Committee Education for Democracy

Final Report

Background:

The proposal of the Committee Education for Democracy aimed at strengthening education and democracy, inclusion, and sustainability within the Council of Europe, recognizing education as a crucial tool for the functioning of democratic self-governance and the development of societal prosperity. It emphasized the need to address challenges such as universal access to high-quality education, equity, and non-discrimination, particularly focusing on reducing gaps between social backgrounds and integrating new paradigms like digital access. The committee also highlights the importance of minority rights and equal opportunities in education and research, particularly focusing on the right to quality education for all. It emphasizes the necessity of cooperation between formal, non-formal, and informal education sectors, aiming to enhance the implementation of relevant tools and policies to support democratic culture and education across Europe.

Introduction

During the past two years the Committee Education for Democracy collected a number of good practices fostering democratic behavior and understanding the importance of democratic processes in different contexts through learning by doing. In a series of three webinars we presented six of these examples to the members of the CINGO but also to a wider audience and discussed the possibilities to their being applied on a larger scale and change their status from lighthouse projects to mainstreamed activities.

Activities:

The committee organized a series of three webinars where two practices were presented each time.

Webinar one dealt with ***"Learn, teach, and shape democracy"*** and explored the way games and gamification (i.e. a non-formal pedagogy) can provide a substantial boost to a whole-school approach, essential to embed democratic culture in European schools.

Intercultural Learning for Pupils and Teachers project by EFIL www.intercultural-learning.eu

Objectives:

- To encourage school staff to give an intercultural dimension to the educating practice
- To provide practical tools that will enable school staff give their lessons an intercultural dimension
- To promote the existing educational resources related to intercultural learning

Example fostering intercultural competences: Tolerance, empathy, multi-perspectivity

ICL@toolbox

DEMOGAMES by DARE network www.demogames.eu

Eight analog and digital game-based learning tools for experiential learning about, for, and through democracy tailored to the RFCDC.

Example fostering analytical thinking, co-operation and communication skills as well as flexibility, adaptability and observing.

- A democracy game box including print&play games
- A facilitators manual including detailed descriptions of the game settings, their situative application in the RFCDC framework and preparation, running and debriefing information
- Without context and debriefing the game remains a game!
- A MOOC including tailored tutorials for each game

Webinar two focused on *"Digital education for active citizenship"*

<u>Digitalisation, digital citizenship education and human rights</u> – lessons learned from the DIGIT-AL project by DARE network www.dttools.eu

www.competendo.net

- Learning about, for and through digitalization

- The entire body of human and cilvil rights has a digital dimension way beyond data protection and privacy

A circle of learning „digitality"

Different kinds of networks

Digital transformation and human rights

To ensure and demand the *de facto* validity of rights in the midst of a dynamic development is the key challenge. Whereas a few years ago our societies were primarily concerned with "online rights", the more digitalisation encompasses all areas of society and affects citizens in all social roles, the more it is becoming apparent that the entire body of human and civil rights has a digital dimension.

- need to look 'through the digital glasses' beyond data protection (art. 7 CFREU) or privacy (art. 8 ECHR, art. 12 UNDHR, art. 6 CFREU) also at aspects such as:
- inclusivity and non-discrimination (art. 14 ECHR, art. 1 prot. 12 ECHR, art. 7 UNDHR), access to various fundamental and essential rights, goods or services from health to education or to information etc.,
- on freedom of speech/expression (art. 9 & 10 ECHR, art. 18 & 19 UNHDR, art. 10 & 11 CFREU)
- freedom from norms or unwanted surveillance, autonomy (art. 5 ECHR, art. 3 UNDHR, art. 6 CFREU, art. 9 ICCPR), integrity (art. 3 CFREU), property (art. 1 prot. ECHRm art. 17 CFREU) or customer rights,
- labour rights (art 23 UNDHR, art. 6 & art. 7 ICESCR, art. 31 CFREU)
- free association (art. 11 ECHR, art. 27 UNDHR, art. 12 CFREU, art. 25 ICCPR)

<u>Sostenibil Mente Adagio – SMA</u> by Associazione Anaune Amici del Cammino di Santiago

Adult mobility project to enhance

- innovative digital activities
- the involvement of all the institutions and social and cultural organisations of the territory in a democratic participation
- sustainable tourism activities
- Create new mobilities opportunities for adults all ages to open to the European dimension.

