

***What kind of
education system do
we need?***

***What kind of society
do we want?***

Eugenio Tironi

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A society where violence is seen as the answer?



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Schools where violence and bullying are tolerated



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A society where minorities are discriminated against?



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Second-class education for minorities



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A society ruled by fear?



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Teachers who rule by fear



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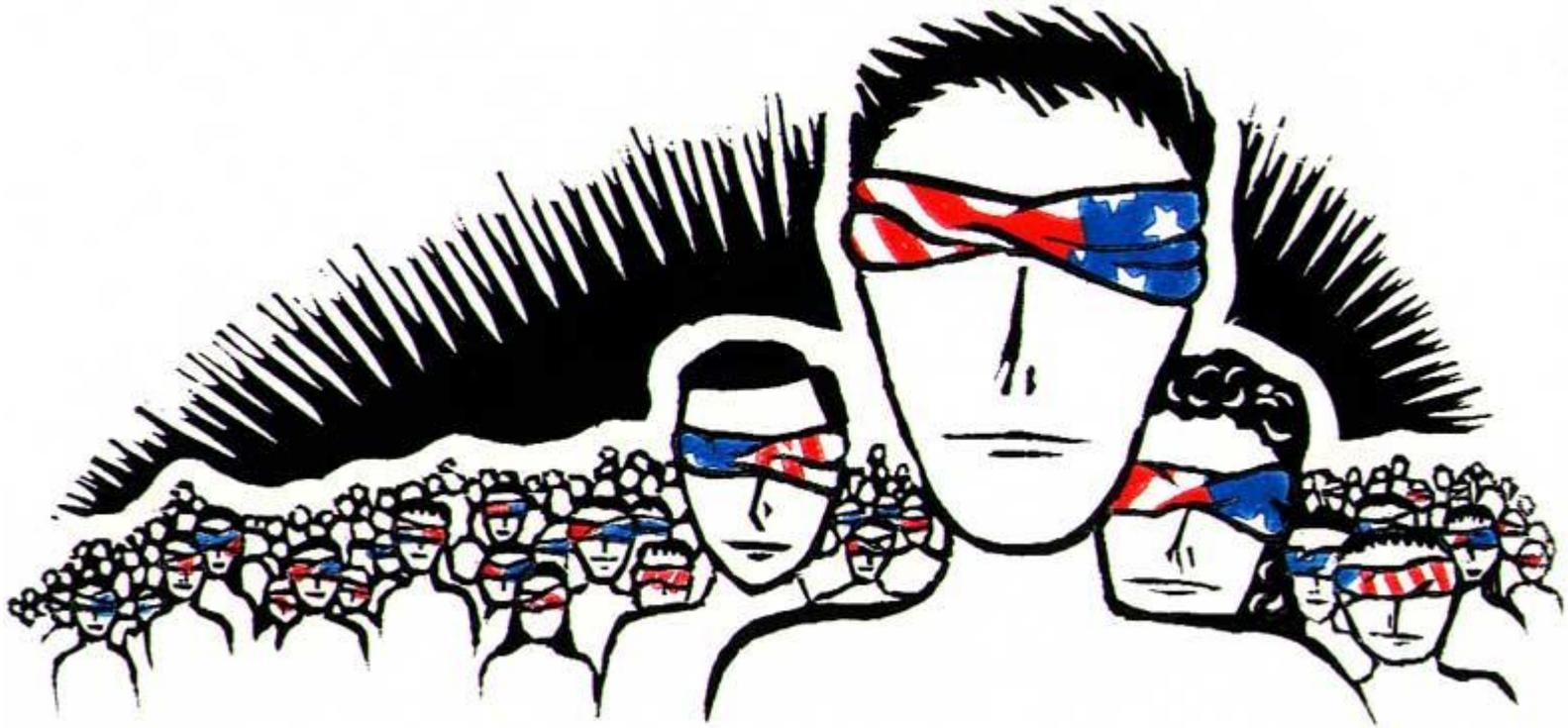
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A society which encourages blind loyalty to the state?



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Schools which teach blind loyalty to the state



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A society where democracy is a sham?



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Student democracy tokenistic



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A society of passive citizens – no interest in social or political issues?



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Civic education which is un-engaging and irrelevant to young people



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But what if ...?

