



CHALLENGES AND GOOD PRACTICES RELATED TO PROMOTING CITIZENSHIP AND VALUES OF FREEDOM, TOLERANCE AND NON-DISCRIMINATION THROUGH EDUCATION

EU CONVINCING PROJECT RESEARCH REPORT



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ABBREVIATIONS

BIK	(European Strategy for a) Better Internet for Kids (Children)
CDC	Competences for Democratic Culture
CONVINCE	Common Values Inclusive Education
CPD	Continuing Professional Development
DG	Directorate General
EC	European Commission
EDC	Education for Democratic Citizenship
EFEE	European Federation of Education Employers
EHEA	European Higher Education Area
ESHA	European School Heads Association
ETUCE	European Trade Union Committee for Education
EU	European Union
ICCS	International Civic and Citizenship Education Study
ICT	Information and Communication Technologies
LGTBQ	Lesbian, Gay, Transgender, Bi-sexual and Queer
MOOC	Massive Open Online Course(s)
NGO	Non-Governmental Organisation(s)
OECD	Organisation for Economic Cooperation and Development
RAN	Radicalisation Awareness Network
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education and Training

1. INTRODUCTION AND BACKGROUND OF THE RESEARCH

THE CONTEXT OF THE EU CONVINCCE PROJECT

In recent years, terrorist attacks, radicalisation, extremism, populism and xenophobia have surged across the European region and are posing a threat not only to the safety of its citizens but also to the fundamental values of freedom, democracy, tolerance, equality, non-discrimination, respect for the rule of law, human rights and solidarity. Within this context, the role of education, and in particular of teachers, school leaders and educational staff appears to be crucial to promote democratic citizenship and social inclusion in diverse educational contexts and learning environments.

In the light of the [Universal Declaration of Human Rights](#)¹, the [UN Sustainable Development Goal 4](#)² to ensure inclusive and quality education for all and promote lifelong learning, the [Council Recommendations on Common Values, Inclusive Education, and the European Dimension of Teaching](#), the [Paris Declaration](#) on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, and the recently proclaimed [European Pillar of Social Rights](#)³⁴, ETUCE runs the EU [EU CONVINCCE project](#) (COMmoN Values INCLUSIVE Education) from 2018 to 2020 which is co-funded by the Directorate-General Education of the European Commission.

The project is a direct answer to the current challenges, but also opportunities, of multiculturalism, diversity and social inclusion. **EU CONVINCCE is aimed at providing teachers, school leaders, and other education personnel, as well as the education institution community as a whole with tools and methods to better deal with citizenship related issues both in the classroom and in extra-curricular activities.** The project is overseen by an advisory group, coordinated by ETUCE (European Trade Union Committee for Education), EFEE (European Federation of Education Employers) and ESHA (European School Heads Association). For further information on ETUCE, EFEE and ESHA see Annex 1 – paragraph 3.

The project focuses on the following themes:

1. Citizenship education and democratic-school culture.
2. Teaching in diverse learning contexts for intercultural dialogue.
3. Teaching controversial and sensitive issues.
4. Digital citizenship and E-safety.

5. School-leadership and 'the 'whole school approach''.
6. Inclusive education as a tool to prevent radicalisation and extremism.

These themes are also covered in the chapters of this research report.

In the project, the following **activities** are developed:

1. **Research:** an **online survey** among ETUCE, EFEE and ESHA member organisations combined with a **desk research**. These member organisations are located within and outside the EU.
2. **Three training workshops** organised in cooperation with local partners in Italy, Germany and France:
 - a. to offer ETUCE, EFEE and ESHA members the opportunity to present, disseminate and scale-up good practices,
 - b. to discuss possible solutions to tackle challenges encountered by education stakeholders when teaching citizenship, human rights and fundamental European values to students,
 - c. to give participants the opportunity to exchange and showcase good practices and help resolve challenges through learning about other countries' good practices.
 - d. to offer teacher training support and advice on successful and innovative approaches and methods on citizenship and human rights education.
3. **A two-day closing conference** organised in cooperation with the local partner in Poland for representatives from education trade unions, education employers, school leaders and other European stakeholders in education.
4. **A MOOC** (Massive Open Online Course): an online course in English/French developed and delivered to help teachers, school leaders, and other education personnel, as well as education trade unions and education employers to better deal with citizenship-related topics in a broad sense.

This report is presenting the results of the research undertaken in the frame of the EU CONVINC project in the period May 2018 – April 2019. EU CONVINC project in the period May 2018 – April 2019.

2. THE RESEARCH

2.1. OBJECTIVES OF THE RESEARCH

The objectives of the research are the following:

1. To **identify and analyse regional/national challenges** and
2. To **identify and analyse good examples/practices** related to citizenship education as well as the promotion and teaching of universal values of freedom, democracy, tolerance, equality, non-discrimination, respect for the rule of law, human rights and solidarity, with a particular focus on secondary education, both within curricula of education institutions (formal learning) and in extra-curricular activities (non-formal learning).
3. To **match the challenges with good examples/practices** identified and analysed.

UNIVERSAL VALUES

The European [Treaty of Lisbon](#) (2007), the European [Charter of Fundamental Rights](#) (2000) as well as the UN [Millennium Declaration](#) (2000) and the UN [Universal Declaration of Human Rights](#)⁵ (1948) are the backbone of the values referred to in this report as 'universal values'.

GOOD EXAMPLES/PRACTICES

The 'good examples/lopractices' identified through this research relate to a typology, inspired by the work of various international organisations and agencies. The typology is built around the following concepts:

- Emerging practice: intervention that is new, innovative and holds promise based on some level of evidence of effectiveness or change, but which is not (yet) research-based. Information about emerging practices is important to identify and highlight innovations and practices worthy of more thorough research (the Homeless Hub, 2013).
- Promising practice: a specific measure/intervention or set of measures/interventions exhibiting enough evidence to claim that the practice is effective or partially effective in a specific setting. They hold promise for other settings that wish to adapt the approach; there is a potential to replicate the practice in more than one setting (the Homeless Hub, 2013).

- Good practice: a well-documented and assessed measure/intervention that provides sufficient evidence of success, valuable for replication and scaling up.

All these practices can refer to positive examples of approaches that contribute to providing teachers, school leaders, other education personnel and the educational institutions community with tools and methods to better deal with democratic citizenship related issues both in the classroom and in extra-curricular activities. The focus here is on the following:

- How concerns of promoting citizenship and universal values are **taken up** in policy development, legislative frameworks, instruments for policy implementation such as programmes and projects, resource allocation, evaluation and monitoring.
- How practices identified are **linked to** or integrated into a wider approach of promoting citizenship and European fundamental values, rather than being isolated interventions.
- The extent to which the practices identified are **sustainable** or have the potential to produce long-lasting results, i.e. to bring about structural and sustainable positive changes linked to promoting democratic citizenship and universal values.

It is not the aim of this research to study the practices proposed by the respondents in-depth nor to categorise them following this typology. However, **bearing this typology in mind may be useful when examining how a practice developed in a specific context may be transposed to answer challenges in a different setting.**

FORMAL, NON-FORMAL LEARNING AND INFORMAL LEARNING

For research purposes within the EU CONVINC project, *formal learning* is a structured and organised process with learning objectives that is from the learners' standpoint always intentional, i.e. to gain knowledge, skills and/or competences. *Non-formal learning* takes place outside formal educational settings but within some organisational framework. Non-formal learning takes place in a community setting, e.g. sport clubs. *Informal learning* takes place outside educational settings and arises from the learner's involvement in activities that are not *per se* undertaken with a learning purpose. Informal learning is an unescapable part of daily life. These conceptualisations are based on the definitions of the Council of Europe⁶ and the OECD⁷.

2.2. THE APPROACH

Two main instruments for data-gathering have been used:

- An **online survey** sent to all members of ETUCE (132 education sector trade unions), EFEE (31 education employers) and ESHA (35 national organisations for school heads and

deputy school heads within (pre-)primary, secondary and vocational education). In total 107 completed questionnaires, from 91 organisations (state of affairs at 9th of November 2018) were suitable for analysis, i.e. providing answers beyond the identification data. The **overall response rate of 46%** is satisfactory for the purpose of this research.

- A **literature review, complementary to the online survey**; its results supporting the findings of the online survey.

A more detailed description of the research and of the respondents' profiles is to be found in Annex 1 of this report.

3. THE REPORT: READING GUIDE

The main part of the report presents the results of the data gathering and analysis. The **annexes, presented in a separate volume**, complement the document:

- The methodology of the research is elaborated in Annex 1.
- Annex 2 presents the questionnaire.
- Annex 3 gathers the tables on which the results are based.
- Annex 4 presents good examples/practices mentioned in the main report in more detail. These practices are organised per country (in alphabetic order), with the practices covering multiple European countries at the end.
- A list with organisations that have cooperated in this research is presented in Annex 5.
- A full list with references is provided in Annex 6.

This report does not intend to give an exhaustive overview of good practices on promoting citizenship and the universal values of freedom, tolerance and non-discrimination through education. The main source of input has been the online survey that was sent to members of ETUCE, ESHA and EFEE. Based on their input, further literature research was carried out to contextualise and/or complement the practices presented.

The structure of the findings (chapter 4) is based on the six themes central to the EU CONVINC project. Paragraphs 4.1 to 4.7. all start with the key issues related to that specific theme and then continues to present the results of the survey. These results usually consist of an outline of how the situation is now, followed by the challenges and what the respondents think about possible solutions. In this 'matching exercise' good practices reported by respondents are interwoven with further input from the desk research, if relevant. There is of course some overlap between the different themes and some choices have been made to present the results under a heading when they could as well have been presented under another.

In the online version of the report active links to internet-based references are provided. All references are gathered in Annex 6.

4. FINDINGS

4.1. INTRODUCTION ON CITIZENSHIP AND COMMON VALUES

Built on the ETUCE resolution on '[Education for Democracy](#)' adopted in 2016, the [UN Sustainable Development Goal 4](#) to ensure inclusive and quality education for all and promote lifelong learning, and the EU '[Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education](#)'⁸ (the 'Paris Declaration') adopted in 2015, the EU CONVINC project aims, amongst others to equip teachers, school leaders, and other education personnel, as well as education employers and the whole school community with tools and methods to better deal with citizenship related issues both in and outside of the classroom.

Developing social and civic competences and promoting equity, social cohesion and active citizenship through school education continues to be a main objective of Education and Training 2020, the European framework for cooperation in training and education and a supportive framework for the Paris Declaration. Also the [OECD Education 2030 framework](#)⁹, as well as the [UNESCO Education 2030 framework](#)¹⁰ and the EU framework on [Key Competences for Life Long Learning emphasise the importance of civic competences](#)¹¹. In the latter,

A lot has already been said and written about the concept of **citizenship**; often highly politicized and at times a concept filled with emotions. Bloemenraad, et al, (2008) divides citizenship into four dimensions: legal, status, rights, political and civil participation in society and a sense of belonging. In this research, the emphasis is mainly on the 'participation' component, i.e. involvement and engagement of citizens in the community. Active citizenship means that people/ students get involved in their school and local communities with the aim to (build and) maintain democratic societies; it is considered as "*the glue that keeps our society together*" (EESC, 2012).

Universal values

The UN Millennium Declaration (2000) encompasses the following (fundamental) values: freedom, equality, solidarity, tolerance, respect for nature and shared responsibility (managing economic and social development, as well as threats to international peace and security must be shared among the nations of the world and should be exercised multilaterally).

In the Paris Declaration (2015), reference is made to (common) values of freedom, tolerance and non-discrimination. Article 1a of the Lisbon Treaty of the European Union states that "the Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities.* These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail".

civic competence is defined as "equipping individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation"¹². In the recent Council of the European Union Recommendation of May 22, 2018 on '[promoting common values, inclusive education and the European dimension of teaching](#)', education is considered to play a pivotal role in promoting universal values: "It provides opportunities to become active and critically aware citizens, and increases understanding of the European identity". The same document formulates recommendations in relation to the promotion of universal values, the provision of inclusive education, the promotion of a European dimension in teaching and support to educational staff. Insight into European common values is provided by the [European Values Study](#)¹³. Started in 1981, it is a large-scale, cross-national, and longitudinal survey research programme on fundamental human values. It provides insights into the ideas, beliefs, preferences, attitudes, values and opinions of citizens across Europe. Every nine years, a survey is repeated in a variable number of countries. The latest results date from 2008 and covered 47 European countries/regions. A new wave of field work started in September 2017. The findings are

represented in (interactive) maps that clearly show patterns and trends across Europe (the [Atlas for European Values](#))¹⁴. The website offers tools to compare maps or create new ones. There is evidence that the **development of a sense of values** by students can be stimulated by a "whole school approach" (Veugelers, et al, 2017)¹⁵, while a "whole school approach" is also believed to help to achieve inclusive and equitable quality education for all. A 'whole school approach' "Involves addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole-school and learning environment. It implies collective and collaborative action in and by a school community to improve student learning, behaviour and wellbeing, and the conditions that support these" (UNESCO)¹⁶ (see paragraph 4.5. for further details on the 'whole school approach').

Results of a survey that was organised in 2018 on behalf of the Association for Education in Germany (Verband Bildung und Erziehung – VBE)¹⁷ show that both parents (91%) and teachers (97%) value the teaching of human rights (very) important. The same applies to the acquisition of skills on how to (peacefully) deal with conflicts (92% of parents and 95% of teachers), practicing tolerance (86% of parents and 97% of teachers) and democratic citizenship (82% of parents and 95% of teachers).

At the same time, 59% of the parents and 62% of the teachers are of the opinion that the educational goals related to teaching human rights are achieved, since this goal is not sufficiently integrated into the curriculum.

Within the scope of application of the [Treaty on the functioning of the European Union](#)¹⁸ (TFEU consolidated version of 2012) and of the [Treaty on European Union](#)¹⁹ (TEU - Maastricht Treaty of 1993 – consolidated version of 2012) any discrimination on grounds of nationality is prohibited.

The [Charter of Fundamental Rights](#) of the EU²⁰ which, according to Article 6(1) TEU, has the same legal value as the Treaties, enshrines the rights on which the EU is based. Article 10 grants everyone freedom of thought, conscience and religion, Article 20 ensures equality before the law, and Article 21 prohibits discrimination. Based on these principles, the EU has developed secondary legislation on anti-discrimination (European Parliament, 2017)²¹.

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Table 1: Grounds for discrimination and affected policy areas, with EU Directives that address them

	Education	Social Protection	Employment	Access to goods and services
Gender		79/7/EEC	2006/54/EC	2004/113/EC
Race	2000/43/EC	2000/43/EC	2000/43/EC	2000/43/EC
Religion			2000/78/EC	
Disability			2000/78/EC	
Age			2000/78/EC	
Sexual orientation			2000/78/EC	
	Directive proposal (COM(2008)462)			

Source: European Parliament, (2017), *At a Glance*

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When education is viewed as a means to empower students (children and adults alike) to become active participants in the societies in which they live, education should also focus on the values, attitudes and behaviour enabling individuals to live together in a world characterised by diversity. Almost 60 years ago, UNESCO adopted the [Convention against Discrimination in Education](#)²², acknowledging the crucial role of education in ensure equality of opportunity for all. Article 1

of this Convention provides a detailed definition of the concept of 'discrimination': "[...] *the term 'discrimination' includes any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education and in particular: (a) Of depriving any person or group of persons of access to education of any type or at any level; (b) Of limiting any person or group of persons to education of an inferior standard [...]*".

In its [Policy Brief in 2013](#)²³, Education International (EI) formulates recommendations for governments to guarantee equitable and non-discriminatory quality education:

- Ensure the principles of equity and non-discrimination are enshrined in national legislation and cover administrative practices as well as the individual acts of public authorities.
- Ensure that social inclusion is promoted and mainstreamed throughout the education system, including financing, policy development, curriculum and pedagogical practice, as well as teacher training.
- Ensure that measures for increasing access to education, reducing drop-out rates and improving retention and completion rates identify and target communities that are most marginalised.

4.2. CITIZENSHIP EDUCATION AND DEMOCRATIC SCHOOL CULTURE

4.2.1. ABOUT CIVIC AND CITIZENSHIP EDUCATION AND DEMOCRATIC SCHOOL CULTURE

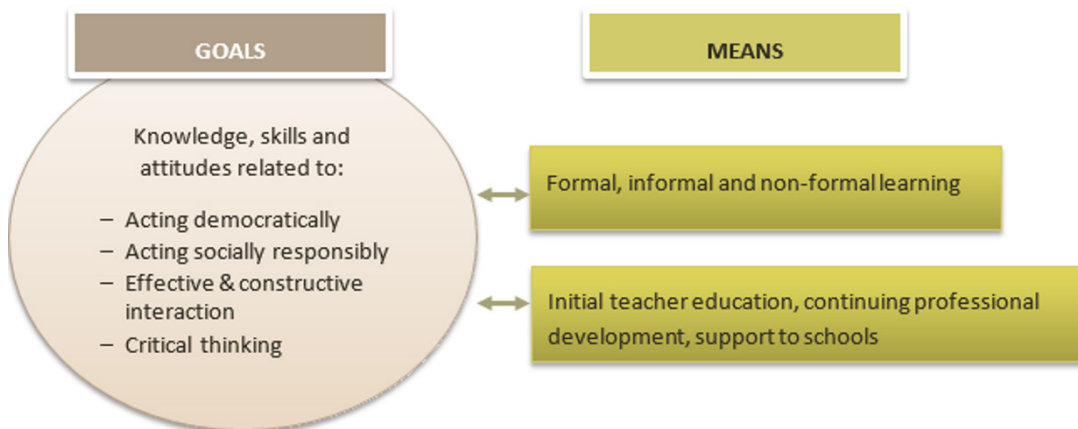
UNESCO defines **citizenship education** as "*educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society*" (1998)²⁴. In the EURYDICE 2017 study on 'Citizenship Education at School in Europe', it is understood as a subject area in school curricula, i.e.: "*the subject area that is promoted in schools with the aim of fostering the harmonious co-existence and mutually beneficial development of individuals and of the communities they are part of. In democratic societies 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*" (p9).

According to the same EURYDICE study, citizenship education is part of national curricula for general education in **all** countries part of the study²⁵. At the same time, nearly half of the countries do not have regulations or recommendations on the development of prospective teachers' citizenship education competences in teachers' initial training. However, the EU Council Recommendation of 22 May 2018 advocates that "*teachers should be supported and empowered*

through measures to create an open learning culture and environment and deal with diverse learning groups in order to teach civic competencies, transmit Europe's shared heritage, promote common values and act as role models for learners".

The conceptual framework of citizenship education below illustrates the processes involved.

Figure 1: The conceptual framework of citizenship education: goals and means of citizenship education in schools



Source: EURYDICE, (2017), *Citizenship Education at School in Europe*, p24, https://eurydice.org/pl/wp-content/uploads/2017/11/215_EN_Citizenship_2017_N.pdf

The difference between **'civic education'** and **'citizenship education'** is not always clear in the literature and often used interchangeably, also in the answers to the survey. Generally, **'citizenship education'** appears as a subject matter integrated into the classroom curriculum, but also entails the practical experiences gained through activities in school and in wider society preparing students for their role as citizens of the democracies they live in (EURYDICE, 2017). **'Civic education'** is broader, i.e. the provision of information and learning experiences to equip and empower citizens to participate in democratic processes (Rietbergen-McCracken, 2010). If civic education is most commonly taught in formal school settings, it is also frequently understood as capacity building to strengthen the ability of citizens and civil society groups, to organise themselves, to interact with others and to advocate for themselves (Rietbergen-McCracken, 2010). Yet, in some literature, civic education is referred to as 'knowledge and understanding of civic institutions and processes', while citizenship education is dispositional, i.e. attitudes, values, dispositions and related skills for participation in society (https://www.civicsandcitizenship.edu.au/cce/expert_views/solving_some_civics_and_citizenship_education_conu,9318.html).



Clearly, schools have a key role to play in civic participation, amongst others by creating a democratic school culture. A democratic school culture includes the meaningful participation of teachers and learners in school decision-making processes and in school evaluation and improvement processes. According to UNESCO, "Teacher involvement implies more than consultation; it should substantively engage teachers in identifying in practice (implementation phase) the changes necessary to enhance education quality" (UNESCO, 2015)²⁶. An example of participation of learners is the school union representatives or student councils. While all learners need to be supported so that they can actively participate in school life, a proactive

focus on engaging marginalised pupils and ensuring their voices are heard has been found to be essential (European Commission, 2015)²⁷. Research shows that schools with a democratic culture, create a participative culture of citizenship and nurture the critical capacities of students (Audsley, et al, 2013; Dobozy, 2007)²⁸.

4.2.2. CITIZENSHIP EDUCATION IN PRACTICE: FINDINGS FROM THE EU CONVINCENCE RESEARCH

Universal values of tolerance, freedom, intercultural dialogue, equity and non-discrimination are embedded in various ways in educational settings in the regions and countries of the respondents of the survey. Similarly to the EURYDICE study, **three main approaches are used across European countries** (table 1 – Annex 3):

- Embedded in specific value-oriented subjects, such as 'citizenship education, or 'human rights education' (54% of the respondents express that this approach is used in the educational setting in their country/region). Some respondents explain that in catholic schools these values are embedded in 'religion' classes (e.g. Belgium – Flanders).
- Transversally embedded across the curriculum (54% of the respondents).
- Integrated in related subjects, e.g. 'history' or 'philosophy' (51% of the respondents).

Different approaches may co-exist in some countries. The choices made depend on how the educational authorities operate. The approaches may differ between regions (Germany), between organising authorities (Belgium), between levels of education (Italy) or even between individual schools. E.g. in the Netherlands, schools have a large degree of autonomy with overall objectives, or in Portugal, each school in the secondary level makes its own decision on how it approaches a citizenship and development component.

Some respondents (e.g. Spain) refer to the choice that can be made by students in primary and secondary education between citizenship education and religious education classes; both strands provide (also) extra-curricular activities for the promotion of universal values. Respondents (e.g. Estonia) underline that being responsible for the development of civic skills and responsibilities gives them the opportunity to cooperate with various civil society organisations (as one of the components of the 'whole school approach').

Furthermore, **within a curriculum several approaches can be identified to teach** universal values and democratic citizenship (table 2 – Annex 3). Student-led approaches are most commonly used, e.g. small groups or whole class debates (84% of the respondents), or the **examination of real-life issues** such as bullying to develop problem-solving skills (81% of the respondents), as well as encouraging students to suggest their own ideas for debate (according to 77% of the respondents this is used in the education setting that they work in). Some respondents point out that teachers use their own methods to approach the issue and it is up to the teacher to find and use opportunities to teach universal values and democratic citizenship (e.g. Greece, Hungary, Lithuania, Serbia, and Spain).

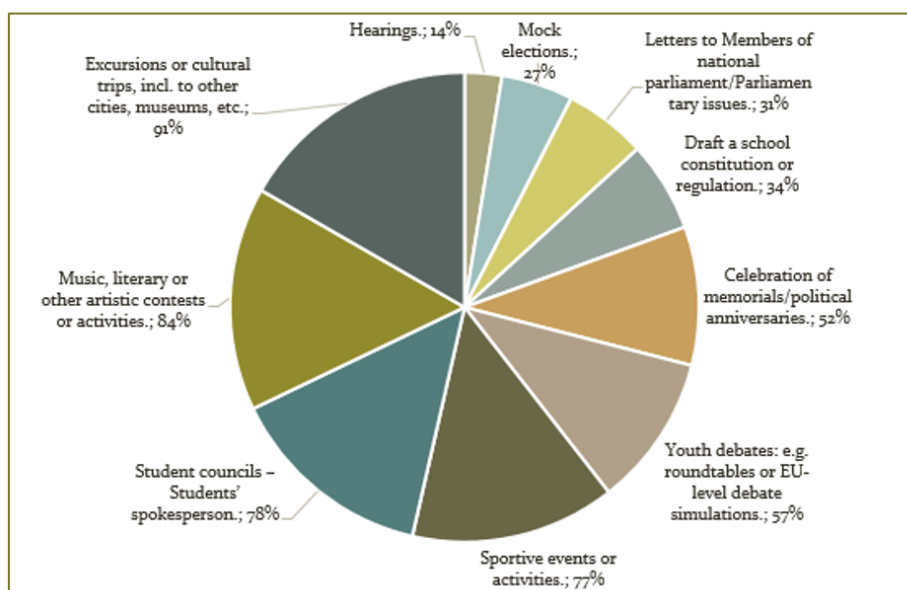
To **build consistency in teaching citizenship education**, respondents indicate that team teaching (45%), and joint planning (45%) as well as **peer observation** (43%) and **'stage partners'** (40% of the respondents) are used for that purpose (table 3 – Annex 2). In team teaching, colleagues share the teaching of an issue, in joint planning, teachers from different subjects jointly plan and teach the same subject, in peer observation, experienced and less-experienced teachers observe each other during a course and 'stage partners' is a set up where a new teacher is supported by a more experienced colleague. Support for new teachers are reported by many respondents. However, cooperation in the classroom between teachers also presents challenges, including that teachers find it time-consuming (e.g. Estonia). In Ireland, the [Droichead programme](#) for teacher induction promotes joint work between teachers in the classroom (Annex 4).

The **'critical friend'** approach is less used in educational settings according to the respondents (30% of the respondents). A critical friend practice was reported by a respondent of Cyprus, whereby the critical friend is an educational professional who provides feedback and asks critical questions to review the practice of the teacher(s). This practice was implemented in the context of the teachers' professional learning project 2015-2016 of the Cyprus Pedagogical Institute. As part of this project, critical friend diaries were kept, discussions with trainers took place, as well as reflection meetings. Overall, the results of implementation were positive and were contributing to the changing culture of schools, stimulating cooperation and collegiality.

Answers show that to build consistency in teaching and learning democratic citizenship, **setting appropriate objectives** is necessary which requires a clear commitment from education employers. The EURYDICE study reports that 30/42 education systems in Europe define specific objectives related to citizenship education within the curriculum goals (EURYDICE, 2017).

Universal values are not only promoted through teaching, but also through various **extra-curricular activities**. 51% of the respondents express that in the geographical setting where they work, extra-curricular activities are organised as vehicles for transmitting universal values and promoting social inclusion. The activities organised outside of the curriculum with those

Figure 2: Extra-curricular activities developed and organised in educational settings for transmitting universal values (n = 98)



objectives (table 4 – Annex 3) are presented in figure 2. The most popular are excursions or cultural trips, art or sport related activities and student councils. A respondent of Lithuania reports the existence of the [Youth Council](#) as one of the schools' self-governance bodies (Annex 4).

Extra-curricular activities the least organised for transmitting universal values are hearings and mock elections. The latter are organised in some countries in cooperation between schools and NGOs (e.g. Montenegro). A UK-based respondent reports the use of a **class charter**, agreed by all children. A class charter is created in collaboration with the children and the adults who teach them. Class charters are a way of making the rights of the student meaningful. Such a charter might be linked to the United Nations Rights of the Child. The process of developing a class charter helps to understand the importance of having rights and can serve to unite the class.

In Bulgaria, the Union of Teachers (SEB) organises for several years an event (including a five-day seminar and awards ceremony) for teachers and other educational professionals working in the field of **extra-curricular activities**. The total number of people participating in the last event was over 800 (Annex 4).

Respondents acknowledge that some of the 'extra-curricular' activities suggested in the questionnaire could be integrated into the curriculum as an alternative way of teaching universal values and active citizenship. Examples of this were reported by respondents from the Netherlands and Portugal where 'extra-curricular' activities are part of the curriculum or the General Education School Project.

Respondents report that exchanges for students and teachers take place e.g. through the Erasmus+ programme. Short-term exchanges for students are according to 57% of the respondents used within educational strategies in the setting in which they work, as well as short-term exchanges for teachers (57% of the respondents) as practices implemented related to civic education and active citizenship (table 5 – Annex 3). Despite the positive experiences with the Erasmus programme expressed by respondents of this EU CONVINCENCE survey, leading to valuable student exchanges and creating prosperous global partnerships between higher education institutions, research organisations and other stakeholders, there is also criticism on the programme, e.g.:

- that it favours the more affluent students (see figures on background of Erasmus+ participants) (European Commission, 2017)²⁹,
- that there is not always sufficient support for teachers to work with Erasmus students (workload, necessary skills and cultural awareness) (see also ETUCE, 2017)³⁰ and
- the fact that social partners are not any longer invited to participate in the programme committee of Erasmus+ (compared to the Life Long Learning programme) (EFEE, 2017).³¹

Promoting the mobility of students, teachers and other staff in higher education in the European Higher Education Area (EHEA) has been a central concern of the Bologna Process from the beginning. The mobility strategy 2020 for the EHEA sets out mobility aims and targets as well as measures for the implementation of these aims and targets (EHEA, 2012)³².

An interesting project to mention in this context is the [SocialErasmus](#)³³ project, an Erasmus Student Network initiative that aims to involve young citizens during their mobility experience through volunteering activities that take social action, fostering change in the society. Various activities are organised to make this happen, like e.g. SocialErasmus week (Annex 4).

4.2.3. MATCHING CHALLENGES AND GOOD INNOVATIVE EXAMPLES/PRACTICES

CHALLENGES RELATED TO CITIZENSHIP EDUCATION AND IMPLEMENTING DEMOCRATIC SCHOOL CULTURES IDENTIFIED BY SURVEY RESPONDENTS:

- **Implementation gaps are** identified by the respondents, i.e. inconsistencies are identified between policies and day-to-day practices. While there might be strategies/frameworks on paper, the practice is still different, amongst others due to a lack of 'translation' instruments. Furthermore, policies decided at a central level are not always easily understood by practitioners and the effects on the day-to-day practices are not always apparent. Furthermore, the challenge identified is how to use the good practices existing at local level in regional/national educational policies (evidence-based policy development and upscaling)?
- While policy and strategy development in citizenship education is well developed across European countries (for an overview see annexes of EURYDICE report, 2017), the challenge remains the **translation of these policies into practices** that are successful (as confirmed in the survey).
- **Specific national/regional strategies or guiding frameworks for teaching and learning democratic citizenship or to build consistency in this teaching** may be absent in some countries. Individual school plans take up these issues, sometimes as a result of a lack of guidance.
- Organising **extra-curricular activities** is not self-evident: it relies on the commitment of school leaders and teachers and they need more support. When workloads of teachers are already an issue (see e.g. study of IBF (2013)³⁴ whereby one of the conclusions is that stress is the result of a rising workload for teachers), extra-curricular activities add to this workload. Yet, extra-curricular activities have benefits for the socio-emotional development of children as well as their school achievements (Metsäpelto and Pulkkinen, 2015)³⁵. However, other research underline the inequality between groups of students when it comes to access to extra-curricular activities: participation in extra-curricular activities could actually contribute to reinforcing social inequalities in school achievement (Coulangeon, 2018)³⁶.
- Inclusive education is to ensure that **no-one is overlooked**, no-one is left behind, regardless of abilities, gender, sexuality, religion, etc. However, for some respondents discussing LGBTQI issues openly in educational settings remains a huge challenge.

- The **lack of professional support and development for teachers and school leaders** is a challenge across all themes related to teaching democratic citizenship and the universal values of freedom, tolerance and non-discrimination. Especially support on 'how to' is mentioned by respondents throughout the survey (e.g. how to teach critical thinking, how to create a safe environment for discussion in the classroom, etc.). Education employers play a key role in enhancing the professional profile of teachers, trainers and school leaders by supporting their participation in continuous professional development and providing a wide offer of high quality, relevant and free of charge opportunities of professional development.
- To **build consistency in teaching and learning democratic citizenship**, the strategies and approaches used should consider the need to foster equity and inclusiveness of education.
- **'Opening the doors of the classroom'** to peer observation and professional discussions remains challenging. While collaboration, joint planning and team teaching are strongly promoted in some educational settings, opening the classroom is difficult to implement in times of teacher shortages and budget cuts in education. The shortage of teachers in some subjects can be in part attributed to a diminishing attractiveness of the profession. Higher expectations in terms of student results, greater pressures due to a more diverse student population combined with rapid technological innovation have also had a severe impact on the teaching profession (EURYDICE, 2018a)³⁷. Furthermore, whereas overall government expenditure as a ratio of GDP increased in EU-28 by 2,7 percentage points notably in the functions 'health' and 'social protection', the share of expenditure on education decreased from 11,1 % in 2002 to 10,2 % in 2016 (EUROSTAT)³⁸.
- **Participation of students and teachers in decision making in schools** persists to be an issue that requires urgent attention. This concern is also reflected in the results of the International Civic and Citizenship Education Study 2016: participatory processes at schools are a challenge in various European countries, e.g. Belgium, the Netherlands, Bulgaria, Estonia, Italy) (Schulz, et al, 2018).
- **Assessing students' skills and competences in citizenship and civic education** is also considered to be a challenge by respondents. 74% of the respondents consider this as an area where training and counselling would be useful.

PRACTICES AND RECOMMENDATIONS PROPOSED BY RESPONDENTS AND COMPLEMENTED BY RESULTS OF THE DESK RESEARCH TO OVERCOME OR TACKLE THE CHALLENGES IDENTIFIED

The numbering of the practices and recommendations below, correspond with the numbering of the challenges:

1. Relevant initiatives exist in different European countries as presented in the EURYDICE report on support mechanisms for evidence-based policy making in education (2017). However, as stated in the report, further research is necessary on the functioning of these support mechanism and on how evidence influences policy in this domain.

An example of a good practice referred to by the respondents is the [iDecide Erasmus+ project \(2016-2018\)](#)³⁹ that resulted amongst others in an innovative toolkit as well as an induction course to support evidence-based policy making that can lead to the reduction of disparities in learning outcomes and marginalization. The partners of the project are located in Cyprus, Greece, Ireland, Romania and Portugal (Annex 4).

The survey provides examples of **toolboxes to support citizenship education**. In the Netherlands a set of [toolboxes](#)⁴⁰ is provided to school leaders and teachers, containing methods, guidelines and examples to develop and act upon student participation. In Flanders (Belgium) a '[Citizenship Booster](#)'⁴¹ was introduced in September 2016 for all secondary education (state) schools. This instrument provides participating schools with individual feedback on which follow-up action can be taken (both examples see Annex 4).

Also in Flanders (Belgium) the programme 'Nailing Colours to the mast' ([Kleur bekennen](#)) (in Dutch) offers support to schools and teachers about global citizenship education, in the form of workshops, inspiration events and educational material. One of the initiatives, part of the programme is '[Kruit](#)', an online and real-life platform related to global citizenship education, through which cooperation and exchange between various actors is stimulated (Innovation Labs) (Annex 4).

On the website of the [Children's Rights School](#) (Kinderrechten school/ Ecole des droits de l'enfant - Belgium) educational material on children's rights is available for students of primary and lower secondary education (Annex 4).

The Irish Congress of Trade Unions (ICTU) developed the [Youth Connect](#)⁴² programme, targeting all second-level students. Through the programme, students are given an insight into a number of areas, including rights at work, trade unions and solidarity, globalisation and inequality in society. On the website, various resources are available for teachers and students covering modules related to the world of work, unions and solidarity, rights at work and school, globalisation and equality and inequality in society (Annex 4).

[Entre-vues](#)⁴³, a non-profit organisation in Belgium-Wallonia, aims at promoting democratic values, focusing on responsible citizenship, ethics and philosophy. It provides educational tools for teachers, other education personnel and social workers. It also organises training and activities around the practice of philosophical and citizen approaches and publishes feature articles on topics related to philosophy and citizenship. Information on the latest conferences, training and workshops is also available on their website (in French) (Annex 4).

The purpose of the [Avocat dans l'école](#)⁴⁴ (Attorney in the School - Belgium) project is to help young people discover the world of justice, its functioning and the essential role it plays in a democracy. The educational material is available in two versions, for primary and secondary schools (Annex 4).



Project's brochure 'Attorney in the School' for the primary school, [Federation for Education in the Wallonia-Brussels](#)

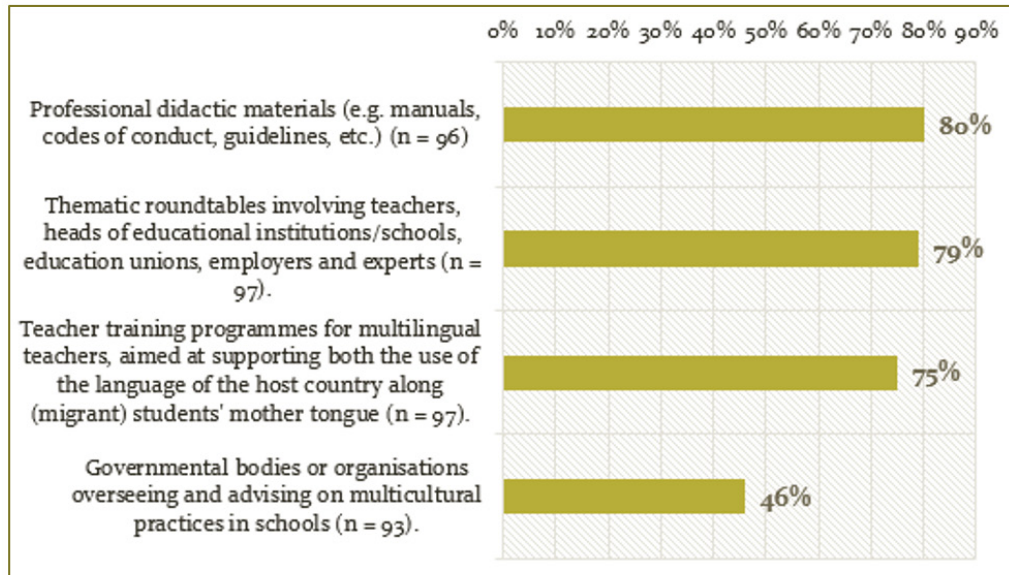
2. An example of a national strategy on citizenship education is the [Portuguese National Strategy for Citizenship Education](#)⁴⁵ (in Portuguese), developed and implemented as of 2017/2018. The aim is to help students design and participate actively in projects that promote inclusive societies, in a democratic way, with respect for diversity and human rights. Another example is the **three-year strategic plan** (2018-2020) established in Cyprus aims at providing learning opportunities for all learners, integrating universal values (Annex 4).

In secondary vocational training in the Netherlands, the [Citizenship Agenda 2017-2021](#)⁴⁶ (in Dutch) was introduced. Four dimensions of citizenship education have been defined in the context of this Agenda: a political-legal dimension, an economic dimension, a social dimension and vital citizenship. Since 2016 additional attention is being paid to the development of competences related to critical thinking and knowledge of human rights (Annex 4).

In France, the Ministry of Education introduced in 2015 a new course which sets the learning objectives on 'moral and civic education' (l'Enseignement moral et civique) complemented with the 'citizenship learning pathway' which emphasises learner-centred and project-based approaches (Annex 4). This course replaced the country's previous civics programme and is taught in all primary and secondary school classrooms. Its curriculum comprises four main themes: Sensitivity (understanding your feelings and those of others), Rules and Rights (understanding your legal rights and the rules of society), Critical Thinking (making rational decisions) and Social Responsibility (learning to become a responsible member of society). The main goal of the course is to teach children to become active and responsible members of society by the time they turn 16, when education is no longer compulsory in France.

3. No specific answer was formulated in the survey to the challenge presented by the organisation of extra-curricular activities and the necessary engagement from school leaders and teachers. Though some examples were given of relevant extra-curricular activities: e.g. Students Councils in Lithuania and the Norwegian [interactive website KS Young](#)⁴⁷ (in Norwegian) (Annex 4).
4. In the survey the respondents did not offer recommendations or good practices for all the challenges mentioned, e.g. LGBTQI issues. In the literature, we find e.g. the [Teacher's Guide to Inclusive Education](#)⁴⁸ developed by IGLYO in 2015. IGLYO is the International Lesbian, Gay, Bisexual, Transgender, Queer and Intersex (LGBTQI) Youth & Student Organisation. The Guide offers hands-on information for teachers to be more inclusive of all students, regardless sexual orientation, gender identity or gender expression in the class room.
5. In the survey, approaches assessed as very effective/effective to **support teachers in being more confident in the provision of civic education and human rights education** are presented in the following figure 3 (table 6 – Annex 3). Establishing meaningful communication between teachers and students is crucial in the teaching and learning process. However, this is often a challenge in a classroom with students from different geographical and cultural backgrounds on top of overcrowded classes and shortage of teachers. Support is viewed as very important, e.g. professional didactic materials as well as teacher training programmes aimed at providing students support both in their mother tongue and in the host country's language, i.e. through intercultural assistants.

Figure 3: Approaches assessed to be very effective/effective in supporting teachers in being more confident in the delivery of civic education and human rights education



For a respondent from Ireland, evidence shows that sharing best practices and experiences is found to be the most effective form of training and support for teachers. Because of teachers' tight schedule and administrative burden, professional didactic material needs to fit into their daily practice (respondent Italy). An inspiring initiative is the [Network on Citizenship in vocational education and training](#) in the Netherlands. Founded in 2014, this network shares knowledge and experience about citizenship education in Vocational Education and Training (VET), maintains a website with relevant information, organizes network meetings and study days and sends out newsletters (Annex 4).

In various countries, educational authorities developed or supported **online guidance to address citizenship education in schools**. This ranges from an education portal gathering all information and news about education, including citizenship education (e.g. Belgium-Flanders, Denmark, Latvia, Turkey), to dedicated web portals on citizenship education (e.g. Estonia, Luxembourg, the Netherlands). For a complete overview, consult the [annexes of the EURYDICE 2017](#) report on citizenship education. The annexes also provide an overview of continuing professional development (CPD) activities for teachers on citizenship education provided by education authorities.

Respondents underline training as particularly useful when related to (table 7 – Annex 3):

- Better dealing with discussing controversial and sensitive issues in the classroom (88% of the respondents who have expressed their opinion on this issue).
- Creating a positive and safe climate in and beyond the classroom (87% of the respondents).
- Coping with (mis)information from information/media sources in the classroom and how to teach critical thinking (83%).

- Raising awareness of cultural, social and economic backgrounds in the classroom (81%).

Various respondents testify that despite professional development programmes available to teachers in their country, many of the issues mentioned are not or insufficiently part of these programmes. 96% of the respondents consider peer support from experienced colleagues, including advice on how to tackle new and challenging issues as an effective coaching and development approach (table 14 – Annex 3)

6. **According to respondents, building consistency** in teaching democratic citizenship, requires a concrete focus on **setting appropriate objectives for learning, developing differentiated and inclusive materials and adopting a wider range of pedagogical approaches**, which need to be innovative and at the same time relevant to all pupils, to respond effectively to their individual needs.

