

CONVINCE PROJECT

Closing conference

Warsaw, 14-15 November 2019

Presentation of research findings

Challenges and good practices related to promoting citizenship and values of freedom, tolerance and non-discrimination through education

Dominique Danau (SAGO Research)



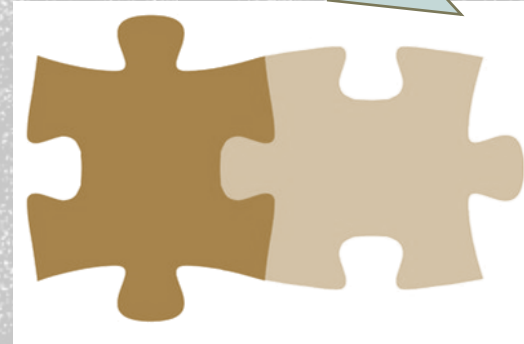
OBJECTIVES OF THE RESEARCH

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

Challenges



Good/innovative examples, practices/policies



Matches

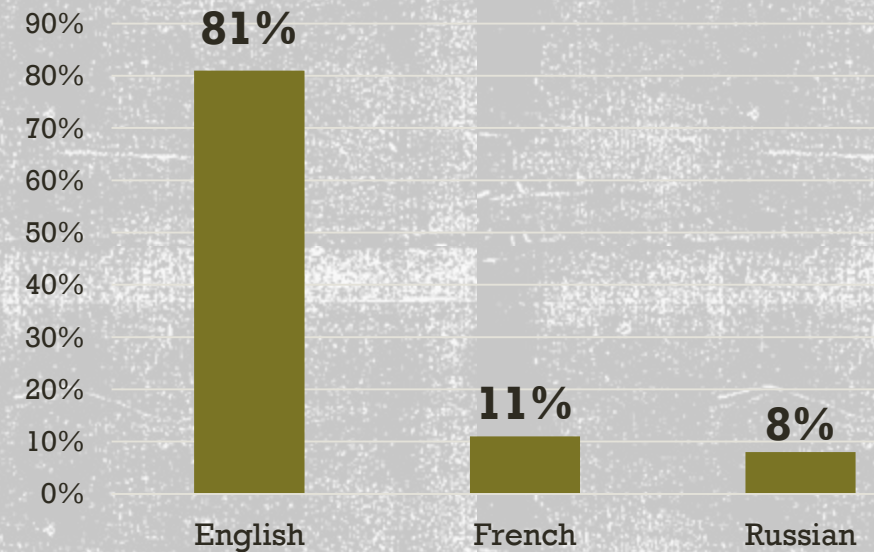
Research Report

MOOC



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 – 15 March 2019
 - 107 responses (91 organisations – 46 countries/regions)
 - **46% response rate (organisations)**
- Literature review **supporting and complementing findings of online survey**



CONVINCE RESEARCH REPORT

Issue	<ul style="list-style-type: none">• Civic education and democratic school culture.• Teaching in multicultural learning contexts• Teaching controversial and sensitive issues• School leadership and whole-school approach• Digital citizenship and e-safety• Preventing radicalisation and extremism
Findings from research (challenges and good examples/practices)	
Matches	

Tables with detailed findings (specifications at country/regional level)

Compendium:
Good examples/practices per country

Bibliography (word)