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Learning `about` -

Learning `through` -

Learning `for` -



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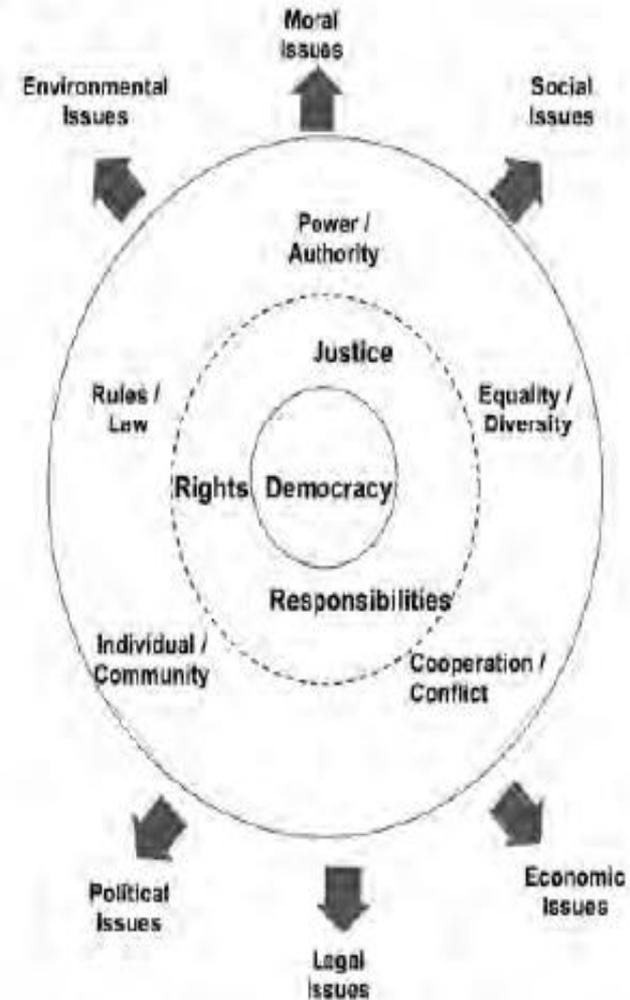
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Civic education – not more facts and information but:

- core values
- key concepts
- real issues
- key skills

Map of Key Concepts in EDC/HRE



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In all the subjects of the curriculum



Science

Art

History

Religious Education

EDC/HRE

Languages

Technology

Sport

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Learners – not passive objects, but active subjects



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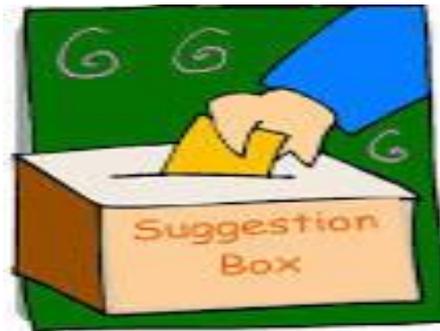
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Governance – less hierarchical, more democratic, giving everyone a voice



