CONVINCE PROJECT

Training Workshop
Rome, 31 January 2019

Presentation of research findings
Democratic citizenship education and the teaching of universal values
Dominique Danau (SAGO Research)
OBJECTIVES OF THE RESEARCH

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

• To identify challenges.

match challenges & best practices
DATA GATHERING

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

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

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

• Today reporting on (part of) findings related to:
  ▪ Citizenship education and democratic-school culture
  ▪ Teaching in multicultural learning contexts
  ▪ Inclusive education as a tool to prevent radicalisation and extremism
CITIZENSHIP EDUCATION AND DEMOCRATIC SCHOOL CULTURE

The issue:

• EURYDICE (2017): “citizenship education supports students in becoming active, informed and responsible citizens, who are willing and able to take responsibility for themselves and for their communities at the local, regional, national and international level”

• UNESCO (1998): “educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society”

• Citizenship education: part of national curricula for general education in all EU MS and many other European countries.

• Creating a democratic school culture is a way to contribute to citizenship education in educational settings.
**CITIZENSHIP EDUCATION AND DEMOCRATIC-SCHOOL CULTURE**

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

- Embedded in specific value-oriented subjects, such as 'citizenship education', 'human rights' or similar. **57%**
- Transversally embedded in all subjects, i.e. cross-curricular. **52%**
- Embedded in one related subject, i.e. other value-related subjects, for example in social studies, politics, history or philosophy. **47%**
CITIZENSHIP EDUCATION AND DEMOCRATIC-SCHOOL CULTURE

Practices used to teach universal values in educational settings

- Small groups and whole-class work for self-expression and debate among students. 83%
- Use real-life issues and problem solving, incl. the resolution of educational institution/school related problems such as bullying. 81%
- Encouraging students to suggest their own ideas for discussion on possible topics, incl. follow-up on unsolicited suggestions where appropriate. 76%
- Identify diversity naturally/spontaneously within a subject given, including clashes of values, conflicting opinions, multiple perspectives, etc. 69%
- 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. 58%
- Present cases from the European Court of Human Rights or similar institutions 23%

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

- Excursions or cultural trips, incl. to other cities, museums, etc. 89%
- Music, literary or other artistic contests or activities. 83%
- Student councils – Students’ spokesperson. 74%
- Sportive events or activities. 74%
- Youth debates: e.g. roundtables or EU-level debate… 53%
- Celebration of memorials/political anniversaries. 52%
- Draft a school constitution or regulation. 37%
- Letters to Members of national parliament/Parliamentary… 34%
- Mock elections. 25%
- Hearings. 15%
### Translation of policies into practices.

- **Examples of toolboxes** aiming to support citizenship education for school leaders and teachers (e.g. NL, Belgium/Flanders)

### Lack of professional support to teachers across all issues related to citizenship education.

- **Examples of online guidance** provided by educational authorities and **survey results**.

### Extra-curricular activities depend on the engagement of the school leaders and teachers – **specific support** lacking.

### Building consistency in teaching citizenship education.

- Concrete focus on **setting objectives** for learning, developing differentiated and inclusive materials and adopt wide range of pedagogical approaches – **survey results**.

### Participation of teachers and students in schools remains an issue that needs urgent attention: challenge of getting teachers and students involved in schools participatory processes.

- Example of embedding participation in national plan for citizenship education (e.g. Portugal) and EU projects (e.g. Student Voice Erasmus+ project).

### Assessing students’ skills and competences in citizenship education.

- Not systematically addressed at central level – examples of **assessment guidelines**.
Professional support to teachers related to citizenship education.

- Teacher training programmes for multilingual teachers, aimed at supporting both the use of the language of the host country along (migrant) students' mother tongue: 80%
- Thematic roundtables involving teachers, heads of educational institutions/schools, education unions, employers and experts: 79%
- Professional didactic materials (e.g. manuals, codes of conduct, guidelines, etc.): 78%
- Governmental bodies or organisations overseeing and advising on multicultural practices in schools: 45%
Building consistency in teaching citizenship education.

