CONVINCe PROJECT

Training Workshop
Paris, 5 March 2019

Presentation of research findings
Democratic citizenship education and the teaching of universal values
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OBJECTIVES OF THE RESEARCH

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

- **Desk-research** including literature review

- **Online survey** to members of ETUCE (132 Education sector Trade Unions), EFEE (31 education employers) and ESHA (35 school leaders):
  - Sent in July 2018
  - Data collection: July 2018 – December 2018
  - 89 responses (84 organisations – 43 countries)
  - 42% response rate

  **SURVEY IS STILL OPEN till mid-March 2019**

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

• Today reporting on (part of) findings related to:
  ▪ Civic education and democratic-school culture.
  ▪ Teaching in multicultural learning contexts for intercultural dialogue.
  ▪ Teaching controversial and sensitive issues.
  ▪ Digital citizenship and E-safety.
  ▪ The whole-school approach.
  ▪ Inclusive education as a tool to prevent radicalisation and extremism.
A stronger involvement and networking of teachers and educators, school leaders, parents and learners within the school life (‘whole-school approach’) so as to support more democratic learning environments to allow learners to experience democracy and mutual respect (‘democratic school culture’).

UNESCO 2014
Co-teaching: opportunities to observe other educational practices (n = 77).

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

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

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

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

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

Developing and implementing evaluation and monitoring for follow-up and implementation of ‘whole school approaches’ (n = 76).
<table>
<thead>
<tr>
<th>Support Form</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Thematic training seminars/workshops (e.g. human rights, gender equality, freedom of expression or non-discrimination)</td>
<td>61%</td>
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<tr>
<td>Helplines or online support (e.g. to report and receive counselling on violence in schools/educational settings)</td>
<td>53%</td>
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<tr>
<td>Specialist support (e.g. language support classes)</td>
<td>51%</td>
</tr>
<tr>
<td>Opportunities for cooperation among all the relevant formal and non-formal education stakeholders</td>
<td>43%</td>
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<tr>
<td>Opportunities for exchange on the implementation of the ‘whole-school approach’ and cooperation opportunities...</td>
<td>38%</td>
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THE WHOLE-SCHOOL APPROACH

CHALLENGES

• The extent to which the whole school approach is implemented
• Available knowledge and expertise related to the implementation process.
• Effective school leadership.
• The involvement and full commitment of all relevant stakeholders.
CONDITIONS NECESSARY TO IMPLEMENT THE WHOLE SCHOOL APPROACH (%)

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

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

Supporting policy frameworks (n = n = 81).

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

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

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

Very important | Important | Not very important | Not important at all | I don’t know
--- | --- | --- | --- | ---
35 | 55 | 6 | 0 | 0
56 | 43 | 0 | 0 | 0
35 | 53 | 11 | 0 | 0
57 | 37 | 2 | 0 | 0
62 | 37 | 0 | 0 | 0
59 | 37 | 3 | 0 | 0

SAGO Research/P&F Consulting 2019
Inclusive education as a tool to prevent radicalisation and extremism

• Inclusive education: “every learners matters and matters equally” (UNESCO, 2017)
• Education is a human right: every person has the right and the entitlement to education.
Mentoring or support programmes/activities for newly arrived (migrant) students with academic difficulties (n = 75).

Enhancing home–educational institution/school liaison with parents (e.g. through extra-curricular activities) (n = 77).

Implementing curriculum opt-out policies: students are allowed to opt out of religion classes (n = 77).

Encouraging student gatherings of different cultural, social and economic backgrounds (n = 79).

Codes of conduct (n = 78)
INCLUSIVE EDUCATION AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM

CHALLENGES

• Required knowledge and skills of teachers and school leaders to resist pull factors and to contribute to reduce/tackle push factors.

• Framing radicalisation, violence, extremism in a way that helps students to explore own values and opinions.
INCLUSIVE EDUCATION AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM

PROPOSED SOLUTIONS/GOOD PRACTICES

• Supporting policy frameworks
• Engaging with the local community and building partnerships
• Schools as safe places
Joint work of students from diverse backgrounds in the classrooms. 87%

Present and promote local youth, sport or cultural associations/organisations. 69%

Visiting exhibitions and discuss relevant political/societal issues. 68%

Live performances (theatre, music, etc.) to promote cross-cultural understanding and confront… 67%

Invite recognized figures with non-conventional styles from different communities to talk about their work in… 59%

Invite a TV personality, sportsperson, etc. because his/her specific background or experience is… 59%

Explore successful oral stories which are familiar and particularly sensitive in different cultural groups. 50%

Organise an extracurricular activity 49%

Play an educational game on universal values 46%

Recommendations for activities at national level to prevent radicalisation and extremism amongst students (N = 78)
Looking for good practices/policies!
THANK YOU!

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