Closing conference
Warsaw, 14-15 November 2019

Presentation of research findings
Challenges and good practices related to promoting citizenship and values of freedom, tolerance and non-discrimination through education
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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 – 15 March 2019
  - 107 responses (91 organisations – 46 countries/regions)
  - 46% response rate (organisations)

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

![Graph showing language distribution: 81% English, 11% French, 8% Russian]
### Issue
- Civic education and democratic school culture.
- Teaching in multicultural learning contexts.
- Teaching controversial and sensitive issues.
- School leadership and whole-school approach.
- Digital citizenship and e-safety.
- Preventing radicalisation and extremism.

### Findings from research (challenges and good examples/practices)

<table>
<thead>
<tr>
<th>Matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tables with detailed findings (specifications at country/regional level)</td>
</tr>
<tr>
<td>Compendium: Good examples/practices per country</td>
</tr>
</tbody>
</table>

### Matches
- Civic education and democratic school culture.
- Teaching in multicultural learning contexts.
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- School leadership and whole-school approach.
- Digital citizenship and e-safety.
- Preventing radicalisation and extremism.

### Bibliography (word)

### Connecting references to themes (Excel)

### MAIN REPORT

### ANNEXES

### BIBLIOGRAPHY

https://csee-etuce.org/images/attachments/RP_CONVINCE.pdf
MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Challenges
Good practices
Matches

Support to teachers/educational personnel/school leaders (“how to”)
Whole-school approach
Democratic school culture
Leadership
Linking curricular and extracurricular activities
Digital citizenship
Critical thinking
MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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

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

- **Support to teachers** in the delivery of citizenship education, to handle diversity, controversial and sensitive issues in the classroom as well as digital citizenship.
- ‘**Support to teachers and school leaders**’ : common thread through research revolving around ‘how to’.
### Training/counselling considered to be useful/necessary by members of ETUCE, ESHA and EFEE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to (better) deal with controversial and sensitive issues.</td>
<td>88%</td>
</tr>
<tr>
<td>Creating a positive and safe climate in and beyond the classroom.</td>
<td>87%</td>
</tr>
<tr>
<td>Coping with (mis)information from information/media sources in the classroom and teaching critical thinking.</td>
<td>83%</td>
</tr>
<tr>
<td>Raising awareness of cultural, social and economic backgrounds in the classroom.</td>
<td>81%</td>
</tr>
<tr>
<td>Managing students’ emotional responses.</td>
<td>80%</td>
</tr>
<tr>
<td>Increasing cooperation between schools and parents from various (cultural) backgrounds.</td>
<td>77%</td>
</tr>
<tr>
<td>Communicating and engaging with the rest of the teaching community, including non-formal actors such as families.</td>
<td>76%</td>
</tr>
<tr>
<td>Promoting student involvement.</td>
<td>75%</td>
</tr>
<tr>
<td>Assessing students’ skills and competences in citizenship and civic education.</td>
<td>74%</td>
</tr>
<tr>
<td>Facilitating open-ended discussion and debate in the classroom.</td>
<td>70%</td>
</tr>
<tr>
<td>Understanding what makes an issue controversial.</td>
<td>63%</td>
</tr>
<tr>
<td>Establishing basic rules for discussion in the classroom.</td>
<td>60%</td>
</tr>
</tbody>
</table>

(SAGO Research/P&F Consulting 2019)
To effectively foster inclusive education, including citizenship education and promoting universal values:

- **A stronger involvement and networking** of teachers, school leaders, and other education personnel, parents and learners within the school life (‘whole-school approach’).

- **A democratic school culture** values diversity allows space for debate on controversial issues and relies on the active participation of students and teachers.

- **School leaders** play a key role in creating an enabling learning environment.

- **Distributive leadership**.
To effectively foster inclusive education, including citizenship education and fostering universal values:

- Relevant policy frameworks should link curricular and extra-curricular activities, however, personal engagement and workload of teachers and school leaders and equal access for all.

- **Digital citizenship**: supporting children and young people to participate safely, effectively, critically and responsibly in a world with social media and digital technologies is priority.

- **Critical thinking** and understanding developing critical and analytical thinking are essential.
MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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

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

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

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

- Joint work of students from diverse cultural, social and economic backgrounds in the classrooms. (89%)
- Live performances (theatre, music, etc.) to promote cross-cultural understanding and confront intolerance, bigotry, extremism and terrorism. (71%)
- Present and promote local youth, sport or cultural associations/organisations. (70%)
- Visiting exhibitions (museum, national/regional heritage spot, etc.) and discuss relevant political/societal issues. (70%)
- Invite recognized figures with non-conventional styles from different communities to talk about their work in the classroom. (65%)
- 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’. (58%)
- Create an extracurricular activity (e.g. guided tours of sights relevant to different minorities). (49%)
- Explore successful oral stories which are familiar and particularly sensitive in different cultural groups. (48%)
- Play an educational game on common values of freedom, tolerance, non-discrimination, diversity, gender equality, etc. (48%)
- Create a short optional course within the educational institution/school curricula (e.g. history and theatre; diversity, etc.).
MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

• Initiatives have been taken to provide teachers, school leaders and the educational community, with tools and methods to better deal with citizenship related issues, human rights and fundamental values both in the classroom and in extra-curricular activities; further attention is needed.

• Participation, empowerment, cooperation, exchange and dialogue at all levels and between levels.
THANK YOU!

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