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Joint planning</td>
<td>45%</td>
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<tr>
<td>Stage partners</td>
<td>45%</td>
</tr>
<tr>
<td>Team teaching</td>
<td>44%</td>
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<tr>
<td>Peer observation</td>
<td>44%</td>
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<tr>
<td>Critical friends</td>
<td>29%</td>
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</table>

**Joint planning** – where a controversial issue crosses subject boundary, teachers from the different subjects jointly plan the teaching of the issue.

**Stage partners** – where a teacher in the educational institution/school supports a newly qualified teacher or a more experienced colleague who has been transferred to a stage or grade they have not taught for some time.

**Team teaching** – where colleagues with different personal opinions on an issue share the teaching of the issue.

**Peer observation** – where experienced and less-experienced teachers observe each other teaching a lesson on the same issue.

**Critical friends** – where a teacher pairs with a small number of colleagues who ask critical questions to review their own practice, observe each other teaching and provide each other with constructive feedback.
## CITIZENSHIP EDUCATION AND DEMOCRATIC SCHOOL CULTURE
### CHALLENGES AND GOOD PRACTICES REPORTED BY RESPONDENTS

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

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>How to (better) deal with controversial and sensitive issues.</td>
<td>88%</td>
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<tr>
<td>Creating a positive and safe climate in and beyond the classroom.</td>
<td>87%</td>
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<td>Raising awareness of cultural, social and economic backgrounds in the classroom.</td>
<td>83%</td>
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<td>Coping with (mis)information from information/media sources in the classroom and teaching critical thinking.</td>
<td>81%</td>
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<td>Managing students’ emotional responses.</td>
<td>79%</td>
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<tr>
<td>Communicating and engaging with the rest of the teaching community, including non-formal actors such as families.</td>
<td>76%</td>
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<tr>
<td>Increasing cooperation between schools and parents from various (cultural) backgrounds.</td>
<td>75%</td>
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<tr>
<td>Assessing students’ skills and competences in citizenship and civic education.</td>
<td>74%</td>
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<tr>
<td>Promoting student involvement.</td>
<td>71%</td>
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<tr>
<td>Facilitating open-ended discussion and debate in the classroom.</td>
<td>68%</td>
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<tr>
<td>Establishing basic rules for discussion in the classroom.</td>
<td>59%</td>
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<tr>
<td>Understanding what makes an issue controversial.</td>
<td>57%</td>
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TEACHING IN MULTICULTURAL LEARNING CONTEXTS

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

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

- Use of projects to promote embracing diversity and multiculturalism. 68%
- Inviting aid organisations to educational institutions or educational events. 55%
- Organisation of an educational institution/school day/week for diversity, equality or similar. 53%
- The use of mediators, psychologists and educational institution/school assistants. 48%
- The use of intercultural assistants. 33%
- Annual prize or award for diversity or similar. 20%
- Nomination of an ‘inclusive’ teacher or ‘inclusive tutor’. 13%
<table>
<thead>
<tr>
<th><strong>Language barriers</strong> to meaningful communication between teachers and students and among students.</th>
<th><strong>Suitable support for teachers</strong> (e.g. opportunities for mediation between languages).</th>
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<tr>
<th><strong>Integration vs inclusion</strong> as starting point to multicultural learning.</th>
<th>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. <strong>Collaborative pedagogical methods</strong> to support individual learning needs are considered to be effective – survey results.</th>
</tr>
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<tr>
<th><strong>Involvement of parents/carers.</strong></th>
<th><strong>Training/counselling</strong> related to increasing ‘cooperation’ between schools and parents/carers from various (cultural) backgrounds is considered to be necessary (75% of respondents). <strong>Having a clear policy framework</strong> on e.g. communication and cooperation with parents (93% of respondents).</th>
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<tr>
<th><strong>Preparedness of teachers (knowledge and skills)</strong> to manage differences and multiculturalism in the classroom and beyond</th>
<th><strong>Teacher training</strong> empowering teachers to manage differences and multiculturalism in classrooms is considered as an effective approach to value diversity as well as <strong>clear policies and programmes</strong> addressing and preventing discrimination and exclusion – survey results.</th>
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| **Lack of support:**  
• Lack of overall (policy) framework.  
• Lack of ‘how to’ implement in practice.  
• Lack of means. | **Examples** of National Strategy, Decrees, national action plans for civic education; of guidelines and toolboxes. |
Active participation of all the educational institution/school community members: teachers, parents, school leaders, students, families and local services.