Developing supportive policy frameworks for democratic citizenship and inclusion in education is important, with the **involvement of education social partners**. These frameworks need to be accompanied by **adequate resources** (time, financial, staff, technical) in order to be effective.

7. Results from the OECD Teaching and Learning International Survey (TALIS) 2013 showed that teachers involved in **collaborative learning** reported using more innovative pedagogies (e.g. working in small groups) and displayed more job satisfaction and improved self-efficacy (OECD, 2014)⁴⁹. In countries with high performance in education such as Finland, teachers collaborate extensively with excellent results. In other countries, this appears to be rather difficult to achieve (Vangrieken, et al, 2015)⁵⁰. A successful collaboration requires a set of conditions, e.g. providing time to cooperate and exchange. TALIS (2013) results show a slightly positive relationship between school leadership promoting the participation of a wide variety of stakeholders in the school and cooperation between teachers. This indicates that when the school climate is supportive, teachers are more willing to co-operate with each another. Creating opportunities for professional development activities within the school can be an effective way of promoting lifelong learning and fostering co-operation between teachers (OECD, 2014)⁵¹.
8. Few examples were reported in the survey on the meaningful participation of students and teachers in school-related decision-making processes, while it is considered as paramount by numerous participants. Research done by Ecorys for the European Commission in 2015⁵² about children participation in the EU, showed that the education sector showed the most widespread evidence for legislation related to child participation across the EU28. In many countries, children's participation is established within schools through formal mechanisms, such as school councils, communities and cooperatives.

In Portugal for example, the active participation of students in areas such as the review of the school annual budget have recently been stimulated through the [National Strategic Plan for Citizenship Education](#)⁵³.

A helpful and recent resource in this context is also the [Reference Framework of Competences for Democratic Culture](#)⁵⁴ from the Council of Europe (2018). The starting point is that educational systems and schools need to prepare young people to become active, participative and responsible individuals: preparation for democratic citizenship is

one of the key missions of education systems and institutes. The Reference Framework comprises three volumes, of which Volume 3 is a guidance for implementation, comprising amongst others the curriculum, the pedagogy, the assessment, but also teacher education.

The [Student Voice](#)⁵⁵ Erasmus+ project (2016-2019) aims to empower students to participate meaningfully and collaboratively to improve their experience of school, encourage their engagement in learning and improve teacher-student relationships (Annex 4).

In the early 2000s the first [democratic school](#)⁵⁶ (in Dutch) opened in the Netherlands. A “democratic school” is internally organised in such a way that decisions are taken democratically within the school community. The schools aim to train their students to function as active citizens in society. The premise is that society is evolving at a rapid pace, and that young people need to be prepared to actively contribute to their changing environment. The schools aim to teach young people the communication and social skills needed to foster innovations in society (Annex 4).

9. Despite the fact that respondents report support from the (national) Ministry of Education on assessing students’ skills and competences in citizenship and civic education (e.g. Portugal), it remains a challenging task. Chapter 3 of the EURYDICE 2017 report on Citizenship Education presents two main aspects of evaluation in relation to citizenship education: student assessment and the external evaluation of schools, also called school inspection in many countries. The analysis shows that student assessment in this domain is not systematically addressed at the level of the responsible authority across the countries covered. Where official guidelines on assessment in the classroom of citizenship education exist, these are in most cases a general framework for the whole assessment process, irrespective of the subject. Yet, in some countries, assessment guidelines specific to citizenship education are provided (e.g. Estonia, Ireland, Spain, France, Latvia, Slovenia, United Kingdom (Northern Ireland), Iceland, Serbia and Turkey). Respondents of the EU CONVINC survey (e.g. Poland) recommend that promotion of democratic citizenship and fundamental values should in any case be reflected in the evaluation of the schools’ results.

4.3. TEACHING IN DIVERSE LEARNING CONTEXTS

4.3.1. ABOUT DIVERSE LEARNING CONTEXTS AND INCLUSION

European societies are becoming increasingly diverse due to intra-European mobility, international migration and globalisation. These societal changes affect the educational landscape and organisation and have a lasting effect on schools across the continent.

The increasing diversity of European societies represents both challenges and opportunities. New arrivals can help to fill the labour gap and have a positive impact on growth and public finances. However, without coherent policy measures, increasing diversity can stir social

Diversity implies moving beyond the idea of tolerance to a genuine respect for and appreciation for difference. It is central to the idea of pluralism and multiculturalism and therefore is a cornerstone of Education for Democratic Citizenship (EDC). EDC therefore must include opportunities to examine perceptions, challenge bias and stereotyping. It must also aim to ensure that difference is celebrated and embraced within the local, national, regional and international community (Council of Europe, 2003) *.

* Council of Europe, (2003), Education for Democratic Citizenship, p10

tensions and lead to polarising and stereotyping tendencies. Education has an important role to play in developing knowledge, skills and attitudes to enable people (students) to contribute to a more inclusive society. *“Education needs to equip students with the skills they need to become active, responsible and engaged citizens”* (OECD, 2018)⁵⁷.

Research on classroom diversity has increased alongside the expansion of diversity. Much of this research focuses on the challenges of diverse classrooms, with the goal of proposing solutions through multicultural or intercultural discourses. The technology is manifold. In a recent OECD paper, it is argued that the concept of ‘intercultural’ is usually used in a programmatic sense, while the concept of ‘multicultural’ is seen as more descriptive. While both concepts share a number of features, **interculturalism** places a central emphasis on intercultural dialogue, interaction and exchange

(Forghani-Arani, N. et al, 2019)⁵⁸. Yet, similar to **multiculturalism**, interculturalism values diversity and pluralism, places emphasis on integration and social inclusion and is concerned with the underlying structural political economic and social disadvantages and inequalities often experienced by members of a minority group (Barrett, M, 2013)⁵⁹.

DIVERSITY AND INCLUSION IN THE CLASSROOM

In a [study](#) about diversity in education for the EC DG Education, Youth, Sport and Culture (2017) two prevailing understandings of diversity are presented⁶⁰:

- diversity as a disparity, whereby heterogeneity is perceived as a burden to deal with and
- diversity, multiculturalism and inclusion as an asset, as a source of opportunities (PPMI, 2017)⁶¹.

Interestingly, the study maps the definitions of diversity across European countries, showing that many European countries still target diversity from a deficit angle in the design of their educational policies. Policy priorities tend to build on a compensatory approach, rather than building education processes on the opportunity of diversity (PPMI, 2017). In compensatory pedagogy, social and cultural diversity is attempted to be managed by providing extra resources for ‘deprived’ groups, whereby there is often a lack of critical awareness of the way social differences are constructed (Möller, 2012)⁶².

In a recent UNESCO report (2017a)⁶³, the central message is simple and clear: **“every learner matters and matters equally”** (p12). Difficulty arises when translating the message into practice, as what happens in the classroom is influenced by multiple processes and factors, that not only

involve education policy decisions and their effects, but also other related state policies (e.g. social, economic, health), international conditions, influences of external agencies, like media, software or course material developers, etc. Implementing principles of equity and inclusion in education policy requires engaging the relevant sectors and stakeholders to ensure a common framework.

Inclusive education is based on the understanding that **education is a human right**: every person has the right and the entitlement to education. An inclusive approach to education perceives diversity as an added value and as a resource to support learning. It needs to be supported and implemented by a broad range of actors (see chapter on the whole-school approach) and political will is key. Decision-makers have the responsibility to put in place the necessary measures to ensure that learners' rights to education are respected, protected and fulfilled (European Commission, 2017c)⁶⁴. Inclusive education, as a tool aims to promote democratic citizenship and the universal values of human rights, freedom, tolerance and non-discrimination through education. It builds on innovative approaches and practices developed for the education of people with special needs to design effective and equitable education systems for all learners in a lifelong perspective covering all aspects of education. It is a response to increasingly complex and diverse societies. It treats diversity as an asset which helps prepare individuals for life and active citizenship in increasingly complex, demanding, multicultural and integrated societies (Soriano, et al, 2017)⁶⁵.

The ET 2020 Working Group on Promoting Citizenship and the common values of freedom, tolerance and non-discrimination proposes the following definition: *'Inclusive education aims to allow all learners to achieve their full potential by providing good quality education to all in mainstream settings with special attention to learners at risk of exclusion and underachievement by actively seeking out to support them and responding flexibly to the circumstances and needs of all learners, including through individualised approaches, targeted support and cooperation with the families and local communities'*⁶⁶.

The UN [Sustainable Development Goal 4 on Education](#) and the [UNESCO Education 2030 Framework for Action](#) emphasize inclusion and equity as laying the foundations for quality education. In this context, UNESCO promotes inclusive education systems that remove the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities and characteristics and that eliminate all forms of discrimination in the learning environment⁶⁷.

In the proposal for a [Council Recommendation on promoting common values, inclusive education and the European dimension of teaching](#) (2018)⁶⁸, it is written that *"ensuring effective equal access to quality inclusive education for all learners, those from disadvantaged socio-economic backgrounds, and those with special needs is indispensable for achieving more cohesive societies"*. Various instruments have been put into place for this purpose, e.g. the Erasmus+ programme, the Europe for Citizens programme, the Rights, Equality and Citizenship programme, Creative Europe, Horizon2020 and the European Structural and Investment Funds.

4.3.2. TEACHING IN MULTICULTURAL LEARNING CONTEXTS IN PRACTICE: FINDINGS FROM THE EU CONVINCENCE RESEARCH

Various initiatives have been set up in the different countries/regions participating in the survey to promote diversity and multiculturalism and to foster social inclusion (table 8 – Annex 3):

- **Projects** supporting diversity and multiculturalism (for 67% of the respondents, projects for this purpose are used in their region/country), e.g. in Cyprus, Denmark, Germany, Ireland, Italy, Norway, Portugal, Scotland, Spain and France. In Portugal, the role of many municipalities in running non-formal learning projects and programmes in diversity and multiculturalism is emphasised.
- The **organisation of a school day/week for diversity, equality** or similar (53% of the respondents), e.g. in Ireland, Kosovo, Scotland, Spain and France.
- **Inviting aid organisations** to educational institutions or educational events (57%), e.g. in Denmark, Flanders (Belgium), Germany, Italy, Kosovo, Kyrgyz Republic, the Netherlands, Portugal and Lithuania where it is common practice in school events to invite guests from non-governmental organisations, human rights activists, and people who are known to the public and can lead by example.
- The **use of mediators, psychologists and educational institution/school assistants** (46% of the respondents), e.g. in Italy, Kyrgyz Republic, Lithuania, Norway and Spain.
- The use of **intercultural assistants** who help teachers, students and parents/carers to collaborate in multicultural learning settings is reported by 31% of the respondents. Teaching assistants are for example also engaged for children with disabilities and children from vulnerable groups (e.g. Montenegro).

The figures of the online survey show that in many regions/countries actions are combined. At the same time, respondents report that because in their geographical setting, schools have a large degree of autonomy and the kind of activities developed largely depends on the school: *"There are regions that are more sensitive to multicultural issues"*. Elsewhere, it is mentioned that trade unions have played an important role in this domain (e.g. Melilla in Spain). Moreover, some respondents express that professionals such as mediators and psychologists are needed in schools to deal with social, economic and psychological issues faced by students (and their parents/carers).

4.3.3. MATCHING CHALLENGES AND GOOD/INNOVATIVE PRACTICES

CHALLENGES RELATED TO TEACHING IN DIVERSE LEARNING SETTINGS.

These challenges are reported by respondents and complemented by information found in the literature⁶⁹.

- 1. Communication issues:** teaching and learning are based on meaningful communication between teachers and learners. In a multicultural education setting, not all students may (fully) understand what the teacher says and may lack the vocabulary to ask detailed questions. Furthermore, some students may be too uncomfortable to speak at all. Teachers may struggle to find out how thoroughly their students understand the material and may need to be able to persuade the students to seek additional help. Learners with diverse linguistic backgrounds might underperform at school, not because they lack cognitive capacity (Wissink & Haan, 2013), but because pupils often do not have sufficient linguistic competences to participate in learning (Council of Europe, 2015). This poses additional demands on teachers to be able to teach children for whom the language of schooling is not their native language (PPMI, 2017)⁷⁰.
- 2.** It is stated by a minority of respondents that most teaching in multicultural learning contexts is starting from the perspective of **'integration'**, whereas this should start from **'inclusion'**. While 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. Inclusion is a universal human right. Integration is the expectation that existing structure can remain mostly unchanged and that the individual needs to fit in with these structures. When there is a commitment to removing barriers to participation by the mainstream, that is when inclusion happens⁷¹.
- 3. Cultural behaviour:** the basic system for presenting arguments and countering arguments, vary across cultures. Some cultures teach from an early age to be direct and specific, while in others one may have been raised to be non-confrontational and indirect. This difference may create the impression that students do not fully participate in the classroom.
- 4. Different epistemologies/"ways of knowing":** some scholars argue that each culture guides the way people know and learn (e.g. Rothstein-Fish and Trumbull, 2008). These 'ways of knowing' include how people organise their world cognitively, how they approach learning and problem solving, how they construct knowledge and how they pass it on to the next generation. The results of several studies make it clear that when the teacher is unaware that the multicultural classroom is heterogeneous and approaches the students as if they all had the same "ways of knowing", some of his/her students feel at a loss and become less motivated (Banks, 2013; Samovar, Porter, MacDaniel, & Roy, 2012)⁷².
- 5. Families and carers:** this can relate on the one hand to a language issue (parents/carers who do not fully master the local language), and on the other hand to cultural background. Parents/carers may have different expectations from education and different takes on the

role they can play in their children's schooling. In the survey, a challenge is reported related to the involvement of and the cooperation of parents/carers' in schools, e.g. participation in school meetings, school events.

- 6. Preparedness of teachers:** teachers in multicultural classrooms need not only to have a clear understanding of intercultural communication, they also need to be equipped with a series of skills and competencies to teach with a culture-sensitive approach and they need to be prepared to handle miscommunications that may stem from different cultural perspectives. So, how does one learn to become 'culturally sensitive' and 'culturally responsive' and to integrate these skills into their teaching? Research shows that teachers feel ill-prepared to teach students from diverse socioeconomic, cultural and linguistic backgrounds (Katsarova, 2016; OECD, 2014)⁷³.
- 7. Lack of support:** the lack of support is expressed by respondents in different ways:
 - a. In some cases, it refers to the lack of an overall sustainable (policy) framework in which initiatives are stimulated and supported in practice. Existing projects/actions are rather the initiatives of individual schools, teachers or NGOs. Some respondents report that the current political climate in their country does not facilitate support to teachers implementing citizenship education and inclusive education. This is shown by a lack of cooperation with relevant professionals and organisations (like NGOs).
 - b. Other respondents mention the existence of good intentions and recommendations on paper, but the support on how to implement these recommendations in practice is lacking.
 - c. Others point to a lack of means: they report an increasing difficulty to offer this excellence of practice in supporting ALL students.

Supportive policy frameworks need to include the necessary resources (time, financial, staff and technical) in order to be effective. Yet, the support needs to encompass various levels involved: education employers to provide support to school leaders, teachers and other education personnel and school leaders to provide support to teachers and other education personnel. Full engagement of all stakeholders, including education employers, school leaders, and teachers, is necessary to overcome existing challenges and to meet the needs expressed.

PRACTICES AND RECOMMENDATIONS TO OVERCOME OR TACKLE THE CHALLENGES IDENTIFIED.

The numbering of the practices and recommendations corresponds with the numbering of the challenges.

1. As a way to support meaningful communication between teachers and students in an educational setting, teacher training programmes for multilingual teachers are assessed as a(n) (very) effective tool by 83% of the respondents. These teacher training programmes are aimed at supporting both the use of the language of the host country along with the

students' mother tongue. 33% of the respondents acknowledge the use of this approach but it could be rolled out more widely to help teachers, students and parents/carers to cooperate and communicate in a multicultural setting.

Very recently, the German Association for Education (Verband Bildung und Erziehung – VBE) published a book on teaching methods to use in multicultural learning settings. 90 everyday conflicts that were presented to the author of the book are discussed and hands-on solutions are offered (Spenlen, 2019)⁷⁴.

The Danish Union of Teachers has a policy regarding the multilingual pupils' right to language support in the class. The policy addresses the teachers' view on the pupils – that they should see and recognize the individual, rather than the pupil's ethnicity. Diversity is one of the basic values of state schools in Denmark and it can only be maintained, if diversity is accepted and appreciated. A [background paper as well as a policy paper](#)⁷⁵ have been drafted (both in Danish) on the issue of multilingualism in the classroom. Furthermore, The Danish Union of Teachers has also developed a [policy](#)⁷⁶, and a [leaflet](#)⁷⁷, regarding gender sensitivity in the school. The leaflet contains advice regarding how teachers can intensify their sensitivity, for example to gender, in the arrangement of the classrooms, choice of teaching materials, etc.

The UN Refugee Agency (UNHRC) developed a [Teachers' Toolkit](#)⁷⁸ with adaptable teaching materials for teaching when faced with new challenges such as forced displacement and its complexities. With refugees and migrants regularly making headlines in the media and the Internet bustling with information on the topic, explaining the situation of refugees and migrants to primary and secondary school children has become part of many educators' daily work. This Toolkit comprises teaching materials on refugees, asylum, migration and statelessness, and a section dedicated to professional development and guidance for primary and secondary school teachers on including refugee children in their classes (Annex 4).

[Schools without Racism – Schools with Courage](#)⁷⁹ is the largest school network in Germany, with more than 2,500 member schools. Schools that are part of the network commit to engage students and teachers in confronting any form of discrimination, bullying and group-targeted violence, creating a school climate that is open, tolerant and inclusive (Annex 4).

The Anne Frank House in Amsterdam and the Organisation for Security and Co-operation in Europe (OSCE) Office for Democratic Institutions and Human Rights developed [teaching materials to combat anti-Semitism](#)⁸⁰ that deal with a variety of aspects of this phenomenon. The materials are complemented by a comprehensive guide for teachers. National experts from another 14 OSCE participating countries have created customized country versions, tailored to the local context and history in each participating countries, which have been distributed to



Leaflet 'Are you aware of the gender in school?'; Danish Union of Teachers (DLF)

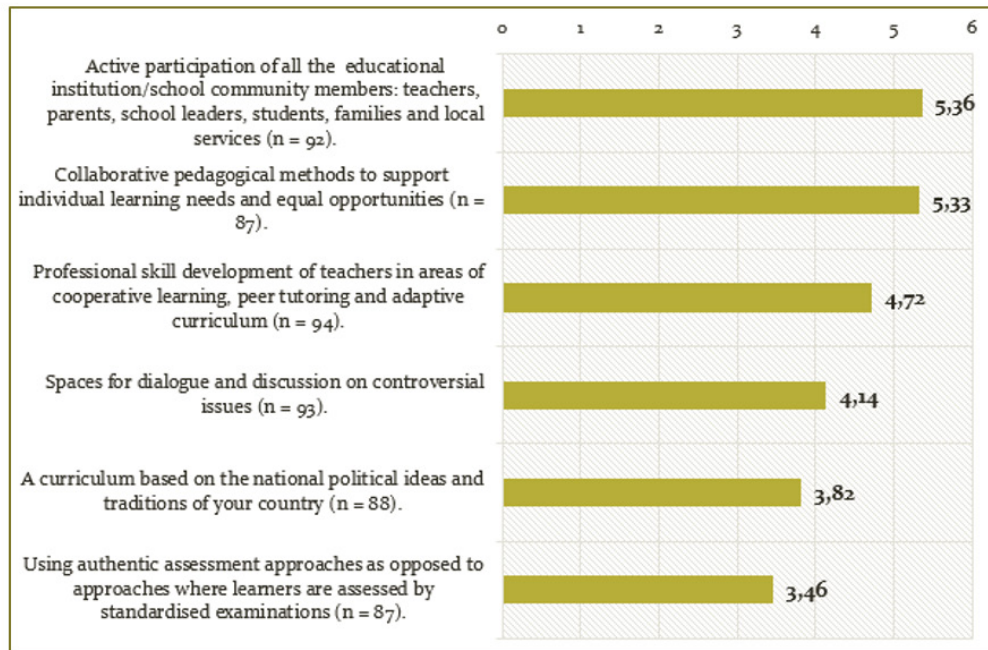
schools, educators, civil society organizations and libraries, alongside specialized training (Annex 4).

In 2017, the Anne Frank House launched [Stories that Move](#), an online toolbox for educators available in six languages, which challenges 14 to 17 year old learners to think critically about diversity and discrimination, and to reflect on their own position and choices in these matters (Annex 4).

2. The **differences between 'integration' and 'inclusion'** are important for this debate. Buchem (2013)⁸¹, distinguishes four stages in thinking in relation to special education which are useful for the debate about inclusion and integration in diverse settings as well: (1) exclusion, i.e. children with special needs are excluded from all social contexts, like family, school, community, (2) segregation, i.e. it is understood that children with special needs need education, but they still remain separated from the rest of society, (3) integration, i.e. the creation of new spaces for students with special needs so that they can socialise with other non-disabled students and (4) inclusion, i.e. from the outset social structures (classrooms, schools, etc.) and socio-educational actions are designed considering students with special needs. However, when we talk about inclusive education, it is not only about students who have particular needs; it is about teaching which takes into consideration the needs of each learner. The view is that **'inclusion = good teaching for ALL'**. Approaches that are considered to be effective in promoting inclusive education are first and foremost **collaborative pedagogical methods** supporting individual learning needs as well as the 'whole school approach' (active participation of all those involved in/ related to educational settings) (table 9 – Annex 3 – figure 4). Examples of collaborative learning strategies are:
 - Tea party whereby Students form two circles facing each other (one inner circle and one outer circle). The students are given a question and they are to discuss the question with the student they are facing. The students on the outer circle moves in one direction, so they have a new partner to discuss with. Another question is asked, and more discussion is created with a new partner (Colorado, 2015)⁸².
 - Jigsaw which is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle (Reading Rockets, 2015)⁸³.
3. **Teacher training** to empower teachers to manage diversity and multiculturalism in classrooms is considered as an effective way to value diversity as well as establish clear policies and programmes to address and prevent discrimination and exclusion (table 10 – Annex 3 – figure 5).

81% of the respondents consider that training/counselling related to raising awareness of cultural, social and economic backgrounds in the classroom would be useful (table 7 - Annex 3). In different studies, authors argue that teachers, other education personnel, and school leaders must be effectively prepared to embrace the benefits of diversity for schools and students. The quality of an education system depends, amongst others on

Figure 4: Approaches assessed to be (very) effective in promoting inclusive education (weighted scores, scale 1 – 7)

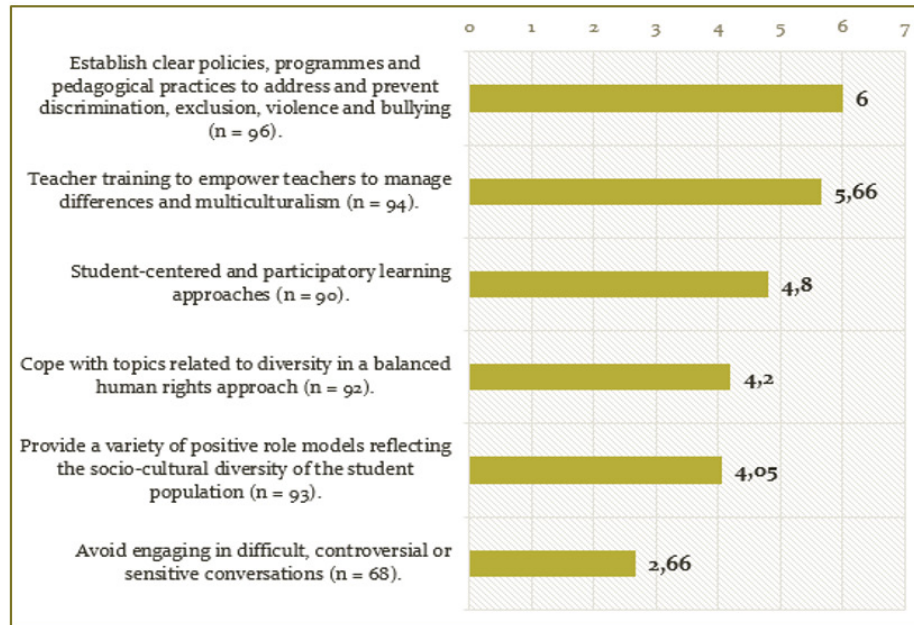


the quality of its teachers, who directly influence students' educational outcomes (Barber & Mourshed, 2007; Scheerens, ed., 2010, PPMI, 2017)⁸⁴.

Based on the survey, it is clear that all respondents value training and professional development and view support of teachers and other education personnel crucial for them to be able to perform in a diverse educational setting (table 7 – Annex 2). Continuing Professional Development (CPD) for teachers is at the heart of the European approach to improve the quality of education (EURYDICE, 2015). Yet, the OECD TALIS 2013⁸⁵ results show that notable differences can be found among participation rates of teachers in CPD across countries. Participation rates are greater than 95% in Australia, Croatia, Latvia, Malaysia, Mexico, Singapore and Alberta (Canada), but this rate is below 75% in Chile (72%) and the Slovak Republic (73%). The level and intensity of participation in professional development activities are in part a function of the types of support that teachers receive to undertake them. Those countries or economies with higher participation rates also exhibit high levels of both monetary and non-monetary support (e.g. scheduling time for activities to take place during regular working hours at school). Across participating countries, the reasons that teachers cited most commonly as barriers to professional development are a conflict with the work schedule (51% of teachers) and a lack of incentives for participating in professional development (48%) (p108-111).

An example reported in the survey is the new continuous professional learning system introduced in Cyprus in 2015, providing a unified policy for professional development of teachers, implemented by the Pedagogical Institute of Cyprus. Schools were asked to create opportunities for the development of their teaching staff, based on the educational needs of the school and of the teachers (Annex 4).

Figure 5: Approaches assessed to be effective in valuing diversity and fostering a school culture based on mutual respect and democratic values (weighted scores – scale 1 – 7)



However, professional development should clearly start with the initial teacher training. The [2017 PPMI study on Preparing Teachers for Diversity](#)⁸⁶, reveals that initiatives which integrate diversity content in initial teacher education curricula in a cross-cutting way are rather scarce in Europe. Instead, diversity-related content is either made available through specific programme, ad hoc courses and workshops occasionally integrated into the learning process. Evidence shows that the need to combine theory and practice in ITE is necessary to effectively prepare student teachers for diversity. Practical experiences in diverse environments can have a positive impact on student teachers, when accompanied by appropriate courses, effective supervision of teacher, trainers, and mentors, and adequate reflective opportunities. By questioning and putting into practice their values and attitudes, practical experiences in diverse environments support the strengthening of trainee teachers' skills, knowledge and critical understanding of societal and pedagogical issues with respect to diversity in schools and society (p103).

Developing the necessary competences for teachers to be able to perform in a multicultural educational setting requires teachers (1) "to become aware of culture clashes", (2) "to develop knowledge of dimensions of cultural variability," (3) "to become knowledgeable about how culture influences the teaching/learning process", (4) "to hold high expectations for all students", and (5) "to resist the blame game" (Chamberlain, 2005)⁸⁷.

An online public consultation organised by the European Commission in 2017 to support the proposal for a Recommendation on common values through education, training and non-formal learning, reveals that 89% of the respondents (a mixed group of teachers, students and other professionals working in education) consider empowering teachers and other education personnel to deal with differences and diversity in the classroom

as an effective support. When asked about the most effective policy approaches when it comes to create inclusive learning environments, respondents put forward creating opportunities for civic engagement and volunteering (87%), participation in extracurricular activities (87%), democratic learning environments (87%), participation in cultural activities (86%) (European Commission, 2018)⁸⁸.

Respondents to the EU CONVINC online survey, confirm that in teachers training and professional development it is important to include the skills allowing to encourage an authentic exchange of opinions, to be tolerant towards the opinions of others and to know how to deal with situations when e.g. students present extreme viewpoints or behaviours (e.g. homophobic, chauvinistic).

5. **A stronger involvement and networking of teachers, school leaders, and other education personnel, parents and learners within the school life** ('whole-school approach') is considered by respondents as an effective approach in promoting inclusive education (table 9 – Annex 2). At the same time, 77% of the respondents estimate that training/counselling related to increasing cooperation between schools and parents/carers from various (cultural) backgrounds would be useful for their members (table 7 – Annex 3). Furthermore, working closely with parents/carers on issues relating to individual student well-being is considered to be an effective strategy (75% of the respondents – table 11 – Annex 3) to support the more vulnerable students. Respondents (e.g. Spain) also urge for support specifically geared to the most disadvantaged students, to offset and mitigate the socio-economic difficulties they often face. The suggestion is made to establish a specific phone line for unaccompanied foreign minors, given their greater vulnerability social exclusion.
6. Some countries developed top-level **strategies on citizenship education** (e.g. the National Strategy for Citizenship Education, launched in 2017 in Portugal and the Citizenship Education Decrees in the French Speaking Community in Belgium, as of September 2016 for primary education and as of September 2017 for secondary education) or action plans (e.g. inter-institutional action plan for civic and national education in Lithuania (2016-2020), the Curriculum for Excellence of Scotland-UK, since 2010 and action plans in Norway against anti-Semitism (2016-2020), against hate speech (since 2016) and against radicalisation and extremism (since 2014). For a complete overview, consult [annex 1 of the EURYDICE 2017 report](#)⁸⁹ on Citizenship Education. Online guidance support related to citizenship education in primary and general secondary education is offered through various portals of education authorities in several countries ([Annex 4 of the EURYDICE 2017 report](#)).

4.4. TEACHING CONTROVERSIAL AND SENSITIVE ISSUES

4.4.1. ABOUT TEACHING CONTROVERSIAL AND SENSITIVE ISSUES

CONTROVERSIAL ISSUES

are those which:

- Evoke strong feelings and views.
- Affect the social, cultural, economic and environmental context in which people live.
- Deal with questions of values and beliefs, and can divide opinion between individuals, communities and wider society.
- Are usually complicated, with no clear “answers” because they are issues on which people often hold strong views based on their own experiences, interests, values and personal context.
- Arise at a range of scales affecting local, national and global communities.
- Include a wide range of topics such as human rights, gender justice, migration and climate change.
- Can vary with place and time and may be long standing or very recent. For example, an issue that is controversial in one community or country may be widely accepted in another (OXFAM, 2018)

Teaching controversial issues has an important place in the preparation of young citizens' participation in society. The concept 'controversial issue' is used in different ways in different contexts. However, the differences revolve around the core concept of “issues which arouse strong feelings and divide communities and society” (Council of Europe, 2015)⁹⁰. It is precisely the potential to arouse strong emotions, public suspicion, anger or concern, among students, parents/carers, school officials, religious and community leaders, public authorities or even among teachers themselves, which can be an obstacle to teaching (Council of Europe, 2016). Furthermore, controversies change over time; context is a critical lever for how an issue is filtered, judged or avoided (Misco, 2012).

Despite their potential to arouse immediate and intense response, it is important to give young people the opportunity to exchange on issues on which they share different viewpoints (OXFAM, 2018)⁹¹. It helps young people cope with issues that affect their lives.

Recent research by Childline suggests that the 35% annual increase in children seeking help for anxiety was, in part, due to increasing concerns about global affairs viewed on social media (Davies, 2016)⁹².

Providing a safe and supportive space for them to process these is an important task for schools. Using material that is challenging and leads young people into discussing emotive issues can encourage them to develop the following thinking skills:

- **Information processing:** gathering, sorting, classifying, sequencing, comparing and contrasting information; and making links between different pieces of information.
- **Reasoning:** justifying opinions and actions; drawing inferences and making deductions;

using appropriate language to explain their views; and using evidence to back up their decisions.

- **Enquiry:** asking relevant questions; planning what to do and how to research; predicting outcomes and anticipating responses; exploring theories and problems; testing conclusions; and refining ideas and opinions.
- **Creative thinking:** generating and extending ideas; suggesting possible hypotheses; using their imagination; and looking for alternative outcomes.
- **Evaluation:** evaluating what they read, hear and do, to judge the value of their own and others' work or ideas; being able to not take all information at face value; and to have confidence in their own judgements.

These skills are fundamental in supporting young people to become active and responsible global citizens, but skills also have a clear role to play in supporting literacy and academic attainment (Oxfam, 2018)⁹³.

4.4.2. TEACHING CONTROVERSIAL AND SENSITIVE ISSUES: FINDINGS FROM THE EU CONVINCENCE RESEARCH

The rise of populism and extremism creates a need to learn how to address controversial issues in the classroom. *"'Containment' (not addressing these issues for fear of opening Pandora's Box) is harmful as extreme opinions are left unaddressed and those holding minority opinions can feel marginalised, which can impair confidence and sometimes lead to more extreme behaviours"* (European Commission, 2018, p24)⁹⁴.

To prepare discussions on controversial issues in the classroom, **anticipating challenges and opportunities for discussions** (e.g. by reviewing information and research material beforehand), or **talking to colleagues** in the educational institution/school **and local** community about how to approach the specific subject are considered to be the most suitable approaches according to respondents of the EU CONVINCENCE survey (respectively 73% and 68% of the respondents) (table 12 – Annex 3).

4.4.3. MATCHING CHALLENGES AND GOOD/INNOVATIVE PRACTICES

CHALLENGES RELATED TO TEACHING CONTROVERSIAL AND SENSITIVE ISSUES.

In the training pack of the Council of Europe (2016), the challenges of teaching controversial issues are divided into five broad sections presented below. These challenges match with challenges identified in the EU CONVINCENCE online survey.

- 1. Handling teacher-student distance:** teaching controversial issues does not allow for the academic distance that may be appropriate elsewhere. By definition, the teaching and learning process can never be neutral. This implies that the risk for bias and anxieties about allegations of bias can be an obstacle and paramount will be how teachers deal with their own experiences and opinions and in particular whether they choose to share them with the students
- 2. Handling students' emotions:** controversial issues pose the risk of impacting negatively on students' emotions or sense of self-esteem. Allowing students the freedom to say what they think may lead to other students feeling offended, harassed or marginalised by their peers or the teacher, causing hostilities and divisions, either within or outside the classroom. This can lead to students practising self-censorship or withdrawing from the learning process.
- 3. The atmosphere in the classroom:** teaching controversial issues bears the risk of 'overheated discussions' which can impact negatively on student-teacher relations. Managing discussions can be difficult for teachers at the best of times as it requires high order skills, careful preparation and continuous reflective practice and the ability to think on your feet. As important as the discussion getting out of hand, is the risk of being faced with a wall of apathy. How to respond to unquestioning consensus is another challenge for teachers. The climate in the classroom is considered as a key determinant in influencing the discussion on controversial issues. However, teachers are not the sole condition of climate, student perception of peers can have an important influence leading to self-censure (Misco, 2012; King, 2009)⁹⁵. Respondents report that sometimes it is easier for students to just listen to others than to discuss controversial issues in the classroom (e.g. Lithuania).
- 4. Professional knowledge of the teacher:** next, the complexity and dynamic nature of controversial issues can be particularly demanding on teachers' knowledge. Such issues are in a state of constant flux, and it is difficult for teachers to get a proper grasp or keep up to date or predict possible outcomes. This is a particular challenge when media outlets and social networking sites often report and comment on issues in 'real time'. Respondents argue that many teachers do not have sufficient skills to teach controversial and sensitive issues; further professional development and training is needed.
- 5. How to respond to spontaneous questions and remarks** can be challenging. Constant access to the Internet and social media makes it impossible to predict what issue will come up next, and what impact it will have on other students or on the atmosphere in the

classroom or the school.

- 6. Pressure from outside the classroom:** teachers might also face pressures from the local community (including parents/carers) to curriculum policies and issues in broader social and political fields (see also Kello, 2015)⁹⁶.

PRACTICES AND RECOMMENDATIONS TO OVERCOME OR TACKLE THE CHALLENGES IDENTIFIED

The numbering of the practices and recommendations correspond with the numbering of the challenges.

- In the survey, various teaching styles are identified that minimise the risk of bias and/or allegations of bias. The **'balanced approach'**, whereby the teacher presents students with a wide range of alternative views on an issue (86% of the respondents) and an approach whereby the teacher him/herself decides the method depending on the educational context (67%) followed by the approach of the teacher being a facilitator in the discussion without expressing personal views (59%) are considered the most effective (table 13 – Annex 3). Since controversial issues are highly contextual, there is no guarantee that a strategy which works with one set of students in a specific context will necessarily work with another group in another setting. Various respondents emphasise the **importance of the educational setting and circumstances to determine the approach**: *"One model of action cannot be applied to this complex field; it is always necessary to keep in mind the existing circumstances"* (Lithuania); *"It depends on how active and interested the group is. The less active and interested they are, the more necessary a provocative method is"* (Hungary); *"There is no national model. The preferred approach differs per class, teacher and different techniques are applied according to topic, level and situation"* (the Netherlands). Some respondents advocate that the teaching style should facilitate students' active participation where learning can really take place (e.g. respondent UK).

In addition to the teaching styles mentioned above, a number of strategies can be helpful to deal with specific problems such as highly emotional discussions, polarisation of opinion, expression of extreme prejudice, unquestioning consensus, apathy, etc. For example, an empathetic 'procedure' which introduces activities to help students see an issue from someone else's perspective can help when the issue involves a group that is unpopular with some or all the students, or when the issue involves prejudice or discrimination against a particular group, or when the issue is remote from students' lives (Council of Europe, 2015)⁹⁷. A non-partisan approach to teaching controversial issues can also be

Neutraliteitsverklaring

van het GO! onderwijs van de Vlaamse Gemeenschap

Ik erken dat het GO! onderwijs van de Vlaamse Gemeenschap neutraal onderwijs is en ik zal de neutraliteit zoals die gedefinieerd wordt door de Raad van het GO! respecteren.

Diversiteit

Vanuit een respectvolle basishouding houd ik rekening met de leefwereld van de leerlingen, namelijk het familiale, sociale, levensbeschouwelijke, culturele en maatschappelijke milieu. Ik span me in om in de schoolpraktijk aan te sluiten bij deze leefwereld.

Kritische geest

Ik wil uitdagen tot het wederzijds begrip tussen mensen met verschillende levensbeschouwelijke en maatschappelijke visies door leerlingen te wijzen op onderlinge verschillen en gelijkenissen en die aan te grijpen om te werken aan verbondenheid.

Ik dagbeld en stimuleer de kritische zin en vrijheid van wetten en geweten van leerlingen. Bij het behandelen van feiten en meningen streef ik de grootst mogelijke objectiviteit en onpartijdigheid na en blijf ik intellectueel eerlijk.

Ik engageer me om de meningsverschillen tussen overtuigingen niet uit de weg te gaan, maar ze actief aan te grijpen om vanuit democratische basiswaarden bij te dragen tot het samen leren samenleven. Ik weet dat ik mijn persoonlijk engagement kan en mag bekendmaken als de opvoedings- of onderwijs situatie daartoe aanleiding geeft. Maar ik doe dit bedachtzaam en voorzichtig, wat betekent dat ik me zeker onthoud van elke vorm van indoctrinatie en/of bekeeringsovername.

Actief burgerschap

Ik maak gebruik van de beschikbare mogelijkheden om de leerlingen te ondersteunen in de ontwikkeling van hun eigen individuele persoonlijkheid, hen eigen keuzes te leren maken en hen te vormen als actieve burgers in een democratische samenleving. Ik doe dit op de volgende manieren:

- ik bring hen de waarden bij die eigen en gemeenschappelijk zijn aan de democratische samenleving: vrijheid, gelijkheid en solidariteit; gelijkwaardigheid tussen de sekse; scheiding van kerk en staat; vrijheid van gedachte en geweten van allen waarbij elke persoon vrij is om een bepaalde levensbeschouwelijke overtuiging aan te nemen;
- ik bescherm hen tegen alle fysieke, morele of andere drukkingen die hen zouden verhinderen om eigen keuzes te maken;
- ik treed actief op tegen vormen van discriminatie of uitsluiting op basis van geslacht, gaardheid, etniciteit, overtuigingen en andere kenmerken;
- ik sluit geen enkel onderwerp bij voorbaat uit van behandeling tijdens de onderwijsactiviteiten of van wetenschappelijke en pedagogische vraagstelling, om de openheid voor de diversiteit van visies in de samenleving te waarborgen;
- ik draag bij tot de realisatie van kinderrechten en mensenrechten voor iedereen, en tot de realisatie van de in ons land geldende wetgeving.