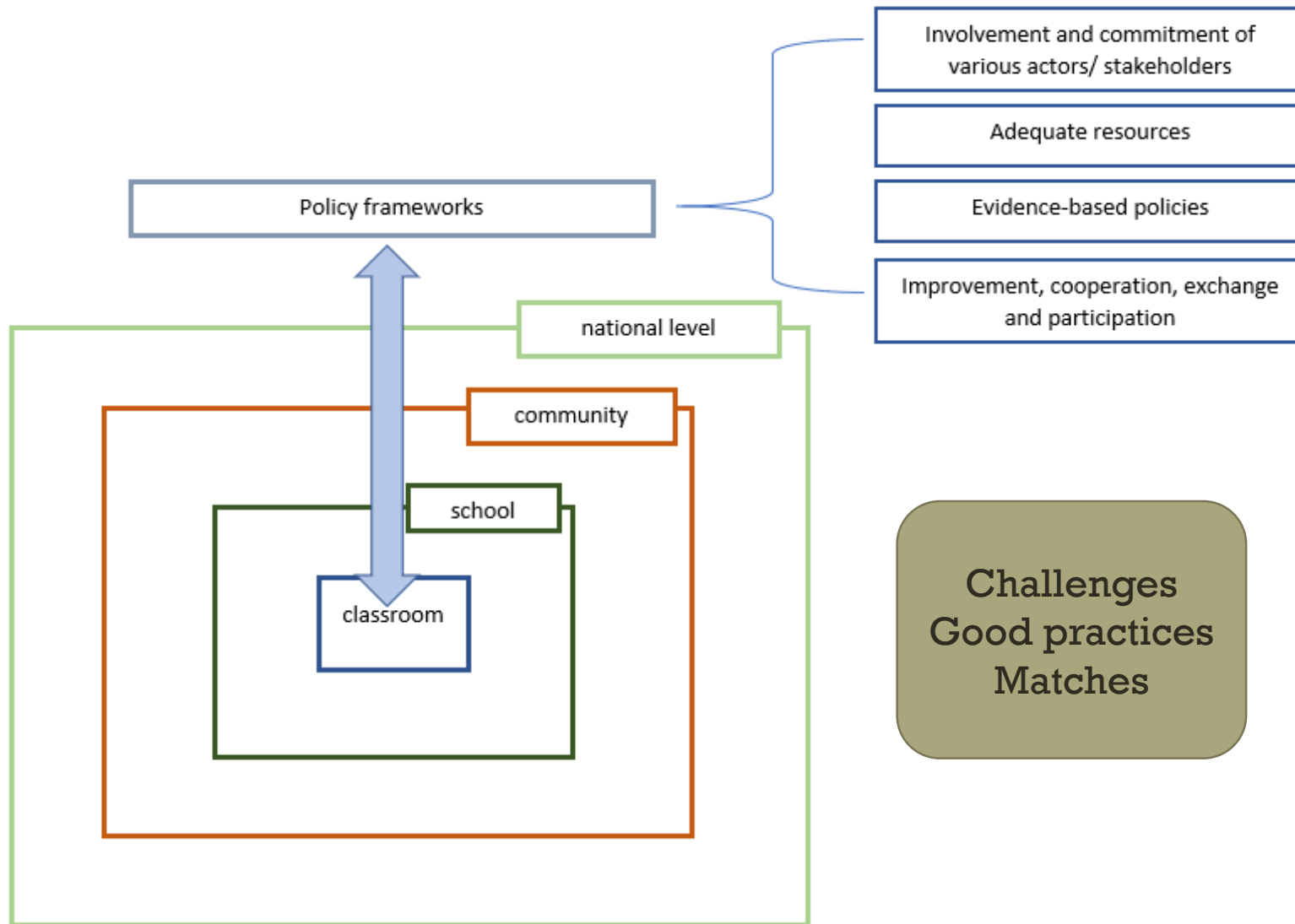
Connecting references to themes (Excel)

[https://csee-etuice.org/images/attachments/RP CONVINCCE.pdf](https://csee-etuice.org/images/attachments/RP_CONVINCCE.pdf)

