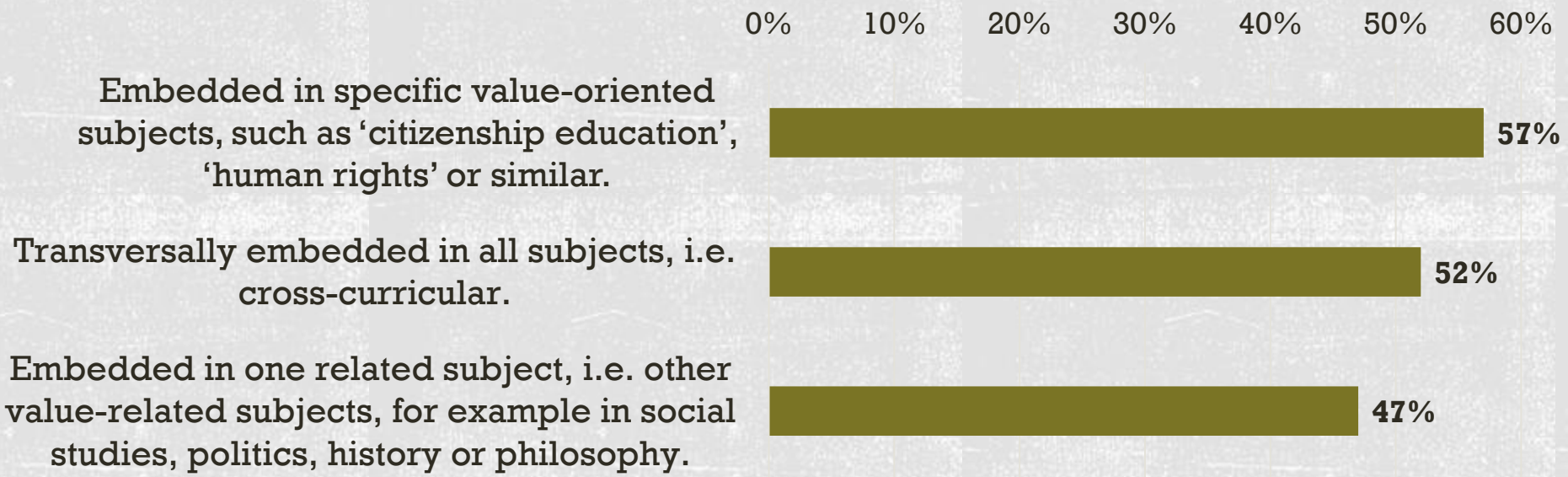
CITIZENSHIP EDUCATION AND DEMOCRATIC SCHOOL CULTURE

The issue:

- EURYDICE (2017): "*citizenship education supports students in becoming active, informed and responsible citizens, who are willing and able to take responsibility for themselves and for their communities at the local, regional, national and international level*"
- UNESCO (1998): "*educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society*"
- Citizenship education: **part of national curricula for general education** in all EU MS and many other European countries.
- Creating a democratic school culture is a way to **contribute to citizenship education** in educational settings.

CITIZENSHIP EDUCATION AND DEMOCRATIC-SCHOOL CULTURE

Forms of embedding universal values of democracy, tolerance, freedom, intercultural dialogue, equality and non-discrimination in educational settings