Ondertekening Neutraliteitsverklaring

Naam + voornaam: _____ Datum: _____
Handtekening: _____



Declaration of neutrality implemented in the state education system in Flanders, organised by the Flemish Community (GO! Education)

Figure 6: Approaches assessed to be effective in involving stakeholders and colleague-teachers in preparing discussions on controversial and sensitive issues in the classroom (n = 94)

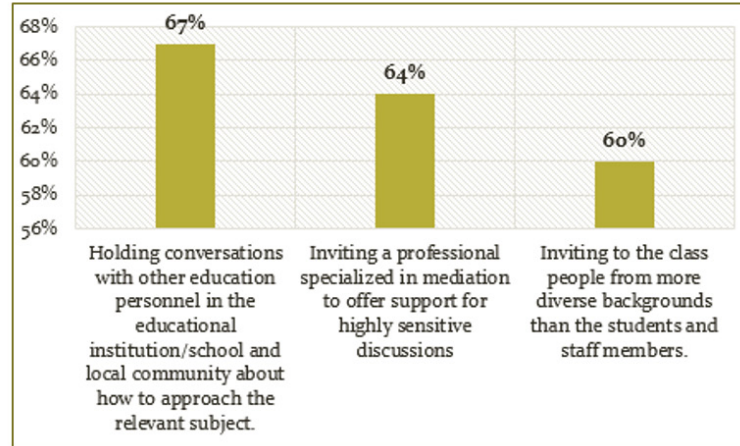
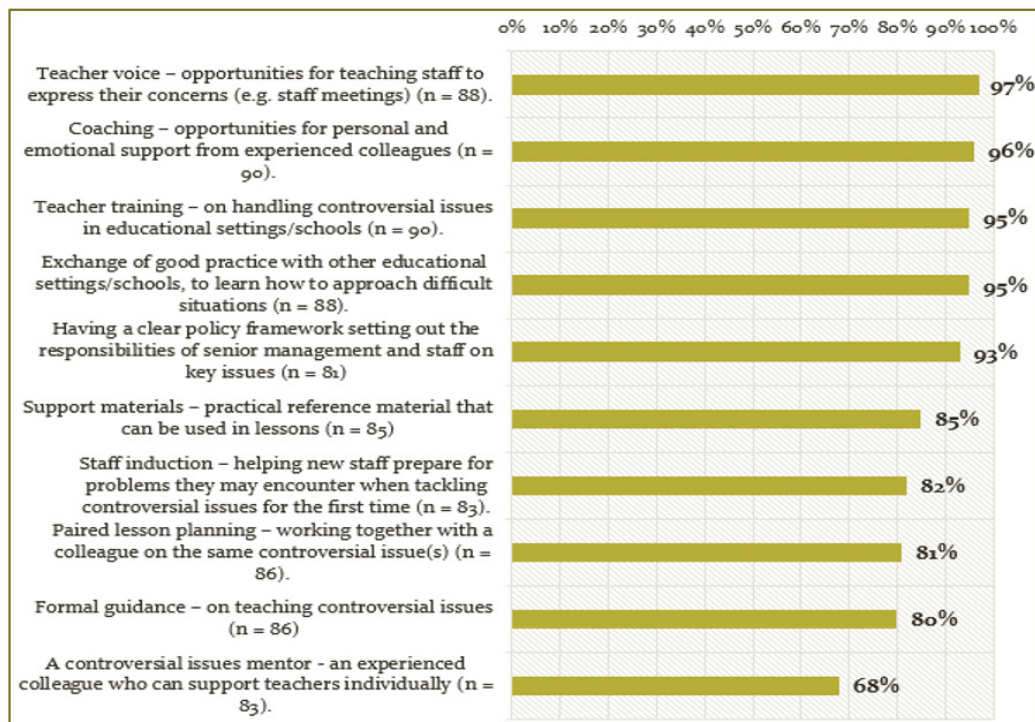


Figure 7: Approaches assessed to be very effective/effective in supporting teachers in difficult situations in educational settings



institutionalised, e.g. the [declaration of neutrality](#)⁹⁸ implemented in the state education system in Flanders, organised by the Flemish Community (GO! Education), (in Dutch – Annex 4) in which diversity, critical thinking and active citizenship are core elements.

2-3. Awareness of school climate and culture in the classroom and school environment is recognised as an important element in teaching controversial and sensitive issues. 87% of the respondents consider the creation of a safe climate in and beyond the classroom as an area in which teachers and school leaders should be trained (table 7 – Annex 4). School climate comprises quality of school life and includes factors such as safety issues (bullying or verbal or physical abuse of teachers or students); late arrivals to school, absenteeism by teachers or students, or cheating; criminal behaviours (vandalism or drug and alcohol possession or use); and discrimination. But school climate also includes the overall culture of the school in terms of the quality of the relationships between staff and between staff and students and the levels of co-operation, respect and sharing that are present (OECD, 2014)⁹⁹.

3. Recommendations for establishing codes or conducts, classroom or school rules to create an open and non-judgmental atmosphere in the classroom are found in the literature. 60% of the respondents consider the establishment of basic rules for discussions in the classroom as an area for teacher training (table 7 – Annex 3). An alternative suggested (e.g. Greece) is a **24 hour helpline** that students can call to discuss a problem they face at school.
4. **Teachers' self-reflection on their own beliefs and values and how they influence the way they address and interact with students** both individually and collectively is crucial to the sensitive teaching of controversial subject-matter. An important part of this process is how to balance the personal and the public, when there can be a place for teachers to share their personal experiences, and when to remain private. Understanding controversial issues, the problems with teaching them, realistic expectations of what can be achieved in the classroom, the benefits of including them in the curriculum and the potential hazards to watch for is essential to develop specific teaching approaches and strategies.
5. Allocating sufficient time beforehand to research the background of an issue and anticipating challenges and opportunities for discussion is considered as an effective approach by 72% of the respondents (table 12 – Annex 3).
6. Involving stakeholders and colleagues can be a way of dealing with outside pressures. The various strategies presented to the respondents of involving colleague-teachers and stakeholders are considered effective by a majority (table 12 – Annex 3 and figure 6).

Teachers' support in dealing with difficult situations in the classroom is assessed as crucial (95% of the respondents). This support is considered effective when combined with the implementation of (1) an appropriate policy framework stipulating responsibilities of senior management and staff on key issues like behaviour, discipline, communication with parents/carers and external organisations (93% of the respondents) and (2) offering opportunities for teachers to express their concerns, receive support from peers, and exchange on good practices (all assessed as very effective/effective by 92% of the respondents) (table 14 – Annex 3 and figure 7).

Respondents explain that teachers' confidence to tackle and discuss controversial issues in the classroom and to respond to issues in the wider social context in a timely manner is crucial, as well as trust in teachers from government and school leaders. Teachers' professional freedom is estimated to be of high value in this matter.

In 2014-2015 a training pack was developed on '[Teaching controversial issues through education for democratic citizenship and human rights](#)'¹⁰⁰ through the 'Human Rights and Democracy in Action' pilot projects scheme, jointly organised by the Council of Europe and the European Commission. The pack has been designed and piloted by the pilot project and is the result of cooperation between representatives from different European countries, i.e. Cyprus, Ireland, Montenegro, Spain and the United Kingdom with the support of Albania, Austria, France and Sweden. In the EU CONVINCENCE survey, some respondents express that this project has definitely influenced their training programmes for students and teachers. In 2015-2016 a second tool was developed, building on this training pack on '[Managing controversy](#)'¹⁰¹, which is about developing a strategy in schools for handling controversy and teaching controversial issues. It is addressing school leaders and senior managers in educational settings.

4.5. SCHOOL-LEADERSHIP AND THE "WHOLE SCHOOL APPROACH"

4.5.1. ABOUT SCHOOL-LEADERSHIP AND THE 'WHOLE SCHOOL APPROACH'

"A 'whole school approach' is an ecological way of viewing a school. The school is seen as a multidimensional and interactive system that can learn and change; an open learning hub which provides support to its neighbourhood and receives support from the community". (European Commission, 2015, p8).

The importance of moving beyond secluded and temporary measures and adopting a 'whole school approach' to bring sustainable and systemic changes in schools, is increasingly highlighted in various studies (see e.g. Hargreaves, 2008; Arnot et al., 2014, Mogren, A., et al, 2018)¹⁰². The importance of a "whole school approach" in improving student results is emphasised in work carried out by the European Commission (EURYDICE, 2012)¹⁰³ and is the current focus of the ET2020 Working Group on Schools. https://ec.europa.eu/education/policy/strategic-framework/expert-groups/schools_nl. According

to UNESCO, a 'whole school approach' "*Involves addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole-school and learning environment. It implies collective and collaborative action in and by a school community to improve student learning, behaviour and wellbeing, and the conditions that support these*" (UNESCO)¹⁰⁴.

The European Commission defines five key elements of a 'whole school approach':

- **Greater flexibility or autonomy of schools:** enhanced school autonomy coupled with supportive accountability mechanisms enable schools to identify the best solutions to complex situations and to best cater for specific needs of the school community.
- **Distributed leadership:** to better share tasks and responsibility across the school community.
- **A whole-school improvement process:** school development plans and self-evaluation processes should include targets, taking into account national, regional and local standards.
- **Parental involvement:** the association between parental involvement and a child's educational success is well established in research. Parental involvement is a key factor for educational success: a stimulating home environment and parental engagement is crucial for a child's learning and cognitive, social and emotional development.
- The **involvement of a wide range of local stakeholders** and this to provide a supportive educational environment (European Commission, 2017b)¹⁰⁵.

Figure 8: Whole school approach



A 'whole school approach' recognises that learning and wellbeing are intimately linked and that all aspects of the school community can impact the wellbeing of students and staff. It integrates teaching with the social, organisational, technical and economic aspects of schools/educational settings and community practices. It is the quality of each of these aspects and of the links between them, as well as the results that need regular reflection and review¹⁰⁶. In this approach, schools are considered as a multi-dimensional system¹⁰⁷, meaning that all parts are both inter-related and independent in some way. Changes in one part will affect the rest. For example, bullying behaviour is influenced by multiple factors and is best addressed through a multi-faceted approach. Also, to teach about democratic citizenship and respect for human dignity in the classroom, a democratic culture should be prevalent in the whole school.

Source: https://www.arteveldhogeschool.be/okoempjk/internationaleweek/file/repository/PIK_int_week_whole_school_mail.pdf. This framework is inspired by work done by UNESCO

The table 2 below presents the different dimensions of the system, organised around the building blocks of a whole school approach¹⁰⁸.

Table 2: Building blocks of a 'whole school approach'

Building blocks of whole school approach	Linked elements	Points of attention – some examples
<i>Curriculum, teaching & learning</i>	Pedagogy, didactics Skills, attitudes Learning content Informal and formal learning Participation of students	Teachers are supported to have respect for diversity. Teachers are supported to tailor lessons to students' backgrounds, interests, skills and needs. Student input is sought in developing problem-solving strategies.
<i>School policy</i>	Developing and sharing of vision Leadership Participation Human resources policy Professional development Networking	The leadership team follows a caring and collaborative approach. The school takes steps to ensure it is a safe place for students and staff. Students are supported to develop a caring and positive peer culture.
<i>School facilities & infrastructure</i>	Buildings Facilities Outside space Transport	School buildings are designed as safe spaces that model a sense of community.
<i>Community partnerships</i>	Social integration in the (local) community The school as meeting point Involvement of parents/carers in creating the supportive environment Cooperation with local partners Cooperation with other schools/educational settings	The school provides information to parents/carers about school approaches. The school engages with community groups with the aim to improve the social and emotional wellbeing at school.

Effective **leadership** is considered a **key component of the whole school approach**: without the backing of committed leadership and the structural support of relevant policies, whole school approaches are likely to be unsuccessful. Increased school autonomy has led to more responsibility for school leaders. This requires the education system to support school leadership with adequate resources and curricula, and to associate this increased autonomy with greater accountability (VO-Raad, EFEE & ETUCE, 2015)¹⁰⁹. In particular, a more distributed leadership style and creating space and time for cooperation are crucial elements to encourage teachers to take a leading role, assume responsibility and take initiatives, promote teamwork with colleagues, but also with other stakeholders, professional and services in- and outside the school boundaries (ESHA, 2013; ESHA and ETUCE, 2013)¹¹⁰. This also entails the participation of students and their families in school life (Erasmus +)¹¹¹.

From different perspectives, **the whole school approach is interwoven with inclusive education**: the rationale of the whole school approach is also to provide learning opportunities for all students in every aspect of their school life. The whole school approach aims to enhance team spirit among teachers and to encourage school personnel (and others involved) to share responsibilities in looking after the needs of all students¹¹².

Different applications of the whole school approach can be found in the literature: in relation to health education and health promotion in educational settings (Demkowicz, et al, 2017)¹¹³, in relation to issues like early school leaving (ICF International, 2015)¹¹⁴ but also in relation to the prevention of discrimination and violence in schools (Tibbits, 2016)¹¹⁵ and to education for sustainable development (Mogren, et al, 2018; Remerie, et al (2017)¹¹⁶.

While academics widely agree that **implementation of citizenship education is likely to be more successful if a whole school approach is embraced**, there is a need for additional research to fully evidence the positive outcomes (Van Driel et al., 2016)¹¹⁷.

4.5.2. THE WHOLE SCHOOL APPROACH AND SCHOOL LEADERSHIP: FINDINGS FROM THE CONVINC RESEARCH

Under the umbrella of the whole school approach, various actions are implemented in various educational settings. According to the respondents to the CONVINC survey, these include collegial support and mutual consultation (45% of the respondents), implementation of a range of teaching techniques to cater for different learning styles (43% of the respondents) and collaboration with civil society and local community actors (41% of the respondents) (table 15 – Annex 3 and figure 9).

Respondents explain that the actions mentioned are not necessarily implemented in the whole country, but rather at the local level responding to local needs. Some respondents stress the **importance of the whole school approach to ensure high quality education for all**. Close cooperation is needed between various stakeholders to ensure consistency and continuity. To have all stakeholders engaged in a process of interaction and learning, can enable better understanding and better use of shared knowledge and the development of approaches to effectively address various challenges that schools are currently facing (e.g. Cyprus).

Furthermore, various respondents report **different forms of support provided for the implementation of the whole school approach**. Thematic training seminars/workshops and helplines or online support e.g. to report and receive counselling on how to deal with violence in schools/educational settings as cases of discrimination of any form, are the methods of support most mentioned (figure 19 and table 16 – Annex 3).

Figure 9: 'Whole school approach' related actions implemented in various educational settings

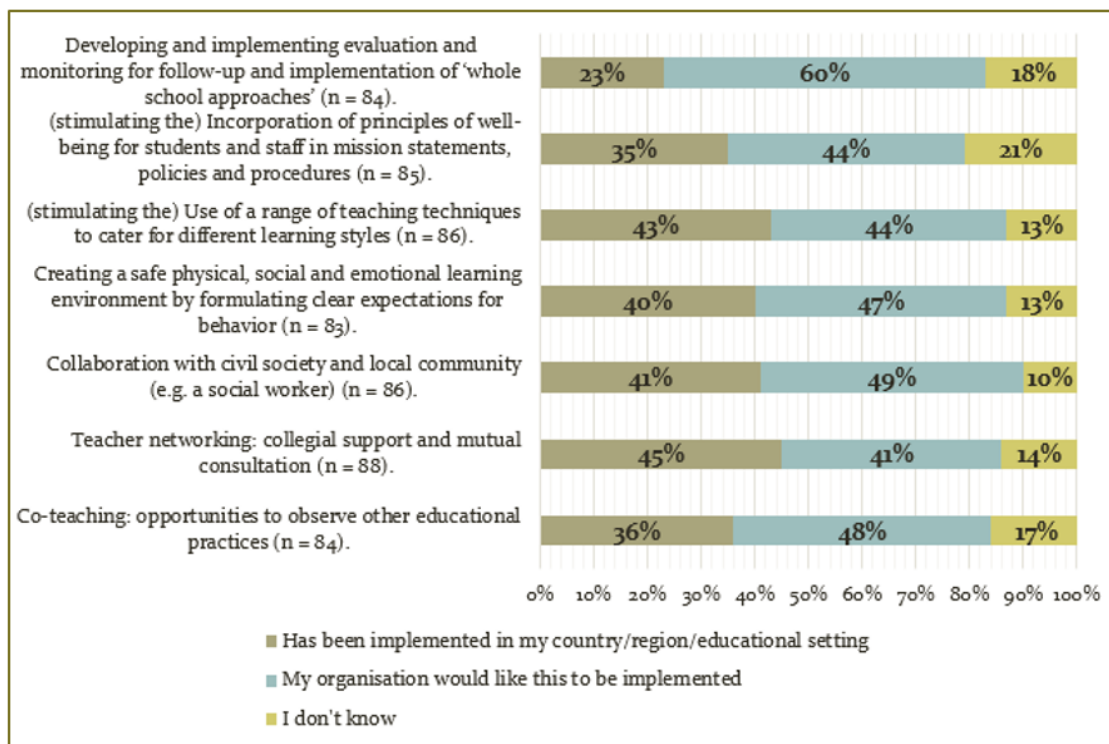
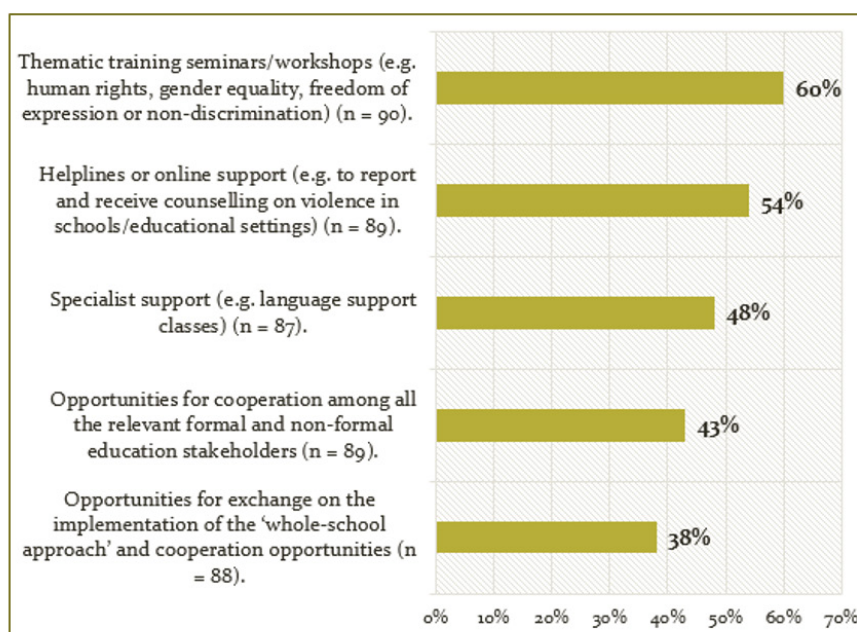


Figure 10: Forms of support provided for the implementation of the whole school approach in various countries



4.5.3. MATCHING CHALLENGES AND GOOD/INNOVATIVE PRACTICES

CHALLENGES RELATED TO SCHOOL LEADERSHIP AND THE WHOLE SCHOOL APPROACH:

These challenges are reported by respondents and complemented by examples from the desk research.

- 1. The extent to which the whole school approach is implemented, and knowledge related to the implementation process is available:** based on the survey it is not possible to give an indication of the extent to which the whole school approach is implemented in the various countries. Some respondents report that there is a lack of awareness (e.g. Tajikistan) and a lack of or limited practice (e.g. Greece) in relation to the whole school approach.
- 2. Effective school leadership.** School leaders play a key role in creating a learning environment. Leadership is seen as both a key feature and a challenge in the whole school approach. Taking a distributed leadership stance, involves much more than acknowledging that multiple individuals take responsibility for leadership (Mulford, 2008). Successful school leaders do not just 'distribute' leadership (i.e. putting more influence in the hands of people with expertise); they also adopt an explicit active approach to their responsibility to develop leadership capacity in their staff (NCSL, 2007)¹¹⁸.
- 3. The full commitment and (timely) involvement of all stakeholders.** Successful partnerships between all stakeholders are key to a fruitful integration of the various aspects of well-being into education. The essential driving force for success should be internal to the institution. Therefore, the full active involvement all stakeholders is required. (Brück, 2017)¹¹⁹.
- 4. Realistic approach and goal setting:** there may be a great temptation to define over-ambitious goals and time frame, which conflict with the reality of a heavy curriculum. The definition of realistic milestones may help to motivate those involved (Brück, 2017). Furthermore, (practical) guidelines on how to set up and implement a whole school approach would be useful (e.g. Spain).

PRACTICES AND RECOMMENDATIONS TO OVERCOME OR TACKLE THE CHALLENGES IDENTIFIED.

Respondents to the survey give their opinions on the conditions necessary to implement the whole school approach in practice (table 17 – Annex 3):

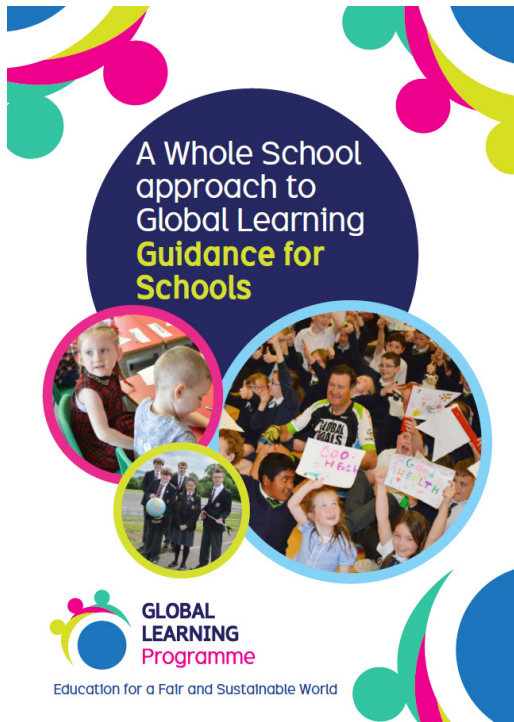
- Staff development to support **participatory teaching styles** (100% of the respondents).

- Teaching styles requiring **active participation of students** (99% of the respondents).
- Curricula **promoting democracy and citizenship across a range of subjects** (95% of the respondents).
- Committed **leadership** in educational institution/school (95% of the respondents).
- **Engaging with local community** through meaningful and respectful relationships (90% of the respondents). An Irish respondent quotes the vision of the Association of Community and Comprehensive Schools Ireland, i.e. "to lead and support Boards of Management to enable schools to provide equal access to a comprehensive, co-educational, community-based, multi-denominational education. In doing so it aims to contribute towards a just and caring society".

In Spain the '[Comunidad de aprendizaje](#)'¹²⁰ project starts from the school but reaches out to the local community. 'Learning communities' is based on a set of successful educational actions aimed at social and educational transformation. Learning Communities involve all people who directly or indirectly influence the learning and development of students, including teachers, family members, friends, neighbours from the vicinity, members of associations and neighbourhood organisations. and locals, volunteers, etc. The project, which began in compulsory education in 1995, currently has more than 120 Learning Communities worldwide. Due to their success, the Learning Communities have been extended internationally, taking place in educational centres in Brazil, and have been studied within the Sixth Framework Program of Research of the European Union INCLUD-ED as a successful action for the promotion of social cohesion in Europe through education (CREA, 2006-2011). Starting from the dreams of the entire educational community and through dialogue and science this transformative project is achieving a double objective: to overcome school failure and improve coexistence.

Other examples were reported by the Maltese Union of Teachers (MUT), i.e. implementation of the whole school approach to prevent radicalisation and extremism. One example is a secondary school in the central area of Malta where 70% of the students come from Libya. A whole school approach seemed to be necessary in order to deal with radicalisation and extremism due to a sudden increase of students from diverse cultural background as well as the formation of gangs. The approach consisted of sensibilisation of management, as well as seminars for managements and educators. Arabic-speaking support workers were invited and an ongoing dialogue was set up between the school and the local Islamic school as to how best deal with situations.

- **Supportive policy frameworks** (88% of the respondents).
- Furthermore, several **tools** have been published to guide the implementation of a whole school approach, e.g.:
 - * [A whole school approach to global learning. Guidance for Schools](#) (2017), developed by the Centre for Global Education in Belfast (Northern Ireland), in the context of the Global Learning Programme. The website <https://www.globallearningni.com/case-studies> presents case-studies of how schools have embedded global learning in their curriculum using a whole school approach.



Guidance for Schools 'A whole school approach to global learning', developed by the Centre for Global Education in Belfast (Northern Ireland)

* A [step-by-step guide](#) to help primary schools implement a whole school approach to personal, social, health and economic education was developed by the health improvement team in Ealing (UK). The Ealing health improvement team are a trusted and qualified team of experts, providing support and training in nutrition and exercise, mental health and emotional wellbeing, PSHE, relationship and sex education (RSE) and safeguarding prevention, to help to improve pupils' mental health, personal development and achievement.

Various projects have been funded under Erasmus+ that are related to the whole-school approach. Some examples are:

* [The whole-school social labs \(2018-2021\) \(SOCI@LL's¹²¹\)](#) ambitions to generate a paradigmatic change in the way schools and communities cooperate to foster social inclusion, promoting participatory and empowering tools for creative and sustainable solutions co-designed by, with and for key-stakeholders within a whole school framework

and through local social labs. Cyprus, Portugal, Poland and Italy are participating countries in the project.

- * The [HAND in HAND project \(2017-2020\)](#)¹²² provides a unique opportunity for collaboration at the international level to address highly relevant EU policy problem (e.g. the migrant crisis) which need our prompt response. The project is based on Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (Paris, 2015) that agrees to strengthen actions in the field of education at national, regional and local level in building tolerant and non-discriminant environments (schools) for every student to feel accepted and be able to reach his or her potential. Croatia, Germany, Denmark, Slovenia and Sweden are participating countries.
- * The [Learning Leadership for change project \(L2C\) \(2018-2020\)](#)¹²³ aims to foster school leadership and effective networking through capacity building (self-assessment, training and sharing of best practices) within three key areas: STEM education, innovative use of ICT in teaching and digital citizenship. The ERASMUS+ project is based on a co-construction process with a limited group of schools from 5 countries (Belgium, Spain, Italy, Malta, Portugal) which will validate the impact of shared leadership practices applied to STEM education policies, innovative use of ICT in teaching, and digital citizenship.

See Annex 4 for more detailed information on these projects.

4.6. DIGITAL CITIZENSHIP AND E-SAFETY

4.6.1. ABOUT DIGITAL CITIZENSHIP AND E-SAFETY

DIGITAL CITIZENSHIP is the

- “competent and positive engagement with digital technologies (creating, working, sharing, socializing, investigating, playing, communicating and learning);
- participating actively and responsibly (values, skills, attitudes, knowledge) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural);
- being involved in a double process of lifelong learning (in formal, informal and non-formal settings) and
- continuously defending human dignity” (Council of Europe)*.

*<https://www.coe.int/en/web/digital-citizenship-education/digital-citizenship-and-digital-citizenship-education>.

The development and use of digital technology have massively evolved recently. Social media sites, portable media devices and online gaming have been particularly appealing to children and young people. While Internet and communication technologies open many possibilities for young people, expanding their perspectives and providing opportunities to learn and participate in society, they also bring along exposure to risks, such as inadvertent release of private information, cyberbullying or grooming for sexual abuse (EURYDICE, 2010)¹²⁴. In this context, teaching **digital citizenship** takes all its importance.

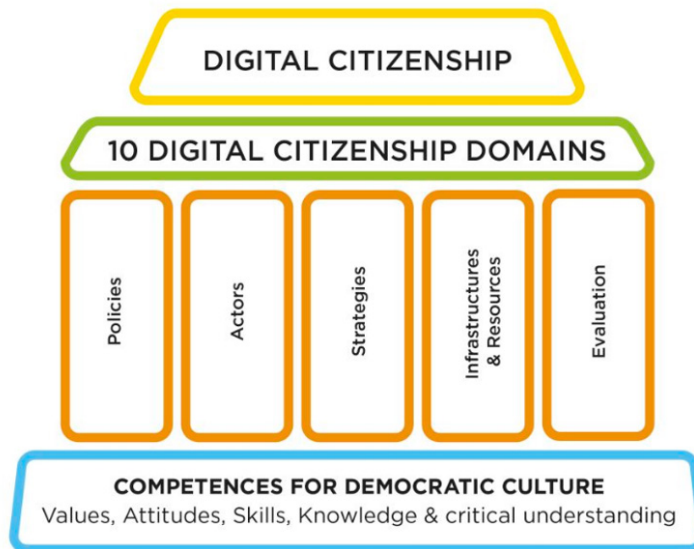
The Council of Europe's [Digital Citizenship Education Project, a project aiming at empowering](#) children through education or the acquisition of competences for learning and active participation in digital society proposes a conceptual model.

The model is built on 20 competences for democratic culture, that cover four areas, i.e. values, attitudes, skills and knowledge and critical understanding. These competences are applied to [10 key domains of digital citizenship](#)¹²⁵: access and inclusion, learning and creativity, media and information literacy, ethics and empathy, health and wellbeing, ePresence and communications, active participation, rights and responsibilities, privacy and security and consumer awareness.

The 20 competences are referred to as the CDC (Competences for Democratic Culture) butterfly.

The resulting [Competence Framework on a Culture of Democracy](#) is to support Member States in developing open, tolerant and diverse societies through their education. The [network of Education Policy Advisors](#) (EPAN) launched in Copenhagen in April 2018 (composed of experts from Ministries of Education or national agencies in charge of education of the 50 States Parties to the European Cultural Convention) will contribute to the integration of the Competence Framework on a Culture of Democracy in the education systems.

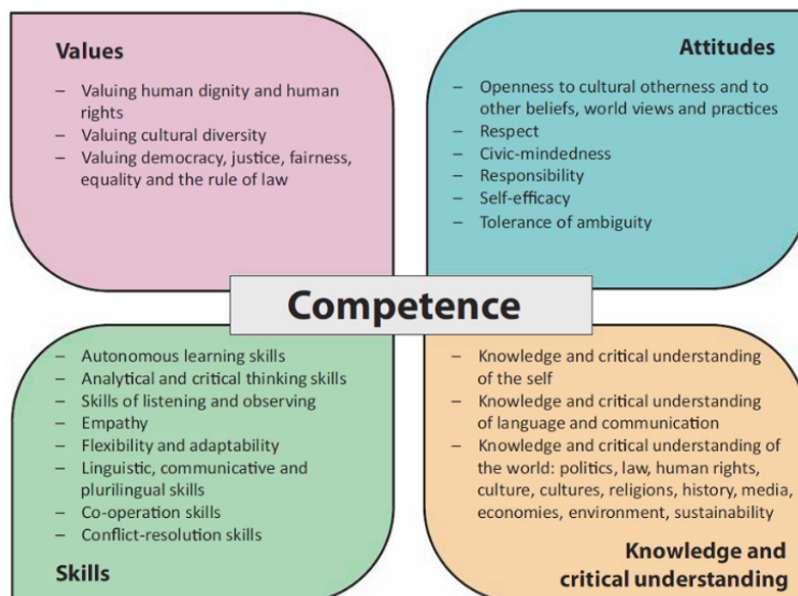
Figure 11: Conceptual model of digital citizenship



Source: <https://www.coe.int/en/web/digital-citizenship-education/a-conceptual-model>

Other initiatives have been launched, e.g.:

Figure 12: The Competences for Democratic Culture 'butterfly'



Source: <https://www.coe.int/en/web/digital-citizenship-education/a-conceptual-model>

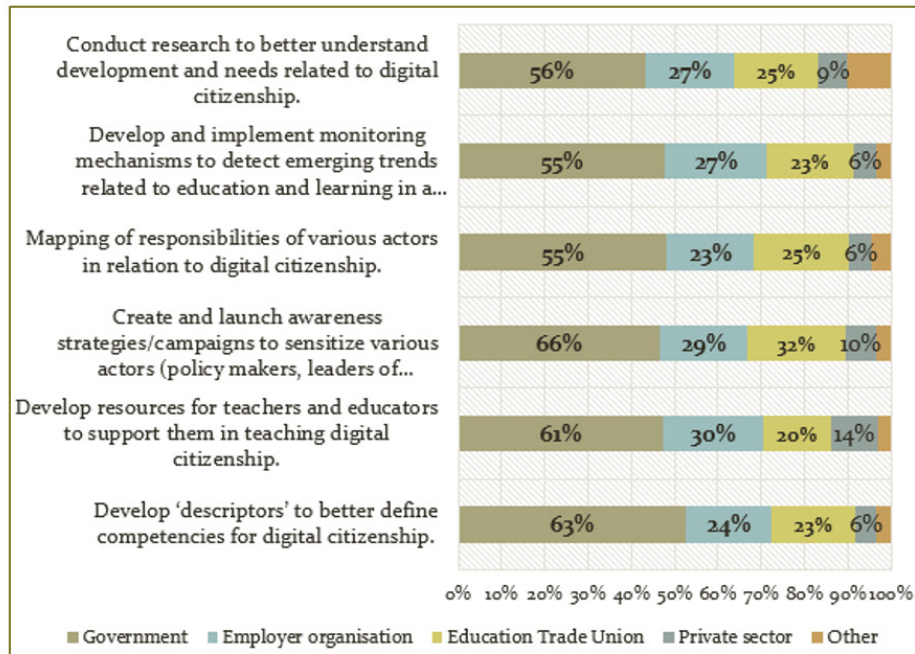
- In May 2012, The European Commission set out a [European Strategy for a Better Internet for Children \(BIK\)](#)¹²⁶. The Strategy aimed to provide a better integrated and more effective support for children when they go online. It brings together the European Commission and Member States with mobile phone operators, handset manufacturers and providers of social networking services to deliver concrete solutions. The [betterInternetforkids.eu](#)¹²⁷ outline for each country the policy framework, the policy design, policy actors and breadth of BIK activities (Annex 4).
- The European Commission co-funds [Safer Internet Centres](#)¹²⁸ in Member States with the [Better Internet for Kids](#)¹²⁹ portal as a single entry point. Their main task is to raise awareness and foster digital literacy among minors, parents/carers and teachers, as well as to fight against the online sexual abuse of children (through its network of hotlines – [INHOPE](#)¹³⁰).
- Every year, the [Safer Internet Day](#) is celebrated. This is a worldwide annual event including over 140 countries taking place in February every year, which promotes a safer and more responsible use of online technology and mobile phones by children and young people across the world. The Safer Internet Day started off as a European project in 2004.
- Digital citizenship is one of the focal areas of work of the [European Schoolnet](#)¹³¹ founded in 1997. The network of 34 European Ministries of Education aims to bring innovation in teaching and learning to their key stakeholders, including schools, teachers, researchers and industry partners. The European Schoolnet is and was a partner in various European projects, e.g. the [eSafety Label+ project](#)¹³².

4.6.2. DIGITAL CITIZENSHIP AND E-SAFETY: FINDINGS FROM THE CONVINC RESEARCH

There is consensus amongst the respondents on the importance of the subject. Initiatives have been launched to tackle digital citizenship and E-Safety or to research the issue (e.g. [Global Kids online](#)¹³³ and [EU Kids online](#)¹³⁴) (Annex 4). Through these initiatives, data related to children's use of the Internet has been generated from different countries. Furthermore, a global research toolkit has been developed (as parts of the Global Kids online) enabling various actors to carry out research with children and their parents/carers on the opportunities, risks and how children's Internet use can be protected.

According to the respondents to the online survey, mainly governments, but also employer organisations and education trade unions have a leading role to play in different elements of digital citizenship education (table 18 – Annex 3).

Figure 13: Actors having a (leading) role in different aspects of digital citizenship education (n = 96)



'Thinking critically' is one of the key competence areas in which students need to develop knowledge, skills, attitudes and values for them to become active, informed and responsible citizens (EURYDICE, 2017). Competences that are related to 'thinking critically' are: multi-perspectivity, reasoning and analytical skills, data interpretation, knowledge discovery and use of services, media literacy, creativity, exercising judgement, understanding the present world and questioning (Council of the European Union, 2016)¹³⁵.

4.6.3. MATCHING CHALLENGES AND GOOD/INNOVATIVE PRACTICES

CHALLENGES IDENTIFIED RELATED TO DIGITAL CITIZENSHIP AND E-SAFETY

These challenges are reported by respondents and complemented by examples from the desk research.

1. While it is recognised that **critical thinking/understanding** is crucial as a competence of citizenship education and digital citizenship, the EURYDICE study of 2017 reveals that related competences do not feature prominently in citizenship education curricula across educational levels in the countries participating in the Erasmus+ programme (for primary education, secondary education and initial vocational education and training).
2. Digital **challenges** can be broadly categorised as:
 - Cybersafety involves conduct or behavioural concerns (e.g. cyberbullying, sexting).

- Cybercrime involves illegal activity (e.g. online fraud).
- Cybersecurity involves unauthorised access or attacks on a computer system (e.g. hacking of social media accounts) (Netsafe, 2015)¹³⁶.

*"Children are learning to navigate the world"*¹³⁷ is a phrase explaining most of the digital challenges. In their enthusiasm and trusting nature, they might lack caution and the ability to discern when they might be at risk. Through Internet/social media, there is easy access to children and children have easy access to inappropriate and unwanted contacts, images and content.

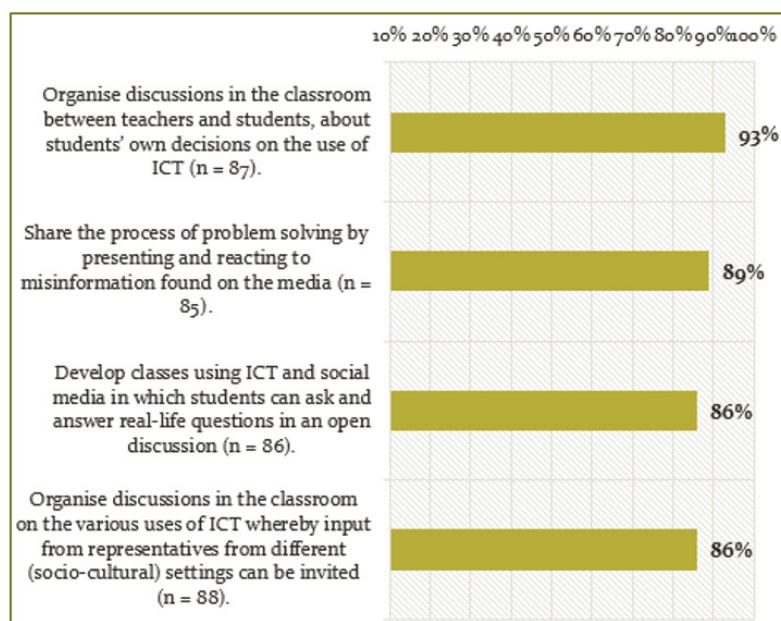
- 3. Support to teachers: availability of and access to material and results of initiatives.** Respondents explain that the material, outputs and results of initiatives taken are not always publicly available. Based on the OECD TALIS results of 2013, the second and third most important professional development needs teachers report are related to teaching with information and communication technology (ICT) skills (19% of teachers) and to using new technologies in the workplace (18% of teachers), two items closely related to each other¹³⁸. This challenge is also about an adequate initial teacher education on the use of ICT in teaching and addressing ICT risks.

PRACTICES AND RECOMMENDATIONS TO OVERCOME OR TACKLE THE CHALLENGES IDENTIFIED

The numbering of the practices and recommendations correspond with the numbering of the challenges:

1. The different options proposed in the questionnaire as possible approaches for fostering the ability to reflect and think critically in view of confronting (mis)information on the Internet are considered as very effective/effective by a majority of respondents (table 19 – Annex 3 and figure 14).

Figure 14: Activities that are effective/very effective in fostering the ability to reflect and think critically in view of confronting (mis) information on the Internet



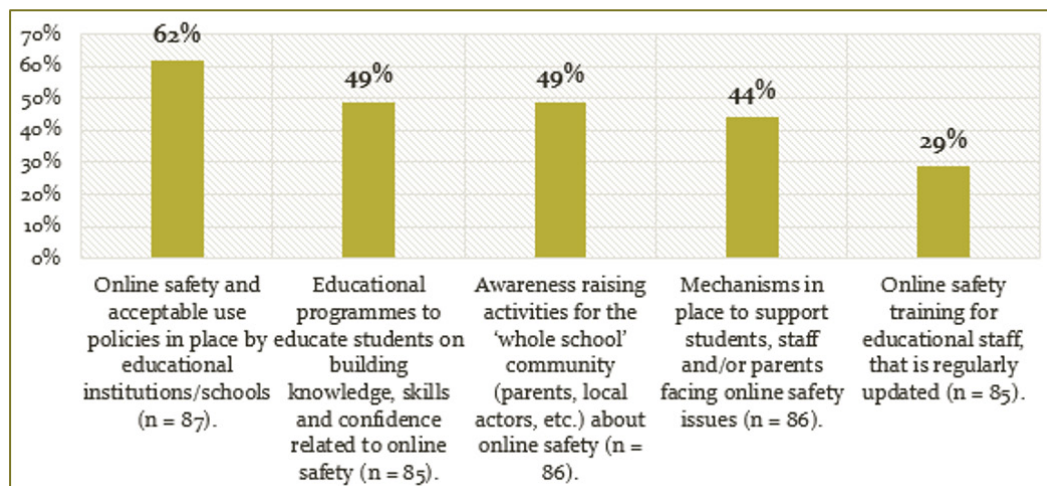
Here again, results show that **interaction between teachers, students and other relevant actors** are considered as an effective way to foster the ability to think critically in view of dealing with (mis) information on the Internet. Yet, also the other ways presented to the respondents are considered to be (very) effective.

Respondents report some examples of use of ICT and 'thinking critically' in their national/ regional context:

- The **ATS2020 project**¹³⁹: the *Assessment of Transversal Skills 2020 (ATS2020)* project proposes a comprehensive learning model to enhance student transversal, 21st century indispensable, skills, within the diverse EU national curricula, including the provision of new approaches to teachers and innovative tools for the assessment of these skills. The project is an policy experimentation project co-funded by the European Commission and gathers 17 partners from 11 EU countries (Cyprus, Austria, Belgium, Croatia, Estonia, Finland, Greece, Ireland, Lithuania, Slovenia, Spain).
- **Young Coaches for the Internet** is project where students develop an action plan which they implement. This involves decisions on their use of ICT and critical handling of information. Young Coaches for the Internet is member of the CYberSafety Youth Panel (<https://www.cybersafety.cy/youth-panel-en>¹⁴⁰) in **Cyprus**.
- The Portuguese Media Education Observatory launched by the University of Minho (Braga, **Portugal**) in 2018 is a pioneering initiative aiming to promote critical skills in relation to the media.
- In **Denmark**, **DUDE**¹⁴¹ (in Danish) is a research-based education program for primary and lower secondary education and higher secondary education. The aim of the project is to equip students in order to find the enormous amount of information they see every day on the Internet and social media (Annex 4).

2-3. Respondents to the survey report that they know of good/innovative practices in relation to various domains of E-Safety (table 20 – Annex 3 and figure 15). Most of these are in the domain of **policies in place related to E-Safety** in educational institutions or schools (62% of respondents), as well as **educational programmes** to train students to build their knowledge, skills and confidence related to online safety (49% of respondents) as well as awareness raising activities for parents, teachers, etc. about online safety (49%).

Figure 15: Good/innovative practices related to E-Safety in educational settings



About 1/4th of the respondents is not familiar with good/innovative practices related to E-Safety in educational settings.

In Ireland, there is significant focus from the Department of Education and Skills on the use of mobile devices in schools as educational tools as well as on the online safety of young people. Each school is required to engage in a conversation with all stakeholders in the school community and develop a strategy suitable to the context of their school. In 2018 the Government's first [Action Plan for Online Safety](#)¹⁴² was launched (2018-2019), with the key objective to set out and implement actions over a period of 18 months. One of the key objectives is improved digital citizenship through schools (Annex 4). In Cyprus, various mechanisms are in place, including the Cyprus Safer Internet Centre with a [dedicated portal](#) offering supporting material for children, teachers and parents/carers; the (European) [CYberSafety](#) project for awareness raising and support; a national strategy for a [better Internet for children](#) in Cyprus (Annex 4). In Norway a [Digitalisation Strategy](#) (in Norwegian) for basic education has been developed (2017-2021). This strategy is composed of various measures related to learning content, teacher training, infrastructure and vocational training (Annex 4).