MAIN REPORT

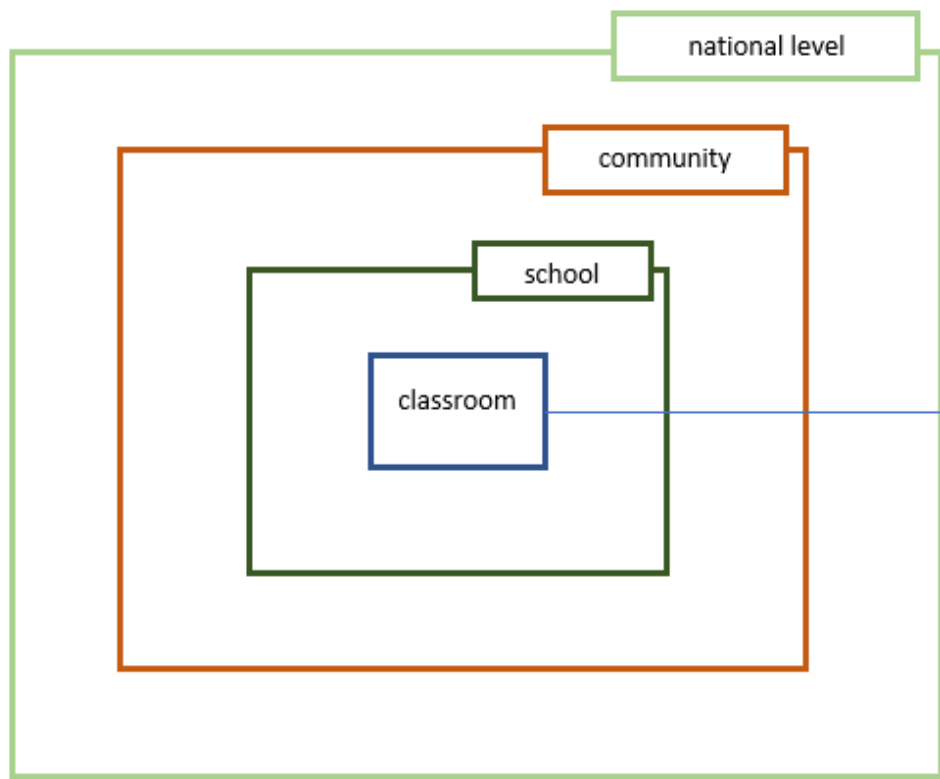
ANNEXES

BIBLIOGRAPHY



Challenges
 Good practices
 Matches

MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS



- Support to teachers/educational personnel/school leaders ("how to")
- Whole-school approach
- Democratic school culture
- Leadership
- Linking curricular and extracurricular activities
- Digital citizenship
- Critical thinking

Challenges
Good practices
Matches

MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS



MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

To effectively foster inclusive education, including citizenship education and promoting universal values:

- Supporting **policy frameworks** are necessary delineating responsibilities.
- Based on **social dialogue** and involving other stakeholders.
- Full **commitment of all key players**.
- Adequate **resources** (time, staff, financial, technical).
- To narrow down implementation gaps, **evidence-based policy making** supported with **robust assessment systems**.