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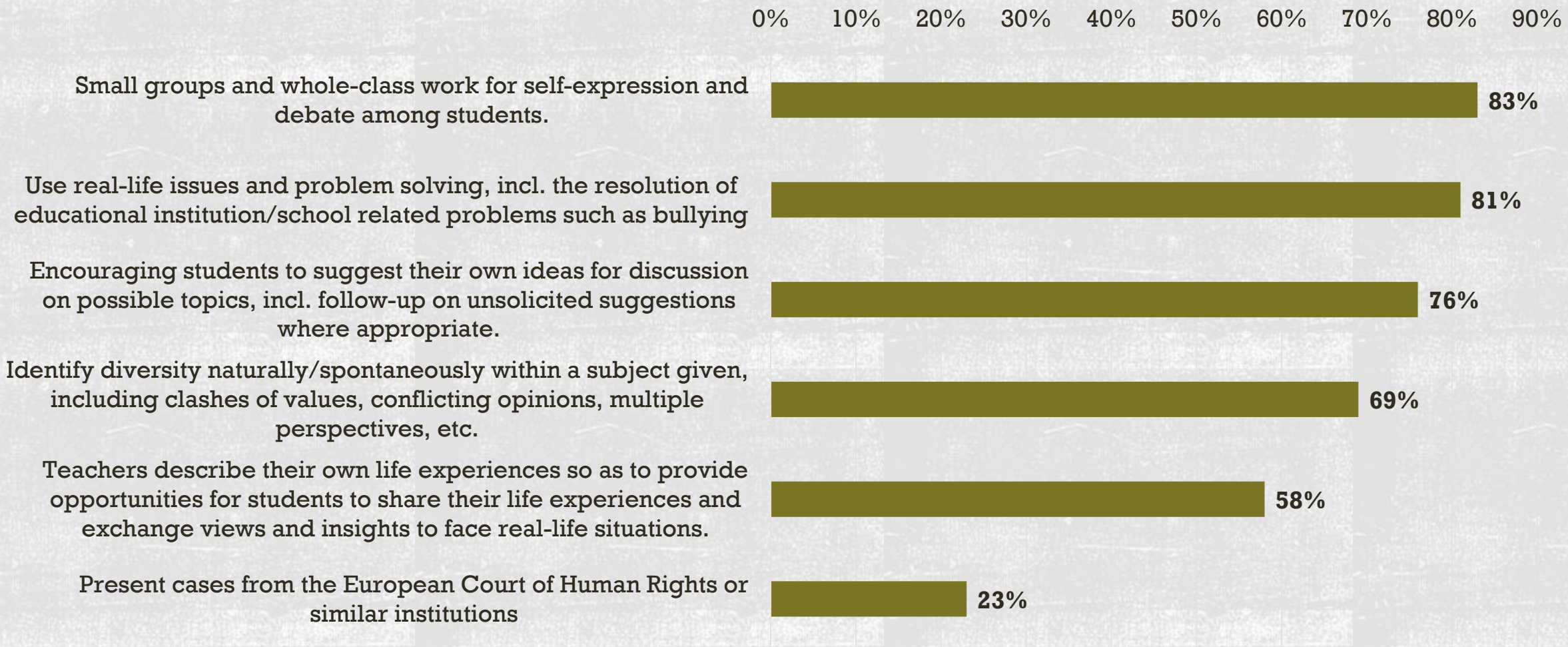
CITIZENSHIP EDUCATION AND DEMOCRATIC-SCHOOL CULTURE

Practices used to teach universal values in educational settings



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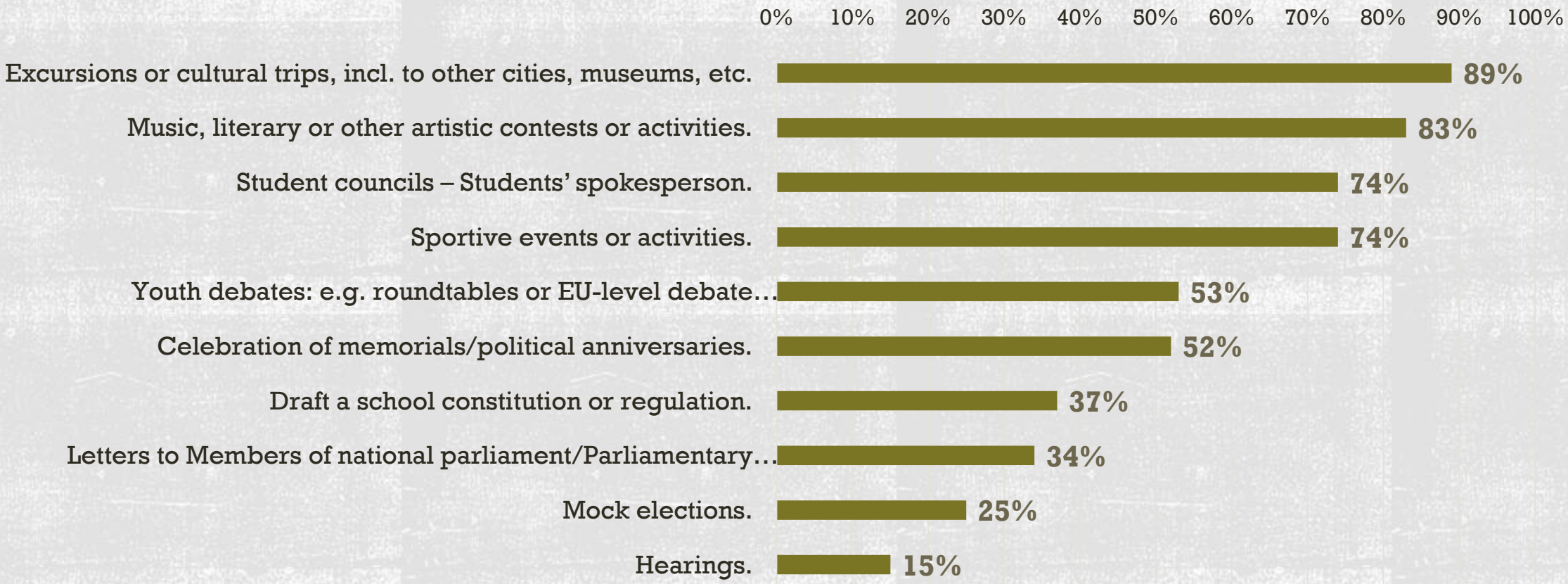
CITIZENSHIP EDUCATION AND DEMOCRATIC-SCHOOL CULTURE