[COFACE Families Europe](#)¹⁴³ coordinated the European Awareness Raising Campaign on Cyberbullying #DeleteCyberbullying from February 2013 to July 2014. The project was financed under the Daphne III programme of the European Commission. The project aimed at raising awareness around Europe on the phenomenon of cyberbullying. The work achieved by the project is the successful cooperation of eight organisations from seven different countries (Belgium, Hungary, Spain, the UK, Bulgaria, Greece and Finland). The partners brought different perspectives and experience to the project, but all agreed, that effective prevention and early detection of cyberbullying is key, and can be best achieved by informing parents, teachers and teens about the different forms it can take, and how to react. The partners of the project developed two tools for parents, teenagers and teachers: a video ["Cyberbullying: there is a way out"](#) and the [#Deletecyberbullying app](#) for android mobile phones taking users through a quiz which will either redirect them to appropriate resources or test their knowledge about cyberbullying. The Delete Cyberbullying video is available in Bulgarian, Croatian, Dutch, English, Finnish, French, German, Greek, Hungarian, Polish, and Spanish (Annex 4).

The recently published [Digital citizenship education handbook - Being Child in the Age of Technology](#)¹⁴⁴ (Council of Europe, 2019) offers information, tools and good practices to support the development of competences and critical understanding necessary to confront with the challenges posed by the digital technologies and Internet. The Digital citizenship education handbook builds on the Council of Europe's [Reference Framework of Competences for Democratic Culture](#) and complements the [Internet literacy handbook](#)¹⁴⁵ as part of a coherent approach to educating citizens for the society in the future.

4.7. INCLUSIVE EDUCATION AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM

4.7.1. ABOUT RADICALISATION AND EXTREMISM

Extremism and the underlying forces of radicalisation are among the most pervasive challenges of our time. While extremism is not confined to any sex, age, group or community, young people are particularly vulnerable to the messages of extremists and terrorist organisations. Young people need relevant and timely learning opportunities to develop the knowledge, skills and attitudes that can help them build their resilience to such propaganda (UNESCO, 2016)¹⁴⁶.

One way of conceptualizing the factors that may lead to extremism is the idea of 'push' and 'pull' influences:

- **'Push factors'** may include marginalization, inequality, discrimination, persecution or the perception thereof, the denial of rights and civil liberties; and environmental, historical or socio-economic grievances, whether actual or perceived.
- **'Pull factors'**, by contrast, might nurture the appeal of extremism at the individual and psycho-social level. For example: (violent) extremist groups may be a source of services and employment. Groups may attract new members by providing outlets for grievances, the promise of hope, justice, and a sense of purpose. This social network can be a significant pull factor for youth as extremist groups can offer a sense of acceptance and validation (UNESCO, 2017).

However, there remains very little evidence of exactly whether, how, and in what way these push or pull factors may influence people's choices to join extremist groups or commit violent acts.

Quality and inclusive education can play a critical role in helping young people distance themselves from extremism and resist the 'pull factors'. Nonetheless, as recent cases of highly educated individuals committing acts of extremism have shown, quality education alone is not sufficient to prevent violence and extremism. Hence, in addition

The concepts "**extremism**" and "**radicalisation**" lack a specific definition, and to add to the confusion, are sometimes used interchangeably. Indeed, radicalization is often seen as a precursor to engaging in extremism, but the relationship is not automatic or direct. Radicalization can actually be a force for beneficial change. For instance, people advocating the abolition of slavery or who championed universal suffrage were at one time considered to be radical as they stood in opposition to the prevailing views in their societies. Radicalization becomes a threat to society if it is connected to violence or other unlawful acts, such as incitement to hatred, as legally defined in compliance with international human rights law. *Terrorist* radicalization is a dynamic process whereby an individual comes to accept terrorist violence as a possible, perhaps even legitimate. Possible drivers of terrorist radicalization are varied and complex and combine in a unique way in each case (OSCE, 2014) *.

* OSCE (2014) *Preventing terrorism and countering violent extremism and radicalization that lead to terrorism: a community policing approach*

to providing quality education, more broadly effective education policies and interventions aiming at countering extremism should be focused on communities where youth are vulnerable to radicalisation and tailored to the local context (Naureen, et al, 2013).

On 15 January 2016 the Secretary-General of the United Nations (UN) presented the Plan of Action to Prevent Violent Extremism. The key goal of the Plan is for the Member States to draft their own national plans of action. In 2014 the European Union adopted the guidelines for combating radicalisation to terrorism and violent extremism – a revision of the EU Strategy for Combating Radicalisation and Recruitment to Terrorism adopted in 2005. The EU-wide [Radicalisation Awareness Network \(RAN\)](#)¹⁴⁷, connecting groups of people involved in countering radicalisation across the EU is structured around Working Groups. One of these Working Groups is on education and has produced several papers on this issue, but also on media literacy and insights on how to empower teachers in prevention of radicalisation and media literacy (RAN, 2017). DG HOME of the European Commission has also [compiled information about strategies of the Member States to prevent and counter radicalisation](#)¹⁴⁸ leading to extremism or terrorism as well as counter terrorism strategies.

4.7.2. HOW (INCLUSIVE) EDUCATION CAN PREVENT, RADICALISATION AND EXTREMISM: FINDINGS FROM THE CONVINCENCE RESEARCH

A combination of curricular and extra-curricular activities to prevent radicalisation and extremism amongst students is recommended by respondents, i.e. **joint work of students from diverse backgrounds** in the classrooms, **life performances, inviting recognised figures from different communities** to talk about their work in the classroom, **visiting exhibitions and discussing relevant societal/political issues**, as well as the **promotion of local youth associations and cultural events** to promote cross-cultural understanding (table 21 – Annex 3 and figure 16).

The respondents assess a combination of formal measures (e.g. codes of conducts) and support/mentoring activities for students as effective approaches to promote inclusive education and to prevent discrimination (table 22 – Annex 3 and figure 17). A Cypriote respondent explains the situation on the implementation of an opt-out option in relation to religious education (Annex 4). A plea is made by some respondents to prohibit religious education in schools, since it is conceived as a possible source of discrimination.

In the [Conference of the Council of Europe on 24-25 September 2015 in Strasbourg](#)¹⁴⁹ emphasised the crucial role of education in addressing extremism and radicalisation. Children and young people need to internalise democratic values and need to be taught from a very early age how to interact with people from different backgrounds and cultures. Students, teachers, parents/carers and the leadership in education need all to adhere to the values of democracy and human rights in practice and in action. In the same conference, media literacy was considered essential for being able to deal with extremism and hate speech, as media and Internet have played a determinant role in the spread of radicalisation, extremism and the increase in online hate speech. Developing critical and analytical thinking are viewed as essential for children and young people to survive in a digital world.

Figure 16: Recommendations for activities at national level to prevent radicalisation and extremism amongst students (n = 84)

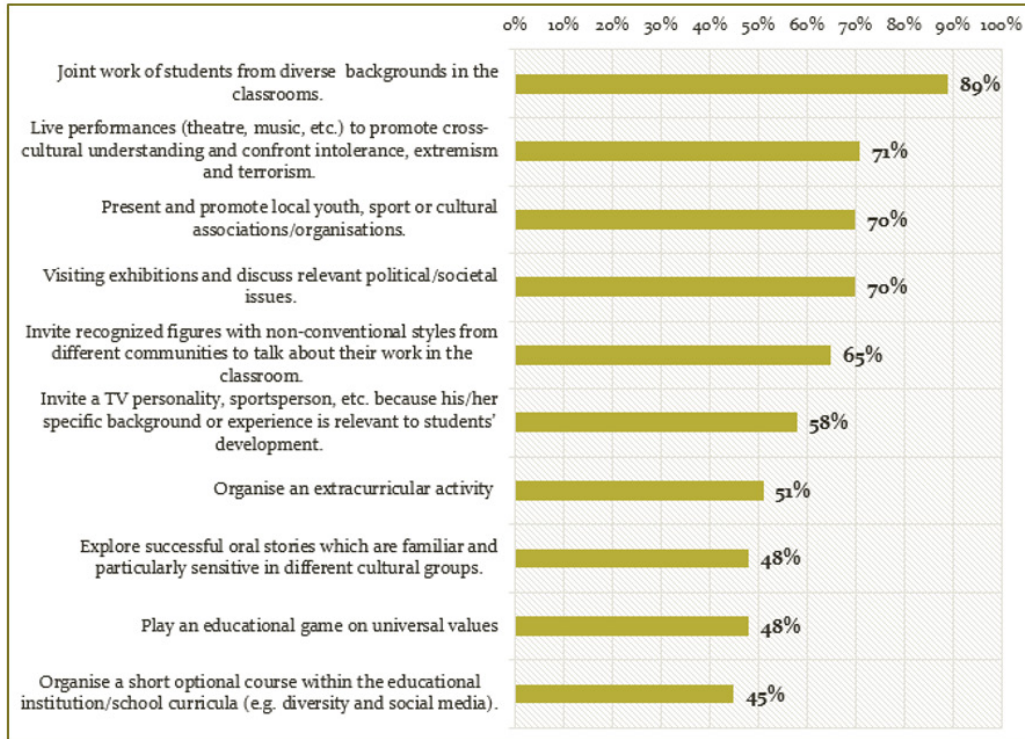
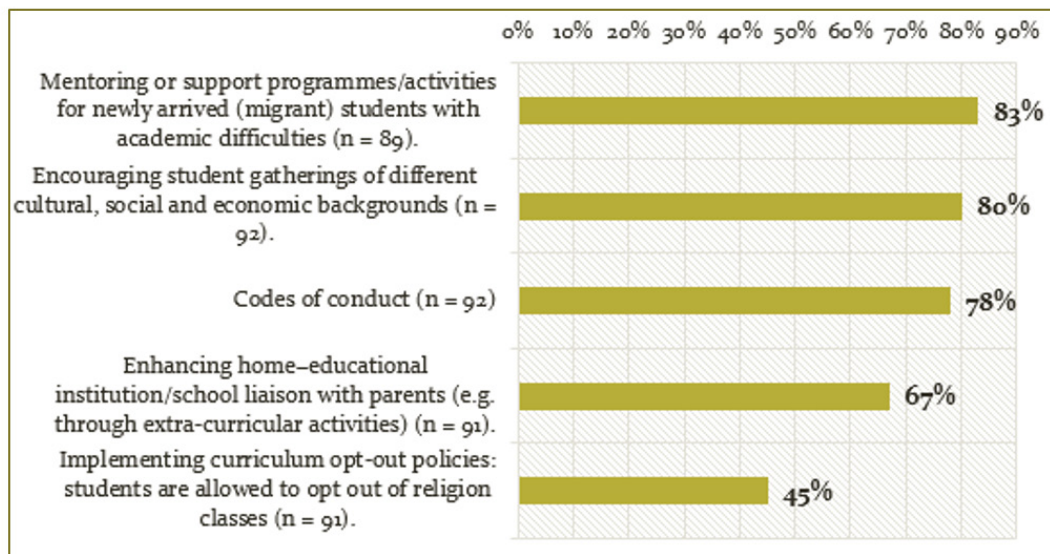


Figure 17: Approaches effective in promoting inclusion of students from various backgrounds and preventing discrimination



4.7.3. MATCHING CHALLENGES AND GOOD/INNOVATIVE PRACTICES

CHALLENGES RELATED TO (INCLUSIVE) EDUCATION TO PREVENT RADICALISATION

These challenges are reported by respondents and complemented by information from the literature review:

1. **Required knowledge and skills of teachers to foster social cohesion and build resilience** through trust, democratic education and learning to think critically.
2. **Required knowledge and skills of teachers, other education personnel, and school leaders on how to deal with difficult situations.**
3. **Framing the subjects of radicalisation and extremism** in such a way **that it helps students to explore their own values and opinions**, while getting a better understanding of the underlying narratives of extreme ideologies.

PRACTICES AND RECOMMENDATIONS TO OVERCOME OR TACKLE THE CHALLENGES IDENTIFIED

The challenges are mainly related to the knowledge and skills necessary for teachers, school leaders, and other educational professionals to deal with the prevention of radicalisation and extremism through education. These challenges and the responses to overcome them overlap with the ones mentioned in previous chapters. However, in addition to enhancing students' critical thinking skills, strengthening well-designed inclusive education policies and procedures tailored to individual learners' needs is also seen as key to building community resilience against extremism. A curriculum that makes space for actively engaging students in the learning and teaching process and making them take responsibilities, may not only increase the quality of education, but also create a sense of investment in their future that could help build resilience against extremism.

Some examples of how education can contribute towards preventing extremism and address "push and pull factors" are:

- **Curriculum:** curricula should encourage multiple viewpoints and develop critical thinking skills (table 7 and table 19 – Annex 3). Education should support each child as an individual with opinions, needs, and aspirations.
- **Teachers, school leaders and educational institutions:** respondents propose a series of interventions to support teachers and other education personnel in dealing with difficult situations in the classroom, e.g. teacher training to handle controversial issues in educational settings, exchange of good practices, opportunities for teaching staff to express their concerns, but also having a clear framework setting out responsibilities of those involved (table 14 – Annex 3).

- **Safe Places:** schools should be safe places to discuss differing opinions, and safe environments to learn new ideas and skills (table 15 – Annex 3). The [EUROPE Erasmus+ project](#)¹⁵⁰ (2017-2018) (Ensuring Unity and Respect as Outcomes for the People of Europe) is implemented in schools in **Portugal, Sweden** and the **Netherlands** and aims to foster social inclusion, tolerance and other factors that prevent violence in schools (Annex 4). In the Netherlands, the secondary education Vocational Education and Training (VET) Council has established a national [Platform for Integral Safety](#)¹⁵¹. The Integral Safety Network supports VET schools in the development and implementation of safety policy. The VET Council monitors the safety in VET schools via the Platform. This Platform fits in the approach to safety in the VET sector in the Netherlands, i.e. adherence to various legal provisions and requirements when designing safety policy and in addition to the legal basis, the VET sector has four pillars along which the schools themselves develop tailor-made safety policies:
 - Pillar 1: Safe learning and working environment: The primary responsibility of a school is to create a safe learning and working environment.
 - Pillar 2: Security in curriculum: The second pillar focuses on the qualifying function of education. This means that MBO educates its students on social and social aspects such as diversity, discrimination, respect, etc. These aspects are mainly reflected in citizenship education and vital citizenship.
 - Pillar 3: Safety in the event of an incident: A safe school has a clear 'crisis chain' in which everyone knows what to do in the event of an emergency or crisis. But also how escalation can be prevented and how the consequences can be controlled or limited. This "crisis chain" provides clarity in the distribution of tasks, responsibilities, powers and lines of communication within and between the operational and administrative crisis teams.
 - Pillar 4: Secure infrastructure: A secure infrastructure naturally contributes to a sense of safety at school. This so-called "physical safety" includes fire safety, road safety, user safety and health and safety at work. But in addition, physical safety also relates to the safety organization of a school in a broad sense. (Annex 4)

In VBE, a manifest 'Attitude counts' ([Haltung zählt](#))¹⁵² was developed in the land of Bavaria, which is part of an ongoing campaign against hatred and violence in educational settings (Annex 4).

Under the title "[Extreme Dialogue](#)"¹⁵³, the Institute for Strategic Dialogue (ISD) has created a series of interactive educational resources and videos to provide young people with the tools they need to challenge extremism in all its forms, by countering narratives to extremist propaganda available on the Internet and social media platforms (Annex 4). The resources centre contains testimonies of real people whose lives have been profoundly impacted by extremist propaganda. The resources aim to build critical thinking and media literacy skills to ultimately strengthen resilience against violent extremist narratives, including those that draw on anti-Semitic stereotypes.

- **Engaging with the local community and building partnerships:** education can play a role in fostering relationships between people and their communities to ensure a safe, collaborative and constructive environment. Engaging influential actors (teachers, families,

students and local community actors and leaders, civil society organisations) is essential to ensure the sustainability of efforts and continuity during and after school hours (table 9 and table 11 – Annex 3). Building effective partnerships to support practitioners inside the school system in addressing issues such as faith, culture and radical political thought is a clear path to developing resilience to the divisive narratives put forward by extremist groups. Educational institutions could also use their infrastructure after hours to reach out to students' families with programmes and activities. Space could also be used to support community activities and bring the community into the school environment (town meetings) (Fink, et al, 2013)¹⁵⁴.

- **Access:** access to education should be universal. Socioeconomic status should not be a barrier to a quality education, nor should gender, ethnicity, migratory status, or language.
- **Supporting policy frameworks:** a supporting policy framework is necessary to provide guidance and direction for government and school authorities to create a shared vision. Such a policy framework should be enabling and create a roadmap with directions and principles reflecting the values of inclusive education (table 11 and table 14 – Annex 3).

In **Cyprus**, a four-year National Strategy for the Prevention and Combating of Violence in schools was designed by the Ministry of Education and Culture and approved by the Council of Ministers in January 2018. This Strategy is based on the UN Convention of the Rights of the Child and contains legal, administrative, social and educational measures to address the needs of vulnerable groups of children. Furthermore, the Ministry of Education and Culture, developed a [Code of Conduct against Racism and a Guide for Managing and Reporting Racist Incidents](#)¹⁵⁵. The Pedagogical Institute has conducted several actions for the support of teachers and schools implementing the anti-racist policy and around 1000 teachers from all levels of education participated in these actions. At the same time, the anti-racist policy website is continually updated with information on the implementation, supporting material and answers to frequently asked questions (Annex 4).

In the final report, from the European Commission [High-level Commission Expert Group on Radicalisation \(2018\)](#),¹⁵⁶ education is considered to be a cornerstone for effective prevention of radicalisation. Teachers (as well as youth workers and other education personnel) play a crucial role in fostering social inclusion, promoting common democratic values and managing controversial issues. Specific recommendations are put forward:

- **For Member States to raise awareness among the education community**, and in particular aspiring teachers and school leaders to help them to prevent radicalisation through information campaigns or other channels as well as trainings.
- For the **Commission to map and improve access of first line responders** (e.g. social and youth workers, (mental) health care practitioners and education professionals) dealing with those young people who may be potentially vulnerable to becoming radicalised, to existing EU practices or results of EU funded projects in the area of education and social inclusion.
- For the **Commission and Member States to promote the opportunities offered by existing platforms** (such as eTwinning) to support fundamental values, democracy and citizenship and help develop critical thinking, as well as to develop the awareness of teachers and

their ability to address in the best possible way the signs of radicalisation.

- For **Member States to increase awareness and skills among youth workers and other professionals** working with children and young people in non-formal learning settings.
- For the **Commission and the Member States to encourage initiatives in the field of culture** to strengthen resilience against or help countering radicalisation.

5. CONCLUSIONS AND RECOMMENDATIONS (PROPOSED MATCHES BETWEEN CHALLENGES AND INNOVATIVE PRACTICES)

The CONVINCe project (2018–2020) aims at providing teachers and other education personnel, education employers, school leaders, and the whole school community with tools and methods to better deal with democratic citizenship related issues, human rights and universal values, both in the classroom and in extra-curricular activities. A combination of activities - awareness raising (leaflet and poster), research, advocacy (joint statements) and training (workshops and MOOC) will provide support for promoting democratic citizenship and the universal values of freedom, tolerance and non-discrimination through education. 91 professional organisations (members of ETUCE, EFEE and ESHA), represented by 107 respondents expressed their opinions in a survey related to civic education, teaching in diverse learning settings, teaching controversial and sensitive issues, inclusive education to prevent radicalisation and extremism and leadership and the whole school approach.

Universal values comprise values of freedom, tolerance, equality, solidarity, respect for human dignity and democracy and are currently taught in various ways in educational settings: i.e. embedded in specific value-oriented subjects (e.g. citizenship education or human rights education), included in related subjects (e.g. history) or transversally addressed across the curriculum. Approaches vary according to the specificities in regional programs, different organising authorities, the level of education, between individual schools or even between teachers.

The research confirms that the various components of the education system (e.g. school policy, curriculum, partnerships) interlink and truly function as a 'system': the constituent parts interrelate and changes in one part lead to changes in the other parts. This calls for a 'whole school approach' to bring about sustainable and systemic changes in educational settings with a view to achieve inclusive and equitable quality education for all.

The conclusions of the research presented in the following paragraphs are also recommendations. These recommendations include the practices presented by respondents to handle the challenges identified and are a mixture of 'emerging', 'promising' and 'good' practices that contribute to providing teachers, school leaders, other education personnel, and education institutions with tools and methods to better deal with citizenship related issues both in the classroom and in extra-curricular activities.

Citizenship education aims at fostering the harmonious co-existence and mutually beneficial development of individuals and of the communities they are part of. It supports students in becoming informed, active and responsible citizens who are willing and able to take responsibility for themselves and for the communities in which they live (based on [EURYDICE study of 2017](#) on Citizenship Education at School in Europe). Inclusive education is based on the understanding that education is a human right and that “*every learner matters and matters equally*” (UNESCO, 2017, p. 12)¹⁵⁷. Inclusive education and citizenship education are inextricably linked through their concerns for human rights and social justice.

To effectively foster inclusive education, including citizenship education and fostering universal values, the following points need to be carefully examined:

- **Supporting policy frameworks** should exist, delineating the responsibilities of leadership and staff in educational settings on key issues such as digital citizenship and safety, on who is in charge of communicating with parents/carers and other actors involved to ensure trust and respect. Inclusion and equity are considered to be core principles to guide educational policies and plans. In various countries, education authorities developed online guidance to address citizenship education in schools. This ranges from a general portal gathering information and news about education as a whole, including citizenship education, to dedicated web portals on citizenship education. Some countries developed top-level **strategies on citizenship education** (e.g. the National Strategy for Citizenship Education, launched in 2017 in Portugal and the Citizenship Education Decrees in the French Speaking Community in Belgium, as of September 2016 for primary education and as of September 2017 for secondary education) or action plans (e.g. inter-institutional action plan for civic and national education in Lithuania (2016-2020), the Curriculum for Excellence in Scotland-UK, since 2010 and action plans in Norway against antisemitism (2016-2020), against hate speech (since 2016) and against radicalisation and extremism (since 2014). These supportive policy frameworks need to be accompanied by **adequate resources** (time, staff, financial, technical) in order to be effective and need to encompass all levels. Support is necessary from education employers to school leaders, teachers and other education personnel, as well support from school leaders to teachers and other education personnel. **Full commitment of all stakeholders**, including education employers, school leaders, and teachers, in taking up responsibilities is necessary in order to face the challenges identified.
- Supportive policy frameworks for democratic citizenship and inclusion in education need to be developed on the basis of **social dialogue** with the education social partners. In general, there is a strong demand for cooperation between various stakeholders and shared governance. In this context, the involvement of teachers in all education-related issues at policy and practice level seems to be crucial.
- To **narrow down implementation gaps**, evidence-based policy making is suggested with **robust assessment systems** in the areas of citizenship and inclusive education recommended as a possible strategy. This would identify the most effective practices to address the complex issue of implementation. The analysis shows that student assessment in the domain of citizenship education is not systematically addressed at the central education authority level across the countries covered. Where official guidelines on assessment in the classroom applying to citizenship education exist, these are in most cases a general framework for the whole assessment process, irrespective of the

subject. Yet, in some countries, assessment guidelines specific to citizenship education are provided.

- **Support to teachers** in the delivery of citizenship education, to handle diversity, controversial and sensitive issues in the classroom as well as digital citizenship should be available. **Based on the survey, it is clear that all respondents value training and professional development and view support to teachers and other education personnel as crucial for them to be able to perform in a diverse educational setting.** Establishing meaningful communication between teachers and students is essential to the teaching and learning process. However, this is often a challenge in a classroom with students from different geographical and cultural backgrounds. In various countries, educational authorities developed or supported **online guidance to address citizenship education in schools.** This ranges from an education portal gathering all information and news about education, including citizenship education (e.g. Belgium-Flanders, Denmark, Latvia, Turkey), to dedicated web portals on citizenship education (e.g. Estonia, Luxembourg, the Netherlands).

Supporting teachers in dealing with difficult situations in the classroom is assessed as crucial (95% of the respondents agree). To be effective, it needs to be combined with (1) an appropriate policy framework stipulating responsibility of senior management and staff on key issues such as behaviour, discipline, communication with parents/carers and external organisations and (2) opportunities for teachers to express their concerns, receive support from peers, and exchange on good practices. Teachers' initial and continuous professional development to better deal with controversial and sensitive issues, to create a positive and safe climate in and beyond the classroom, to raise awareness about diversity and to teach critical thinking are key, but still not sufficiently part of teacher training.

'Provide support to teachers and school leaders' is a demand that runs through the research as a common thread and revolves around the **'how to'** question, e.g. how to teach critical thinking, how to create a safe learning environment in the classroom, etc. Education employers play a key role in enhancing the professional profile of teachers, trainers and school leaders by supporting their participation in continuous professional development and providing a wide offer of high quality, relevant and free of charge opportunities of initial and continuous professional development.

- **A stronger involvement and networking of teachers, school leaders, and other education personnel, parents and learners within the school life** ('whole-school approach') supporting more democratic learning environments to allow learners to experience democracy and mutual respect ('democratic school culture') is considered by respondents as an effective approach in promoting inclusive education. At the same time, the majority of the respondents feel that training/counselling to improve cooperation between schools and parents/carers from various (cultural) backgrounds would be useful. Furthermore, working closely with parents/carers on issues relating to individual students' well-being is considered an effective strategy to support the more vulnerable students. Some respondents report that the process of engaging parents/carers and the community is only starting, but that it is a crucial development.

While academics widely agree that **implementation of citizenship education is likely to be more successful if a whole school approach is embraced**, there is a need for additional research to fully evidence the positive outcomes (Van Driel et al., 2016)¹⁵⁸.

- A **democratic school culture** values diversity allows space for debate on controversial issues and relies on the **active participation of students and teachers**. Some examples were reported in the survey of the meaningful participation of students and teachers in school-related processes. Yet, in many countries, children's participation is instituted within schools through formal mechanisms, such as school councils, communities and cooperatives (ECORYS, 2015)¹⁵⁹.

Training to empower teachers to manage differences and diversity in classrooms is considered by respondents to the CONVINC survey as an effective way to value diversity. Establishing clear policies and programmes to address and prevent discrimination and exclusion, and **student-centred and participatory learning approaches** are also highlighted as effective. To prepare discussions on controversial issues in the classroom, anticipating challenges and opportunities for discussions (e.g. by reviewing information and research material beforehand), or talking to colleagues and to members of the local community about how to approach the specific subject are considered the most suitable approaches according to the respondents.

Various teaching styles are identified to guide discussions on controversial issues. Mainly the **'balanced approach'** where the teacher presents students with a wide range of alternative views on an issue, and an approach where the teacher him/herself decides the method depending on the educational context are considered most effective. Since controversial issues are highly contextual, there is no guarantee that a strategy which works in one setting will necessarily work in another. Respondents emphasise the importance of the educational setting and circumstances in which the discussion takes place to determine the approach.

- **School leadership:** school leaders play a key role in creating an enabling learning environment. Committed leadership is a key factor of the whole school approach and a challenge at the same time. Therefore, the school leadership should be supported with adequate resources, including professional development. Distributive leadership needs to be accompanied by the development of leadership capacity of the school staff.
- **Curriculum content and pedagogical approaches:** In a genuinely supportive learning environment, every student feels valued, included, and empowered. Building consistency in teaching democratic citizenship requires a concrete focus on setting appropriate objectives for learning, developing differentiated and inclusive materials and adopting a wider range of pedagogical approaches, which need to be innovative but at the same time relevant to all pupils while responding effectively to their individualised needs. To build consistency in teaching citizenship education, respondents indicate that team teaching (45%), and joint planning (45%) as well as peer observation (43%) and 'stage partners' (40% of the respondents) are used for that purpose. The latter is a set up where a new teacher is supported by a more experienced colleague.
- Knowledge, skills and attitudes necessary to become an active citizen are not only taught in the class-room and therefore, relevant policy frameworks should link curricular and **extra-curricular activities**. The most popular extra-curricular activities are excursions or cultural trips, art or sport related activities and student councils. A specific challenge formulated is the organisation of these extra-curricular activities which often depend on the personal engagement of school leaders and teachers. When workloads of teachers are

already an issue (see e.g. IBF (2013))¹⁶⁰ extra-curricular activities add to this workload. Yet, extra-curricular activities have benefits for the socio-emotional development of children as well as for their school achievements (Metsäpelto and Pulkkinen, 2015)¹⁶¹. Yet, all groups of students are not equal in their access to extra-curricular activities: participation in extra-curricular activities can in turn contribute to reinforcing social inequalities in school achievement (Coulangeon, 2018)¹⁶².

- **Establishing meaningful communication between teachers and students** is crucial in the teaching and learning process. However, this is often a challenge in a classroom with students from different geographical and cultural backgrounds on top of overcrowded classes and shortage of teachers. Support is viewed as very important, e.g. professional didactic materials as well as teacher training programmes aimed at providing students support both in their mother tongue and in the host country's language, i.e. through intercultural assistants.
- **Critical thinking** and understanding developing critical and analytical thinking are viewed as essential for children and young people to thrive in a digital world and are considered to be key in relation to citizenship education and digital citizenship. Critical thinking and understanding involves accessing, analysing and synthesizing information, and can be taught, practised and mastered (P21, 2007¹⁶³; Redecker et al., 2011¹⁶⁴). Critical thinking also draws on other skills such as communication, information literacy and the ability to examine, analyse, interpret and evaluate evidence. Recent studies suggest that many secondary and university students lack the necessary competencies to navigate and select relevant sources from the overabundance of available information (Windham, cited in McLoughlin and Lee, 2008¹⁶⁵). Essential digital literacy and critical thinking skills are required to locate quality sources and assess them for objectivity, reliability and currency (Katz and Macklin, cited in McLoughlin and Lee, 2008) (Scott, 2015)¹⁶⁶. Yet, critical thinking does not feature very prominently in educational curricula across educational levels in schools in Europe (EURYDICE, 2017, p51)¹⁶⁷.
- **Digital citizenship:** supporting children and young people to participate safely, effectively, critically and responsibly in a world with social media and digital technologies has emerged as a priority for educators all over the world. The notion of digital citizenship currently encompasses a range of competences that harness the benefits and opportunities the online world affords while building resilience to potential harms. The [Digital Citizenship Education Project](#)¹⁶⁸ of the Council of Europe is only one initiative aiming at empowering children through the acquisition of competences for learning and active participation in a digital society. **E-safety** or the safe and responsible use of technologies, is considered to be a major challenge by respondents of the survey. "*Children are learning to navigate the world*"¹⁶⁹ is a phrase explaining the digital challenge and summarises the vulnerability of children: they have easy access to various internet sources and they are themselves easily accessible through Internet. In their enthusiasm and trusting nature, they might lack caution and the ability to discern when they may be at risk. Different initiatives have been taken at European and international level to approach digital citizenship and e-safety, e.g. the European Strategy for a Better Internet for Children, launched by the European Commission in 2012, providing a set of complementary measures (funding, coordination), such as the [Safer Internet Centers](#)¹⁷⁰ to raise awareness and foster digital literacy among minors, parents/carers and teachers, and the [Safer Internet Days](#)¹⁷¹. The recently published [Digital citizenship education handbook - Being Child in the Age of Technology](#)¹⁷²

(Council of Europe, 2019) offers information, tools and good practices to support the development of competences and critical understanding necessary to confront with the challenges posed by the digital technologies and Internet.

The various options proposed to the respondents as possible approaches for fostering the ability to reflect and think critically in view to confront (mis) information on the Internet are considered very effective/effective by a majority of respondents, i.e. discussions in the classroom on the use of ICT, sharing the process of problem solving by presenting and reacting to misinformation found in the (social) media as well as developing classes using ICT and social media in which students can ask and answer real life questions in an open discussion.

- **Extremism and the underlying forces of radicalisation** are among the most pervasive challenges of our time. Young people in particular are vulnerable to the messages of extremist organisations. Respondents to the survey recommend a mixture of curricular and extra-curricular activities to prevent radicalisation and extremism amongst students, e.g. joint work of student from diverse backgrounds in the classroom, promotion of local youth, sport or cultural organisations, visiting exhibitions and discuss relevant societal issues, as well as inviting recognised figures from different communities to talk about their work in the classroom.

The CONVINC research shows that initiatives have been taken to provide teachers, school leaders and the educational community as a whole 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. These tools and methods which vary from 'projects' (emerging and promising practices) to legal frameworks for inclusive education and promoting citizenship. Complementary research would be valuable to further analyse the good examples and practices in their local context and to further analysis transfer potential of the current practices.

ENDNOTES

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- 2 <https://www.un.org/sustainabledevelopment/education/>
- 3 https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en
- 4 As well as [UNESCO Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy \(1995\)](#); [the 2030 Education Agenda](#), [the EU Skills Agenda](#), the [Recommendation CM/Rec\(2010\)7 on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education](#); [European Commission Communication Strengthening European Identity through Education and Culture - The European Commission's contribution to the Leaders' meeting in Gothenburg, 17 November 2017](#), the [Council Recommendation on Key Competences for Lifelong Learning \(2006\)](#), the [Council Recommendation on Common values, Inclusive Education, and the European Dimension of Teaching \(2018\)](#) and [Council Conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training \('ET 2020'\)](#).
- 5 http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf
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- 19 https://eur-lex.europa.eu/resource.html?uri=cellar:2bf140bf-a3f8-4ab2-b506-fd71826e6da6.0023.02/DOC_1&format=PDF
- 20 http://www.europarl.europa.eu/charter/pdf/text_en.pdf
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- 39 <https://idecide-project.eu/index.php/en/about>
- 40 <http://burgerschapindeschool.nl/onderwijsaanbod/leerlingenparticipatie-en-inspraak/uitgelicht>. Most of the tools and publications offered are in Dutch, however, some are in English as they result from European projects.
- 41 <http://www.g-o.be/actief-burgerschap/>
- 42 <http://www.youth-connect.ie/index.php/home/>
- 43 <http://www.entrevues.net>
- 44 <http://enseignement.be/index.php?page=27167&navi=4050>
- 45 <http://www.dge.mec.pt/estrategia-nacional-de-educacao-para-cidadania> and http://www.dge.mec.pt/sites/default/files/Projetos_Curriculares/Aprendizagens_Essenciais/estrategia_cidadania_original.pdf
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ANNEX 1: METHODOLOGY OF THE RESEARCH

1. DESK-RESEARCH INCLUDING LITERATURE REVIEW

For this desk research, an analysis of existing work done by the project partners as well the Council of Europe, European Commission, UNESCO, OECD, the European Higher Education Area (EHEA) and EURYDICE is complemented with an analysis of additional recent sources of information.

The desk-research includes:

- the **identification and analysis** of current **challenges** in relation to citizenship and human rights education,
- the **identification and analysis of innovative best practices** related to teaching approaches, techniques and methods on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education at national/regional/local level. As part of the methodology, the Erasmus+ database of projects what used: a search was done on the 'Support Policy Reform Projects' from 2014 onwards based on the words: 'multicultural[.];', 'whole school', 'e-safety', 'school leadership', 'controversial', 'sensitive', 'inclusive education'. So far, the Erasmus+ programme has funded over 1200 transnational projects on citizenship education, inclusive education, intercultural understanding or critical thinking and media literacy (HLCEG-R, 2018).
- the **analysis of the two above** in view of preliminarily selecting potential matches.

This desk-research included a review of more than 200 references, whereby the focus was on material published in the European region.

2. MAPPING THROUGH AN ONLINE SURVEY

An online survey was conducted, using Survey Monkey. The following steps are involved in this mapping exercise:

- **Delineating the aim of the online survey and agree on questions for the different target groups.** During the AG meeting in May 2018, the outline of the online survey was discussed with the project partners. A first version of the questionnaire was sent to the project partners. It was agreed to use one single questionnaire addressing the different target groups, i.e. trade unions, education employers and school leaders at national/regional level, teachers. The final version of the questionnaire was agreed with the AG.
- **A test** was carried out with a limited number of potential respondents to verify the questionnaire functionality.
- **Sending out the survey** via a web-link as response collector, i.e. the contact persons received a web-link via ETUCE, ESHA or ETUCE and were invited to complete the questionnaire. Members could complete the questionnaire in English, French or Russian.
- **Collecting the responses via Survey Monkey** in the period of July 2018 – March 2019. For this report, the data are used gathered until the 1st of April 2019.
- **In-depth analysis of the survey responses**, in view of complementing the results of the desk research deepening the understanding of the current challenges and how innovative practices could provide adequate responses.

3. PROFILE OF THE RESPONDENTS TO THE ONLINE SURVEY

Members of ETUCE, EFEE and ESHA were invited to complete the questionnaire.

The European Trade Union Committee for Education (ETUCE) represents 132 Education Trade Unions and 11 million teachers at all levels of education (early childhood education, primary education, secondary education, higher education, vocational education and training) in 50 countries of Europe. ETUCE is a Social Partner in education at EU level and a European Trade Union Federation within ETUC, the European Trade Union Confederation. ETUCE is the European Region of Education International, the global federation of education trade unions.

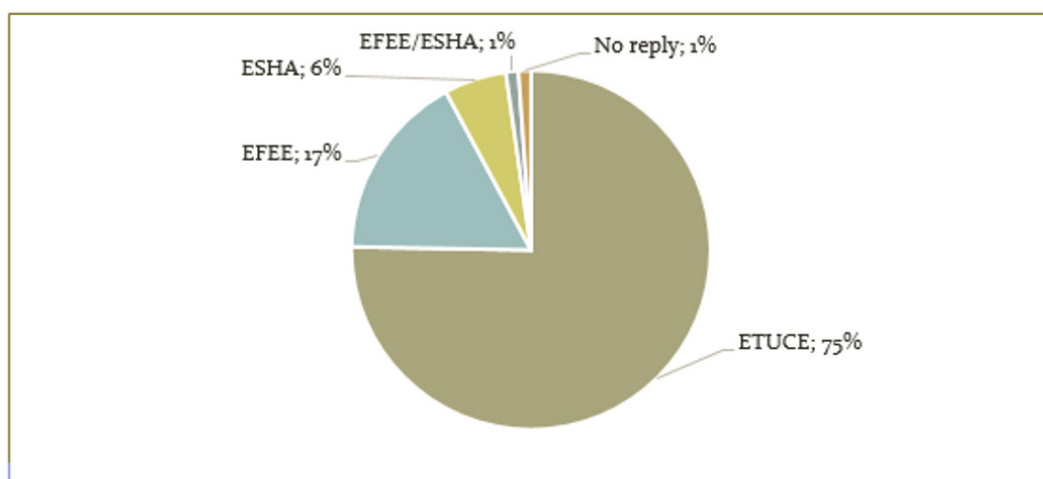
EFEE is the European Federation of Education Employers (EFEE) a dynamic organisation established in 2009 to represent the interests of employers in the strategic and highly diverse European education sector. EFEE represents all levels of education (by different national organisations (education councils, ministries, local and regional authority employers' organisations) currently representing 30 institutions from 19 European countries. EFEE's mission

is to improve the quality of teaching and school management through European cooperation and dialogue.

ESHA is the European School Heads Association, the leading network for European school heads. Members of ESHA are (35) national associations for school leaders and deputy school leaders within primary, secondary and vocational education. Nearly all European countries are represented within ESHA by one or more associations. The ESHA members represent more than 85,000 school leaders in Europe. The ESHA network is an international community where social inclusion, social behavior of children, acquisition of social and digital competences of pupils, ICT and digital education and emotional well-being are the most important focus points.

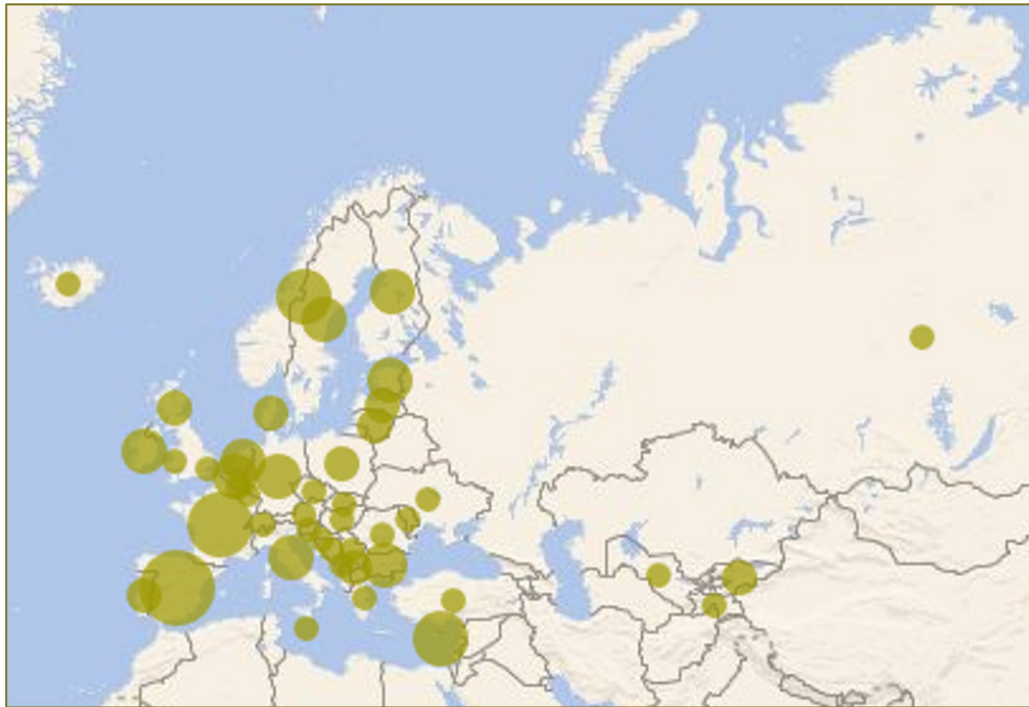
In total **on the 1st of April 2019, 107 completed questionnaire were sent back**, of which 71% by ETUCE members. The response rate for ETUCE members is 52%, for EFEE 57% and for ESHA 20%. The final overall response rate was 46% (at the level of participating organisations).

Figure A1: Composition of the group of respondents according to membership



Respondents come from 46 countries as presented in figure A2

Figure A2: Composition of the group of respondents according to geographical location



4. SUPPORT TO 'MATCH-MAKING EXERCISE'

The research team provided the Advisory Group of the CONVINCe project with a selection of challenges and best/innovative practices resulting from the analysis of the online survey findings complemented with a literature review, as a basis for discussion.