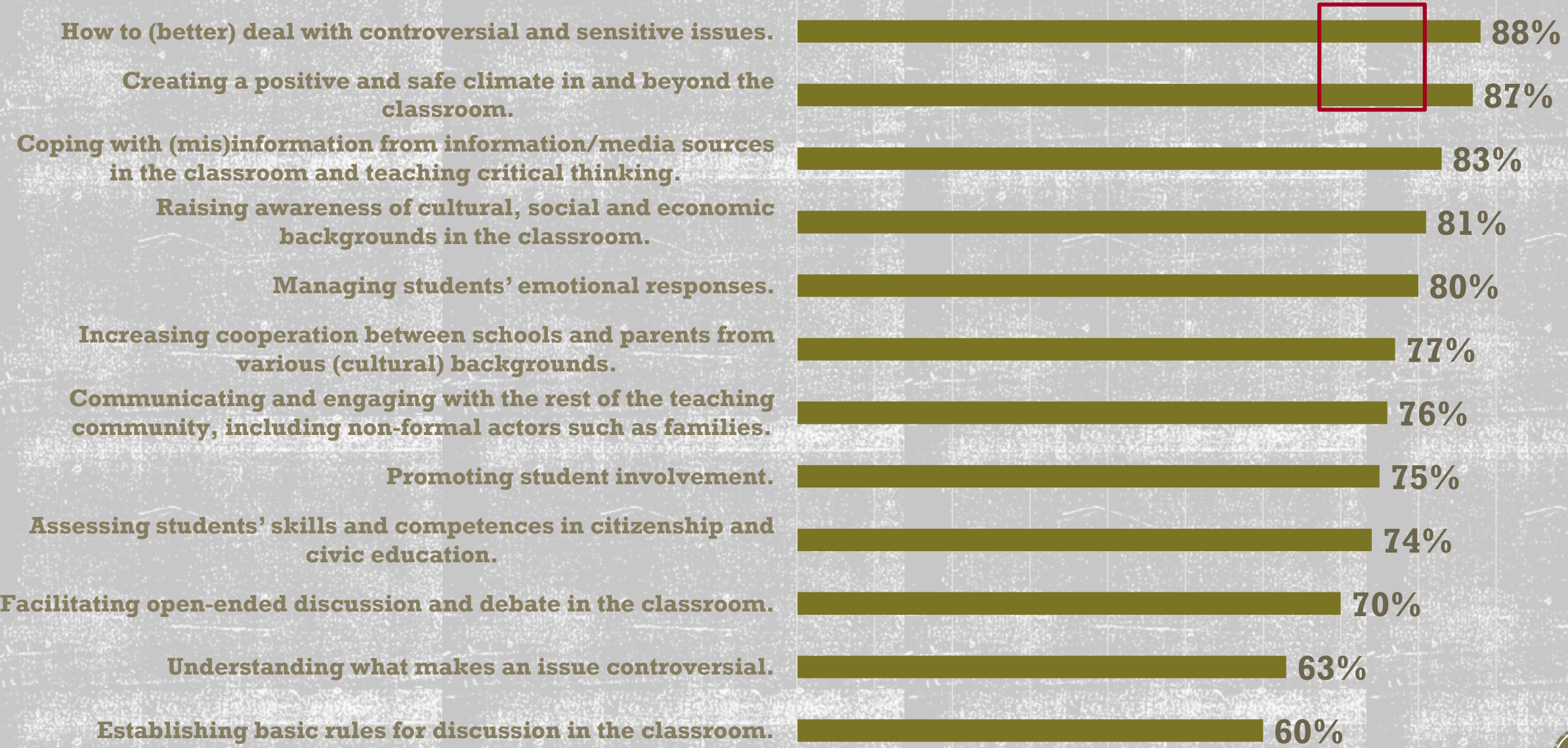
MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

To effectively foster inclusive education, including citizenship education and promoting universal values:

- **Support to teachers** in the delivery of citizenship education, to handle diversity, controversial and sensitive issues in the classroom as well as digital citizenship.
- **‘Support to teachers and school leaders’** : common thread through research revolving around ‘how to’.



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



MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

To effectively foster inclusive education, including citizenship education and promoting universal values:

- **A stronger involvement and networking** of teachers, school leaders, and other education personnel, parents and learners within the school life ('whole-school approach').
- **A democratic school culture** values diversity allows space for debate on controversial issues and relies on the active participation of students and teachers.
- **School leaders** play a key role in creating an enabling learning environment.
- **Distributive leadership.**



MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

To effectively foster inclusive education, including citizenship education and fostering universal values:

- Relevant policy frameworks should **link curricular and extra-curricular activities**, however, personal engagement and workload of teachers and school leaders and equal access for all.
- **Digital citizenship**: supporting children and young people to participate safely, effectively, critically and responsibly in a world with social media and digital technologies is priority.
- **Critical thinking** and understanding developing critical and analytical thinking are essential.



MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Frequency with which citizenship education competences occur in national curricula for citizenship education by area of competence

ISCED 1: primary education
ISCED 2: lower secondary education
ISCED 3: upper secondary education
IVET: initial vocational education & training



Source: Eurydice.

Source: EURYDICE, (2017), *Citizenship Education at School in Europe*, p51,
https://eurydice.org/pl/wp-content/uploads/2017/11/215_EN_Citizenship_2017_N.pdf

MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

To effectively foster inclusive education, including citizenship education and promoting universal values:

- Extremism and the underlying forces of radicalisation are among the most pervasive challenges of our time: **a mixture of curricular and extra-curricular activities** to prevent radicalisation and extremism amongst students.



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



MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

- Initiatives have been taken to provide teachers, school leaders and the educational community, with tools and methods to better deal with citizenship related issues, human rights and fundamental values both in the classroom and in extra-curricular activities; **further attention is needed.**
- **Participation, empowerment, cooperation, exchange and dialogue at all levels and between levels.**





THANK YOU!

d.danau@sagoonderzoek.nl

florence.pauly@btinternet.com

[m](#)