Collaborative pedagogical methods to support individual learning needs and equal opportunities.

Professional skill development of teachers in areas of cooperative learning, peer tutoring and adaptive curriculum.

Spaces for dialogue and discussion on controversial issues.

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.

Scores on a scale 1 – 6:
- Active participation: 5.31
- Collaborative pedagogical methods: 5.3
- Professional skill development: 4.74
- Spaces for dialogue: 4.15
- Curriculum based on national political ideas: 3.94
- Authentic assessment: 3.47
Teacher training to empower teachers to manage differences and multiculturalism. 5.54
Establish clear policies, programmes and pedagogical practices to address and prevent discrimination, exclusion, violence and bullying. 5.47
Student-centered and participatory learning approaches. 4.84
Cope with topics related to diversity in a balanced human rights approach. 4.25
Provide a variety of positive role models reflecting the socio-cultural diversity of the student population. 4.1
Avoid engaging in difficult, controversial or sensitive conversations. 2.67
INCLUSIVE EDUCATION AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM

The issue:

• Extremism and the underlying forces of radicalisation are among the most pervasive challenges of our time.
• Push (e.g. inequality, discrimination) and pull factors (e.g. groups, ‘social networks’) influencing processes of radicalisation and development of extremism.
• Education can play an important role to resist pull factors and to contribute to reduce/tackle push factors.
### Required knowledge and skills of teachers and school leaders

To foster social cohesion and build resilience, how to deal with difficult situations.

**Framing** radicalisation, violence, extremism in a way that helps students to explore own values and opinions.

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<th><strong>Required knowledge and skills</strong></th>
<th><strong>Good practices</strong></th>
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<tr>
<td>Initial training programmes and continuing professional development.</td>
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<td>Supporting policy frameworks, to create roadmaps with directions reflecting the values of inclusive education, e.g. National Strategy for the Prevention and Combating of Violence in schools (Cyprus).</td>
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<tr>
<td>Schools should be ‘Safe Places’: examples of projects (e.g. EUROPE Erasmus+ project), Dutch Platform for Integral Safety.</td>
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<tr>
<td>Building effective partnerships.</td>
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<td>Survey results: recommendations for activities to prevent radicalisation and extremism amongst students.</td>
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**PRELIMINARY FINDINGS:**

INCLUSIVE EDUCATION AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM

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

- Joint work of students from diverse cultural, social and economic backgrounds in the classrooms.  
  - 87%
- Present and promote local youth, sport or cultural associations/organisations.  
  - 69%
- Visiting exhibitions (museum, national/regional heritage spot, etc.) and discuss relevant political/societal issues.  
  - 68%
- Invite recognized figures with non-conventional styles from different communities to talk about their work in the classroom.  
  - 67%
- Live performances (theatre, music, etc.) to promote cross-cultural understanding and confront intolerance, bigotry, extremism and...  
  - 67%
- Invite a TV personality, sportsperson, singer or other popular figure the educational institution/school because his/her specific...  
  - 59%
- Explore successful oral stories which are familiar and particularly sensitive in different cultural groups.  
  - 50%
- Create an extracurricular activity (e.g. guided tours of sights relevant to different minorities).  
  - 49%
- Play an educational game on common values of freedom, tolerance, non-discrimination, diversity, gender equality, etc.  
  - 46%
- Create a short optional course within the educational institution/school curricula (e.g. history and theatre; diversity and social media).  
  - 44%
CONCLUDING...

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

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

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