Furthermore, the research team supported the Advisory Group in pairing up identified and analysed challenges with good/innovative practices collected across different countries.

ANNEX 2: QUESTIONNAIRE OF THE ONLINE SURVEY

ONLINE SURVEY ON 'DEMOCRACY & CITIZENSHIP EDUCATION' – EU CONVINC PROJECT

Glossary EU CONVINC

Active Learning:

Active learning can be described as the process of 'learning by doing'. It is an educational process whereby the learner is an active partner in the learning process rather than a passive recipient of knowledge. Individuals or groups learn better when they are active participants in their own learning.

The teaching methods chosen, need to provide opportunities for the learner to think, do and reflect. By including all three dimensions active learning seeks to provide for the whole person. Active learning methods associated with EDC include brainstorming, role-play, debate, discussion, and project work. *(Council of Europe, 2003 – Education for Democratic Citizenship, p14)*

Curriculum Development:

Curriculum development can be viewed as the process through which the questions 'What do we want the learner to learn?' and 'How do we support learning?' translate into actual processes and practices, undertaken by all educators with learners.

Whether within a classroom, adult learning institute or national curriculum council, curriculum development includes a willingness to engage in creating learning frameworks that meet the needs of learners. *(Council of Europe, 2003 – Education for Democratic Citizenship, p15)*

Democratic school culture:

A democratic school culture includes meaningful participation of teachers and learners in school decision-making processes and in school evaluation and improvement processes. An example would be the school union representatives or student councils. While all learners need to

be supported so that they can actively participate in school life, a proactive focus on engaging marginalised pupils and ensuring their voices are heard has been found to be essential. (*European Commission, (2017), Communication on school development and excellent teaching for a great start in life, p20 and Downes, P., et al, (2016).*)

Digital citizenship

The competent and positive engagement with digital technologies (creating, working, sharing, socializing, investigating, playing, communicating and learning); participating actively and responsibly (values, skills, attitudes, knowledge) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural); being involved in a double process of lifelong learning (in formal, informal and non-formal settings) and continuously defending human dignity (*Council of Europe, <https://www.coe.int/en/web/digital-citizenship-education/digital-citizenship-and-digital-citizenship-education>*).

Diversity:

Diversity implies moving beyond the idea of tolerance to a genuine respect for and appreciation for difference. It is central to the idea of pluralism and multi-culturalism and therefore is a cornerstone of Education for Democratic Citizenship (EDC). EDC therefore must include opportunities to examine perceptions, challenge bias and stereotyping. It must also aim to ensure that difference is celebrated and embraced within the local, national, regional and international community. (*Council of Europe, 2003 – Education for Democratic Citizenship, p10*)

Education for Democratic Citizenship (EDC):

EDC is a set of practices and activities developed as a bottom up approach, which seeks to help pupils, young people and adults participate actively, and responsibly in the decision-making processes in their communities. Participation is key to the promotion and strengthening of a democratic culture based on awareness and commitment to shared fundamental values, such as human rights and freedoms, equality of difference and the rule of law. It focuses on providing life-long opportunities for acquiring, applying and disseminating knowledge, values and skills linked to democratic principles and procedures in a broad range of formal and non-formal teaching and learning environments. (*Council of Europe, 2003 – Education for Democratic Citizenship, p10-11*)

Equality:

Equality as a 'concept' recognises that everyone, regardless of age, sex, gender, religion, ethnic origin etc. is entitled to the same rights. (*Council of Europe, 2003 – Education for Democratic Citizenship, p11*)

E-safety:

It means ensuring that teachers and students are protected from harm and supported to achieve the maximum benefit from new and developing technologies (internet and other which ways to communicate using electronic media, like e.g. mobile phones) without risk to themselves or others. (*based on: [85](https://www2.merton.gov.uk/health-</i></p>
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social-care/children-family-health-social-care/safeguardingchildren/lscb/e-safety.htm)

EU common values:

The European Union's fundamental values are respect for human dignity and human rights, freedom, democracy, equality and the rule of law. (<http://europarlamenti.info/en/values-and-objectives/values/>).

Human Rights:

The European Union views all human rights as universal, indivisible and interdependent. It actively promotes and defends them both within its borders and when engaging in relations with non-EU countries. The EU's human rights and democracy policy encompasses civil, political, economic, social and cultural rights. The EU is adamant about protecting the universal nature of human rights when this is questioned on grounds of cultural or political differences. The EU furthermore believes that democracy is the only political system which can fully realize all human rights. (*European Union External Action*, https://eeas.europa.eu/topics/human-rights-democracy/414/human-rights-democracy_en)

Inclusive education:

Inclusive education aims to promote citizenship and the common values of human rights, freedom, tolerance and non-discrimination through education. It builds on innovative approaches and practices developed for the education of people with disabilities to design effective and equitable education systems for all learners in a lifelong perspective covering all aspects of education. [...] it is seen as a response to increasingly complex and diverse societies. It treats diversity as an asset which helps prepare individuals for life and active citizenship in increasingly complex, demanding, multicultural and integrated societies. (*Soriano, V., Watkins, A., & S. Ebersold, (2017), Inclusive education for learners with disabilities. Study by the European Agency for Special Needs and Inclusive Education for the European Parliament, Policy Department C, Brussels*, [http://www.europarl.europa.eu/RegData/etudes/STUD/2017/596807/IPOL_STU\(2017\)596807_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2017/596807/IPOL_STU(2017)596807_EN.pdf))

Multiculturalism and intercultural dialogue:

Intercultural dialogue is, essentially, the exchange of views and opinions between different cultures. Intercultural dialogue seeks to establish linkages and common ground between different cultures, communities, and people, promoting understanding and interaction. In multiculturalism, the focus is on the preservation of separate cultures (https://ec.europa.eu/culture/policy/strategic-framework/intercultural-dialogue_en), whereas the terms cultural diversity and multiculturality denote the empirical fact that different cultures exist and may interact within a given space and social organisation. (https://www.coe.int/t/dg4/intercultural/whitepaper_interculturaldialogue_2_EN.asp#P123_31022). The Resolution on Cultural Diversity of Education International reaffirms that cultural rights are fundamental human rights. (<https://ei-ie.org/en/detail/14680/resolution-on-cultural-diversity>) "Multiculturalism as a political philosophy involves ideologies and policies which vary widely, ranging from the advocacy of equal respect to the various cultures in a society, to policies of promoting the maintenance of cultural diversity, to policies in which people of various ethnic and religious groups are addressed by the authorities as defined by the group to which they belong". (<https://en.wikipedia.org/wiki/Multiculturalism>)

The Paris Declaration of 2015:

http://ec.europa.eu/dgs/education_culture/repository/education/news/2015/documents/citizenship-education-declaration_en.pdf

The Paris Declaration of March 2015 promotes citizenship and the common values of freedom, tolerance and non-discrimination through education. The Ministers responsible for education and the Commissioner for education, culture, youth and sport agreed through this Declaration to strengthen actions in the field of education at European, national, regional and local level. While the responsibility for education systems and their content rests with the Member States, EU-level cooperation in this field will be instrumental in addressing the common challenges Europe is facing. There is an urgent need to cooperate and coordinate, to exchange experiences, and to ensure that the best ideas and practices can be shared throughout the EU with a view to:

1. Ensuring that children and young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship.
2. Enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to all forms of discrimination and indoctrination;
3. Fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs;
4. Promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders.

Participation:

Participation is concerned with ensuring that each individual can take her/his place in society and contribute to its development at whatever level it may be. Participation is a crucial element in democratic stability with the involvement of individuals in public decision-making processes, one of the basic rights of each person. *(Council of Europe, 2003 – Education for Democratic Citizenship, p19)*

Social dialogue:

European social dialogue refers to discussions, consultations, negotiations and joint actions involving organisations representing the two sides of industry (employers and workers). It takes two main forms:

- a tripartite dialogue involving the public authorities,
- a bipartite dialogue between the European employers and trade union organisations. This takes place at cross-industry level and within sectoral social dialogue committees.

(EC, DG Employment, Social Affairs and Inclusion - <http://ec.europa.eu/social/main.jsp?catId=329&langId=en>)

The European Sectoral Social Dialogue Committee in Education (ESSDE) was launched on 11 June 2010 by the European social partners in education; the European Trade Union Committee

for Education (ETUCE) and the European Federation of Education Employers (EFEE). Social dialogue in this sector covers:

- early childhood education
- primary and secondary education
- vocational education and training
- higher education and research
- teaching, management and administrative staff.

(CSEE-ETUCE website: <https://www.csee-etu.org/en/social-dialogue/29-european-sectoral-social-dialogue-in-education-essde> and EC, DG Employment, Social Affairs and Inclusion - <http://ec.europa.eu/social/main.jsp?catId=480&langId=en&intPagelId=1822>)

Teaching controversial issues:

Controversial issues are Issues which arouse strong feelings and divide communities and society. It can be useful to distinguish two types of controversial issues:

- long-standing issues such as the sectarian divisions and tensions between differing groups in a number of European countries, and
- recent issues, such as the growing concern about religious extremism, violence and the indoctrination and radicalization of young Europeans or the rise of cyber-bullying and on-line identity theft.

Both types offer similar challenges to teachers, but with differing emphases. With long-standing issues the challenge for teachers is how to come afresh to the issue and find something new to say, while avoiding further alienating particular groups or individuals. With very recent issues the challenge is how to respond to spontaneous discussion by students, how to find reliable information on the topic and the position the teacher should take on it. (*Council of Europe, Living with Controversy, p13-14*)

Violent radicalisation or extremism:

"Violent radicalisation" is the phenomenon of people embracing opinions, views and ideas which could lead to acts of terrorism. (*European Commission, (2005), Terrorist recruitment: addressing the factors contributing to violent radicalisation, p2*).

Radicalisation is a dynamic process cutting across social and demographic strata. (<http://www.europarl.europa.eu/EPRS/EPRS-briefing-551342-Religious-fundamentalism-and-radicalisation-FINAL.pdf>)

Extremism is generally understood as constituting views that are far from those of the majority of the population. Extremist views are not necessarily illegal and do not automatically lead to violence or harm; indeed those who chose to observe extreme practices with no impact on the civil liberties of fellow citizens are rightly protected under fundamental freedoms and human rights norms. (*European Commission, (2015), Strive for development: Strengthening resilience to violence and extremism, p5*)

Whole school approach

A 'whole school approach' is an ecological way of viewing a school. The school is seen as a multidimensional and interactive system that can learn and change; an open learning hub which provides support to its neighbourhood and receives support from the community.

(European Commission, 2015 – *A whole school approach to tackling early school leaving*, p8)

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- CSEE-ETUCE website: <https://www.csee-etuce.org/en/social-dialogue/29-european-sectoral-social-dialogue-in-education-essde> and EC, DG Employment, Social Affairs and Inclusion - <http://ec.europa.eu/social/main.jsp?catId=480&langId=en&intPageId=1822>)
- <https://www2.merton.gov.uk/health-social-care/children-family-health-social-care/>

safeguardingchildren/lscb/e-safety.htm

- <http://europarlamentti.info/en/values-and-objectives/values/>
- <http://www.europarl.europa.eu/EPRS/EPRS-briefing-551342-Religious-fundamentalism-and-radicalisation-FINAL.pdf>
- https://ec.europa.eu/culture/policy/strategic-framework/intercultural-dialogue_en
- European Union External Action, https://eeas.europa.eu/topics/human-rights-democracy/414/human-rights-democracy_en
- <https://www.coe.int/en/web/digital-citizenship-education/digital-citizenship-and-digital-citizenship-education>).
- https://www.coe.int/t/dg4/intercultural/whitepaper_interculturaldialogue_2_EN.asp#P123_31022.
- <https://ei-ie.org/en/detail/14680/resolution-on-cultural-diversity>
- <https://en.wikipedia.org/wiki/Multiculturalism>

1). By ticking the 'yes, I agree' box, you consent to participate in this survey, and you give permission to use the data that you have provided, for this research only.

Yes, I agree

2) Name
3) Organisation
4) Email address
5) Type of organisation	National authority
<i>Please tick the appropriate box</i>	Regional authority
	Local authority
	Early childhood education
	Primary education
	Secondary education
	Vocational education and training
	Higher education and research
	Other
6) Member of ...	ETUCE
	EFEE
	ESHA
	Other, please specify name and type of your organisation
7) Your position/function in the organisation
8) Region and country where your organisation is based

A. INTRODUCTION: CONCEPT AND RELEVANCE OF CIVIC EDUCATION AND DEMOCRATIC SCHOOL CULTURE

9. The '[Paris Declaration of 2015](#)', agreed by all European ministries of Education, aims to promote Citizenship and Civic Education and common values of democracy, tolerance, freedom, intercultural dialogue, equality and non-discrimination. **In which form(s) are these values mainly embedded in educational settings your country?** (*More than 1 answer possible*)
- Embedded in specific value-oriented subjects, such as 'citizenship education', 'human rights' or similar.
 - Embedded in one related subject, i.e. other value-related subjects, for example in social studies, politics, history or philosophy.
 - Transversally embedded in all subjects, i.e. cross-curricular.
 - Extra-curricular activities developed with a purpose to promote these values as part of the school culture.
 - Other, please specify.

Please explain your answer and/or provide further examples from your national context.

10. According to your organisation, what are **effective approaches in promoting inclusive education and social inclusion** in an educational setting? (*Please rank in order of preference*)
- Collaborative pedagogical methods to support individual learning needs and equal opportunities.
 - Active participation of all the educational institute/school community members: teachers, parents, leaders of educational institutes/schools, students, families and local services.
 - A curriculum based on the national political ideas and traditions of your country.
 - Using authentic assessment approaches as opposed to approaches where learners are assessed by standardised examinations.
 - Spaces for dialogue and discussion on controversial issues.
 - Professional skill development of teachers in areas of cooperative learning, peer tutoring and adaptive curriculum.
 - Not applicable/I don't know.

h. Other, please specify.

Please explain your answer and/or provide further examples from your national context.

11. According to your organisation, what are **effective approaches in valuing diversity and fostering a school culture based on mutual respect and democratic values?** *(Please rank in order of preference)*

- a. Student-centred and participatory learning approaches.
- b. Avoid engaging in difficult, controversial or sensitive conversations.
- c. Teacher training to empower teachers to manage differences and multiculturalism.
- d. Cope with topics related to diversity in a balanced human rights approach.
- e. Provide a variety of positive role models reflecting the socio-cultural diversity of the student population.
- f. Establish clear policies, programmes and pedagogical practices to address and prevent discrimination, exclusion, violence and bullying.
- g. Not applicable/I don't know.
- h. Other, please specify.

Please explain your answer and/or provide further examples from your national context.

12. Are any of the following **extra-curricular activities** (as vehicles for transmitting common values and promoting social inclusion) encouraged, developed and/or organized in the educational institutions of your country? *(More than 1 answer possible)*

- a. Music, literary or other artistic contests or activities.
- b. Mock elections.
- c. Hearings.
- d. Student councils – Students' spokesperson.
- e. Letters to Members of national parliament/Parliamentary issues.
- f. Youth debates: e.g. roundtables or EU level debate simulations.
- g. Draft an educational institution/school constitution or regulation.
- h. Sportive events or activities.
- i. Celebration of memorials/political anniversaries.
- j. Excursions or cultural trips, incl. to other cities, museums, etc.

k. Not applicable/I don't know.

l. Other, please specify.

Please explain your answer and/or provide further examples from your national context.

13. According to your organisation national context and experiences, for which of the following given **challenges would your members like to receive training or counselling?** (yes/no) (Choose the answers that are relevant to your members – more than 1 answer possible).

a. Understanding what makes an issue controversial

b. How to (better) deal with controversial and sensitive issues

c. Establishing basic rules for discussion in the classroom

d. Creating a positive and safe climate in and beyond the classroom

e. Raising awareness of cultural, social and economic backgrounds in the classroom

f. Facilitating open-ended discussion and debate in the classroom

g. Promoting student involvement

h. Managing students' emotional responses

i. Assessing students' skills and competences in citizenship and civic education

j. Communicating and engaging with the rest of the teaching community, including non-formal actors such as families.

k. Increasing cooperation between educational institutions/schools and parents from various (cultural) backgrounds

l. Coping with (mis)information from information/media sources in the classroom and teaching critical thinking.

m. Not applicable/I don't know.

n. Other, please specify.

Please explain your answer and/or provide further examples from your national context.

B. TEACHING IN MULTICULTURAL LEARNING CONTEXTS IN FORMAL AND NON-FORMAL LEARNING

14. In your national context, are any of the following initiatives or actions currently set up to **promote diversity and multiculturalism in view of fostering social inclusion**? (*More than 1 answer possible*)
- Annual prize or award for diversity or similar
 - Organisation of a educational institution/school day/week for diversity, equality or similar
 - Nomination of an 'inclusive' teacher or 'inclusive tutor'
 - Inviting aid organisations to educational institutions or educational events.
 - Use of projects to promote embracing diversity and multiculturalism
 - The use of mediators, psychologists and educational institution/school assistants
 - The use of intercultural assistants, i.e. an educational professional who works in educational institutions/schools to help teachers, pupils and parents to collaborate in multicultural settings and to carry out intercultural projects
 - Not applicable/I don't know
 - Other, please specify

Please explain your answer and/or provide further examples from your national context.

15. Who is organising the initiatives or actions ticked in the previous question?

- Government
- Employer organisation
- Education Trade Union
- Private sector
- Other

16. With the view to promote safe and secure learning environments for all students, which of the following strategies would you consider effective in your national context **to support vulnerable students in difficult situations**? (*Please tick the appropriate box(es) – Scale will be used: very effective – effective – not very effective – not at all effective + I don't know option*)

- Having a clear policy framework on who does what in relation to areas such as anti-

bullying, e-safety and child protection.

- b. Professional training and development of teachers on how to handle emotional issues safely in the classroom.
- c. Formal guidelines on recognizing when a student's welfare might be at risk and how to respond, including in relation to indoctrination in extremist ideologies.
- d. Peer support – one-to-one support or mentoring for students by students trained for that purpose.
- e. Peer mediation – disputes between students resolved by trained student mediators.
- f. Designated safeguarding person – a person that students can turn to for emotional support and who is the first point of contact for students, parents, teaching and non-teaching staff and external agencies in all matters of child protection.
- g. Personal and social education – lessons on how to deal with different forms of peer pressure.
- h. Parental and community engagement – working closely with parents on issues relating to individual student well-being and also with community representatives, such as civic and religious leaders.
- i. Other, please specify.

Please explain your answer and/or provide further examples from your national context.

17. In your country, **which of the following practices that you know of, have been used to identify opportunities in curricula to teach democratic citizenship?** (Yes/no)

- a. Identify diversity naturally/spontaneously within a subject given, including clashes of values, conflicting opinions, multiple perspectives, etc.
- b. Use real-life issues and problem solving, incl. the resolution of educational institution/school related problems such as bullying
- c. Present cases from the European Court of Human Rights or similar institutions
- d. Teachers describe their own life experiences so as to provide opportunities for students to share their life experiences and exchange views and insights to face real-life situations.
- e. Small groups and whole-class work for self-expression and debate among students.
- f. Encouraging students to suggest their own ideas for discussion on possible topics, incl. follow-up on unsolicited suggestions where appropriate.
- g. Not applicable/I don't know
- h. Other, please specify

Please explain your answer and/or provide further examples from your national context.

18. According to your organisation, are the following training support actions effective in encouraging education personnel in your country to be more **confident in the provision of human rights education**? (Please tick the appropriate box(es) – Scale will be used: very effective – effective – not very effective – not at all effective + I don't know option)

- a. Professional didactic materials (e.g. manuals, codes of conduct, guidelines, etc.)
- b. Thematic roundtables involving teachers, heads of educational institutions/schools, education unions, employers and experts.
- c. Governmental bodies or organisations overseeing and advising on multicultural practices in schools
- d. Teacher training programmes for multilingual teachers, aimed at supporting both the use of the language of the host country along (migrant) students' mother tongue
- e. Not applicable/I don't know
- f. Other, please specify

Please explain your answer and/or provide further examples from your national context.

19. Which of the following strategies or approaches are used in educational institutions in your national context to **build consistency in teaching and learning democratic citizenship**? (More than 1 answer possible)

- a. Joint planning – where a controversial issue crosses subject boundary, teachers from the different subjects jointly plan the teaching of the issue
- b. Team teaching – where colleagues with different personal opinions on an issue share the teaching of the issue
- c. Peer observation – where experienced and less-experienced teachers observe each other teaching a lesson on the same issue
- d. 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
- e. 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
- f. Not applicable/I don't know
- g. Other, please specify

Please explain your answer and/or provide further examples from your national context.

C. TEACHING CONTROVERSIAL AND SENSITIVE ISSUES

20. According to your organisation expertise, how could **discussions on controversial issues in the classroom best be prepared?** (*More than 1 answer possible*)

- a. Anticipating challenges and opportunities for discussion, for example, by reviewing some information and research material beforehand.
- b. Visualizing one or several of students and imagining the conversation in practice before it happens.
- c. Inviting a professional specialized in mediation to offer support for highly sensitive discussions.
- d. Holding conversations with other education personnel in the educational institute/school and local community about how to approach the relevant subject.
- e. Inviting to the class people from more diverse backgrounds than the students and staff members.
- f. Not applicable/I don't know
- g. Other, please specify.

Please explain your answer and/or provide further examples from your national context.

21. According to your national context, which of the **following 'teaching styles' would be considered the most effective** when introducing and guiding a discussion in the classroom on controversial or sensitive issues? (*Please tick the appropriate box(es) – Scale will be used: very effective – effective – not very effective – not at all effective + I don't know option*) Reference used: Council of Europe, (2014), *Living with Controversy. Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights (EDC/HRE) Training Pack for Teachers*, p16

- a. The teacher does not express any personal views whatsoever but act only as a facilitator of the discussion ('neutral chairperson').
- b. The teacher presents students with a wide range of alternative views on an issue as persuasively as possible, without revealing her/his own view ('balanced approach').
- c. The teacher consciously takes up the opposite view to the one expressed by students to instigate the debate with a range of viewpoints and arguments ('devil's advocate').
- d. The teacher makes his/her own personal views known at some point of the exploration of an issue ('stated commitment').
- e. The teacher takes the side of a student or group of students adopting the role of 'ally' ('ally approach').

- f. The teacher promotes the official viewpoint of public authorities ('official line approach').
- g. Academic freedom: Depending on the leadership setting of the educational institute/school, educational context and teacher's opinion.
- h. Not applicable/I don't know
- i. Other, please specify.

Please explain your answer and/or provide further examples from your national context.

22. As a school leadership organisation/education employer/education trade union, which of the following approaches would your organisation consider the most effective **to support teaching staff in difficult situations in educational institutions/schools?** *(Please tick the appropriate box(es) – Scale will be used: very effective – effective – not very effective – not at all effective + I don't know option)*

- a. Having a clear policy framework setting out the responsibilities of senior management and staff on key issues such as behavior and discipline, communicating with parents and external organisations.
- b. Formal guidance – on teaching controversial issues, including tips on how to reconcile one's own values with the values of the curriculum.
- c. Teacher voice – opportunities for teaching staff to express their concerns, for example, staff meetings, working groups.
- d. Coaching – opportunities for personal and emotional support from experienced colleagues, including advice on how to tackle new and challenging issues.
- e. Teacher training – on handling controversial issues in educational institutions/schools.
- f. Exchange of good practice with other educational institutions/schools, to learn how staff approach difficult situations.
- g. Support materials – practical reference material that can be used in lessons, such as prompts on how to respond to inappropriate remarks or language.
- h. Staff induction – helping new staff prepare for problems they may encounter when tackling controversial issues for the first time.
- i. A controversial issues mentor - an experienced colleague who can support teachers individually.
- j. Paired lesson planning – working together with a colleague on the same controversial issue(s).
- k. Not applicable/I don't know
- l. Other, please specify.

Please explain your answer and/or provide further examples from your national context.

D. SCHOOL-LEADERSHIP AND THE 'WHOLE SCHOOL APPROACH'

23. Which the following **actions in the framework of the 'whole school approach'** have been implemented or would you like to be implemented in your national context? *(More than 1 answer possible) – [two columns – one for have been implemented and one for my organisation would like this to be implemented]*
- a. Co-teaching: opportunities to observe other educational practices.
 - b. Teacher networking: collegial support and mutual consultation.
 - c. Collaboration with civil society and local community (e.g. a social worker)
 - d. Creating a safe physical, social and emotional learning environment by formulating clear expectations for behaviour
 - e. (stimulating the) Use of a range of teaching techniques to cater for different learning styles.
 - f. (stimulating the) Incorporation of principles of well-being for students and staff in mission statements, policies and procedures.
 - g. Developing and implementing evaluation and monitoring for follow-up and implementation of 'whole school approaches'
 - h. Not applicable/I don't know.
 - i. Other, please specify.

Please explain your answer and/or provide further examples from your national context.

24. Are any of the following **forms of support provided in your country/region to reinforce the 'whole-school' approach?** *(yes/no)*
- a. Specialist support from the educational establishment (e.g. mainstreaming language support classes).
 - b. Thematic training seminars/workshops on EU/national culture or legislation (e.g. human rights, gender equality, freedom of expression or non-discrimination).
 - c. Helplines or online support (e.g. to report and receive counsel on violence in educational institutions/schools or cases of discrimination of any form).
 - d. Opportunities for exchange of experience on the with the implementation of the 'whole-school approach' and
 - e. Opportunities for cooperation among all the relevant formal and non-formal education stakeholders.

f. Not applicable/I don't know.

Please explain your answer and/or provide further examples from your national context.

25. Are the following practices related to civic education and active citizenship present within strategies of educational institutions/schools or educational policies in your country? (yes/no)

- a. Short-term exchanges for students.
- b. Short-term exchanges for teachers.
- c. Create incentives to attract the best teachers in civic education and active citizenship
- d. Recruit or train teachers from a migrant/diverse background.
- e. Provide information related to innovative pedagogical approaches: e.g. ICT and social networks, games, language-tandem, etc.
- f. Not applicable/I don't know.

Please explain your answer and/or provide further examples from your national/ context.

26. What are according to your organisation the most important conditions to apply the 'whole school approach'? (Please tick the appropriate box(es) – Scale will be used: very important, important, not very important, not at all important + I don't know option)

- a. Curricula promoting democracy and citizenship across a range of subjects.
- b. Teaching styles requiring active participation of students.
- c. Committed leadership of educational institutions/schools
- d. Supporting policy frameworks
- e. Staff development to support participatory teaching styles
- f. Engaging with local community through meaningful and respectful relationships.
- g. Other, please specify

E. E-SAFETY ISSUES: MISINFORMATION, DIGITAL RESPONSIBILITY AND CRITICAL THINKING IN A DIGITAL ERA

27. In your national context, which of the following activities would be the most effective to foster **the ability to reflect and think critically, in view of confronting (mis)information**

found on the Internet? *(Please rank in order of preference)*

- a. Develop classes using ICT and social media in which students can ask and answer real-life questions in an open discussion.
- b. Organise discussions in the classroom on the various uses of ICT whereby input from representatives from different (socio-cultural) settings can be invited
- c. Organise discussions in the classroom between teachers and students, about students' own decisions on the use of ICT
- d. Share the process of problem solving by presenting and reacting to misinformation found on the media.
- e. Not applicable/I don't know.
- f. Other, please specify.

Please explain your answer and/or provide further examples from your national context.

28. In your national context, are there best/innovative practices in relation to one or more of the following domains related to e-safety in educational settings? (yes/no)

- a. Online safety and acceptable use policies in place by educational institutions/schools.
- b. Mechanisms in place to support students, staff and/or parents facing online safety issues.
- c. Online safety training for educational staff, that is regularly updated.
- d. Educational programmes to educate students on building knowledge, skills and confidence related to online safety.
- e. Awareness raising activities for the 'whole school' community (parents, local actors, etc.) about online safety.
- f. Other, please specify.

Please explain the good/innovative practice(s) you are referring to: setting of the best/innovative practice (e.g. primary educational institution/school), level of application (e.g. national, regional), actors involved, why it is a best/innovative practice.

29. According to your organisation, which actors have **a leading role** in the different aspects of digital citizenship education? *(Please tick the appropriate box(es) – Columns will be: government, employers, education trade unions, private sector, other + I don't know)* Source used: <https://www.coe.int/en/web/digital-citizenship-education/key-findings-and-recommendations>

- a. Develop 'descriptors' (markers) to better define competencies for digital citizenship.
- b. Develop resources for teachers and educators to support them in teaching digital citizenship.

- c. Create and launch awareness strategies/campaigns to sensitize various actors (policy makers, leaders of educational institutions, teachers, parents, students) in addressing challenges faced by students in a digital era.
- d. Mapping of responsibilities of various actors in relation to digital citizenship.
- e. Develop and implement monitoring mechanisms to detect emerging trends related to education and learning in a digital era.
- f. Conduct research to better understand development and needs related to digital citizenship.

F. INCLUSIVE EDUCATION AS A TOOL TO PREVENT VIOLENT RADICALISATION AND EXTREMIST THINKING

30. Considering your national context, which activities or practices aiming **to prevent radicalization and extremism amongst students would you recommend?** *(More than 1 answer possible)*
- a. Joint work of students from diverse cultural, social and economic backgrounds in the classrooms
 - b. Present and promote local youth, sport or cultural associations/organisations
 - c. Play an educational game on common values of freedom, tolerance, non-discrimination, diversity, gender equality, etc.
 - d. Invite recognized figures with non-conventional styles from different communities to talk about their work in the classroom.
 - e. Create a short optional course within the curricula of the educational institution/school (e.g. history and theatre; diversity and social media)
 - f. Create an extracurricular activity (e.g. guided tours of sights relevant to different minorities)
 - g. Invite a TV personality, sportsperson, singer or other popular figure the educational institution/school because his/her specific background or experience is relevant to students' development.
 - h. Explore successful oral stories which are familiar and particularly sensitive in different cultural groups
 - i. Live performances (theatre, music, etc.) to promote cross-cultural understanding and confront intolerance, bigotry, extremism and terrorism.

- j. Visiting exhibitions (museum, national/regional heritage spot, etc.) and discuss relevant political/societal issues.
- k. Not applicable/I don't know
- l. Other, please specify

Please explain your answer and/or provide further examples from your national context.

31. As a school leadership organisation/education employer/education trade union, which of the following approaches would your organisation consider the most effective to promote inclusion of students from different cultural, social and economic backgrounds and prevent discrimination or marginalization in any form? *(Please tick the appropriate box(es) – Scale will be used: very effective – effective – not very effective – not at all effective + I don't know option)*

- a. Codes of conduct, including issues of tolerance and anti-discrimination against students from other cultural, social and economic backgrounds
- b. Encouraging student gatherings of different cultural, social and economic backgrounds
- c. Implementing curriculum opt-out policies: students are allowed to opt out of religion classes.
- d. Enhancing home–educational institution/school liaison with parents (e.g. through extra-curricular activities involving parents).
- e. Mentoring or support programmes/activities for newly arrived migrants and/or students with academic difficulties.
- f. Not applicable/I don't know.
- g. Other, please specify.

Please explain your answer and/or provide further examples from your national context.

32. According to your national context and knowledge, would you like to provide a good/innovative practice related to one or more of the themes in the survey (yes/no)?

- a. Concept and relevance of civic education and democratic school culture.
- b. Teaching in multicultural learning contexts in formal and non-formal learning.
- c. Teaching controversial and sensitive issues.
- d. School-leadership and the 'whole school approach'.
- e. E-safety issues: misinformation, digital responsibility and critical thinking in a digital era.
- f. Inclusive education as a tool to prevent violent radicalization and extremist thinking.

Please explain the good/innovative practice(s) you are referring to. You are kindly invited to insert links to documents/websites or other sources relevant to this issue.

33. According to your national context and knowledge, would you like to provide a specific challenge related to one or more of the themes in the survey (yes/no)?
- a. Concept and relevance of civic education and democratic school culture.
 - b. Teaching in multicultural learning contexts in formal and non-formal learning.
 - c. Teaching controversial and sensitive issues.
 - d. School-leadership and the 'whole school approach'.
 - e. E-safety issues: misinformation, digital responsibility and critical thinking in a digital era.
 - f. Inclusive education as a tool to prevent violent radicalization and extremist thinking.

Please explain the specific challenge(s) you are referring to. You are kindly invited to insert links to documents/websites or other sources relevant to this issue.

Thank you for your cooperation

ANNEX 3: TABLES

Table 1: How values of tolerance, freedom, intercultural dialogue, equality and non-discrimination are embedded in educational settings in the different countries (*question 9*).

Forms of embedding common values of democracy, tolerance, freedom, intercultural dialogue, equality and non-discrimination in educational settings (n = 100) – more than one answer possible	% (#)	
<i>Embedded in specific value-oriented subjects, such as 'citizenship education', 'human rights' or similar</i>	54% (54)	Belgium – Flanders, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, UK - England and Wales, Uzbekistan
<i>Transversally embedded in all subjects, i.e. cross-curricular.</i>	54% (54)	Belgium – Flanders, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Montenegro, Netherlands, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, UK - England and Wales, UK - Scotland
<i>Embedded in one related subject, i.e. other value-related subjects, for example in social studies, politics, history or philosophy.</i>	51% (51)	Armenia, Belgium – Flanders, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Iceland, Ireland, Italy, Latvia, Netherlands, Norway, Poland, Portugal, Russian Federation, Slovakia, Slovenia, Spain, Sweden, Switzerland, UK - England and Wales, UK - Scotland

<i>Extra-curricular activities developed with a purpose to promote these values as part of the school culture.</i>	51% (51)	Belgium – Flanders, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovenia, Spain, Sweden, Switzerland, The Republic of Moldova, UK - England and Wales, Ukraine, Uzbekistan
<i>Other (don't know, values are not embedded in curricula, not specified, format is depending on the organising authority).</i>	8% (8)	

Table 2: Practices used in countries to identify opportunities in curricula to teach democratic citizenship (*question 17*)

Practices used in countries/regions to identify opportunities in curricula to teach democratic citizenship		Yes % (#)	No % (#)	Not applicable/I don't know
<i>Identify diversity naturally/spontaneously within a subject given, including clashes of values, conflicting opinions, multiple perspectives, etc. (n = 90)</i>	68% (61)	Austria, Belgium – Flanders, Belgium - Wallonie/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Montenegro, Netherlands, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Switzerland, UK – England & Wales, UK – Scotland	12% (11)	20% (18)

<i>Use real-life issues and problem solving, incl. the resolution of educational institution/school related problems such as bullying (n = 91)</i>	81% (74)	Belgium – Flanders, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK - England and Wales, UK – Essex, UK - Scotland	12% (10)	7% (8)
<i>Present cases from the European Court of Human Rights or similar institutions (n = 91)</i>	25% (23)	Armenia, Belgium – Flanders, Bosnia and Herzegovina, Bulgaria, Cyprus, Denmark, Estonia, Finland, France, Germany, Italy, Latvia, Lithuania, Malta, Montenegro, Norway, Portugal, Spain, Spain, UK – England and Wales	35% (32)	40% (36)
<i>Teachers describe their own life experiences so as to provide opportunities for students to share their life experiences and exchange views and insights to face real-life situations (n = 92)</i>	57% (52)	Austria, Belgium – Flanders, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Portugal, Romania, Russian Federation, Serbia, Slovakia, Spain, Sweden, Tajikistan, Turkey, Ukraine, Uzbekistan	22% (20)	21% (20)

<p><i>Small groups and whole-class work for self-expression and debate among students (n = 91)</i></p>	<p>84% (76)</p>	<p>Armenia, Belgium – Flanders, Belgium - Wallonie/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK - England and Wales, UK – England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>	<p>12% (11)</p>	<p>4% (4)</p>
<p><i>Encouraging students to suggest their own ideas for discussion on possible topics, incl. follow-up on unsolicited suggestions where appropriate (n = 88)</i></p>	<p>77% (68)</p>	<p>Austria, Belgium – Flanders, Belgium - Wallonie/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, UK – England and Wales, UK - Scotland</p>	<p>9% (8)</p>	<p>14% (12)</p>

Table 3: Approaches used in countries to build consistency in teaching and learning democratic citizenship (*question 19*)

Approaches used in countries to build consistency in teaching and learning democratic citizenship (n = 96) – more than one answer possible	% (#)	
<i>Joint planning – where a controversial issue crosses subject boundary, teachers from the different subjects jointly plan the teaching of the issue.</i>	45% (43)	Belgium – Flanders, Bulgaria, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Italy, Kyrgyz Republic, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Slovenia, Sweden, Switzerland, Tajikistan, The Republic of Moldova, UK - England and Wales, UK - Scotland
<i>Team teaching – where colleagues with different personal opinions on an issue share the teaching of the issue.</i>	45% (43)	Armenia, Belgium – Flanders, Belgium - Wallonie/Brussels, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Ireland, Italy, Kosovo, Kyrgyz Republic, Lithuania, Netherlands, Norway, Portugal, Serbia, Slovenia, UK - England and Wales, UK - Scotland
<i>Peer observation – where experienced and less-experienced teachers observe each other teaching a lesson on the same issue.</i>	43% (41)	Belgium – Flanders, Belgium - Wallonie/Brussels, Bulgaria, Croatia, Cyprus, Estonia, Finland, France, Germany, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Serbia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan

<i>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.</i>	40% (38)	Belgium – Flanders, Bulgaria, Croatia, Cyprus, Estonia, Finland, Finland, France, Germany, Ireland, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, UK - Scotland
<i>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.</i>	30% (29)	Belgium – Flanders, Bulgaria, Cyprus, Denmark, Finland, Germany, Kosovo, Kyrgyz Republic, Lithuania, Montenegro, Netherlands, Norway, Portugal, Slovenia, Spain, Sweden, Tajikistan, UK - England and Wales, UK – Scotland
<i>I don't know/not applicable</i>	22% (21)	Austria, Belgium – Flanders, Bosnia and Herzegovina, Cyprus, Czech Republic, France, Greece, Hungary, Ireland, Latvia, Netherlands, Poland, Romania, Spain, Sweden, Turkey

Table 4: Extra-curricular activities (as vehicles for transmitting common values and promoting social inclusion) encouraged that are developed and/or organised in the educational institutions in countries (*question 12*)

Extra-curricular activities (as vehicles for transmitting common values and promoting social inclusion) developed and/or organised (n = 98)– more than one answer possible (3% (3) not applicable/I don't know)	% (#)	
<i>Music, literary or other artistic contests or activities.</i>	84% (82)	Armenia, Austria, Belgium – Flanders, Belgium - Wallonie/Brussels, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, The Republic of Moldova, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan
<i>Mock elections.</i>	27% (26)	Belgium – Flanders, Belgium - Wallonie/ Brussels, Czech Republic, Estonia, Finland, France, Iceland, Kyrgyz Republic, Montenegro, Netherlands, Norway, Slovenia, Sweden, Switzerland, UK - England and Wales, UK – Scotland
<i>Hearings.</i>	14% (14)	Belgium – Flanders, Croatia, Finland, France, Germany, Ireland, Kyrgyz Republic, Montenegro, Netherlands, Sweden, UK - Scotland
<i>Student councils – Students' spokesperson.</i>	78% (76)	Belgium – Flanders, Belgium - Wallonie/ Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, The Republic of Moldova, Turkey, UK - England and Wales, UK – Scotland

<i>Letters to Members of national parliament/Parliamentary issues.</i>	31% (30)	Belgium – Flanders, Bulgaria, Croatia, Cyprus, France, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Poland, Portugal, Romania, Sweden, Tajikistan, UK - England and Wales, UK - Scotland
<i>Youth debates: e.g. roundtables or EU-level debate simulations.</i>	57% (56)	Austria, Belgium – Flanders, Bulgaria, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, UK - England and Wales, UK – Scotland
<i>Draft a school constitution or regulation.</i>	34% (33)	Austria, Belgium – Flanders, Bulgaria, Croatia, Cyprus, Finland, France, Germany, Iceland, Ireland, Italy, Kyrgyz Republic, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, UK - Scotland
<i>Sportive events or activities.</i>	77% (75)	Armenia, Austria, Belgium – Flanders, Belgium - Wallonie/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan
<i>Celebration of memorials/political anniversaries.</i>	52% (51)	Armenia, Belgium – Flanders, Belgium - Wallonie/Brussels, Bulgaria, Croatia, Cyprus, Estonia, Finland, France, Greece, Hungary, Iceland, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Poland, Portugal, Romania, Russian Federation, Serbia, Slovenia, Spain, Sweden, The Republic of Moldova, Turkey, UK – Scotland, Ukraine, Uzbekistan

<i>Excursions or cultural trips, incl. to other cities, museums, etc.</i>	91% (89)	Armenia, Austria, Belgium – Flanders, Belgium - Wallonie/Brussels, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan
<i>Not applicable/I don't know</i>	3% (3)	Cyprus, Denmark, Kosovo

Table 5: Practices related to civic education and active citizenship present within strategies of educational institutions/schools or educational policies in countries (*question 25*)

Practices related to civic education and active citizenship present within strategies of educational institutions/schools or educational policies in countries	Yes % (#)	No % (#)	I don't know % (#)
<i>Short-term exchanges for students (n = 91)</i>	57% (52)	29% (26)	14% (13)
	Armenia, Austria, Belgium – Flanders, Belgium - Wallonie/Brussels, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, Switzerland, The Republic of Moldova, Turkey, UK – England and Wales, UK – Scotland		

<i>Short-term exchanges for teachers (n = 91)</i>	57% (52)	Armenia, Belgium – Flanders, Belgium - Wallonie/Brussels, Bulgaria, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Russian Federation, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, Turkey, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan	32% (29)	11% (10)
<i>Create incentives to attract the best teachers in civic education and active citizenship (n = 84)</i>	9% (8)	Bulgaria, Estonia, Finland, Kyrgyz Republic, Latvia, Norway, Spain, UK - England and Wales, Uzbekistan	71% (59)	20% (17)
<i>Recruit or train teachers from a migrant/diverse background (n = 86)</i>	33% (28)	Austria, Belgium – Flanders, Belgium - Wallonie/Brussels, Bulgaria, Croatia, Denmark, Estonia, Finland, Germany, Italy, Kyrgyz Republic, Latvia, Netherlands, Norway, Russian Federation, Serbia, Slovenia, Slovakia, Sweden, Switzerland, The Republic of Moldova, UK - England and Wales, UK - Scotland	50% (43)	17% (15)