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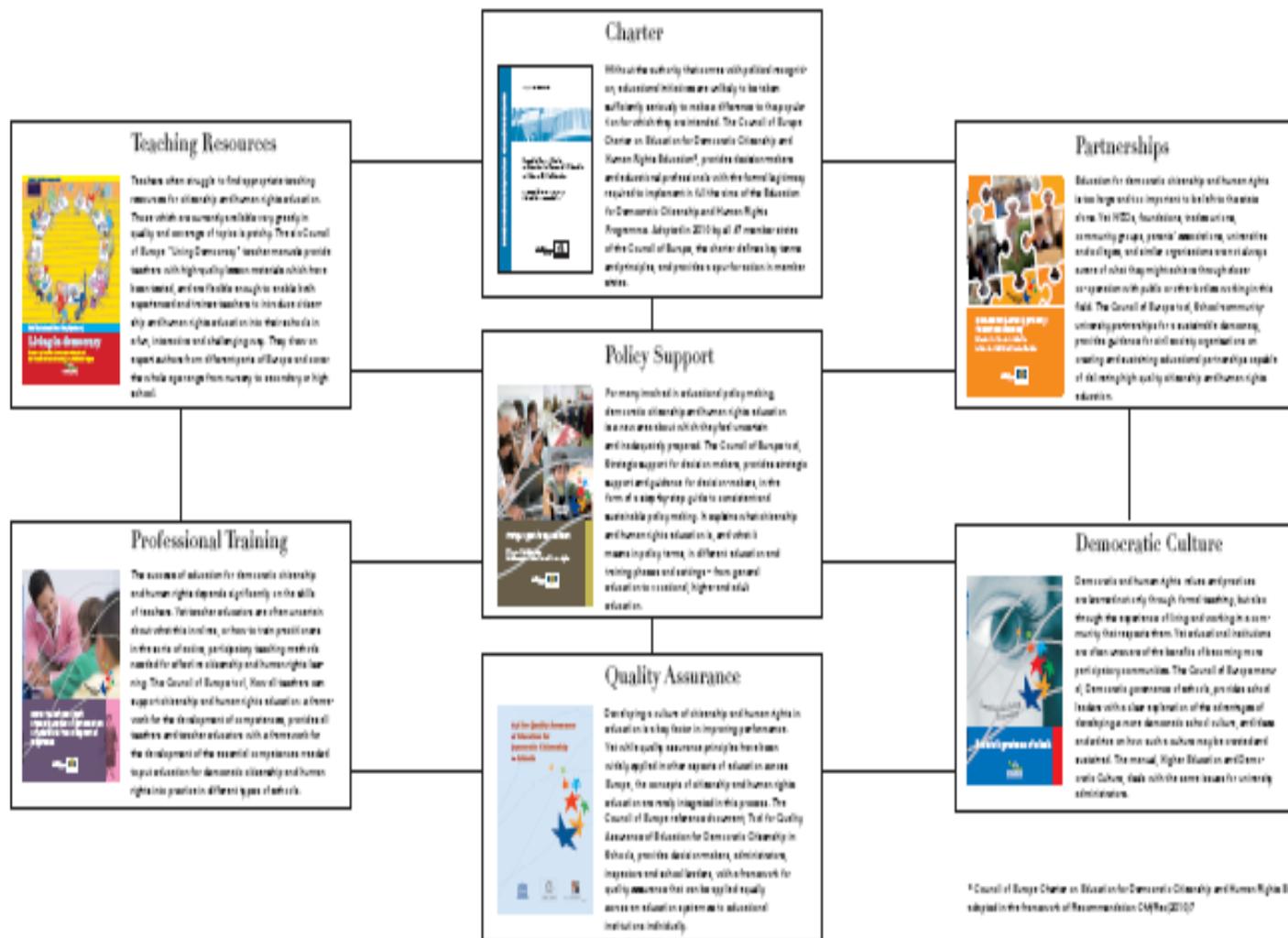


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PROGRAMME ON EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS



¹ Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education adopted in the framework of Recommendation CM/Res(2010)7

Education for Democratic Citizenship and Human Rights

Publications

EDC/HRE Pack



A set of tools for promoting democracy and human rights through education was developed by the Council of Europe based on its member states' experiences and expertise in this area, and is

"Living Democracy" Manuals for Teachers



EDC/HRE website:

<http://www.coe.int/t/dg4/education/edc>

EDC/HRE Co-ordinators



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Who benefits and how?

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Лонгитюдное исследование гражданского образования (CELS) – Англия,

- 2001-09
- Национальный фонд образовательных исследований
- Изучалось внедрение и влияние новой обязательной программы по ВДГ/ОПЧ в Англии
- Лонгитюдное исследование полной когорты молодых людей возрастом от 11 до 18 лет в выборке школ
- Поперечное исследование раз в 2 года, анкеты заполнили 2,500 учеников в каждой школе/год, каждый раз новая выборка
- Лонгитюдное исследование 12 кейсов в школах, которые посещались каждые два года – интервью с дирекцией, координаторами по ВДГ/ОПЧ, учителями и учащимися

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Изменения со временем

- Повышение уровня политического участия
- Повышение уровня гражданского участия
- Повышение уровня участия в будущем
- Большая поддержка прав человека, в т.ч. прав женщин
- Возрастание недоверия к политикам
- Больше понимание возможности влиять на политику, но только на уровне влияния на некоторые институты

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The introduction of Global Competence in PISA 2018

From *tes connect*, William Stewart, October 12, 2014

(<https://news.tes.co.uk/b/news/2014/12/09/pisa-being-revamped-to-test-teenagers-39-online-skills.aspx>)

“Global competence will be the latest ‘21st century’ skill to be added to the more traditional Pisa domains of reading, maths and science. It follows problem solving in Pisa 2012 and collaborative problem solving which will be introduced next year.

Andreas Schleicher, the OECD official who heads Pisa, first revealed the plans for a global competence test to *TES* last year.

Asked exactly what might be tested, he said: “Foreign languages is the most obvious part but also the capacity of individuals to engage in different value systems, the capacity of individuals to make sound judgements... Can you deal with uncertainty? Can you deal with ambiguity?”

This week he said: ‘Pisa 2018 has the potential to be the start of a new phase of our international assessments. We can now make much smarter use of technology in how we test young people, and we need global competence as governments around the world seek to equip young people with the skills they need for life and employment.’”



What kind of world do you want?



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