Extra-curricular activities (as vehicles for transmitting universal values and promoting social inclusion) developed and/or organised



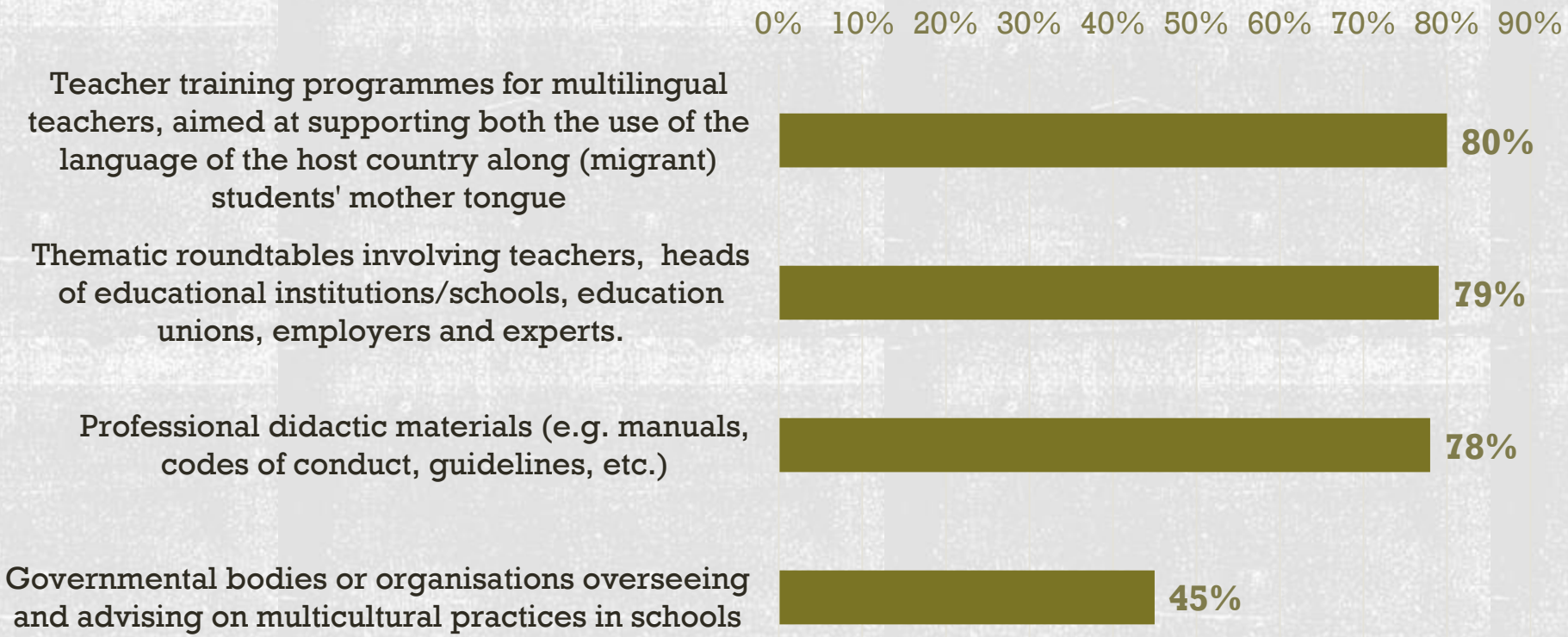
CITIZENSHIP EDUCATION AND DEMOCRATIC SCHOOL CULTURE

CHALLENGES AND GOOD PRACTICES REPORTED BY RESPONDENTS

Translation of policies into practices.	Examples of **toolboxes** aiming to support citizenship education for school leaders and teachers (e.g. NL, Belgium/Flanders)
Lack of professional support to teachers across all issues related to citizenship education.	Examples of **online guidance** provided by educational authorities and survey results.
Extra-curricular activities depend on the engagement of the school leaders and teachers – **specific support** lacking.	
Building consistency in teaching citizenship education.	Concrete focus on **setting objectives** for learning, developing differentiated and inclusive materials and adopt wide range of pedagogical approaches – survey results.
Participation of teachers and students in schools remains an issue that needs urgent attention: challenge of getting teachers and students involved in schools participatory processes.	Example of embedding participation in national plan for citizenship education (e.g. Portugal) and EU projects (e.g. Student Voice Erasmus+ project).
Assessing students' skills and competences in citizenship education.	Not systematically addressed at central level – examples of **assessment guidelines.**