<p><i>Provide information related to innovative pedagogical approaches: e.g. ICT and social networks, games, language-tandem, etc. (n = 85)</i></p>	<p>73% (62)</p>	<p>Austria, Belgium – Flanders, Belgium – Wallonie/Brussels, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, UK – England and Wales, UK – Scotland, Uzbekistan</p>	<p>18% (15)</p>	<p>9% (8)</p>
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Table 6: Approaches/actions considered to be effective in encouraging education personnel in countries to be more confident in the provision of human rights education (*question 18*)

Approaches/actions considered to be effective in encouraging education personnel to be more confident in the provision of human rights education	% (#) Very effective	% (#) Effective	Countries/regions
<i>Professional didactic materials (e.g. manuals, codes of conduct, guidelines, etc.) (n = 96) (I don't know: 2% (2))</i>	25% (24)	55% (53)	<p>Very effective: Belgium – Flanders, Bulgaria, Cyprus, Czech Republic, Finland, Germany, Ireland, Italy, Kosovo, Kyrgyz Republic, Lithuania, Netherlands, Poland, Portugal, Serbia, Slovenia, Spain, Sweden, Ukraine, Uzbekistan</p> <p>Effective: Armenia, Austria, Belgium – Flanders, Belgium - Wallonia/ Brussels, Bosnia and Herzegovina, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Romania, Slovenia, Spain, Sweden, Switzerland, Tajikistan, UK - England and Wales, UK - Scotland</p>
<i>Thematic roundtables involving teachers, heads of educational institutions/ schools, education unions, employers and experts (n = 97) (I don't know: 6% (6))</i>	33% (32)	46% (45)	<p>Very effective: Belgium - Wallonia/ Brussels, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Denmark, Finland, Georgia, Germany, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovenia, Spain, UK - England and Wales, Uzbekistan</p> <p>Effective: Armenia, Belgium – Flanders, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Lithuania, Norway, Poland, Russian Federation, Slovakia, Spain, Sweden, Tajikistan, The Republic of Moldova, Turkey, UK - England and Wales, Ukraine</p>

<p><i>Governmental bodies or organisations overseeing and advising on multicultural practices in schools (n = 97) (I don't know: 9% (9))</i></p>	<p>9% (9)</p>	<p>37% (36)</p>	<p>Very effective: Belgium - Wallonia/ Brussels, Bulgaria, Finland, Georgia, Italy, Kyrgyz Republic, Portugal, Turkey</p> <p>Effective: Armenia, Belgium – Flanders, Bosnia and Herzegovina, Croatia, Cyprus, Denmark, Finland, France, Greece, Iceland, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Norway, Poland, Romania, Serbia, Slovenia, Spain, Sweden, Tajikistan, Ukraine, Uzbekistan</p>
<p><i>Teacher training programmes for multilingual teachers, aimed at supporting both the use of the language of the host country along (migrant) students' mother tongue (n = 93) (I don't know: 13% (12))</i></p>	<p>34% (32)</p>	<p>41% (38)</p>	<p>Very effective: Belgium - Wallonia/ Brussels, Bosnia and Herzegovina, Bulgaria, Czech Republic, Finland, France, Georgia, Germany, Greece, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Lithuania, Malta, Montenegro, Norway, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, The Republic of Moldova</p> <p>Effective: Armenia, Belgium – Flanders, Croatia, Cyprus, Denmark, France, Germany, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Poland, Russian Federation, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>

Table 7: Training/counselling useful/required/demanded by members of ETUCE, EFEE, and ESHA (question 13)

Training/counselling useful/required/demanded by members – More than 1 answer possible	% (#)	
<i>Understanding what makes an issue controversial (n = 78) (Not applicable/don't know: 9% (7))</i>	63% (49)	Armenia, Austria, Belgium – Flanders, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Spain, Tajikistan, Turkey, UK - England and Wales, UK - Scotland
<i>How to (better) deal with controversial and sensitive issues (n = 94) (Not applicable/don't know: 5% (5))</i>	88% (83)	Armenia, Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Tajikistan, Turkey, UK - England and Wales, UK – Scotland, Ukraine
<i>Establishing basic rules for discussion in the classroom (n = 86) (Not applicable/don't know: 15% (13))</i>	60% (52)	Armenia, Austria, Belgium – Flanders, Belgium - Wallonie/Brussels, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Portugal, Russian Federation, Serbia, Slovenia, Spain, Tajikistan, Turkey, UK – Scotland, Ukraine

<p><i>Creating a positive and safe climate in and beyond the classroom (n = 94) (Not applicable/don't know: 2% (2))</i></p>	<p>87% (82)</p>	<p>Armenia, Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Tajikistan, The Republic of Moldova, Turkey, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>
<p><i>Raising awareness of cultural, social and economic backgrounds in the classroom (n = 92) (Not applicable/don't know: 9% (8))</i></p>	<p>81% (76)</p>	<p>Armenia, Austria, Belgium – Flanders, Belgium - Wallonie/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus Czech Republic Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovenia, Spain, Sweden, Tajikistan, Turkey, UK – England and Wales, UK – Scotland, Ukraine</p>
<p><i>Facilitating open-ended discussion and debate in the classroom (n = 88) (Not applicable/don't know: 9% (8))</i></p>	<p>70% (62)</p>	<p>Armenia, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovenia, Spain, Tajikistan, Turkey, UK - England and Wales, UK – Scotland, Ukraine</p>
<p><i>Promoting student involvement (n = 83) (Not applicable/don't know: 8% (7))</i></p>	<p>75% (62)</p>	<p>Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Portugal, Romania, Russian Federation, Serbia, Spain, Sweden, Tajikistan, UK - England and Wales, UK – Scotland, Ukraine</p>

<p><i>Managing students' emotional responses (n = 85) (Not applicable/don't know: 11% (9))</i></p>	<p>80% (68)</p>	<p>Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Tajikistan, The Republic of Moldova, Turkey, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>
<p><i>Assessing students' skills and competences in citizenship and civic education (n = 88) (Not applicable/don't know: 13% (11))</i></p>	<p>74% (65)</p>	<p>Armenia, Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Spain, Sweden, The Republic of Moldova, Turkey, UK – Scotland, Uzbekistan</p>
<p><i>Communicating and engaging with the rest of the teaching community, including non-formal actors such as families (n = 90) (Not applicable/don't know: 12% (11))</i></p>	<p>76% (68)</p>	<p>Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovenia, Spain, Sweden, Tajikistan, UK – Scotland, Ukraine, Uzbekistan</p>
<p><i>Increasing cooperation between schools and parents from various (cultural) backgrounds (n = 90) (Not applicable/don't know: 11% (10))</i></p>	<p>77% (69)</p>	<p>Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Tajikistan, Turkey, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>

<i>Coping with (mis)information from information/media sources in the classroom and teaching critical thinking (n = 88) (Not applicable/don't know: 8% (7))</i>	83% (73)	Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Tajikistan, The Republic of Moldova, Turkey, UK - England and Wales, UK – Scotland, Ukraine
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Table 8: Initiatives/actions set up to promote diversity and multiculturalism to foster social inclusion in countries (*question 14*)

Initiatives/actions set up to promote diversity and multiculturalism to foster social inclusion (n = 95) – (Not applicable/I don't know: n = 12)) - More than 1 answer possible	% (#)	Countries/regions
<i>Annual prize or award for diversity or similar.</i>	18% (17)	Belgium – Flanders, Estonia, France, Germany, Ireland, Kosovo, Kyrgyz Republic, Lithuania, Malta, Norway, Poland, Spain, UK - England and Wales, Ukraine
<i>Organisation of a school day/week for diversity, equality or similar.</i>	53% (50)	Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Poland, Portugal, Romania, Serbia, Slovenia, Spain, Sweden, Switzerland, The Republic of Moldova, UK - England and Wales, UK – Scotland, Ukraine
<i>Nomination of an 'inclusive' teacher or 'inclusive tutor'.</i>	14% (13)	Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Estonia, France, Kosovo, Kyrgyz Republic, Poland, UK - England and Wales

<p><i>Inviting aid organisations to educational institutions or educational events.</i></p>	<p>57% (54)</p>	<p>Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, UK - England and Wales, UK - Scotland</p>
<p><i>Use of projects to promote embracing diversity and multiculturalism.</i></p>	<p>67% (64)</p>	<p>Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, UK - England and Wales, UK – Scotland</p>
<p><i>The use of mediators, psychologists and educational institution/school assistants.</i></p>	<p>46% (44)</p>	<p>Belgium – Flanders, Belgium - Wallonia/Brussels, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, UK - England and Wales, UK – Scotland, Ukraine</p>
<p><i>The use of intercultural assistants, i.e. an educational professional who works in educational institutions/schools to help teachers, pupils and parents to collaborate in multicultural settings and to carry out intercultural projects.</i></p>	<p>31% (29)</p>	<p>Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Italy, Kyrgyz Republic, Montenegro, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Switzerland</p>

Table 9: Effective approaches in promoting inclusive education and social inclusion in an educational setting (*question 10*)

Effective approaches in promoting inclusive education and social inclusion in an educational setting	Weighted scores
<i>Collaborative pedagogical methods to support individual learning needs and equal opportunities (n = 87) (No reply: 23% (20))</i>	5,33
<i>A curriculum based on the national political ideas and traditions of your country (n = 88) (No reply: 22% (19))</i>	3,82
<i>Professional skill development of teachers in areas of cooperative learning, peer tutoring and adaptive curriculum (n = 94) (No reply: 14% (13))</i>	4,72
<i>Active participation of all the educational institution/school community members: teachers, parents, school leaders, students, families and local services (n = 92) (No reply: 16% (15))</i>	5,36
<i>Spaces for dialogue and discussion on controversial issues (n = 93) (No reply: 15% (14))</i>	4,14
<i>Using authentic assessment approaches as opposed to approaches where learners are assessed by standardised examinations (n = 87) (No reply: 23% (20))</i>	3,46

Table 10: Effective approaches in valuing diversity and fostering a school culture based on mutual respect and democratic values (*question 11*)

Effective approaches in valuing diversity and fostering a school culture based on mutual respect and democratic values (09.11.2018)	Weighted scores
<i>Establish clear policies, programmes and pedagogical practices to address and prevent discrimination, exclusion, violence and bullying (n = 96) (No reply: 9% (9))</i>	6
<i>Student-centred and participatory learning approaches (n = 90) (No reply: 19% (17))</i>	4,80
<i>Teacher training to empower teachers to manage differences and multiculturalism (n = 94) (No reply: 14% (13))</i>	5,66
<i>Provide a variety of positive role models reflecting the socio-cultural diversity of the student population (n = 93) (No reply: 15% (14))</i>	4,05
<i>Cope with topics related to diversity in a balanced human rights approach (n = 92) (No reply: 16% (15))</i>	4,20
<i>Avoid engaging in difficult, controversial or sensitive conversations (n = 68) (No reply: 57% (39))</i>	2,66

Table 11: Strategies considered to be effective in the national context to support vulnerable students in difficult situations (*question 16*)

Strategies considered to be effective in the national context to support vulnerable students in difficult situations	% (#) Very effective	% (#) Effective	Countries/regions not adapted 09.11
<p><i>Having a clear policy framework on who does what in relation to areas such as anti-bullying, e-safety and child protection (n = 94) – (Not applicable/I don't know: 0)</i></p>	48% (45)	47% (44)	<p>Very effective: Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Estonia, Finland, France, Germany, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, UK – Scotland, Uzbekistan</p> <p>Effective: Armenia, Belgium – Flanders, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Kosovo, Latvia, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, Turkey, UK - England and Wales, UK – Scotland, Ukraine</p>

<p><i>Professional training and development of teachers on how to handle emotional issues safely in the classroom (n = 95) (Not applicable/I don't know: 0)</i></p>	<p>69% (66)</p>	<p>28% (27)</p>	<p>Very effective: Belgium – Flanders, Belgium - Wallonia/ Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, The Republic of Moldova, Turkey, UK - England and Wales, UK – Scotland, Ukraine</p> <p>Effective: Armenia, Austria, Belgium – Flanders, Cyprus, Denmark, Estonia, Finland, France, Greece, Ireland, Latvia, Lithuania, Malta, Montenegro, Norway, Poland, Romania, Spain, Sweden, Switzerland, Tajikistan, Uzbekistan</p>
<p><i>Formal guidelines on recognizing when a student's welfare might be at risk and how to respond, including in relation to indoctrination in extremist ideologies (n = 95) (Not applicable/I don't know: 2% (2))</i></p>	<p>28% (27)</p>	<p>57% (54)</p>	<p>Very effective: Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Croatia, Cyprus, Czech Republic, Estonia, Finland, Iceland, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Malta, Norway, Poland, Portugal, Serbia, Spain, Sweden, Turkey, UK - Scotland</p> <p>Effective: Austria, Belgium – Flanders, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Estonia, Finland, France, Georgia, Germany, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>

<p><i>Peer support – one-to-one support or mentoring for students by students trained for that purpose (n = 95) (Not applicable/I don't know: 15% (11))</i></p>	<p>34% (32)</p>	<p>43% (41)</p>	<p>Very effective: Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Denmark, Finland, France, Germany, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Norway, Poland, Portugal, Romania, Serbia, Spain, The Republic of Moldova, UK - Scotland</p> <p>Effective: Austria, Belgium – Flanders, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Luxembourg, Malta, Netherlands, Russian Federation, Slovakia, Slovenia, Spain, Switzerland, Tajikistan, UK - England and Wales, UK – Scotland, Ukraine</p>
<p><i>Peer mediation – disputes between students resolved by trained student mediators (n = 93) (Not applicable/I don't know: 14% (13))</i></p>	<p>25% (23)</p>	<p>40% (37)</p>	<p>Very effective: Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Finland, France, Georgia, Hungary, Ireland, Kosovo, Kyrgyz Republic, Lithuania, Poland, Portugal, Romania, Spain, UK - England and Wales, UK - Scotland</p> <p>Effective: Austria, Belgium – Flanders, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Kosovo, Latvia, Malta, Montenegro, Netherlands, Norway, Poland, Serbia, Spain, Switzerland, Tajikistan, UK - Scotland</p>

<p><i>Designated safeguarding person – a person that students can turn to for emotional support and who is the first point of contact for students, parents, teaching and non-teaching staff and external agencies in all matters of child protection (n = 92) (Not applicable/I don't know: 8% (7))</i></p>	<p>34% (31)</p>	<p>45% (41)</p>	<p>Very effective: Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Estonia, Finland, Georgia, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Malta, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, UK - England and Wales, UK - Scotland</p> <p>Effective: Belgium – Flanders, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Ireland, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Netherlands, Poland, Romania, Serbia, Slovakia, Spain, Sweden, Switzerland, Tajikistan, Turkey</p>
<p><i>Personal and social education – lessons on how to deal with different forms of peer pressure (n = 92) (Not applicable/I don't know: 3% (3))</i></p>	<p>30% (28)</p>	<p>49% (45)</p>	<p>Very effective: Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Latvia, Lithuania, Malta, Norway, Portugal, Spain, UK - England and Wales, UK - Scotland</p> <p>Effective: Austria, Belgium – Flanders, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, Turkey, Ukraine,, UK-Scotland</p>

<p><i>Parental and community engagement – working closely with parents on issues relating to individual student well-being and also with community representatives, such as civic and religious leaders (n = 91) (Not applicable/I don't know: 8% (7))</i></p>	<p>44% (40)</p>	<p>31% (28)</p>	<p>Very effective: Armenia, Belgium – Flanders, Belgium – Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Finland, France, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Netherlands, Norway, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, UK – Scotland, Uzbekistan</p> <p>Effective: Belgium – Flanders, Croatia, Cyprus, Czech Republic, Finland, France, Germany, Greece, Hungary, Ireland, Kyrgyz Republic, Netherlands, Poland, Russian Federation, Serbia, Spain, Sweden, Switzerland, Tajikistan, UK - England and Wales, UK - Scotland</p>
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Table 12: Approaches to prepare discussions in the classroom on controversial issues (*question 20*).

<p>Approaches to prepare discussions in the classroom on controversial issues (n = 94)</p>	<p>% (#)</p>	<p>Countries/regions</p>
<p><i>Anticipating challenges and opportunities for discussion, for example, by reviewing some information and research material beforehand.</i></p>	<p>72% (68)</p>	<p>Belgium – Flanders, Belgium – Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland, UK – England and Wales, UK – Scotland</p>

<p><i>Visualizing one or several of students and imagining the conversation in practice before it happens.</i></p>	<p>24% (23)</p>	<p>Belgium – Flanders, Bulgaria, Cyprus, France, Greece, Ireland, Kyrgyz Republic, Latvia, Lithuania, Montenegro, Netherlands, Portugal, Romania, Serbia, Spain, Sweden, Turkey, UK - England and Wales, Ukraine</p>
<p><i>Inviting a professional specialized in mediation to offer support for highly sensitive discussions.</i></p>	<p>64% (60)</p>	<p>Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Serbia, Slovakia, Slovenia, Spain, Switzerland, Tajikistan, The Republic of Moldova, Turkey, UK - Scotland</p>
<p><i>Holding conversations with other education personnel in the educational institution/ school and local community about how to approach the relevant subject.</i></p>	<p>67% (63)</p>	<p>Armenia, Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, Turkey, UK - England and Wales, UK – Scotland, Ukraine</p>
<p><i>Inviting to the class people from more diverse backgrounds than the students and staff members.</i></p>	<p>60% (56)</p>	<p>Armenia, Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Switzerland, Turkey, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>

Table 13: Teaching styles considered to be effective when introducing/guiding a discussion in the classroom on controversial or sensitive issues (*question 21*)

Teaching styles considered to be effective when introducing/guiding a discussion in the classroom on controversial or sensitive issues	% (#) Very effective	% (#) Effective	Countries/regions
<p><i>The teacher does not express any personal views whatsoever but act only as a facilitator of the discussion ('neutral chairperson') (n = 84) (Not applicable/I don't know: 8% (7))</i></p>	19% (16)	40% (34)	<p>Very effective: Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Finland, France, Georgia, Hungary, Kosovo, Latvia, Luxembourg, Malta, Poland, Turkey, UK - England and Wales, Ukraine</p> <p>Effective: Austria, Belgium – Flanders, Bosnia and Herzegovina, Cyprus, Czech Republic, Finland, France, Germany, Greece, Ireland, Italy, Kyrgyz Republic, Lithuania, Montenegro, Netherlands, Norway, Poland, Portugal, Slovakia, Spain, Switzerland, UK - Scotland</p>
<p><i>The teacher presents students with a wide range of alternative views on an issue as persuasively as possible, without revealing her/his own view ('balanced approach') (n = 88) (Not applicable/I don't know: 6% (5))</i></p>	35% (31)	51% (45)	<p>Very effective: Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Luxembourg, Netherlands, Norway, Slovakia, Slovenia, Spain, Turkey, UK - England and Wales, Ukraine</p> <p>Effective: Armenia, Austria, Belgium – Flanders, Czech Republic, Denmark, Estonia, Finland, France, Germany, Iceland, Ireland, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, UK – Scotland</p>

<p><i>The teacher consciously takes up the opposite view to the one expressed by students to instigate the debate with a range of viewpoints and arguments ('devil's advocate') (n = 84) (Not applicable/I don't know: 13% (11))</i></p>	<p>11% (9)</p>	<p>40% (34)</p>	<p>Very effective: Cyprus, Georgia, Hungary, Iceland, Kosovo, Serbia, Spain, Turkey Effective: Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Denmark, Finland, France, Germany, Greece, Kosovo, Kyrgyz Republic, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, UK - England and Wales, UK - Scotland</p>
<p><i>The teacher makes his/her own personal views known at some point of the exploration of an issue ('stated commitment') (n = 84) (Not applicable/I don't know: 11% (9))</i></p>	<p>5% (4)</p>	<p>42% (35)</p>	<p>Very effective: Belgium – Flanders, Germany, Spain Effective: Armenia, Belgium - Wallonia/Brussels, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Kosovo, Lithuania, Luxembourg, Montenegro, Netherlands, Norway, Romania, Russian Federation, Serbia, Slovenia, Spain, The Republic of Moldova, UK – Scotland, Uzbekistan</p>
<p><i>The teacher takes the side of a student or group of students adopting the role of 'ally' ('ally approach') (n = 85) (Not applicable/I don't know: 12% (10))</i></p>	<p>4% (3)</p>	<p>24% (20)</p>	<p>Very effective: Cyprus, France, Georgia Effective: Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Cyprus, Estonia, Finland, Ireland, Kosovo, Kyrgyz Republic, Latvia, Montenegro, Netherlands, Portugal, Romania, Russian Federation, Spain, Tajikistan, UK - England and Wales, UK - Scotland</p>
<p><i>The teacher promotes the official viewpoint of public authorities ('official line approach') (n = 83) (Not applicable/I don't know: 11% (9))</i></p>	<p>3% (2)</p>	<p>22% (19)</p>	<p>Very effective: Cyprus, Uzbekistan Effective: Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Estonia, Finland, France, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Norway, Portugal, Sweden, UK - Scotland</p>

<p><i>Academic freedom: Depending on the leadership setting in the educational institution/school, educational context and teacher's opinion (n = 83) (Not applicable/I don't know: 13% (11))</i></p>	<p>36% (30)</p>	<p>31% (26)</p>	<p>Very effective: Belgium – Flanders, Belgium – Wallonia/Brussels, Croatia, Cyprus, Czech Republic, Denmark, Estonia, France, Georgia, Germany, Greece, Ireland, Kosovo, Latvia, Lithuania, Netherlands, Norway, Poland, Serbia, Spain, Sweden, Turkey, UK - England and Wales</p> <p>Effective: Armenia, Austria, Belgium – Flanders, Bosnia and Herzegovina, Bulgaria, Cyprus, Denmark, Finland, France, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Malta, Norway, Poland, Portugal, Romania, Slovenia, Spain, Sweden, UK - Scotland</p>
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Table 14: Approaches considered to be effective in supporting teaching staff in difficult situations in educational settings (*question 22*)

Approaches considered to be effective in supporting teaching staff in difficult situations in educational settings	% (#) Very effective	% (#) Effective	Countries/regions
<p><i>Having a clear policy framework setting out the responsibilities of senior management and staff on key issues such as behaviour and discipline, communicating with parents and external organisations. (n = 81) (no reply/I don't know 31% (26))</i></p>	<p>41% (33)</p>	<p>52% (42)</p>	<p>Very effective: Belgium – Flanders, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Germany, Hungary, Iceland, Ireland, Italy, Kyrgyz Republic, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Turkey, UK – Scotland, Ukraine, Uzbekistan</p> <p>Effective: Armenia, Austria, Belgium – Flanders, Bosnia and Herzegovina, Denmark, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Latvia, Lithuania, Montenegro, Netherlands, Norway, Poland, Romania, Russian Federation, Serbia, Slovenia, Spain, Sweden, Tajikistan, The Republic of Moldova, UK - England and Wales, UK - Scotland</p>

<p><i>Formal guidance – on teaching controversial issues, including tips on how to reconcile one’s own values with the values of the curriculum (n = 86) (no reply/I don’t know: 24% (21))</i></p>	<p>28% (24)</p>	<p>52% (45)</p>	<p>Very effective: Belgium – Flanders, Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, France, Georgia, Iceland, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Norway, Portugal, Slovakia, Slovenia, Spain, Sweden, Turkey, UK – Scotland, Ukraine</p> <p>Effective: Armenia, Belgium – Flanders, Bosnia and Herzegovina, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Romania, Serbia, Slovenia, Spain, Sweden, Switzerland, The Republic of Moldova, UK - England and Wales, UK - Scotland</p>
<p><i>Teacher voice – opportunities for teaching staff to express their concerns, for example, staff meetings, working groups (n = 88) (no reply/I don’t know: 22% (19))</i></p>	<p>58% (51)</p>	<p>39% (34)</p>	<p>Very effective: Belgium – Flanders, Belgium - Wallonie/Brussels, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, France, Georgia, Germany, Greece, Iceland, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovenia, Spain, Sweden, UK - England and Wales, UK - Scotland</p> <p>Effective: Armenia, Belgium – Flanders, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Montenegro, Norway, Poland, Russian Federation, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK - England and Wales, Ukraine, Uzbekistan</p>

<p><i>Coaching – opportunities for personal and emotional support from experienced colleagues, including advice on how to tackle new and challenging issues (n = 90) (no reply/I don't know: 19% (17))</i></p>	<p>48% (43)</p>	<p>43% (43)</p>	<p>Very effective: Belgium – Flanders, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Denmark, Finland, France, Georgia, Germany, Greece, Hungary, Iceland, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Netherlands, Norway, Poland, Portugal, Serbia, Slovenia, Spain, Sweden, UK - England and Wales, UK - Scotland</p> <p>Effective: Armenia, Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Croatia, Cyprus, Denmark, Estonia, Finland, France, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Romania, Russian Federation, Slovakia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, Turkey, UK – Scotland, Ukraine, Uzbekistan</p>
<p><i>Teacher training – on handling controversial issues in educational settings/schools (n = 90) (no reply/I don't know: 19% (17))</i></p>	<p>57% (51)</p>	<p>38% (34)</p>	<p>Very effective: Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Iceland, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, UK - England and Wales, UK – Scotland, Ukraine</p> <p>Effective: Armenia, Austria, Belgium – Flanders, Croatia, Denmark, Estonia, Finland, France, Hungary, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Montenegro, Netherlands, Norway, Romania, Spain, Sweden, Tajikistan, The Republic of Moldova, UK - England and Wales, UK – Scotland, Uzbekistan</p>

<p><i>Exchange of good practice with other educational settings/schools, to learn how staff approach difficult situations (n = 88) (no reply/I don't know: 22% (19))</i></p>	<p>53% (47)</p>	<p>42% (37)</p>	<p>Very effective: Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovenia, Spain, Sweden, UK - England and Wales, UK – Scotland, Uzbekistan Effective: Austria, Belgium – Flanders, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Luxembourg, Netherlands, Norway, Poland, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, Ukraine</p>
<p><i>Support materials – practical reference material that can be used in lessons, such as prompts on how to respond to inappropriate remarks or language (n = 85) (no reply/I don't know: 26% (22))</i></p>	<p>36% (31)</p>	<p>49% (42)</p>	<p>Very effective: Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Georgia, Iceland, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Norway, Portugal, Serbia, Slovenia, Spain, UK - England and Wales, UK - Scotland Effective: Austria, Belgium – Flanders, Croatia, Cyprus, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Kosovo, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>

<p><i>Staff induction – helping new staff prepare for problems they may encounter when tackling controversial issues for the first time (n = 83) (no reply/I don't know: 29% (24))</i></p>	<p>42% (35)</p>	<p>52% (43)</p>	<p>Very effective: Armenia, Belgium – Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Greece, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Portugal, Serbia, Slovenia, Spain, UK – England and Wales, UK – Scotland, Uzbekistan</p> <p>Effective: Austria, Belgium – Flanders, Cyprus, Denmark, Estonia, Finland, France, Germany, Italy, Kosovo, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Romania, Russian Federation, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK – Scotland, Ukraine</p>
<p><i>A controversial issues mentor – an experienced colleague who can support teachers individually (n = 83) (no reply/I don't know: 29% (24))</i></p>	<p>33% (27)</p>	<p>35% (29)</p>	<p>Very effective: Armenia, Belgium – Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Finland, France, Greece, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Malta, Netherlands, Norway, Portugal, Serbia, Slovenia, Spain, UK – England and Wales, UK – Scotland</p> <p>Effective: Austria, Cyprus, Czech Republic, Finland, France, Germany, Ireland, Italy, Kosovo, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Poland, Romania, Russian Federation, Slovakia, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK – Scotland, Uzbekistan</p>

<p><i>Paired lesson planning – working together with a colleague on the same controversial issue(s) (n = 86) (no reply/I don't know: 24% (21))</i></p>	<p>36% (31)</p>	<p>45% (39)</p>	<p>Very effective: Belgium - Wallonia/ Brussels, Bosnia and Herzegovina, Bulgaria, Cyprus, Finland, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Netherlands, Norway, Portugal, Serbia, Slovenia, Spain, Sweden, UK - England and Wales, UK - Scotland Effective: Armenia, Belgium – Flanders, Croatia, Cyprus, Denmark, Estonia, Finland, France, Ireland, Italy, Kosovo, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Romania, Russian Federation, Slovakia, Spain, Sweden, Turkey</p>
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Table 15: Whole school approaches implemented in countries (*question 23*)

<p>Implementation of whole school approaches</p>	<p>% (#) Has been implemented in country/region</p>	<p>% (#) My organisation would like this to be implemented</p>	<p>Countries/regions</p>
<p><i>Co-teaching: opportunities to observe other educational practices (n = 84) (I don't know 17% (14))</i></p>	<p>36% (30)</p>	<p>48% (40)</p>	<p>Have been implemented: Belgium – Flanders, Bulgaria, Croatia, Cyprus, Estonia, Finland, France, Georgia, Germany, Greece, Italy, Kyrgyz Republic, Lithuania, Netherlands, Norway, Portugal, Russian Federation, Slovakia, Slovenia, Spain, Sweden, Switzerland, UK - England and Wales My organisation would like this to be implemented: Armenia, Belgium – Flanders, Bosnia and Herzegovina, Cyprus, Denmark, Estonia, France, Germany, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Norway, Poland, Portugal, Romania, Serbia, Spain, Sweden, Tajikistan, UK – Scotland, Ukraine</p>

<p><i>Teacher networking: collegial support and mutual consultation (n = 88) (I don't know: 14% (12))</i></p>	<p>45% (40)</p>	<p>41% (36)</p>	<p>Have been implemented: Armenia, Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Cyprus, Estonia, Finland, France, Georgia, Germany, Hungary, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Sweden, Switzerland, Tajikistan, UK - England and Wales, UK – Scotland, Uzbekistan</p> <p>My organisation would like this to be implemented: Belgium – Flanders, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Denmark, Estonia, France, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Lithuania, Norway, Portugal, Romania, Spain, Sweden, The Republic of Moldova, UK - England and Wales, UK – Scotland, Ukraine</p>
<p><i>Collaboration with civil society and local community (e.g. a social worker) (n = 86) (I don't know: 10% (9))</i></p>	<p>41% (35)</p>	<p>49% (42)</p>	<p>Have been implemented: Austria, Belgium – Flanders, Bulgaria, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Hungary, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Netherlands, Norway, Portugal, Serbia, Slovenia, Spain, Sweden, Switzerland, Turkey, UK - England and Wales, UK – Scotland, Uzbekistan</p> <p>My organisation would like this to be implemented: Armenia, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Croatia, Cyprus, Denmark, Estonia, France, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Latvia, Lithuania Norway, Poland, Portugal, Romania, Russian Federation, Slovakia, Spain, Sweden, Tajikistan, UK – Scotland, Ukraine</p>

<p><i>Creating a safe physical, social and emotional learning environment by formulating clear expectations for behaviour (n = 83) (I don't know: 13% (11))</i></p>	<p>40% (33)</p>	<p>47% (39)</p>	<p>Have been implemented: Belgium – Flanders, Bulgaria, Cyprus, Denmark, Estonia, Finland, Ireland, Italy, Kyrgyz Republic, Latvia, Malta, Netherlands, Norway, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, UK – England and Wales, UK – Scotland, Uzbekistan</p> <p>My organisation would like this to be implemented: Belgium – Flanders, Belgium - Wallonia/ Brussels, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Denmark, Estonia, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Norway, Poland, Portugal, Romania, Slovakia, Spain, Turkey, UK – Scotland, Ukraine</p>
<p><i>(stimulating the) Use of a range of teaching techniques to cater for different learning styles (n = 86) (I don't know: 13% (11))</i></p>	<p>45% (35)</p>	<p>43% (33)</p>	<p>Have been implemented: Belgium – Flanders, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, Ireland, Italy, Kyrgyz Republic, Latvia, Malta, Netherlands, Norway, Poland, Portugal, Russian Federation, Slovenia, Spain, Switzerland, Turkey, UK – England and Wales, UK – Scotland</p> <p>My organisation would like this to be implemented: Belgium – Flanders, Belgium - Wallonia/ Brussels, Bosnia and Herzegovina, Cyprus, Denmark, France, Georgia, Germany, Greece, Hungary, Kosovo, Lithuania, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovenia, Spain, Tajikistan, UK – England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>

<p><i>(stimulating the) Incorporation of principles of well-being for students and staff in mission statements, policies and procedures (n = 86) (I don't know: 21% (18))</i></p>	<p>35% (30)</p>	<p>44% (37)</p>	<p>Have been implemented: Belgium – Flanders, Bulgaria, Cyprus, Denmark, Estonia, Finland, Germany, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Malta, Netherlands, Norway, Russian Federation, Slovakia, Spain, Sweden, Switzerland, UK – England and Wales, UK – Scotland</p> <p>My organisation would like this to be implemented: Belgium – Flanders, Belgium - Wallonia/ Brussels, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Denmark, Estonia, France, Georgia, Germany, Hungary, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovenia, Spain, Tajikistan, Turkey, UK – Scotland</p>
<p><i>Developing and implementing evaluation and monitoring for follow-up and implementation of 'whole school approaches' (n = 84) (I don't know: 18% (15))</i></p>	<p>23% (19)</p>	<p>60% (50)</p>	<p>Have been implemented: Bulgaria, Finland, Germany, Ireland, Kyrgyz Republic, Latvia, Malta, Netherlands, Russian Federation, Spain, Sweden, Switzerland, The Republic of Moldova, UK - England and Wales, UK - Scotland</p> <p>My organisation would like this to be implemented: Armenia, Belgium – Flanders, Belgium - Wallonie/ Brussels, Bosnia and Herzegovina, Croatia, Cyprus, Denmark, Estonia, France, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Lithuania, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Tajikistan, Turkey, UK – England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>

Table 16: Forms of support provided for implementation of the whole school approach (*question 24*)

Forms of support provided for the implementation of whole school approaches (09.11.2018)	% (#)	Countries/regions
<i>Specialist support from the educational establishment (e.g. mainstreaming language support classes) (n = 87) (Not applicable/I don't know: 23% (20))</i>	48% (42)	Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Czech Republic, Finland, France, Germany, Ireland, Italy, Kyrgyz Republic, Latvia, Malta, Montenegro, Netherlands, Norway, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Switzerland, Tajikistan, UK – England and Wales, UK - Scotland
<i>Thematic training seminars/workshops on EU/national culture or legislation (e.g. human rights, gender equality, freedom of expression or non-discrimination) (n = 90) (Not applicable/I don't know: 17% (15))</i>	60% (54)	Armenia, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Estonia, Finland, France, Georgia, Germany, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Serbia, Slovenia, Spain, Sweden, Switzerland, Turkey, UK - England and Wales
<i>Helplines or online support (e.g. to report and receive counselling dealing with violence in schools/educational settings or cases of discrimination of any form) (n = 89) (Not applicable/I don't know: 16% (14))</i>	54% (48)	Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Hungary, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Malta, Netherlands, Poland, Portugal, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, UK – England and Wales, UK – Scotland, Uzbekistan

<p><i>Opportunities for exchange on the implementation of the 'whole-school approach' and cooperation opportunities (n = 88) (Not applicable/I don't know: 30% (26))</i></p>	<p>38% (33)</p>	<p>Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Denmark, Finland, Georgia, Germany, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Montenegro, Netherlands, Russian Federation, Slovenia, Spain, Switzerland, UK - England and Wales, UK – Scotland, Ukraine</p>
<p><i>Opportunities for cooperation among all the relevant formal and non-formal education stakeholders (n = 89) (Not applicable/I don't know: 28% (25))</i></p>	<p>43% (38)</p>	<p>Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, Germany, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Montenegro, Netherlands, Norway, Slovakia, Slovenia, Spain, Switzerland, Tajikistan, The Republic of Moldova, UK – Scotland, Ukraine</p>

Table 17: Conditions necessary to implement whole school approach (*question 26*)

<p>Conditions necessary to implement the whole school approach</p>	<p>% (#) Very important</p>	<p>% (#) Important</p>	<p>Countries/regions</p>
<p><i>Curricula promoting democracy and citizenship across a range of subjects (n = 92) (I don't know: 1% (1))</i></p>	<p>57% (52)</p>	<p>38% (35)</p>	<p>Very important: Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Lithuania, Luxembourg, Montenegro, Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, The Republic of Moldova, Turkey, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan</p> <p>Important: Austria, Belgium – Flanders, Denmark, Estonia, Finland, France, Georgia, Germany, Ireland, Italy, Kosovo, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Romania, Russian Federation, Serbia, Slovakia, Spain, Switzerland, Tajikistan</p>

<p><i>Teaching styles requiring active participation of students (n =81) (I don't know: 1% (1))</i></p>	<p>62% (56)</p>	<p>37% (34)</p>	<p>Very important: Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Spain, Sweden, Turkey, UK - England and Wales, UK - Scotland</p> <p>Important: Armenia, Austria, Belgium – Flanders, Cyprus, Estonia, Finland, France, Germany, Italy, Kosovo, Latvia, Lithuania, Montenegro, Norway, Poland, Portugal, Russian Federation, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, Ukraine, Uzbekistan</p>
<p><i>Committed leadership in educational institution/ school (n = 91) (I don't know: 2% (2))</i></p>	<p>55% (50)</p>	<p>38% (35)</p>	<p>Very important: Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Hungary, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Montenegro, Netherlands, Norway, Poland, Portugal, Serbia, Slovakia, Slovenia, Spain, Sweden, UK - England and Wales, UK - Scotland</p> <p>Important: Austria, Belgium – Flanders, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Latvia, Lithuania, Norway, Poland, Romania, Russian Federation, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, UK-Scotland, Ukraine, Uzbekistan</p>

<p><i>Supporting policy frameworks (n = 91) (I don't know: 0% (0))</i></p>	<p>37% (34)</p>	<p>51% (46)</p>	<p>Very important: Armenia, Belgium – Flanders, Bulgaria, Croatia, Denmark, Estonia, France, Georgia, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Montenegro, Netherlands, Norway, Portugal, Spain, Sweden, UK - England and Wales, UK – Scotland</p> <p>Important: Austria, Belgium – Flanders, Bosnia and Herzegovina, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Kosovo, Latvia, Lithuania, Malta, Netherlands, Norway, Poland, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, Turkey, UK - Scotland</p>
<p><i>Staff development to support participatory teaching styles (n = 91) (I don't know: 0% (0))</i></p>	<p>55% (50)</p>	<p>45% (41)</p>	<p>Very important: Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Montenegro, Netherlands, Norway, Poland, Portugal, Serbia, Slovakia, Spain, UK - England and Wales, UK - Scotland</p> <p>Important: Austria, Belgium – Flanders, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Kosovo, Latvia, Malta, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, Turkey, Ukraine, Uzbekistan</p>

<p><i>Engaging with local community through meaningful and respectful relationships (n = 90) (I don't know: 2% (2))</i></p>	<p>34% (31)</p>	<p>56% (50)</p>	<p>Very important: Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Denmark, Estonia, France, Georgia, Ireland, Italy, Kosovo, Latvia, Lithuania, Luxembourg, Montenegro, Netherlands, Norway, Portugal, Slovenia, Spain, UK - England and Wales, UK – Scotland, Uzbekistan</p> <p>Important: Armenia, Austria, Belgium – Flanders, Bosnia and Herzegovina, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Kosovo, Kyrgyz Republic, Lithuania, Malta, Netherlands, Poland, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, The Republic of Moldova, Turkey, UK - England and Wales, UK - Scotland</p>
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Table 18: Actors having a leading role in the different aspects of digital citizenship education? (question 29)

<p>Actors having a leading role in the different aspects of digital citizenship in education (n =96)</p>	<p>Government</p>	<p>Employer organisation</p>	<p>Education trade union</p>	<p>Private sector</p>	<p>Other</p>
<p><i>Develop 'descriptors' to better define competencies for digital citizenship.</i></p>	<p>63% (60)</p>	<p>24% (23)</p>	<p>23% (22)</p>	<p>6% (6)</p>	<p>4% (4)</p>
<p><i>Develop resources for teachers and educators to support them in teaching digital citizenship.</i></p>	<p>61% (59)</p>	<p>30% (29)</p>	<p>20% (19)</p>	<p>14% (13)</p>	<p>4% (4)</p>
<p><i>Create and launch awareness strategies/campaigns to sensitize various actors (policy makers, leaders of educational institutions, teachers, parents, students) in addressing challenges faced by students in a digital era.</i></p>	<p>66% (63)</p>	<p>29% (28)</p>	<p>32% (31)</p>	<p>10% (10)</p>	<p>5% (5)</p>
<p><i>Mapping of responsibilities of various actors in relation to digital citizenship.</i></p>	<p>55% (53)</p>	<p>23% (22)</p>	<p>25% (24)</p>	<p>6% (6)</p>	<p>5% (5)</p>

<i>Develop and implement monitoring mechanisms to detect emerging trends related to education and learning in a digital era.</i>	55% (53)	27% (26)	23% (22)	6% (6)	4% (4)
<i>Conduct research to better understand development and needs related to digital citizenship.</i>	56% (54)	27% (26)	25% (24)	9% (9)	13% (12)

Table 19: Activities that are effective in fostering the ability to reflect and thinking critically, in view of confronting (mis)information found on the Internet (*question 27*)

Activities that are effective in fostering the ability to reflect and think critically in view of confronting (mis)information on Internet	% (#) Very effective	% (#) Effective	Countries/regions
<i>Develop classes using ICT and social media in which students can ask and answer real-life questions in an open discussion. (n = 86) (Not applicable/I don't know: 8% (7))</i>	37% (32)	49% (42)	<p>Very effective: Belgium – Flanders, Belgium - Wallonia/ Brussels, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Netherlands, Poland, Portugal, Serbia, Slovakia, Slovenia, Spain, Ukraine</p> <p>Effective: Armenia, Austria, Belgium – Flanders, Bosnia and Herzegovina, Cyprus, Denmark, Estonia, Finland, France, Germany, Ireland, Italy, Kosovo, Latvia, Luxembourg, Malta, Montenegro, Norway, Poland, Romania, Russian Federation, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK – Scotland, Uzbekistan</p>

<p><i>Organise discussions in the classroom on the various uses of ICT whereby input from representatives from different (socio-cultural) settings can be invited (n = 88) (Not applicable/I don't know: 8% (7))</i></p>	<p>34% (30)</p>	<p>52% (46)</p>	<p>Very effective: Belgium – Flanders, Belgium - Wallonia/ Brussels, Bulgaria, Croatia, Cyprus, Denmark, France, Georgia, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Netherlands, Norway, Portugal, Romania, Serbia, Slovenia, Spain</p> <p>Effective: Armenia, Austria, Belgium – Flanders, Bosnia and Herzegovina, Cyprus, Denmark, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Kosovo, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>
<p><i>Organise discussions in the classroom between teachers and students, about students' own decisions on the use of ICT (n = 87) (Not applicable/I don't know: 5% (4))</i></p>	<p>44% (38)</p>	<p>49% (43)</p>	<p>Very effective: Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Finland, France, Georgia, Germany, Greece, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Montenegro, Netherlands, Norway, Portugal, Romania, Slovenia, Spain, UK - Scotland</p> <p>Effective: Austria, Belgium – Flanders, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, Latvia, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Spain, Sweden, Switzerland, Tajikistan, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>

<p><i>Share the process of problem solving by presenting and reacting to misinformation found on the media (n = 85) (Not applicable/I don't know: 6% (5))</i></p>	<p>44% (37)</p>	<p>45% (38)</p>	<p>Very effective: Belgium – Flanders, Belgium - Wallonia/ Brussels, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Kyrgyz Republic, Latvia, Lithuania, Montenegro, Netherlands, Norway, Poland, Portugal, Serbia, Slovenia, Spain, Turkey</p> <p>Effective: Armenia, Austria, Belgium – Flanders, Bosnia and Herzegovina, Cyprus, Finland, France, Germany, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Norway, Poland, Romania, Russian Federation, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan</p>
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Table 20: Good/innovative practices in relation to domains of e-safety in educational settings (question 28)

<p>Good practices available in country/ region in relation to one or more of the following domains of E-safety</p>	<p>% (#)</p>	<p>Countries/regions</p>
<p><i>Online safety and acceptable use policies in place by educational institutions/schools (n = 87) (Not applicable/I don't know: 15% (13))</i></p>	<p>62% (54)</p>	<p>Austria, Belgium – Flanders, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Ireland, Italy, Kyrgyz Republic, Latvia, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK - England and Wales, UK - Scotland</p>

<p><i>Mechanisms in place to support students, staff and/or parents facing online safety issues (n = 86) (Not applicable/I don't know: 21% (18))</i></p>	<p>44% (38)</p>	<p>Austria, Belgium – Flanders, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, Germany, Ireland, Italy, Kyrgyz Republic, Latvia, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Serbia, Slovenia, Spain, Turkey, UK – England and Wales, UK – Scotland</p>
<p><i>Online safety training for educational staff, that is regularly updated (n = 85) (Not applicable/I don't know: 26% (22))</i></p>	<p>29% (25)</p>	<p>Armenia, Belgium – Flanders, Cyprus, Denmark, Finland, France, Germany, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Malta, Montenegro, Netherlands, Norway, Poland, Serbia, Slovenia, Spain, Turkey, UK – Scotland</p>
<p><i>Educational programmes to educate students on building knowledge, skills and confidence related to online safety (n = 85) (Not applicable/I don't know: 24% (20))</i></p>	<p>49% (42)</p>	<p>Armenia, Belgium – Flanders, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Finland, France, Germany, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Slovakia, Slovenia, Spain, Switzerland, UK – England and Wales, UK – Scotland</p>
<p><i>Awareness raising activities for the 'whole school' community (parents, local actors, etc.) about online safety (n = 86) (Not applicable/I don't know: 22% (19))</i></p>	<p>49% (42)</p>	<p>Armenia, Belgium – Flanders, Belgium – Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Ireland, Italy, Kyrgyz Republic, Latvia, Malta, Montenegro, Netherlands, Norway, Portugal, Russian Federation, Slovenia, Spain, Sweden, Turkey, UK – England and Wales, UK – Scotland, Ukraine</p>

Table 21: Recommendations for activities/practices at national level to prevent radicalisation and extremism amongst students (*question 30*)

Recommendations for activities/ practices at national level to prevent radicalisation and extremism amongst students (n = 84)	% (#)	Countries/regions
<i>Joint work of students from diverse cultural, social and economic backgrounds in the classrooms</i>	89% (75)	Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK - England and Wales, UK – Scotland, Ukraine, Uzbekistan
<i>Present and promote local youth, sport or cultural associations/organisations</i>	70% (59)	Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK – Scotland, Uzbekistan
<i>Play an educational game on common values of freedom, tolerance, non- discrimination, diversity, gender equality, etc.</i>	48% (40)	Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Cyprus, Estonia, Finland, France, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Montenegro, Netherlands, Norway, Poland, Portugal, Russian Federation, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, Uzbekistan

<p><i>Invite recognized figures with non-conventional styles from different communities to talk about their work in the classroom.</i></p>	<p>65% (55)</p>	<p>Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Netherlands, Norway, Poland, Portugal, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, UK – Scotland, Ukraine, Uzbekistan</p>
<p><i>Create a short optional course within the school-curricula (e.g. history and theatre; diversity and social media)</i></p>	<p>45% (38)</p>	<p>Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Estonia, Finland, France, Georgia, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Luxembourg, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Spain, Sweden, Tajikistan, UK – Scotland, Ukraine</p>
<p><i>Create an extracurricular activity (e.g. guided tours of sights relevant to different minorities)</i></p>	<p>49% (38)</p>	<p>Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Ukraine, Uzbekistan</p>
<p><i>Invite a TV personality, sportsperson, singer or other popular figure the school because his/her specific background or experience is relevant to students' development.</i></p>	<p>58% (49)</p>	<p>Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Greece, Hungary, Ireland, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, UK – Scotland, Ukraine, Uzbekistan</p>

<p><i>Explore successful oral stories which are familiar and particularly sensitive in different cultural groups</i></p>	<p>48% (40)</p>	<p>Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Croatia, Cyprus, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Netherlands, Portugal, Romania, Russian Federation, Spain, Sweden, Switzerland, Tajikistan, Ukraine, Uzbekistan</p>
<p><i>Live performances (theatre, music, etc.) to promote cross-cultural understanding and confront intolerance, bigotry, extremism and terrorism.</i></p>	<p>71% (60)</p>	<p>Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, UK – Scotland, Uzbekistan</p>
<p><i>Visiting exhibitions (museum, national/regional heritage spot, etc.) and discuss relevant political/societal issues.</i></p>	<p>70% (59)</p>	<p>Armenia, Austria, Belgium – Flanders, Belgium - Wallonia/Brussels, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Latvia, Lithuania, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, Ukraine, Uzbekistan</p>

Table 22: Approaches considered to be effective to promotion inclusion of students from various backgrounds and to prevent discrimination (*question 31*)

Approaches considered to be effective to promotion inclusion of students from various backgrounds and to prevent discrimination	% (#) Very effective	% (#) Effective	Countries/regions
<i>Codes of conduct, including issues of tolerance and anti-discrimination against students from other cultural, social and economic backgrounds (n = 92) (Not applicable/I don't know: 11% (10))</i>	25% (23)	53% (49)	<p>Very effective: Bosnia and Herzegovina, Cyprus, Denmark, Finland, Germany, Greece, Ireland, Italy, Kosovo, Norway, Poland, Portugal, Slovenia, Spain, Sweden, Tajikistan, Uzbekistan</p> <p>Effective: Armenia, Belgium – Flanders, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Hungary, Ireland, Italy, Kosovo, Kyrgyz Republic, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Sweden, Switzerland, Turkey, UK - England and Wales, UK – Scotland, Ukraine</p>
<i>Encouraging student gatherings of different cultural, social and economic backgrounds (n = 92) (No reply/not applicable/I don't know: 12% (11))</i>	43% (40)	37% (34)	<p>Very effective: Armenia, Belgium – Flanders, Belgium - Wallonia/Brussels, Bulgaria, Cyprus, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Kosovo, Kyrgyz Republic, Lithuania, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Turkey, UK - Scotland</p> <p>Effective: Austria, Belgium – Flanders, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Estonia, Finland, France, Germany, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Russian Federation, Slovenia, Spain, Sweden, Switzerland, Tajikistan, UK - Scotland</p>

<p><i>Implementing curriculum opt-out policies: students are allowed to opt out of religion classes (n = 91) (No reply/not applicable/I don't know: 20% (18))</i></p>	<p>15% (14)</p>	<p>30% (27)</p>	<p>Very effective: Belgium - Wallonia/Brussels, Bulgaria, Cyprus, Denmark, France, Kyrgyz Republic, Poland, Slovenia, Spain Effective: Armenia, Belgium – Flanders, Croatia, Cyprus, Czech Republic, Finland, Germany, Greece, Italy, Kosovo, Lithuania, Luxembourg, Malta, Norway, Portugal, Romania, Slovakia, Spain, Tajikistan, Turkey, UK – Scotland, Uzbekistan</p>
<p><i>Enhancing home-school liaison with parents (e.g. through extra-curricular activities involving parents) (n = 91) (No reply/not applicable/I don't know: 13% (12))</i></p>	<p>27% (25)</p>	<p>40% (36)</p>	<p>Very effective: Belgium - Wallonia/Brussels, Bulgaria, Cyprus, Denmark, Finland, France, Ireland, Kosovo, Latvia, Netherlands, Norway, Portugal, Serbia, Slovenia, Spain, Tajikistan, UK - Scotland Effective: Belgium – Flanders, Bosnia and Herzegovina, Croatia, Cyprus, Estonia, Finland, France, Germany, Greece, Hungary, Italy, Kyrgyz Republic, Latvia, Lithuania, Luxembourg, Malta, Norway, Portugal, Romania, Russian Federation, Slovakia, Spain, Sweden, Switzerland, UK – Scotland, Uzbekistan</p>

<p><i>Mentoring or support programmes/ activities for newly arrived migrants and/or students with academic difficulties (n = 89) (No reply/not applicable/I don't know: 13% (12))</i></p>	<p>43% (38)</p>	<p>40% (36)</p>	<p>Very effective: Belgium – Flanders, Belgium - Wallonia/ Brussels, Bulgaria, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Hungary, Ireland, Kosovo, Kyrgyz Republic, Netherlands, Norway, Poland, Portugal, Serbia, Slovenia, Spain, Sweden, Turkey, UK – England and Wales, UK - Scotland</p> <p>Effective: Austria, Belgium – Flanders, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Greece, Ireland, Italy, Kosovo, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Romania, Russian Federation, Slovakia, Spain, Sweden, Switzerland, Tajikistan, UK – Scotland, Ukraine</p>
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ANNEX 4: COMPENDIUM OF EXAMPLES AND GOOD PRACTICES BASED ON THE SURVEY RESULTS

This compendium presents examples of good practices related to the implementation of the Paris Declaration of March 2015 collected in the online survey conducted as part of the CONVINCCE project, complemented with input from the literature. It does not aspire to produce an exhaustive overview of such good/innovative practices.

BELGIUM/FLANDERS

In **Flanders**, since September 2016, a '[Citizenship Booster](#)'¹⁷³ was introduced for all secondary education (state) schools. It is an online survey for students gathering data on their views and attitudes in relation to citizenship. Participating schools receive a personal feedback report, based on which they can choose for a follow-up trajectory to strengthen certain components in their education, like e.g. engagement, democracy at school, world citizenship and sustainability. As of 1 September 2017, an 'Active Citizenship' curriculum is offered in state schools in Flanders. In the state schools that want to deliver this course, a competence-based curriculum is developed for 12-18 year olds related to citizenship education, based on the [SOLO](#) taxonomy¹⁷⁴. This (Structure of the Observed Learning Outcome) taxonomy classifies students' learning outcomes from any activity unit or classroom programme. Learning outcomes are sorted into three levels of knowledge: surface knowledge (loose ideas), deep knowledge (connected ideas) and conceptual or constructed knowledge (extended ideas). The taxonomy can be used to design differentiated learning tasks. The key competences of this curriculum are philosophizing (critical thinking individually and in group and empathy), value formation (ethical perspectives, formation of choice, conflicts and tensions) and sustainable co-existence (diversity, commitment, human rights). For the active citizenship curriculum, learning materials are used from various civil society organisations in Flanders. Support to teachers is delivered amongst others through three regional learning networks to share expertise, experiences and material related to teaching active citizenship. An offline and online [handbook](#)¹⁷⁵ (in Dutch) is made available and includes a step-by-step plan for a broad citizenship culture at school, a competence-oriented learning line, teaching methods, sources of inspiration as well as practical examples.

In the [Declaration of Neutrality](#) (in Dutch) of the state education organised by the Flemish Community, the concepts of diversity, critical thinking and active citizenship are central. The official education in Flanders is bound by the Belgian constitution to provide neutral education.

Neutrality refers to the values that make democracy possible and that shape the implementation of active citizenship. In this context, teachers are trained in philosophizing (neutral techniques in researching in group), debating (neutral techniques in argumentation and convincing), mediation (neutral techniques in problem-solving), moral judgment (neutral techniques in facilitating moral deliberation and development).

The initiative 'Nailing Colours to the mast' ([Kleur bekennen](#)) (in Dutch) is offering support to schools and teachers about global citizenship education, in the form of:

- Content and financial support for global citizenship initiatives at school through an annual project call.
- Tailored advice and continuing professional development.
- Learning trajectories.
- Free borrowing of educational material.

The general objective of the initiative is: "Young people act as responsible citizens, aware of the importance of international solidarity and contribute to a more just world." The specific objective is: "Schools anchor global citizenship education initiatives in their operation and make use of quality resources and support."

In order to achieve the above objective, the initiative cooperates with the Flemish provinces and the Flemish Community Commission. The Belgian Development Agency (Enabel) coordinates the programme.

One of the initiatives part of the programme is '[Kruit](#)', an online and real-life platform related to global citizenship education, through which cooperation and exchange between various actors is stimulated (Innovation Labs and exchange events).

One the website of the [Children's Rights School](#) (Kinderrechtenschool/ Ecole des droits de l'enfant) educational material on children's rights is available for students of primary and lower secondary education. The trajectory for children's rights schools is supported by 6 organizations: the Partners for Children's Rights Schools. On the Dutch-speaking side, these are KIYO (NGO) and Djapo (NGO). On the French-speaking side, this is DGDE ((Délégué général de la Communauté française aux droits de l'enfant). Plan International Belgium, UNICEF Belgium and VIA Don Bosco are active in both parts of the country. They bundle their expertise under the motto "better together than alone". The partnership brings together all knowledge in the field of child rights education.

[What's my name](#)¹⁷⁶ is a project, addressing students in the age of 15-16 years in the city of Ghent, on birth, naming, identity, rituals, citizenship and well-being implemented in a context of growing diversity and growing polarisation.

BELGIUM/WALLONIA-BRUSSELS

[Entre-vues](#)¹⁷⁷, a non-profit organisation in Belgium-Wallonia, aims at promoting democratic values, focusing on responsible citizenship, ethics and philosophy. It provides educational tools for teachers, educators and social workers. It also organises training and activities around the practice of philosophical and citizen approaches and publishes feature articles on topics related to philosophy and citizenship. Information on the latest conferences, training and workshops is also available on their website (in French).

In association with another non-profit organisation (Laïcité Brabant wallon), Entre-vues edits a magazine, [Philéas & Autobule](#)¹⁷⁸, with the objective of encouraging critical thinking, the awakening of a civic conscience and the development of a philosophical attitude among children between the ages of 8 to 13. Each issue addresses a theme (e.g. How do you know if it is true? What does it mean to be a citizen?), inviting children to reflect and build an opinion thanks to a range of material. Each issue is published with an educational dossier for education professionals to give them the confidence to address each issue with children (in French).

The purpose of the [Avocat dans l'école](#) (Attorney in the School) project is to help young people discover the world of justice, its functioning and the essential role it plays in a democracy. To enable teachers to prepare for the visit of a lawyer in class, educational material was produced by the Bar of Lawyers from the French and German communities of Belgium. The educational material is available in two versions, for primary and secondary schools.

CROATIA

The first attempt in relation to citizenship education in Croatia started in 1998 as the government response to the 1995-2004 UN Decade of Human Rights Education.

- In the following years, the human rights and democratic citizenship education would be nominally included in all major laws and strategic papers on education and national policies but not in practice.
- Drafting of the first Croatian Citizenship Education Curriculum (CEC) in 2010 accepted by Minister of education.
- The format of curriculum had not, yet, been recognised by law, CEC had to be formally rewritten as the Citizenship Education Programme for Primary and Secondary Schools (CEP).
- In the process of "e-consultations with the interested public" opened by the Ministry in 2014, CEP was attacked by the coalition of civil organizations who claimed to be the guardians of the family and national interests.
- The National Comprehensive Curricular Reform in 2015 Citizenship Education Curriculum developed as a cross-curricular topic, received a lot of comments from civil organisations.
- In January 2019 a cross-curricular approach was published and will be implemented in

schools from 2019/2020 onwards.

- The Croatian Ombudswoman recommended in her 2018 report that Citizenship Education should be a mandatory subject in schools.

One of the pilot projects is [School for Life](#)¹⁷⁹ (2018-2019) implemented in 74 schools, reaching 8.500 students and 2.000 teachers. It includes amongst others citizenship education as a cross curricular subject, tablets for all students and digital learning material. The program should prepare students better for the challenges they will face in life.

[CARnet](#)¹⁸⁰ is the Croatian Academic and Research Network, offering a range of services, including material related to digitalisation in education.

CYPRUS

A **three-year strategic plan (2018-2020)** has been established through which the Ministry of Education and Culture aims to ensure the provision of learning opportunities for all learners. The educational policy embodies the values of equality, inclusiveness, creativity and innovation. The strategic plan's vision is to form literate citizens with adequate skills, responsibility, a democratic ethos, historical identity and respect for diversity. Furthermore, **Active Citizenship Education** has been integrated into the subject of Health Education at the primary education level and Home Economics at the secondary level, as part of the curriculum reform.

The Health Education Curriculum (2012) includes success indicators and objectives related to issues concerning diversity and multiculturalism, such as intimidating behaviour (e.g. 'to perceive intimidating behaviour, to recognise and resist'), violence (e.g. 'to distinguish forms of violence, physical, sexual, psychological, socio-economic'), gender and diversity (e.g. 'to engage in acts of respect for diversity', 'to highlight the positive effects of diversity in the classroom, in the family and in their community'). To achieve these objectives, schools have the autonomy to organise the activities they deem necessary.

The tool '[Discovering the Elephant](#)'¹⁸¹, developed by the Ministry of Education of Cyprus, is a learning guide to explore intercultural diversity and acceptance of others. It includes activities such as debates on controversial issues (e.g. euthanasia for animals, family types, drugs, smoking).

The mechanisms in place related to **digital citizenship and E-Safety** are: Cyprus Safer Internet centre with a dedicated portal with rich supporting material for children, teenagers, teachers, parents ([Internetsafety.pi.ac.cy](#)).

The [CYberSafety](#) project that covers awareness and support ([cybersafety.cy](#)).

A national strategy for a better Internet for children in Cyprus that brings together all major stakeholders under a common scope and goal ([esafecyprus.ac.cy](#)).

The [Safer Internet Day campaign](#) (in February) with school-based activities for pupils, teachers and parents as well as a major conference and media campaign.

The [Helpline and Hotline 1480](#) to support children and parents for safer Internet use.

Online safety training for educational staff, regularly updated, is in place through the online portal [Internetsafety.pi.ac.cy](#). It is also taking place through online meetings for teachers participating in the yearly programmes (e.g. eSafeSchools, Young Coaches for the Internet), which include sharing of good practices. Each programme has also its own webpage and participant's portal (dashboard) ([eSafeSchools.pi.ac.cy](#), [YoungCoaches.pi.ac.cy](#)). Moreover, a yearly blended programme (online with some f2f meetings) is planned to develop teachers' digital competence. It will include a unit on safe Internet. **Young Coaches for the Internet** is an action where students develop an action plan which they implement. This involves decisions on their use of ICTs and the critical handling of information. Young Coaches for the Internet is a member of the CYberSafety Youth Panel (<https://www.cybersafety.cy/youth-panel-en>) in Cyprus.

Educational programmes for pupils include the yearly programmes [eSafeSchools.pi.ac.cy](#), [YoungCoaches.pi.ac.cy](#), a competition of short videos produced by pupils, the projects EduWeb-Young where children educate digitally illiterate adults on the creative and safe use of the Internet, NESTOR-Students' WebRadio, an experiential school-based workshops for pupils, and safe Internet activities on weekly workshops during pupils' summer camps.

Awareness raising activities for the 'whole school' community (parents, local actors, etc.) about online safety include school-based events organised through the eSafeSchools, Young Coaches for the Internet programmes, workshops dedicated to parents and co-organised with the Pancyprian School for Parents, the production of online supporting material along with printed guides for parents and so on.

A **four-year National Strategy for the Prevention and Combating of Violence in schools** was designed by the Ministry of Education and Culture (MOEC) and approved by the Council of Ministers in January 2018. This Strategy is based on the UN Convention of the Rights of the Child and contains legal, administrative, social and educational measures to address the needs of vulnerable groups of children. The Strategy is composed of various lines of action:

- Research on the types and scope of institutional violence against children within the education system, with an emphasis on vulnerable groups.
- Create a mechanism for regular feedback from children with disabilities, regarding their education with the aim of evaluating the services provided to them.
- Create a child-friendly complaint mechanism that children and their parents can use when they believe their rights are violated.
- Develop a framework and procedures to ensure the implementation of the right of the child to have his/her best interest evaluated and given primary consideration in all decisions affecting him/her.
- Develop a plan for empowering schools to better respond to the needs of children with disabilities within mainstream education.
- Reinforce the Pedagogical Institute with specialized personnel to design and deliver a plan for providing in-service training to all teachers on how to better respond to the needs of

children with disabilities.

- Reinforce the access of schools to translators to better communicate with pupils and parents who do not speak Greek.
- Strengthen the implementation of the rights of children to have their views taken into consideration in all decisions affecting them.
- Emphasis on the education of children in human rights and peace building.
- Strengthen the capacity of parents and teachers, through educational programmes, to better respond to the needs of children and respect their rights, with a special focus on children with disabilities and migrant children.

Until recently, there was no systematic approach for teachers' continuous professional learning, although a variety of training actions were offered. The new system which was introduced in September 2015, provides opportunities for professional learning for all teachers in a systematic way and on a needs assessment basis, either for the whole school or for an individual teacher. The Council of Ministers has approved the proposal submitted by the MOEC (Ministry of Education and Culture) and assigned the implementation of the new system to the Pedagogical Institute, the competent body for teachers' in-service training. Schools are asked to create in a systematic and targeted way, opportunities for the development of their teaching staff, based on the educational needs of the school unit and the teachers themselves. Teachers' professional learning is linked to the school's improvement plan and its main characteristics are that it is addressed to all teachers, it is continuous and systematic. The framework supporting the professional learning is structured in four stages: (1) investigation and analysis of needs; (2) planning and organisation; (3) implementation of actions; and (4) final evaluation. A number of schools is supported by the Institute's staff who act as supporters and critical friends. In each school, a staff member is assigned the responsibility of being the school's coordinator for teachers' professional learning. Throughout this methodological approach teachers are provided with tools for the identification, investigation, analysis, design and evaluation of their activities. To support schools, the Institute is operating a professional learning portal, is applying a specific professional learning support programme and organises a variety of other programmes which aim to empower teachers at all levels of education. All the above are challenges that teachers are facing in their daily practice in various measures, and for which training or counselling are requested.

During the school year 2017-18, Cyprus Pedagogical Institute as the official carrier for the teachers' in-service training, proceeded to extended implementation of the Policy for Teachers' Professional Learning, based on the latest decision of the Council of Ministers (dated 17/7/2017). The latest decision was based on the pilot and evaluation stage of the professional learning program, as well as the evaluation of the professional learning policy conducted by the Technical Assistance Group of Experts of the European Committee (June 2017).

In Cyprus, the subject of religious education is compulsory for all grades of education. Nevertheless, children that do not profess the Christian Orthodox religion are entitled to an exemption from the subject of Religious Education, upon approval from the MOEC. The curriculum of the subject "aims at the development of universal values as antidotes to fanaticism and intolerance". Moreover, it is stated in the curriculum that amongst the targets of Religious Education are the cultivation

of respect, the promotion of peaceful coexistence amongst all people and the respect for one's right to profess any religion of his/her choice. Furthermore, certain units in the curriculum are devoted to other Christian denominations and religions, so that pupils have the chance to study the universal religious phenomenon and examine closely the pluralistic character of religious expression. The Pedagogical Institute has coordinated the project "Measures for Improving Social and Educational Integration of Children coming from non-EU countries", co-funded by Asylum, Immigration and Integration Fund and the Cyprus Government. The project aims to provide support to teachers and to introduce measures for parent's involvement in schools that pupils from non-EU countries attend.

The MOEC, following a recommendation by the Anti-Discrimination Body, has developed a Code of Conduct against Racism and Guide for Managing and Reporting Racist Incidents. The development and implementation of the anti-racist policy responds to the European Commission against Racism and Intolerance Guideline No 10 on Combating Racism and Racial Discrimination in and through School Education and is also in line with various international and European conventions that Cyprus has ratified, such as the Convention on the Rights of the Child, the Council of Europe Recommendation CM/Rec(2010)5 of the Committee of Ministers to member states on measures to combat discrimination on grounds of sexual orientation or gender identity, the Convention on the Elimination of all Forms of Violence Against Women and the European Social Charter. The policy conceptualizes racism in a broad manner, including all sorts of discrimination. It includes definitions of basic concepts which form the theoretical background, outlines the responsibilities and commitments, expected by each member of the school community, and provides the steps to be followed by schools for dealing with racist incidents in a practical rubric. It provides schools and teachers with a detailed plan on how to deal with and prevent racist incidents. As the Code views diversity as a multi-dimensional phenomenon, involving various aspects of people's identities, it is expected to contribute to the decrease of bullying and any form of discrimination in schools. The Pedagogical Institute has conducted several actions for the support of teachers and schools implementing the anti-racist policy and around 1000 teachers from all levels of education participated in these actions. At the same time, the anti-racist policy website was continually updated with information on the implementation, supporting material and answers to frequently asked questions.

DENMARK

The Danish approach to citizenship education is rather general, focusing on building democratic and social skills, whereby the main purpose is to develop social skills, critical thinking and sense of responsibility in children and young people.

The Danish Union of Teachers has a policy regarding the of multilingual pupils' right to language support in the class. The policy addresses the teachers' view on the pupils – that they should see and recognize the pupil, rather than the pupil's ethnicity. Diversity is one of the basic values of public schools in Denmark and it can only be maintained, if diversity is accepted and appreciated. A [background paper as well as a policy paper](#)¹⁸² have been drafted (both in Danish) on the issue of multilinguism in the classroom. Furthermore, The Danish Union of Teachers has also developed a [policy](#)¹⁸³, and a [leaflet](#)¹⁸⁴, regarding gender sensitivity in the school. The leaflet contains advice regarding how teachers can intensify their gender sensitivity, among other things in their usage, arrangement of the classrooms, choice of teaching materials etc.

All students should feel welcome in primary education/schools. Therefore, it is important that

the primary school recognizes and applies all pupils' linguistic and cultural competencies in all subjects. There is a need for continuous attention and effort so that all students get the right teaching. The task is very complex and it is not straightforward to point to finished solutions and efforts. It is argued that language support and efforts are a rewarding investment, and bilingual didactics seem to have beneficial effects for all students. It is important that all students feel valued and experience value in themselves, but it is at least as crucial that all schools and municipalities prioritize the area, ensuring that the resources are available and the political priorities, so that all pupils and their parents experience receiving educational offers that are in line with the pupils' needs and live up to the descriptions of the primary school Act (Folkeskole Act). Language use has a tremendous significance, as most words are loaded with meanings. Therefore, the Danish Teachers' Association has chosen to focus on multilingualism as a resource and diversity, as there must be room and space for different cultures in the primary school. At all levels, it is important to raise awareness of language so that it does not become stigmatizing. Both in the individual class, in the teacher's room, in the administration and in the council, our choice of words is also the choice of explanations. One must thus be aware of when to use the terms, such as "bilingual", "immigrant", "refugee", "multilingual", "newcomers", "late arrivals", "second generation" and "third generation" etc.

In Denmark, [DUDE](#)¹⁸⁵ is a research-based education program for primary and lower secondary education and higher secondary education. The aim of the project is to equip students in order to find the enormous amount of information they see every day on the internet and social media. The book [LIKE](#)¹⁸⁶ is a new free and research-based textbook that prepares high school students and primary school students to avoid the many pitfalls of digital media. The book gives the students the theoretical basis to understand the mechanisms that form the basis for, for example, illegal sharing of images, shit storms and fake news - and the opportunity to work with the topics in practice.

FINLAND

[Opinkirjo Development Center](#)¹⁸⁷ is a service organization for child and youth work, with the primary task of supporting schools in their development as learning centres for the learning and well-being of their members. We create practical solutions based on research data for teachers and teachers. On their website, various information and material is available related, amongst others related to media skills, youth parliament, diverse learning environments and critical thinking (in Finnish).

FRANCE

In France, the Ministry of Education introduced in 2015 a new course which sets the learning objectives on '**moral and civic education**' (*l'enseignement moral et civique*) complemented with the 'citizenship learning pathway' which emphasises learner-centred and project-based approaches. This course replaced the country's previous civics programme and is taught in all primary and secondary school classrooms. Its curriculum comprises four main themes: Sensitivity (understanding your feelings and those of others), Rules and Rights (understanding your legal rights and the rules of society), Critical Thinking (making rational decisions) and Social Responsibility (learning to become a responsible member of society). The main goal of the course

is to teach children to become active and responsible members of society by the time they turn 16, when education is no longer compulsory in France. See also: <http://eduscol.education.fr/>.

The Inter-ministerial Delegation on the Fight Against Racism, Anti-Semitism, and Anti-LGBT Hate (DILCRAH), within the Office of the Prime Minister, co-ordinates human rights activities within the French Government. DILCRAH serves as the intermediary among government officials and NGOs. DILCRAH facilitated the creation of an operational committee to fight racism and anti-Semitism in each department of the French Government. Among other activities, DILCRAH has created a multidisciplinary scientific council that conducts research and provides information to the public on racism and tolerance efforts in France. DILCRAH's online educational platform, established in March 2016, includes informational videos and documents created by experts on racism, and cultural and historical societies. For more information: <https://www.reseau-canope.fr/eduquer-contre-le-racisme-et-lantisemitisme> <http://www.gouvernement.fr/dilcrah>

GERMANY

In **Germany**, a series of material has been produced for teachers and schools to support them:

Migration: <https://www.gew.de/aktuelles/detailseite/neuigkeiten/neue-lehr-und-infomaterialien-zum-thema-flucht-und-asyl/> - <https://www.gew.de/flucht-und-asyl/material-fuer-die-praxis/>

Discrimination: <https://www.gew.de/aktuelles/detailseite/neuigkeiten/neues-themenheft-klassismus-diskriminierung-aufgrund-der-sozialen-herkunft/>

Inclusion: https://www.gew.de/suche/?L=0&id=21&tx_solr%5Bq%5D=inklusion+bewegt - <https://www.gew.de/inklusion/bundeskongress-eine-fuer-alle/>

Teacher training for an inclusive and democratic society: <https://www.gew.de/lehrer-innenbildung/zukunftsforum-lehrer-innenbildung/>

The Bavarian trainer and teacher association (Bayerischer Lehrer- und Lehrerinnenverband (BLLV)) developed a manifest 'Attitude counts' (*Haltung zählt*)¹⁸⁸, which is part of an ongoing campaign against hatred and violence in educational settings: *"We teachers are concerned about the increasing aggressiveness of language and manners. Not only at school, but in many areas of life - in politics, the media, in social networks. We observe how extreme groups and individuals prepare the ground for discord and violence. That endangers our democracy. We have to counteract that with teachers - and we can do that as well. Because at school the society of tomorrow is sitting. We adults are their role models. Our behaviour colours children and adolescents. At the same time, we cannot stand idly by, when we experience destructive manners in the school. The BLLV has therefore written a manifesto against this brutalization of language and manners - to protect our society from splitting, brutality, ruthlessness and radicalization"*. On the website, campaign material can be downloaded, as well as material related to various themes of this research (e.g. digitalisation in an educational setting, democratic pedagogy, etc.

Schools without Racism – Schools with Courage¹⁸⁹ is the largest school network in Germany, with more than 2,500 member schools. Schools that are part of the network commit to engage students and teachers in confronting any form of discrimination, bullying and group-targeted violence, creating a school climate that is open, tolerant and inclusive. To become part of the network, 70% of the school's students and teachers have to sign a formal contract in which they promise to take responsibility to actively contribute to a school climate free of discrimination and violence, to promote related values through their daily school routine and to regularly conduct and take part in activities that contribute to confront various forms of group-targeted violence and discrimination, including anti-Semitism.

GREECE

Testimony of a respondent: Difficulty in accepting refugee students in ordinary primary schools in Greece, Samos Island

In Greece, reception and education classes for refugee pupils exist in state schools and colleges. Students learn to mix and accept each other. Even if, according to the teachers, these separate classes are not the best solution and it would have been better to have mixed classes, they are useful for foreign pupils to learn Greek. They also promote the school integration of these young people who have not been to school for a long time.

But the parents' associations of Samos schools do not accept that these classes are in the schools where their children go. In early March 2019, these associations called on parents not to send their children to school until these classes closed. They claim to be in favour of educating the children of refugees, but in separate schools, out of touch with other children. According to these associations, if the refugee students and others go to the same school, this could cause health problems, because of the poor sanitary conditions in which the refugees live. Parents fear that their children will catch contagious diseases. But for more than a year that these classes exist in schools and that students are mixed, no health or safety problem was detected. Teachers and students are happy, studies are going well. There is no evidence that the parents' allegations are justified. Parents threaten to permanently withdraw their children, if refugees continue to go to the same schools as the children of the island. The press reported the issue with the title: "The parents decided to go on an indefinite strike of humanity".

It should be noted that on the opening day of these classes, teachers and schoolchildren welcomed the new students with applause and gifts. Greek pupils have learned to welcome them in Arabic and Farsi. When questioned by the press, the little Greeks found that their new classmates were "very cute and not at all menacing"; there was no reason to be afraid of them. The press considers that the integration of refugee students into schools on the island of Samos is a success due mainly to the mobilization of teachers. Like all the Greek islands bordering the Turkish coast, Samos hosts many refugees, who live in very precarious conditions. However, these refugees are in no way responsible for their living conditions. Their children say that since they go to school with the other students, their lives have changed.

IRELAND

In 2018, the Irish Government's first [Action Plan for Online Safety](#)¹⁹⁰ was launched (2018-2019). The key objective is improved digital citizenship through schools. The starting point is that schools have a significant contribution to make in Internet and online safety. Schools are supported through the prescription of a school curriculum that contributes to overall student learning and more specifically to the development of skills and competences necessary to life in contemporary societies, which includes being safe online.

The [Digital Strategy for Schools](#) introduced in 2015 provides a rationale and a Government action plan for integrating ICT into teaching, learning and assessment practices in schools over the next five years. This Strategy builds on previous strategies in ICT integration and it takes cognisance of current education reforms that are already underway within the education system at primary and post primary level. This Strategy focuses on the schools' sector and the proposed actions are designed to embed ICT more deeply across the system to enhance the overall quality of Irish education. Care has been taken, in developing the Strategy, to ensure that the actions align with and complement strategies and initiatives to support digital learning in the further education and higher education sectors.

The [Droichead programme](#) for teacher induction [promotes strongly joint work between teachers in the classroom](#). Droichead has been designed in collaboration with the profession to reflect the importance of induction for new teachers as they are formally welcomed into the most important profession in society. It is grounded in the belief that those best placed to conduct this formal welcome are experienced colleagues who have relevant and in-depth knowledge of teaching and learning in their respective schools.

The Irish Congress of Trade Unions (ICTU) developed the [Youth Connect](#)¹⁹¹ programme, targeting all second-level students. Through the programme, students are given an insight into many areas, including rights at work, trade unions and solidarity, globalisation and inequality in society. On the website, various resources are available for teachers and students (e.g. lesson plans, information hand-outs, worksheets) covering modules related to the world of work, unions and solidarity, rights at work and school, globalisation and equality and inequality in society. The website further contains news and information on the five module themes, a section for teachers, an e-zine and a platform for students to discuss and explore the issues that interest them most.

LITHUANIA

[Lithuanian Pupils' Parliament \(LMP\)](#)¹⁹² was established in 1999. It is registered as an NGO and consists of 95 secondary school students from all over Lithuania. To become member of this parliament a school student must participate in democratic elections, which have two stages. The first stage takes place at the secondary school, the second in the municipality. The number of members elected in each municipality depends on the size of the municipality. Lithuanian Pupils' Parliament consists of 6 committees: Human Rights, Culture, Health, Foreign Affairs, Education and Social Affairs. All individual members can choose which committee they want to work at according to their skills and competences. Each committee has a chair who is responsible for coordinating the work carried out by the committee.

The [Lithuanian Youth Council](#) (usually referred to as LijOT) is the biggest non-governmental, non-profit umbrella structure for Lithuanian national youth organizations and regional unions of youth organizations. Currently LijOT holds 62 members (non-governmental youth organizations) and represents more than 200 000 young people in Lithuania. LijOT is an organization representing the interests of youth and framing youth policy. It is the Government's partner in forming the constitution of the Council of Youth Affairs. LijOT is a full member of the European Youth Forum.

MALTA

The Maltese Union of Teachers (MUT), reported examples of the implementation of the whole school approach to prevent radicalisation and extremism. One example is a secondary school in the central area of Malta where 70% of the students come from Libya. A whole school approach seemed to be necessary in order to deal with radicalisation and extremism due to a sudden increase of students from diverse cultural background as well as the formation of gangs. The approach consisted of awareness raising of management, as well as seminars for managements and educators. Arabic-speaking support workers were invited and an ongoing dialogue was set up between the school and the local Islamic school as to how best deal with situations.

MONTENEGRO

In **Montenegro**, value-oriented subjects are part of the curriculum in all educational levels. Educational reforms started in 2000, resulting in the creation of the long-term vision of the future education system in the country, written down in the 'Book of Changes' (Ministry of Education and Science, 2001). Montenegro has recognised education for democratic citizenship and human rights as a lever to the educational system which creates a democratic personality, develops dialogue, tolerance, cooperation, understanding and respect for cultural and other differences, peaceful resolution of conflicts. Content and learning outcomes on cross-curricular topics are integrated in four topics:

- In the Education for Democracy and Active Citizens emphasis is on knowing democracy, civic rights, as well as, participation forms and decision making in community activities through following topics:
 - Democracy
 - Constitutional organization
 - The role of citizens in democratic society

- In the Education on Human Rights and Liberties emphasis is on the development of awareness of learners on amongst others universality and manifoldness of human rights and liberties, but also, the emphasis is on training of learners for active role in advocating for and protection of human rights through following topics:
 - Human rights and liberties,
 - Human rights and liberties protection forms and
 - Constitutional guarantee of human rights and liberties.

- In the Gender Equality and Protection from Discrimination emphasis is on awareness raising and elimination of gender stereotypes and prevention of gender discrimination and violence against women through the following topics:
 - Gender equality,
 - Discrimination and violence against women and
 - Women's rights protection mechanisms.

- In the Multicultural, Intercultural, Peace and Humanitarian Education emphasis is on understanding of multiculturalism and development of intercultural sensitivity and dialogue, awareness raising and elimination of stereotypes and prejudices. This component includes development of skills of active listening, empathy and constructive conflict solving, as well as, humanitarian law through following topics:
 - Multicultural education
 - Intercultural education
 - Peace education and Humanitarian Law.

THE NETHERLANDS

In the Netherlands, [toolboxes](#)¹⁹³ developed by SLO (*Stichting Leerplan Ontwikkeling* – Foundation for Curriculum Development) provide school leaders and teachers with methods, guidelines and examples to develop and act upon student participation. They are based on three pillars, i.e. democracy, participation and identity (own identity and diversity). These toolboxes are part of a dedicated website supporting citizenship education in schools (www.burgerschapindeschool.nl). SLO is a national centre of expertise focused on the development of the curriculum in primary, special and secondary education.

The Safer Internet Centre (co-funded by the European Commission through the Better Internet for Kids Programme of DG CONNECT and the Dutch Ministries of Economic affairs and Climate, Justice and Safety and Education), organises yearly activities to raise awareness about the safe and responsible use of the Internet by children. These activities take place during the [Safer Internet Day](#). In 2018, a whole week of activities was organised (6-13 February 2018) to draw attention to safe Internet usage by children. Several activities were organised throughout the Netherlands, e.g. studies on youth and cybercrime and children's digital competence; the presentation of the free educational programme developed by VodafoneZiggo and various partners in the Netherlands (such as veiliginternetten.nl – safer Internet) about the digital world for primary and secondary school, interactive theatre plays for youth addressing experiences coupled with exclusion, bullying and how these are influenced by social media as well as interactive workshops for teachers to talk about the current state of affairs on Internet security and cyber security.

The National Media Academy offers training programmes to become a media coach (<https://www.mediaenmaatschappij.nl/>). In 2018, the European MediaCoach project was launched (2018-2020). The main focus is the improvement of media literacy levels among young people through the development of a large pool of media literate professionals working in schools, youth centres and in non-formal contexts (e.g. libraries and museums). The project aims at the replication of the Dutch National MediaCoach that has demonstrated results with evidence of impact in Cyprus, Greece, Portugal, Romania and Bulgaria.

The [Network on Citizenship in vocational education and training](#) in the Netherlands is a spontaneous initiative, founded at the end of 2014. Its starting point is that the diversity of VET schools should be used. The Knowledge Centre for Secondary Vocational Education and Training (MBO – Middelbaar Beroepsonderwijs) - Citizenship shares knowledge and experience about citizenship education with teachers and schools. Since 1 January 2016, the network has been further developed under the responsibility of the MBO Council and with funding from the Ministry of Education, Culture and Science. The website (<https://burgerschapmbo.nl/lesmateriaal?filter=lesmateriaal>) provides a series of material that can be used in the classroom to discuss diversity, citizenship education and inclusive education.

In secondary vocational training in the Netherlands, the [Citizenship Agenda 2017-2021](#)¹⁹⁴ (in Dutch) was introduced. Four dimensions of citizenship education have been defined in the context of this Agenda:

- a political-legal dimension, e.g. basic societal values, dealing with value dilemma's like sexual diversity, functioning of democracy, elections, etc.
- an economic dimension, e.g. participation in the labour market, participation as a consumer in society, etc.
- a social dimension, e.g. enhancing an active participation in society, cultural diversity, knowledge about migration and refugee-related issues, etc.
- vital citizenship, e.g. care about own vitality, health, risk behaviour, etc.
- From 2016 onward, additional attention needed to be paid to the development of competences related to critical thinking and knowledge of human rights.