CITIZENSHIP EDUCATION AND DEMOCRATIC SCHOOL CULTURE
CHALLENGES AND GOOD PRACTICES REPORTED BY RESPONDENTS

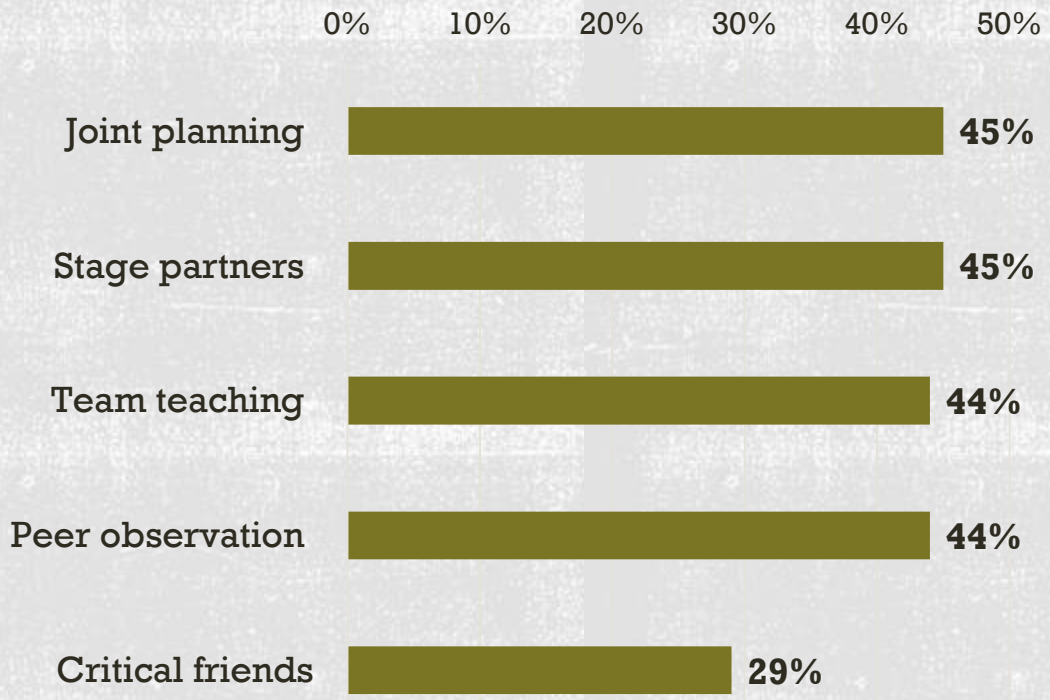
Professional support to teachers related to citizenship education.



CITIZENSHIP EDUCATION AND DEMOCRATIC SCHOOL CULTURE

CHALLENGES AND GOOD PRACTICES REPORTED BY RESPONDENTS

Building consistency in teaching citizenship education.