The vocational training sector in the Netherlands must adhere to various legal provisions and requirements when designing safety policy. These provisions and requirements form the basis for an integrated safety policy. In addition to the legal basis, the vocational training sector has [four pillars](#)¹⁹⁵ (in Dutch) along which the schools themselves develop tailor-made safety policies.

- Pillar 1: Safe learning and working environment. The primary responsibility of a school is to create a safe learning and working environment. Employees and students must feel seen and heard. When people feel that they are not sufficiently taken into account, the involvement decreases and therefore the chance of undesirable behaviour increases. Clear standards for interaction and behaviour, which are supported by everyone, are therefore essential. Showing attention, good communication between school and student, but also parents, contribute a positive learning and working environment. This pillar also touches on topics such as career guidance and guidance, appropriate education and quality assurance.
- Pillar 2: Security in curriculum. The second pillar focuses on the qualifying function of education. This means that MBO educates its students on social aspects such as diversity, discrimination, respect, etc. These aspects are mainly reflected in citizenship education and active citizenship. The qualification requirements for these themes are the same for all MBO schools. However, schools are expected to translate these legal requirements into

their own educational practice.

- Pillar 3: Safety in the event of an incident. A safe school has a clear 'crisis chain' in which everyone knows what to do in the event of an emergency or crisis, but also how escalation can be prevented and how the consequences can be controlled or limited. This "crisis chain" provides clarity in the distribution of tasks, responsibilities, powers and lines of communication within and between the operational and administrative crisis teams. The key question here is: how far does the responsibility of a school extend and when does it come to lie with other parties within society?
- Pillar 4: Secure infrastructure. A secure infrastructure naturally contributes to a sense of safety at school. This so-called "physical safety" includes fire safety, road safety, user safety and health and safety at work. In addition, physical safety also relates to the safety organization of a school in a broad sense. Think, for example, of emergency plans, incident registration, etc. Finally, student and staff awareness also plays an important role in physical safety. Physical safety is guaranteed when the organization, safety measures, safety organization and student and staff awareness are in balance.

In the early 2000s the first [democratic school](#)¹⁹⁶ (in Dutch) opened in the Netherlands. A "democratic school" is organised in a way that decisions are made democratically within the school community. The schools aim to train their students to function as active citizens in society. The premise is that society is evolving at a rapid pace, and that young people need to be prepared to actively take part in a changing environment. The schools aim to teach young people the communication and social skills needed to foster innovations in society. They thus aim to stimulate independence and self-awareness in learning as these skills will be needed to effectively contribute to the changing landscape of Dutch society. There are fourteen democratic schools in the Netherlands, and no democratic school is the same, as they are all organised according to their own vision and school culture.

The Anne Frank House in Amsterdam and the Organisation for Security and Co-operation in Europe (OSCE) Office for Democratic Institutions and Human Rights developed [teaching materials to combat antisemitism](#)¹⁹⁷ that deal with a variety of aspects of this phenomenon. The materials are complemented by a comprehensive guide for teachers. National experts from another 14 OSCE participating countries have created customized country versions, tailored to their local context and history, which have been distributed to schools, educators, civil society organizations and libraries, alongside specialized training. This teaching material is composed of various parts addressing different aspects. In 2018 Guidelines for Policymakers have been developed.

In 2017, the Anne Frank House launched [Stories that Move](#), an online toolbox for educators available in six languages, which challenges 14 to 17 year-old learners to think critically about diversity and discrimination, and to reflect on their own position and choices in these matters. The toolbox consists of ready-to-use learning paths with multiple layers of information, assignments and life stories. In short clips, young people share positive experiences, but also those of exclusion, discrimination and hate crimes, from which an educator can start an honest exploration of topics related to discrimination in the classroom.

NORWAY

In Norway, an interactive website is developed and maintained by the Norwegian association of local and regional authorities (KS): www.ks.no/ks-ung. Visitors (students) can be actors in a play where they actively participate in policy development in the local community. Students learn about local democracy, participation and decision making at the local level.

In Norway a [Digitalisation Strategy](#) (in Norwegian) for basic education has been developed (2017-2021). This strategy is composed of various measures related to learning content, teacher training, infrastructure and vocational training. The objectives of the Strategy are ambitious and show that the development of an inclusive society is a high priority in Norway. The Strategy includes perspectives of students, teachers, school leaders, municipalities and counties. The Strategy has two main objectives: (1) students acquire digital skills to enable them to succeed in further education, work and participation in society, (2) ICT should be used to increase learning outcomes.

PORTUGAL

In **Portugal**, in 2001, there was a curricular revision (Decree-Law no. 6/2001, of January 18), which introduced for the first time in legislation the denomination 'Education for Citizenship', enshrined by a diploma as a transversal area of the curriculum. This Decree-Law remained unchanged for ten years. Accordingly, Decree-Law no. 18/2011, of February 2, established "the elimination of the Project Area from the list of non-disciplinary curricular areas" and gave "a new emphasis to the "Accompanied Study". However, the reference to Education for Citizenship remained as a transdisciplinary formation, with Civic Formation being the space determined for its development. With Decree-Law no. 50/2011, of April 8, the discipline of Civic Training in the 10th year was created, with a view to reinforcing training in the areas of Citizenship Education, health and sexuality. Therefore, Civic Formation was extended beyond Basic Education, but a disciplinary logic was chosen.

Then, in 2012, a change with important implications on Education for Citizenship in Portugal was introduced: Decree-Law no. 139/2012, of July 5. This law no longer includes the area of Civic Formation as a privileged space for the development of Education for Citizenship but integrate its in a cross-sectional way.

It is up to the schools, within their autonomy, to "develop projects and activities that contribute to the personal and social formation of students, such as civic education, health education, financial education, media education, road education, consumer education, education for entrepreneurship and moral and religious education, of optional attendance".

The [Portuguese National Strategy for Citizenship Education](#)¹⁹⁸ (in Portuguese) was developed and implemented as of 2017/2018. The aim is to help students design and participate actively in projects that promote inclusive societies, in a democratic way, with respect for diversity and human rights. In the context of this strategy, teachers have the mission to prepare students for life, to be democratic, participative and humanistic citizens, in a time of growing social and cultural diversity, with the aim of promoting tolerance and non-discrimination, and to suppress

radicalism. The greater presence of citizenship in education is thus the intention to ensure "a set of rights and duties that must be conveyed in the training of Portuguese children and young people so that in the future they will be adults with a civic attitude that privileges equality in interpersonal relations, the integration of difference, respect for human rights and the valorisation of values and concepts of national citizenship" (Preamble to Order No. 6173/2016, of May 10).

Every year a **National Convention** is organised with social partners: FNE (national federation of education), CONFAP (national confederation of parents' associations), ANDAEP (national association of school directors) and for the first time with FNAEBS (national federation of students in basic and secondary education).

POLAND

The [Center for Citizenship Education in Poland](#)¹⁹⁹ (CCE) is a non-governmental educational foundation. CCE aims to promote values of civic knowledge, practical skills and attitudes that are necessary for democratic state founded on the rules of law and civil society. CCE also operates as a non-profit teacher-training institute registered with the Ministry of National Education. The CCE was one of the eight partners in the [Engage project](#)²⁰⁰, an Erasmus+ project (2014-2016) about "Building together European learning material on Citizenship Education". Besides identifying policy frames, approaches, concepts and existing practice the project aimed at supporting educational staff with exemplary materials which support interactive, fun, innovative, multilingual democratic learning. Various learning materials were developed and published. Furthermore, also a [report](#)²⁰¹ was published on the state of affairs in relation to citizenship education in Poland (2016).

SPAIN

Co-education projects (Proyectos de coeducación): Every school must count on a co-education project to promote equality among women and men. Every school has a teacher who coordinate this project and tries to promote this culture among teachers and students in the way everyone works in the classroom under this concept. Students participate in activities to promote this democratic culture. In the following link an example is provided (in Spanish) of activities in a particular school developed under this project: <http://www.iesppicasso.org/coeducacion.html>.

Good relationships school projects – coexistence (Proyectos de Convivencia escolar): It is also compulsory that every school designs a project to promote good relationships among students, teachers and families to avoid bullying or other negative behaviours. The project promotes activities to live in a good atmosphere to prevent that individual characteristics cause rejections (sexual orientation, physical characteristics, social origin, different races and cultures, ...). Every school sets up a committee which addresses problematic behaviours and they develop protocols to follow when necessary. Schools have a project coordinator to promote peace and good relationships inside the school. In some schools the role of mediator to resolve conflicts among students is given to students. The mediators received a training to act and to prevent. An example is provided in the following link (in Spanish): <http://www3.gobiernodecanarias.org/medusa/edublog/ceiptagoja/2017/02/02/plan-de-convivencia/>. The primary school "CEIP

Virgen Del Cerro" in Madrid offers training to mediator students. The school defines itself as an "open school – school without walls-" <https://virgendelcerro.es/formacion-alumnos-mediadores/>

Learning community schools (Escuelas de Comunidad de Aprendizaje)²⁰²: some schools in Spain participate in a project called "Learning community", based on the whole-school approach. 'Learning communities' is based on a set of successful educational actions aimed at social and educational transformation. This educational model is in line with international scientific theories that highlight two key factors for learning in today's society: interactions and community participation. In some Spanish regions, for example in Andalusia, the Ministry of Education counts on regulations to promote this model of schools and to support them (in Spanish): <http://www.juntadeandalucia.es/educacion/portaerverroes/programasinnovadores/contenido/comunidades-de-aprendizaje>. The Primary school "CEIP Joaquín Costa" in Monzón (Huesca) is following this kind of education. <https://www.colegiojoaquincosta.es/proyectos/comunidades-de-aprendizaje/>

Learning Communities involve all people who directly or indirectly influence the learning and development of students, including teachers, family members, friends, neighbourhood neighbours, members of associations and neighbourhood organizations and locals, volunteers, etc. The project, which began in compulsory education in 1995, currently has more than 120 Learning Communities worldwide. Due to their success, the Learning Communities have been extended internationally, taking place in educational centres in Brazil, and have been studied within the Sixth Framework Program of Research of the European Union INCLUD-ED as a successful action for the promotion of social cohesion in Europe through education (CREA, 2006-2011). Starting from the dreams of the entire educational community and through dialogue and science, this transformative project is achieving a double objective: to overcome school failure and improve coexistence.

UNITED KINGDOM

The [21st Century Schools](#)²⁰³ is an ambitious educational program of three years, designed and implemented by the British Council, funded by the United Kingdom Government, in a total amount of £ 10 million. The program will enable the acquisition of critical thinking skills, problem solving and programming for over a million students aged 10 to 15 in countries across the Western Balkans.

This program is conducted in partnership with the relevant educational institutions in the participating countries. It will enable students to learn in a fun, interactive and innovative way. In addition to gaining critical thinking skills and solving problems, children will also gain practical coding skills, and will have the opportunity to perfect their skills by connecting different devices. Within the program, each school will receive a certain number of Micro:bit devices - handheld computers with which children can code and use it for all school subjects in order to solve everyday problems. 21st Century Schools offer constant mentoring and valuable resources for strengthening the ability of school principals, teachers and policy makers. All primary schools (pupils aged 10 to 15) will receive Micro:bit devices (pocket computers) that will help young people learn new digital skills and programming skills in a fun and interactive way. To be competitive in the global labour market students need key skills such as problem solving, critical thinking,

digital literacy and creativity. The 21st Century Schools program supports the development of young people in these fields in order to build a better future. One of the participating countries is Montenegro.

Under the title "[Extreme Dialogue](#)"²⁰⁴, the Institute for Strategic Dialogue (ISD) has created a series of interactive educational resources and videos to provide young people with the tools they need to challenge extremism in all its forms, by countering narratives to extremist propaganda available on the Internet and social media platforms (Annex 4). The resources centre contains testimonies of real people whose lives have been profoundly impacted by extremist propaganda. The resources aim to build critical thinking and media literacy skills to ultimately strengthen resilience against violent extremist narratives, including those that draw on anti-Semitic stereotypes.

EUROPEAN INITIATIVES AND PROJECTS

In the framework of the Erasmus+ project "[iDecide](#)"²⁰⁵ (2016-2018), an innovative toolkit is being developed along with an induction course to support evidence-based policy making. The project aims at reducing disparities in learning outcomes and marginalization by supporting school leaders, school staff, and policymakers to engage in shared and inclusive decision making. This project is coordinated by the Cyprus Ministry of Education and Culture. The project partners are based in **Romania, Cyprus, Greece, Ireland and Portugal**. By implementing the toolkit and collecting a wealth of data, the project aims to understand the complexities of how decisions at school level influence marginalized groups and to develop concrete recommendations for policy and practice on how to engage in shared decision making, giving voice to all stakeholders. One of the most important deliverables of the project will be the "iDecide Toolkit", which will, among others, invite school leaders and staff to consider the following factors when making decisions:

- Cultural differences: visits to religious sites need to take into consideration the various religions represented in the school population/community of the area/country in order to ensure that religious sites belonging to religious minorities are not systematically unintentionally).
- Disability - Health issues: all disabilities/health issues/dietary requirements of the school population and the potential difficulties they may encounter in the initial plan of excursions/school visits need to be addressed.
- Economic obstacles: depending on the socioeconomic status of each pupil, school leaders and staff need to be sensitive of the cost of education.
- Geographical obstacles: the location of the community and the distance that children may need to travel everyday between the school and their homes needs to be considered.
- Social obstacles: before decisions are taken social characteristics of the pupil population such as their family circumstances, the citizenship status of the parents etc. need to be considered

The [Student Voice](#)²⁰⁶ - the BRIDGE to Learning Erasmus+ project (2016-2019) empowers students to participate meaningfully and collaboratively in improving their experience of school, encouraging their engagement in learning and improving teacher-student relationships. The project provides different models of working in partnership with students by giving them voice and develop their skills and attitudes to become responsible and democratic citizens. Teachers are supported to build partnership with students so that they can reach their full potential as learners and democratic citizens. The aim is for students to build up their confidence, self-esteem, communication skills, ability to listen and qualities of leadership and responsibility.

The [Coloured Glasses](#)²⁰⁷ Manual for Intercultural & Global Citizenship Education is the work of European Educational Exchanges – Youth for Understanding (EEE-YFU); the 2016 Edition has been funded with support from the European Youth Foundation of the Council of Europe and the European Commission.

The manual is developed as part of the '[Coloured Glasses: Expanding Intercultural Education](#)' project; a two-year project (2017-2018) implemented by the European Educational Exchanges – Youth for Understanding (EEE-YFU), Fern Universität in Hagen and seven European national YFU organisations as well as OBESSU (Organising Bureau of European School Student Unions). '**Coloured Glasses**' refers to the well-known analogy of the sunglasses which represent the cultural filters through which we observe and interpret reality. In particular, this project aims to upscale, disseminate and implement the concept of **Coloured Glasses** through workshops in secondary schools, both for students and teachers. With the support of training material on intercultural learning and using interactive non-formal education methods, the workshops are focusing on topics such as preventing violent radicalisation and promoting democratic values, fundamental rights, intercultural understanding and active citizenship. The manual provides theoretical background for the workshops, as well as practical handles on how to run such workshops.

The [SocialErasmus](#)²⁰⁸ project is an Erasmus Student Network (ESN) initiative that aims to involve young citizens during their mobility experience through volunteering activities that take social action, fostering change in the society. Various activities are organised to make this happen, like e.g. SocialErasmus week. Twice a year, ESN sections from all over Europe together organise a full week of SocialErasmus activities. International students participating in exchange programs can join ESN volunteers and leave a mark in society and show that mobility does not only consist of travelling or studying abroad, but also actively engages students in local communities, which fosters a better cultural understanding and inspires international students to come back to their home countries with the will to also make a change there. The aim of SocialErasmus is to enrich the international experience of young people abroad with volunteering activities that allow them to understand society's problems and to work on the solutions.

The **Council of Europe** is developing a [Reference Framework of Competences for Democratic Culture](#)²⁰⁹, to be adapted for use in primary and secondary schools and higher education and vocational training institutions throughout Europe as well as national curricula and teaching programmes. Since December 2013 the project has been developed by an international and interdisciplinary expert group. The mandate is to develop non-prescriptive guidelines and descriptors for competence for democratic culture and intercultural dialogue that national authorities and education institutions can use and adapt as they see fit. When we think of democracy, we often think of parliaments and constitutions, institutions and laws. However,

these will not function unless they build on democratic culture: a set of attitudes and behaviours that emphasize dialogue and cooperation, solving conflicts by peaceful means, and active participation in public space.

Three Volumes have been published so far:

- Volume 1: Context, concepts and model.
- Volume 2: Volume 2 Descriptors of competences for democratic culture.
- Volume 3: Guidance for implementation.

'Whole school approach'

[The whole-school social labs \(2018-2021\) \(SOCI@LL's²¹⁰\)](#) is an Erasmus+ project whereby the ambition is to generate a paradigmatic change in the way schools and communities cooperate to foster social inclusion, promoting participatory and empowering tools for creative and sustainable solutions co-designed by, with and for key-stakeholders within a whole school framework and through local social labs. The project aims to contribute to the development, validation and scaling-up of an array of useful resources and tools such as:

- A SOCI@LL roadmap, which will support, leverage and accelerate systemic changes;
- A methodological approach that will foster engagement, commitment and sense of ownership in all the different stakeholders involved in the local open partnerships and in the European alliance;
- **A toolkit for school leaders** that will support the creation and sustainability of culturally-sensitive and inclusive systems inside and around schools;
- **A toolkit for teachers** that will support these key agents to drive and put into practice curricular and pedagogical innovation and foster multicultural learning in and out classrooms;
- **A toolkit for local authorities** that will support them into the creation and maintenance of cross-sectorial platforms for social inclusion;
- **A Virtual Social Lab** which will foster and nurture cross-sectorial relations at local and European level, as well as create really inclusive and participatory learning opportunities.

SOCI@LL aims also to raise awareness and prepare educational leaders and educators to put into practice inclusive, culturally-sensitive and collaborative approaches that engage different stakeholders and create meaningful open partnerships.

This project just started and can be considered as 'emerging' practice.

The [HAND in HAND project \(2017-2020\)](#)²¹¹ Erasmus+ project provides a unique opportunity for collaboration at the international level to address highly relevant EU policy problem (e.g. migrant crisis) which need our prompt response. The project is based on Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (Paris, 2015) that agrees to strengthen actions in the field of education at national, regional and local level in building tolerant and non-discriminant environments (schools) for every student to feel accepted and be able to reach his or hers potential. The project builds on the importance of social, emotional and intercultural skills (SEI skills) for building inclusive societies and to prevent segregation and discriminative bullying by enhancing SEI skills of all students and school staff (the whole school approach). The HAND in HAND project aims to create and apply an innovative open access HAND in HAND program for SEI skills development for students and school staff that will be tested in policy experimentation. It brings together expertise from 8 different institutions across 5 European countries and collaborative approach of researchers, teachers and other school staff, students, trainers, and policy makers. The proposal aims at changing the role that SEI skills play in educational settings. It envisions the following systemic impact: a) introduction of the SEI in programs for initial and continuous professional development of teachers and other educational staff; b) introduction of the SEI in curricula and extra-curricular activities for students in the whole vertical of at all educational levels; c) legislative changes, enabling the full implementation of the whole-school approach; d) finally, an overall value-change of educational systems in terms of transforming high competitive culture in European schools to more emphatic, social and emotionally skilled.

The [Learning Leadership for change project \(L2C\) \(2018-2020\)](#)²¹². School leadership has been high on the reform agenda for decades and even more since the accelerated changes in the 21st century societies, pleading for fundamental reform in education. School leadership is a key lever to implement transformation at institutional level, in the context of increasing autonomy given to schools in the 90s. The aim of the Learning Leadership for Change project (L2C) is to foster school leadership and effective networking through capacity building (self-assessment, training and sharing of best practices) within three key areas: STEM education, innovative use of ICT in teaching and digital citizenship. The project is based on a co-construction process with a limited group of schools from 5 countries (BE, ES, IT, MT, PT) which will validate the impact of shared leadership practices applied to STEM education policies, innovative use of ICT in teaching, and digital citizenship. The L2C project aims to offer to the community of schools in the countries of the partnership and beyond the appropriate training resources and collaboration spaces via the development of a MOOC. In addition, this approach will support the construction of an active network of schools engaged in shared leadership strategies. The project aims therefore strengthen the professional profile of the teaching profession by integrating new skills in the area of shared leadership for change management (which may lead to some curricula improvement both for future school leaders and teachers). Associating Ministries of Education (at national or regional level), the L2C project is conceived in such a way as to deliver actionable results for policy making. The project is designed to yield results that impact at national and European level. It aims to produce results that are relevant and useful in developing European regulatory frameworks and policy development, recognising that change in schools cannot take place without changes in the education system as a whole.

Digital Citizenship and E-Safety

In May 2012, The European Commission set out a [European Strategy for a Better Internet for Children \(BIK\)](#)²¹³. The Strategy aimed to provide a better integrated and more effective support for children when they go online. The strategy brings together the European Commission and Member States with mobile phone operators, handset manufacturers and providers of social networking services to deliver concrete solutions for a better Internet for children. The Strategy provides a set of complementary measures, ranging from funding, coordination and self-regulation.

A series of actions are grouped under the following main goals (BIK, 2018, p11)²¹⁴:

- Stimulate the production of creative and educational online content for children as well as promoting positive online experiences for younger children.
- Scale up awareness and empowerment including teaching of digital literacy and online safety in all EU schools.
- Create a safe environment for children through age-appropriate privacy settings, wider use of parental controls, and age rating and content classification.
- Combat child sexual abuse material online and child sexual exploitation.

The first mapping of progress in the attainment of the goals of the BIK was carried out in 2014; the second mapping took place in 2016. The [BIK policy map of 2016](#)²¹⁵ reports that the European Strategy for Better Internet for Children has been addressed in some form in all 26 participating countries; either in the form of an explicit policy, or other relevant initiative at national level. The BIK Strategy can point to various successes: child safety online policies are present in all Member States and trends show that Member States are actively contributing to increased activity in children's online safety (O'Neill, 2018). The dedicated webpages of the [betterinternetforkids.eu](#)²¹⁶ outline for each country the policy framework, the policy design, policy actors and breadth of BIK activities.

In 2017, the [eSafety Label+ project](#)²¹⁷ (2017-2019) was developed under the umbrella of the eSafety Label, which is a Europe-wide accreditation and support service for schools, aiming to provide a secure environment with safe access to online technology. The eSafety Label was launched in 2012 to provide schools and their environment a European-wide accreditation and support service and an online environment and community for teachers, heads of schools, ICT coordinators and school staff. The main objective of the eSafety Label+ is to mobilise and foster the exchange of knowledge and best practices among a wide community of European teachers, heads of schools, IT counsellors and other actors to better equip schools for a safe and responsible digital future. The project is funded under Erasmus+.

The [ATS2020 project](#)²¹⁸ is described. The *Assessment of Transversal Skills 2020 (ATS2020)* project proposes a comprehensive learning model to enhance student transversal, 21st century indispensable, skills, within the diverse EU national curricula, including provision of teachers with modern approaches and innovative tools for the assessment of these skills. The project is an innovative policy experimentation project co-funded by the European Commission and

is comprised of 17 partners from 11 EU countries (Cyprus, Austria, Belgium, Croatia, Estonia, Finland, Greece, Ireland, Lithuania, Slovenia, Spain).

[Global Kids online](#)²¹⁹ and [EU Kids online](#)²²⁰ generate a cross-national database related to children's use of the Internet. A global research toolkit has been developed enabling various actors to carry out research with children and their parents on the opportunities, risks and protective measures of children's Internet use. Global Kids Online was developed as a collaborative initiative between the [UNICEF Office of Research-Innocenti](#), the [London School of Economics and Political Science \(LSE\)](#), and the [EU Kids Online](#) network. Supported by the WeProtect Global Alliance (2015 – 2016), the project aims to connect evidence with the ongoing international dialogue regarding policy and practical solutions for children's well-being and rights in the digital age, especially in the global South. EU Kids Online, one of the collaborating partners of the Global Kids Online initiative, is an international research network, which currently encompasses 33 countries. It aims to coordinate and stimulate investigation into the way children use new media in Europe and beyond, with a particular focus on evidence about the conditions that shape online risk and safety. EU Kids Online has been funded by the EC's Better Internet for Kids programme (originally, Safer Internet). The EU Kids Online network developed an original [theoretical framework for research](#)²²¹ on children's online experiences and a [research toolkit](#)²²² that underpin the work of Global Kids Online. The network has also created a wide range of [comparative research outputs](#)²²³ and a [public database](#) of findings.

[COFACE Families Europe](#)²²⁴ coordinated the European Awareness Raising Campaign on Cyberbullying #DeleteCyberbullying from February 2013 to July 2014. The project was financed under the Daphne III programme of the European Commission.

The project aimed at raising awareness around Europe on the phenomenon of cyberbullying. The work achieved by the project is the successful cooperation of eight organisations from seven different countries (Belgium, Hungary, Spain, the UK, Bulgaria, Greece and Finland). The partners brought different perspectives and experience to the project, but all agreed, that effective prevention and early detection of cyberbullying is key, and can be best achieved by informing parents, teachers and teens about the different forms it can take, and how to react. Objectives of the #DeleteCyberbullying project:

- A **general acknowledgement** that cyberbullying is a real and substantial danger and causes immediate and significant harm.
- An **exchange of best practice** about recognition, monitoring and prevention of harmful on-line communication and cyberbullying, especially in schools and families.
- **Specific recommendations** to policy and decision makers at EU and Member States levels – examples of prevention campaigns with positive impact.
- Development of an **on-line campaign material** and encourage the involvement of children and young people, who want to be part of the social and behavioural change we would like to create.

The project was a very ambitious undertaking, and among others delivered a successful [European conference on cyberbullying](#) in Madrid in May 2013 which brought together key stakeholders across the EU working on the topic. The second activity achieved with success was [the Big](#)

March, a virtual march enabling civil society as a whole to demonstrate and bring the issue of cyberbullying to the attention of policy makers.

The partners of the project developed two tools for parents, teenagers and teachers. First, our successful video **“Cyberbullying: there is a way out”** and second, the **#Deletecyberbullying app** for android mobile phones taking users through a quiz which will either redirect them to appropriate resources or test their knowledge about cyberbullying.

The Delete Cyberbullying video is available in Bulgarian, Croatian, Dutch, English, Finnish, French, German, Greek, Hungarian, Polish, and Spanish.

The [Digital citizenship education handbook - Being Child in the Age of Technology](#)²²⁵ of the Council of Europe (2019) offers information, tools and good practice to support the development of competences and critical understanding necessary to confront with the challenges posed by the digital technologies. The handbook is intended for teachers and parents, education decision makers and platform providers alike. It describes in depth the multiple dimensions that make up each of 10 digital citizenship domains and includes a fact sheet on each domain providing ideas, good practice and further references to support educators in building the competences that will stand children in good stead when they are confronted with the challenges of tomorrow’s digital world. The Digital citizenship education handbook builds on the Council of Europe’s [Reference Framework of Competences for Democratic Culture](#) and complements the [Internet literacy handbook](#)²²⁶ as part of a coherent approach to educating citizens for the society in the future.

Education as a tool to prevent radicalisation and extremism

The [EUROPE Erasmus+ project](#)²²⁷ (2017-2018) (Ensuring Unity and Respect as Outcomes for the People of Europe) is implemented in schools in **Portugal, Sweden** and the **Netherlands**. It aims to foster social inclusion, tolerance and other factors that prevent violence in schools. The project seeks to establish the effectiveness of the Quiet Time/Transcendental Meditation Programme in these three European countries. About 300 principals, teachers and staff have been trained in the three countries in the Transcendental Meditation Technique, as well as about 300 students (age 10 – 18) and about 170 students in the age 5 – 9. Additionally, 44 parents have been trained in Portugal. A useful [series of testimonies of teachers and students](#)²²⁸ and of [parents](#)²²⁹ is available.

INTERNATIONAL

UNHCR has been working on a number of initiatives to provide support to teachers in primary and secondary education working with displaced children in Europe. For this project, a new set of teaching materials was developed (www.unhcr.org/teaching-about-refugees.html)²³⁰ which are currently being translated in 13 languages. These materials are distributed in several countries in Europe. The goal of these teaching materials is to offer teachers fact-based and easy-to-use teaching tools to teach the subject.

ANNEX 5: LIST WITH ORGANISATIONS COOPERATING IN THIS RESEARCH

Organisation	Member of...			Country/ region
CRSTESA Armenia	ETUCE			Armenia
GÖD-Lehrer	ETUCE			Austria
GO! Education Flanders		EFEE		Belgium – Flanders*
ACOD Onderwijs	ETUCE			Belgium - Flanders
Katholiek Onderwijs Vlaanderen		EFEE		Belgium - Flanders
POV - Flanders provincial education network		EFEE		Belgium - Flanders
Confédération des Syndicats Chrétiens de l'Enseignement, CSC- Enseignement	ETUCE			Belgium - Wallonia/ Brussels
ITUPEW BiH	ETUCE			Bosnia and Herzegovina
Bulgarian Industrial Association		EFEE		Bulgaria
Bulgarian Union of Teachers (SEP) (2 respondents)	ETUCE			Bulgaria
Trade Union of workers in preschool education of Croatia	ETUCE			Croatia
Association of Croatian Secondary School Principals		EFEE	ESHA	Croatia
OLTEK	ETUCE			Cyprus
OELMEK	ETUCE			Cyprus
KTOS (Cyprus Turkish Teachers' Trade Union)	ETUCE			Cyprus
Ministry of Education and Culture		EFEE		Cyprus
ČMOS PŠ	ETUCE			Czech Republic

BUPL Forbund	ETUCE			Denmark
GL (Denmark)	ETUCE			Denmark
Danish Union of Teachers	ETUCE			Denmark
Estonian Educational Personnel Union (EPU)	ETUCE			Estonia
Federation of the Estonian Universities, Institutions of Science, Research and Development, UNIVERSITAS (2 respondents)	ETUCE			Estonia
AAL	ETUCE			Estonia
Finnish Education Employers		EFEE		Finland
Trade Union of Education in Finland, Opetusalan Ammattijärjestö, OAJ	ETUCE			Finland
Local Government Employers, Finland		EFEE		Finland
ID-FO			ESHA	France
Syndicat National des Enseignements de Second Degré, SNES-FSU	ETUCE			France
UNSA-Education	ETUCE			France
Fédération Formation et Enseignement Privés, FEP-CFDT	ETUCE			France
Fédération de l'éducation, de la recherche et de la culture (FERC)-CGT	ETUCE			France
ESFTUG (Educators and Scientists Free Trade Union of Georgia)	ETUCE			Georgia
Bundesverband der Träger beruflicher Bildung (Bildungsverband) e.V.		EFEE		Germany
Verband Bildung und Erziehung (VBE)	ETUCE			Germany
Gewerkschaft Erziehung und Wissenschaft, GEW	ETUCE			Germany
Federation of Secondary School Teachers of Greece, OLME	ETUCE			Greece
ELME (State High School Teachers' Association)	ETUCE			Greece
PDSZ (Democratic Trade Union of Teachers)	ETUCE			Hungary
KÍ (The Icelandic teachers association)	ETUCE			Iceland
Association of Community and Comprehensive Schools, ACCS, Ireland		EFEE		Ireland
Technological Higher Education Association		EFEE		Ireland
Irish National Teachers' Organisation, INTO	ETUCE			Ireland
Teacher Union of Ireland	ETUCE			Ireland

ANINSEI (Associazione Nazionale Istituti Non Statali di Educazione e di Istruzione) - Confindustria Federvarie		EFEE		Italy
Federazione Lavoratori della Conoscenza CGIL, FLC-CGIL	ETUCE			Italy
UIL-Scuola	ETUCE			Italy
SBASHK-UESK (2 respondents)	ETUCE			Kosovo
Trade union of education and science workers of Kyrgyz Republic (2 respondents)	ETUCE			Kyrgyz Republic
LIZDA (2 respondents)	ETUCE			Latvia
LZDDA (member of LIZDA)	ETUCE			Latvia
Lithuanian Teachers, Education and Science Trade Union, LLESTU	ETUCE			Lithuania
FLESTU	ETUCE			Lithuania
Syndicat National des Enseignants, SNE/CGFP	ETUCE			Luxembourg
Malta Union of teachers	ETUCE			Malta
Ministry of Education - Montenegro		EFEE		Montenegro
DENISE (Esprit Scholen Amsterdam)			ESHA	Netherlands
Middelbaar Beroepsonderwijs (MBO) Raad		EFEE		Netherlands
Voortgezet Onderwijs (VO) Raad		EFEE		Netherlands
School Head Association (Skolelederforbundet)			ESHA	Norway
The Norwegian Association of Local and Regional Authorities (KS)		EFEE		Norway
Union of Education Norway (2 respondents)	ETUCE			Norway
National Science Section (KSN) , Solidarnosc (2 respondents)	ETUCE			Poland
Związek Nauczycielstwa Polskiego, ZNP	ETUCE			Poland
Sindicato Nacional e Democrático dos Professores, SINDEP	ETUCE			Portugal
FNE (NATIONAL FEDERATION OF EDUCATION)	ETUCE			Portugal
Alma Mater National Trade Unions Federation	ETUCE			Romania
All-Russian Education Union	ETUCE			Russian Federation
Teachers Union of Serbia	ETUCE			Serbia
Trade Union of Workers in Education & Science, OZPSaV of Slovakia	ETUCE			Slovakia
Slovenia Association of Secondary and Highschool leaders (Društvo Ravnatelj)		EFEE	ESHA	Slovenia

ESTUS Education and Science Trade Union of Slovenia	ETUCE			Slovenia
Sector de Enseñanza de FeSP-UGT	ETUCE			Spain
Federación de Enseñanza CC.OO., FE CCOO (2 respondents)	ETUCE			Spain
Confederación de Sindicatos de Trabajadoras y Trabajadores de la Enseñanza - Intersindical, STES-Intersindical (2 respondents)	ETUCE			Spain
Central Sindical Independiente y Sindical de Funcionarios, Sector de Enseñanza, CSIF	ETUCE			Spain
Lärarnas Riksförbund, LR	ETUCE			Sweden
National teachers Union/Läraryförbundet (2 respondents)	ETUCE			Sweden
The Swedish Association of University Teachers and Researchers SULF	ETUCE			Sweden
Syndicat des Enseignants Romands, SER	ETUCE			Switzerland
Trade Union of Education and Science Workers of Republic Tajikistan, TUESWRT	ETUCE			Tajikistan
Education and Science Trade Union Federation from Moldova, ESTUFM (2 respondents)	ETUCE			The Republic of Moldova
Syndicat des Fonctionnaires Publics du Secteur d'Education, EGITIM-SEN	ETUCE			Turkey
Rayleigh Primary School			ESHA	UK - England and Wales
National Education Union	ETUCE			UK - England and Wales
Scottish Secondary Teachers' Association	ETUCE			UK - Scotland
Association of Headteachers and Deputes in Scotland AHDS			ESHA	UK - Scotland
Educational Institute of Scotland	ETUCE			UK - Scotland
Trade Union of Education and Science Workers of Ukraine, TUESWU	ETUCE			Ukraine
National Trade Union of Education, Science and Culture Workers of Uzbekistan, NTUESCWU	ETUCE			Uzbekistan
Unknown	ETUCE			-
Unknown	-	-	-	-

*For Flanders, input into the questionnaires was provided by various organisations: Rode Kruis-Vlaanderen, Katholiek Onderwijs Vlaanderen, FOD Buitenlandse Zaken DG Development, GO!, VIA Don Bosco, Vlaamse Scholierenkoepel, OKO, OVSG, Provinciaal Onderwijs Vlaanderen vzw, COV, Universiteit Gent, VLOR, OND – AHOVOKS, OND - Departement - Horizontaal Beleid, Sensoa Vlaams expertisecentrum voor seksuele gezondheid, Katholiek Onderwijs Vlaanderen, Hogeschool Gent - Faculteit Mens & Welzijn Studiegebied Lerarenopleiding, OKO, VAD, KVG-Vorming, 11.11.11 - Koepel van de Vlaamse Noord-Zuidbeweging, UC Leuven –Limburg, GO! Ouders, Vlaams Instituut Gezond Leven, OND - Departement Onderwijs en Vorming, Kleur Bekennen, VCOV, Plan België, ACOD-onderwijs, COC, Agentschap Zorg en Gezondheid, Studio Globo, KOOGO, Kabinet Vlaams minister van Onderwijs, Vrij CLB netwerk, OVSG, MOEV, Djapo

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Authors	Year	Title	Teaching in diverse contexts	Teaching controversial and sensitive issues	School-leadership and whole school approach	E-safety / Digitalisation	Inclusive education as a tool to prevent radicalisation and extremist thinking	Citizenship education and democratic school culture
EURYDICE	2012	Citizenship education in Europe, Education, Audiovisual and Culture Executive Agency	x					x
ODIHR (OSCE Office for Democratic Institutions and Human Rights)	2011	Guidelines for Educators on Countering Intolerance and Discrimination against Muslims - Addressing Islamophobia through Education	x					
Council of Europe	2016	Competences for democratic culture. Living together as equals in culturally diverse democratic societies	x			x		x
EURYDICE	2005	Citizenship Education at School in Europe	x					x
SIRIUS network	2013	Citizenship education and ethnic and cultural diversity: a scoping study of SIRIUS network countries on the education of children from a migrant background	x					x
ETUCE	2017	Position paper on public consultation towards a 'Council Recommendation on promoting social inclusion and shared values through formal and non-formal learning'	x					
Centre for Universal Education (Brookings Institution), UNESCO and UN Sec Gen's Education First Initiative Youth Advocacy Group		Measuring Global Citizenship Education. A collection of practices and tools.	x					x
Veugelers, W., de Groot, I., & V., Stolk, University of Humanistic Studies Utrecht	2017	Research for CULT Committee, European Parliament - DG for Internal Policies - Policy Dept Structural and Cohesion Policies - Teaching Common Values in Europe	x					

Council of Europe	2017	Managing controversy. Developing a strategy for handling controversy and teaching controversial issues in schools. A self-reflection tool for school leaders and senior managers		x				
Radicalisation Awareness Network - RAN Prevent		Manifesto for Education - Empowering Educators and Schools	x					
European Commission - DG for Education, Youth, Sport and Culture, Erasmus+	2017	Citizenship. A collection of innovative and inspiring resources. Explore. Learn. Share	x					x
European Commission, DG Education and Culture	2016	Policies to promote social and civic competences - from the Paris Declaration to global citizenship education. Key messages from the PLA, Vienna, 26-28 October 2016	x					x
Council of Europe	2015	Living with controversy. Teaching controversial issues through education for democratic citizenship and human rights. Training pack for teachers		x				
Gollob, R., & P. Krapf (ed)	2008	Teaching democracy. A collection of models for democratic citizenship and human rights education - Volume VI - EDC/HRE - Council of Europe Publishing	x					x
UNESCO	2016	A teacher's Guide on the prevention of violent extremism					x	
Harkins, C., Mellon, C., & L., Zirngibl	2007	Teaching digital responsibility, in: Research Bulletin, Volume 2007, Issue 6, Colorado, EDUCAUSE Centre for Applied Research				x		
Commission of the European Communities	2005	Communication from the Commission to the European Parliament and the Council concerning Terrorist recruitment: addressing the factors contributing to violent radicalisation					x	
Centre for Global Learning	2017	A whole school approach to global learning. Guidance for Schools, Global Learning Programme, Education for a Fair and Sustainable World, Belfast			x			

European Parliament, DG for Internal Policies. Policy Department Citizen's Rights and Constitutional Affairs C	2017	Inclusive education for learners with disabilities, Study for the PETI Committee	x					
European Commission	2017	Commission Staff Working Document accompanying the document: Communication on school development and excellent teaching for a great start in life {COM(2017) 248 final}			x			
European Commission	2017	Strengthening European Identity through Education and Culture. The European Commission's contribution to the Leaders' meeting in Gothenburg, 17 November 2017 - Communication from the Commission to the EP, the Council, the ECSC and the Committee of the Regions, Com(2017) 673 final	x					
European Commission	2017	Future of Europe: Towards a European Education Area by 2025 - European Commission Press Release	x					
Sikorskaya, I.,	2017	Intercultural education policies across Europe as responses to cultural diversity (2006-2016), Centro Studi Europei Working Papers, 17, 4 December 2017	x					
UNESCO	2017	Preventing violent extremism through education. A guide for policy-makers					x	
de Silva, S.	2017	Role of education in the prevention of violent extremism - The World Bank					x	
Remerie, T., Merckx, B., & E. Thoen, Artevelde Hogeschool - Universiteit Gent	2017	A whole school approach for the implementation of Education for Sustainable Development in elementary schools: https://www.arteveldehogeschool.be/okoenpjk/internationaleweek/file/repository/PJK_int_week_whole_school_mail.pdf . This framework is inspired by work done by UNESCO			x			

Demkowicz, O., & N., Humphrey	2017	Whole school approaches to mental health promotion: what does the evidence say? Manchester Institute of Education - Manchester University: https://www.annafreud.org/media/5657/sim-slides-nh.pdf .			x			
EURYDICE De Coster, I., Sigalas, E., (et al)	2017	EURYDICE Brief. Citizenship Education at School in Europe 2017			x			x
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Frau-Meigs, D., O'Neill, B., Soriani, A., V., Tomé	2017	Digital citizenship education. Overview and new perspectives - Volume 1				x		x
Council of Europe	2017	Digital citizenship education. Multi-stakeholder consultation report - Volume 2				x		x
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Nadda Prachi	2017	Teaching strategies in a multicultural classroom, in: Imperial Journal of Interdisciplinary Research, Vol. 3, Issue 2, 2017	x					
European Commission	2017	Inclusive education as the most effective means for preventing social exclusion in today's diverse society. Key messages from the PLA, Malta, 10-12 May 2017, ET 2020 Working Groups	x					
European Commission	2017	Teacher training, a key instrument of the implementation of the Paris Declaration. Main conclusions of the PLA France, 29-31 May 2017, Education and Training	x					
Horizontal Facility for Western Balkan and Turkey	2017	Curriculum for the training of trainers' course. Fostering a democratic school culture and diversity in schools. Pristina, 2017 - Funded by the EU and the Council of Europe						x
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GENE (Global Education Network Europe)	2017	Global Education in Cyprus							x
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