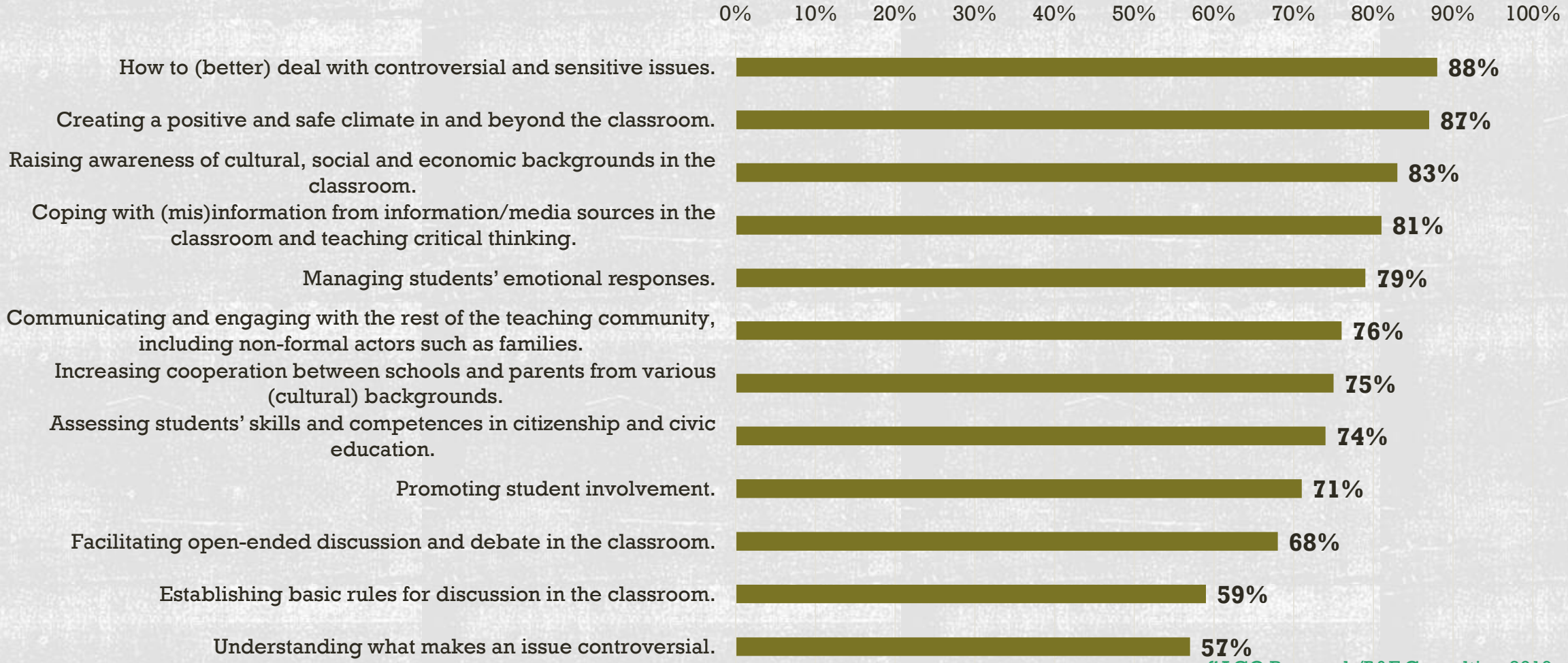


Joint planning – where a controversial issue crosses subject boundary, teachers from the different subjects jointly plan the teaching of the issue.
Stage partners – where a teacher in the educational institution/school supports a newly qualified teacher or a more experienced colleague who has been transferred to a stage or grade they have not taught for some time.
Team teaching – where colleagues with different personal opinions on an issue share the teaching of the issue.
Peer observation – where experienced and less-experienced teachers observe each other teaching a lesson on the same issue.
Critical friends – where a teacher pairs with a small number of colleagues who ask critical questions to review their own practice, observe each other teaching and provide each other with constructive feedback.

CITIZENSHIP EDUCATION AND DEMOCRATIC SCHOOL CULTURE

CHALLENGES AND GOOD PRACTICES REPORTED BY RESPONDENTS

Training/counselling considered to be useful/necessary by members of ETUCE, ESHA and EFEE



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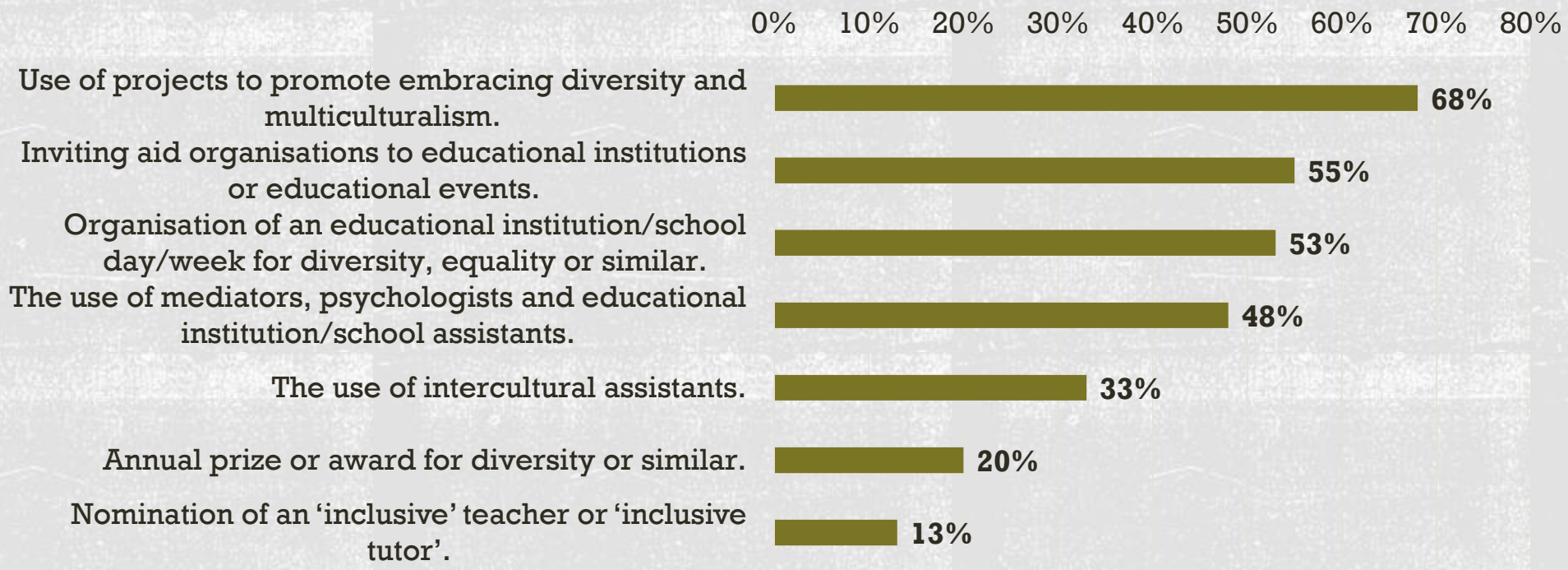
TEACHING IN MULTICULTURAL LEARNING CONTEXTS

The issue:

- Diversity in society (intra-European mobility, international migration and globalisation) reflected in the educational landscape.
- Diversity in the classroom: "*every learner matters and matters equally*" (UNESCO, 2017).
- Inclusive education:
  - ✓ Understanding diversity and implicit biases to ensure that every learner matters.
  - ✓ Based on the understanding that education is a human right.
  - ✓ It aims to promote citizenship and universal values.

TEACHING IN MULTICULTURAL LEARNING CONTEXTS

Initiatives/actions set up to promote diversity and multiculturalism to foster social inclusion



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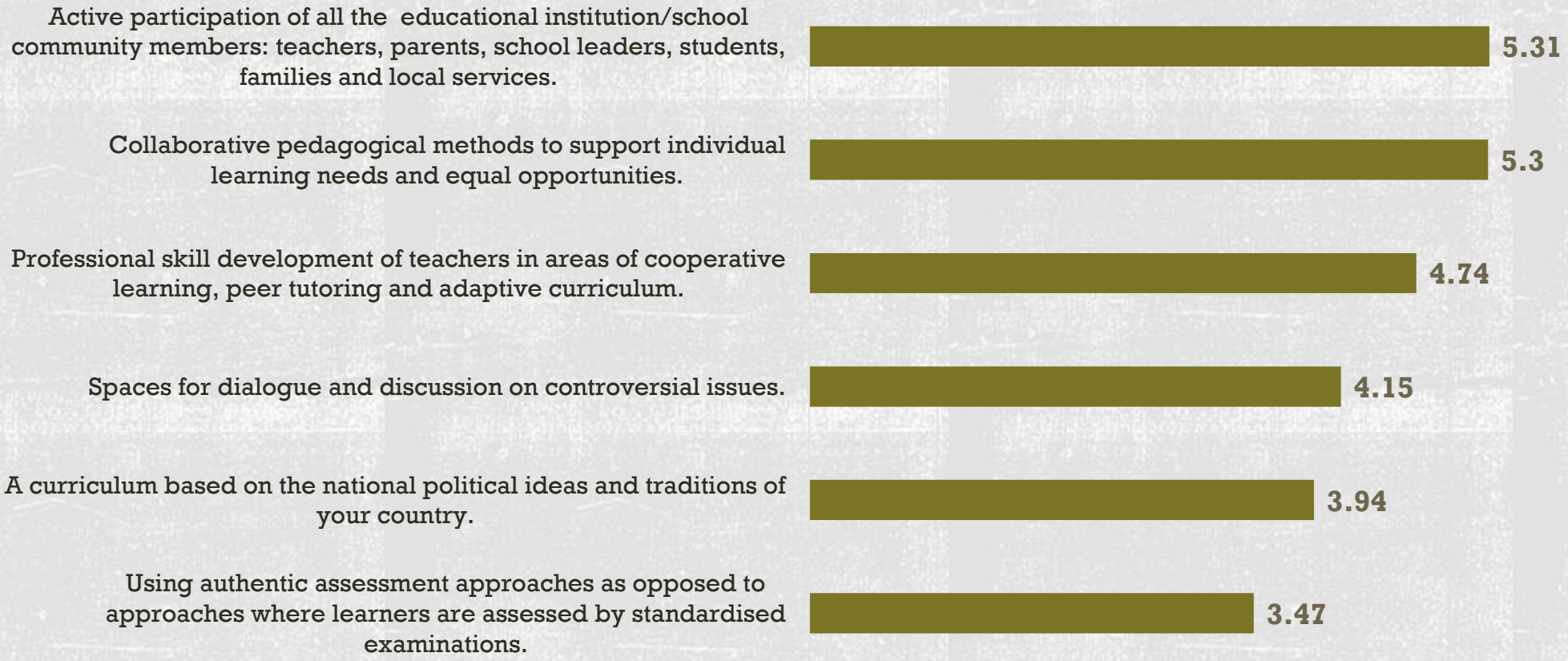
TEACHING IN MULTICULTURAL LEARNING CONTEXTS

CHALLENGES AND GOOD PRACTICES REPORTED BY RESPONDENTS

Language barriers to meaningful communication between teachers and students and among students.	**Suitable support for teachers** (e.g. opportunities for mediation between languages).
Integration vs inclusion as starting point to multicultural learning.	Integration is about the incorporation into society or into a specific group, inclusive education is based on the belief that all children are different and that all children have the same rights and should have the same access to education and choices. **Collaborative pedagogical methods** to support individual learning needs are considered to be effective – survey results.
Involvement of parents/carers.	**Training/counselling** related to increasing 'cooperation' between schools and parents/carers from various (cultural) backgrounds is considered to be necessary (75% of respondents). **Having a clear policy framework** on e.g. communication and cooperation with parents (93% of respondents)
Preparedness of teachers (knowledge and skills) to manage differences and multiculturalism in the classroom and beyond	**Teacher training** empowering teachers to manage differences and multiculturalism in classrooms is considered as an effective approach to value diversity as well as **clear policies and programmes** addressing and preventing discrimination and exclusion – survey results.
Lack of support: • Lack of overall (policy) framework. • Lack of 'how to' implement in practice. • Lack of means.	**Examples** of National Strategy, Decrees, national action plans for civic education; of guidelines and toolboxes.

TEACHING IN MULTICULTURAL LEARNING CONTEXTS

Approaches assessed as (very) effective in promoting inclusive education (scores on a scale 1 – 6)



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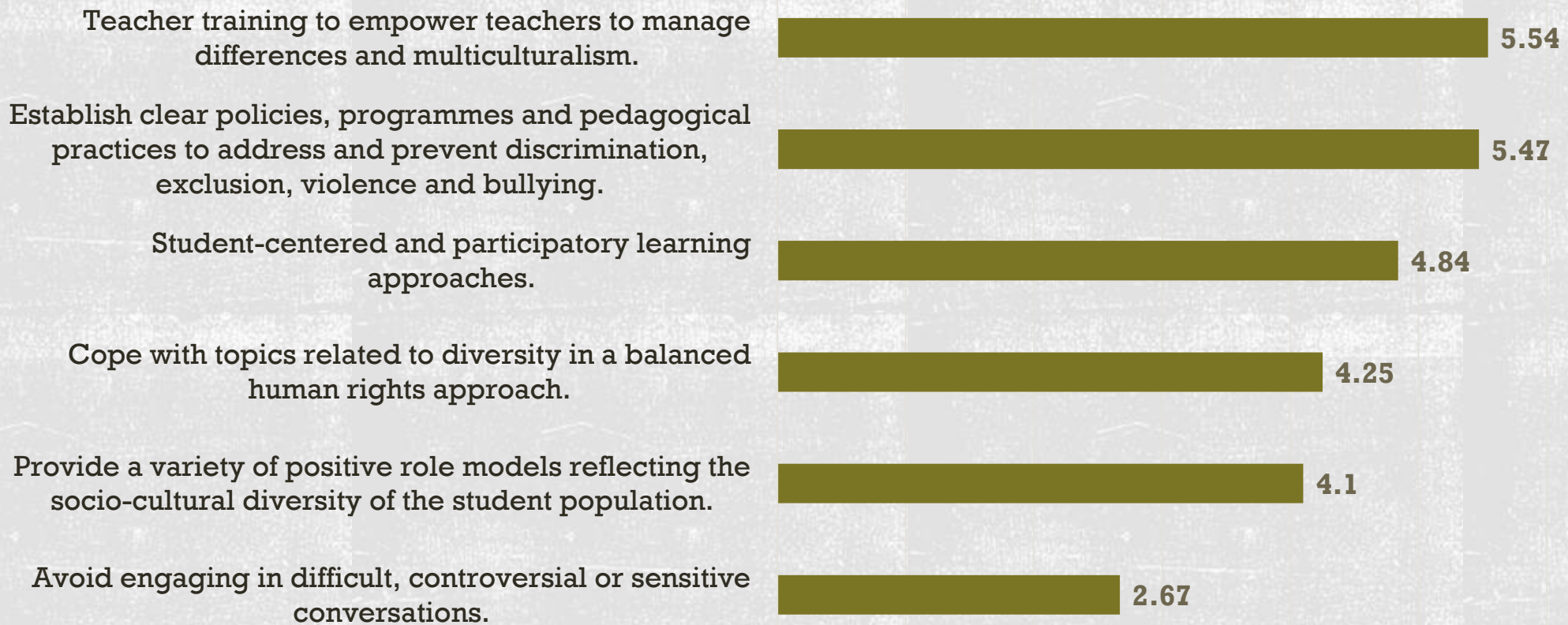
TEACHING IN MULTICULTURAL LEARNING CONTEXTS

Approaches assessed as (very) effective in valuing diversity and fostering a school culture based on mutual respect and democratic values (scores on a scale 1 – 6)



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INCLUSIVE EDUCATION AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM

The issue:

- Extremism and the underlying forces of radicalisation are among the **most pervasive challenges** of our time.
- **Push (e.g. inequality, discrimination) and pull factors (e.g. groups, 'social networks')** influencing processes of radicalisation and development of extremism.
- Education can play an important role to **resist pull factors and to contribute to reduce/tackle push factors**.

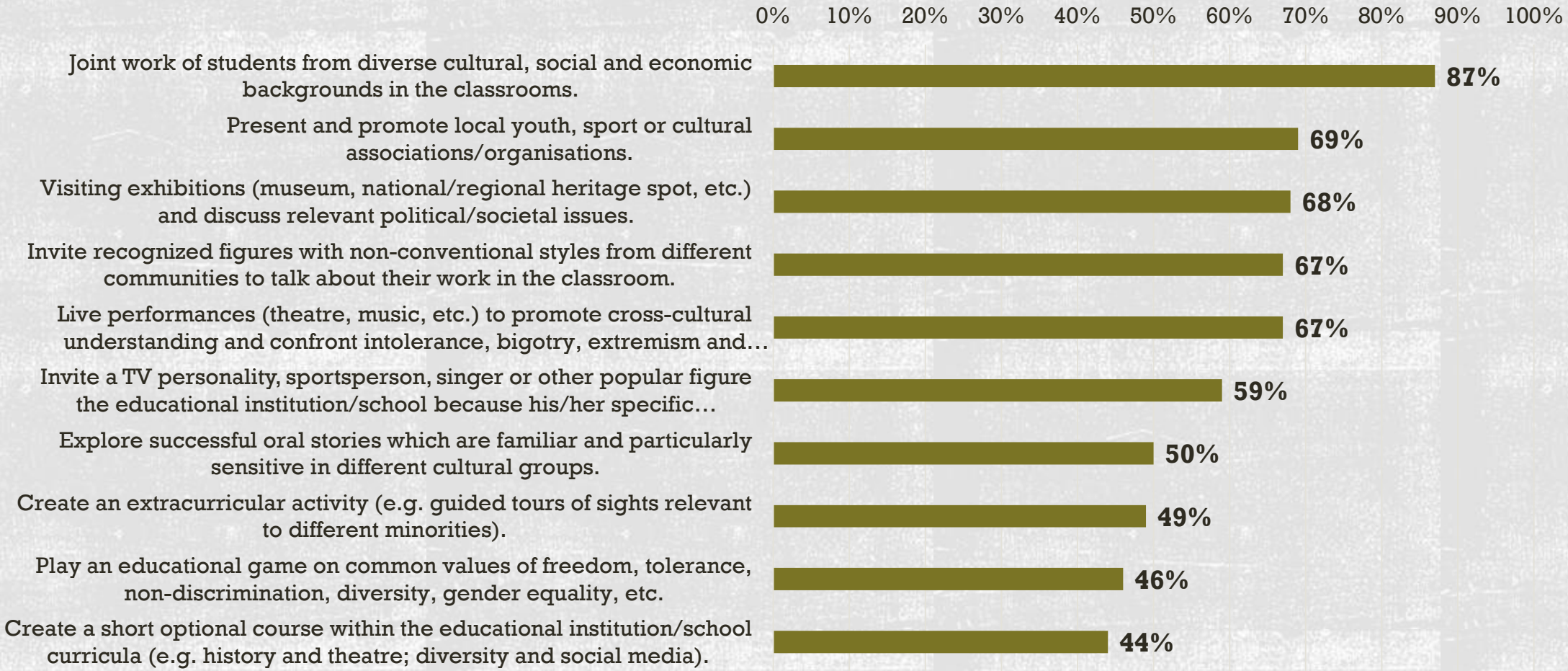
INCLUSIVE EDUCATION AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM

CHALLENGES AND GOOD PRACTICES REPORTED BY RESPONDENTS

Required knowledge and skills of teachers and school leaders to foster social cohesion and build resilience, how to deal with difficult situations.	• **Initial training programmes and continuing professional development**. • **Supporting policy frameworks**, to create roadmaps with directions reflecting the values of inclusive education, e.g. National Strategy for the Prevention and Combating of Violence in schools (Cyprus). • **Schools should be 'Safe Places'**: examples of projects (e.g. EUROPE Erasmus+ project), Dutch Platform for Integral Safety. • **Building effective partnerships**. • Survey results: recommendations for activities to prevent radicalisation and extremism amongst students.
Framing radicalisation, violence, extremism in a way that helps students to explore own values and opinions.	

PRELIMINARY FINDINGS: INCLUSIVE EDUCATION AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM

Recommendations for activities/practices to prevent radicalisation and extremism amongst students



CONCLUDING…

For tackling challenges related to citizenship education and to **effectively foster inclusive education**, the following points need to be carefully examined:

- **Supportive policy frameworks** should exist.
- Robust **assessment systems** in the area of citizenship and inclusive education
- **Active participation of students and teachers**.
- **Participatory – collaborative learning approaches.**
- **School leaders** play a key role in creating an enabling learning environment.
- **Support to teachers** in the delivery of citizenship education ("how to…") (initial training and continuing professional development).
- A stronger involvement and **networking** of teachers and educators, school leaders, parents and learners within the school life ('whole-school approach') supporting more democratic learning environment.
- **A mixture of curricular and extra-curricular activities** is recommended to prevent radicalisation and extremism amongst students.

Looking for good practices/policies!

THANK YOU!

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