Activities

- Preparatory visit to prepare the learners mobilities in Astorga spain with an Jacobean association
- Inviting experts from APE association of Ecotourism in Coimbra, Portugal and from Algaba sustainable environmental women association from Ronda, Spain
- Jobshadowing for association decision makers to implement a working collaboration
- Training courses for association staff - APE and Algaba
- Group mobility of adult learners, with a view to inclusion and socialisation and overcoming disadvantages and differences.

Webinar three was dedicated to ***"Education for democracy in and outside of schools"***

Common Values Inclusive Education by ETUCE

https://www.csee-etuce.org/en/projects/eu-convince/2433-education-and-democratic-citizenship

Topics addressed:

- ✓ Civic education and democratic-school culture;
- ✓ Teaching in multicultural learning contexts for intercultural dialogue;
- ✓ Teaching controversial and sensitive issues;
- ✓ E-safety issues: Misinformation, digital responsibility and ICT critical-thinking;
- ✓ School-leadership and 'the whole school approach';
- ✓ Inclusive education as a tool to prevent radicalisation and extremism.

Recommendations:

- ➢ Better equip school leaders, teachers, and other educational staff to promote critical thinking, democratic values, and human rights (teacher training, pedagogical approaches, competences, etc.): an 'ocean of materials' on the Internet is not a solution! National context and local challenges
- ➢ Sufficient and sustainable investment in teacher initial education and continuous professional development, in order to provide support to teachers on citizenship education-related subjects
- ➢ Support to teachers and school leaders: common thread through research revolving around 'how to'.
- ➢ Professional autonomy for education personnel and involvement of teachers and education trade unions in designing, implementing and monitoring of democratic citizenship education
- ➢ 'Peer learning', exchange of good practices and collaboration
- ➢ Culturally diverse teaching and learning materials
- ➢ Value of the work of other stakeholders (e.g. teaching assistants, social workers, school students organisations, NGOs, etc).
- ➢ Participation, empowerment, cooperation, exchange and dialogue at all levels and between levels.
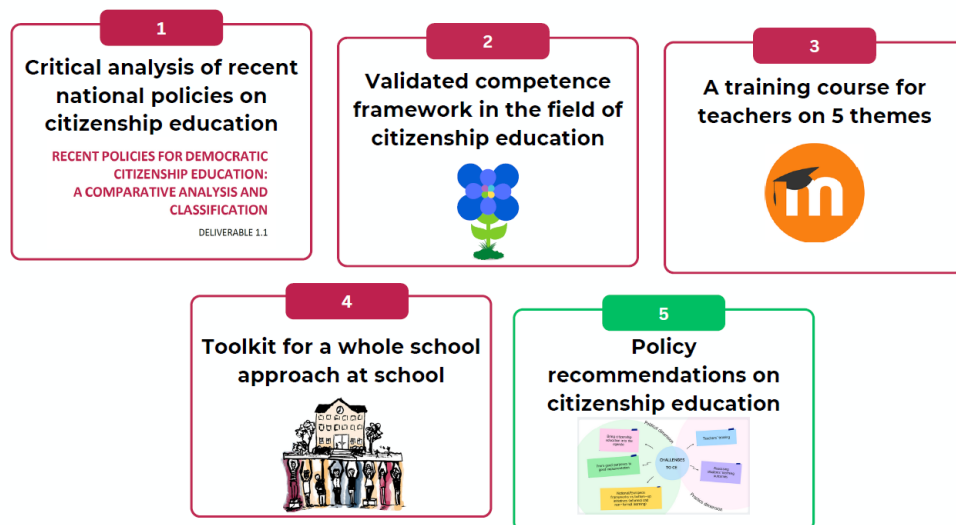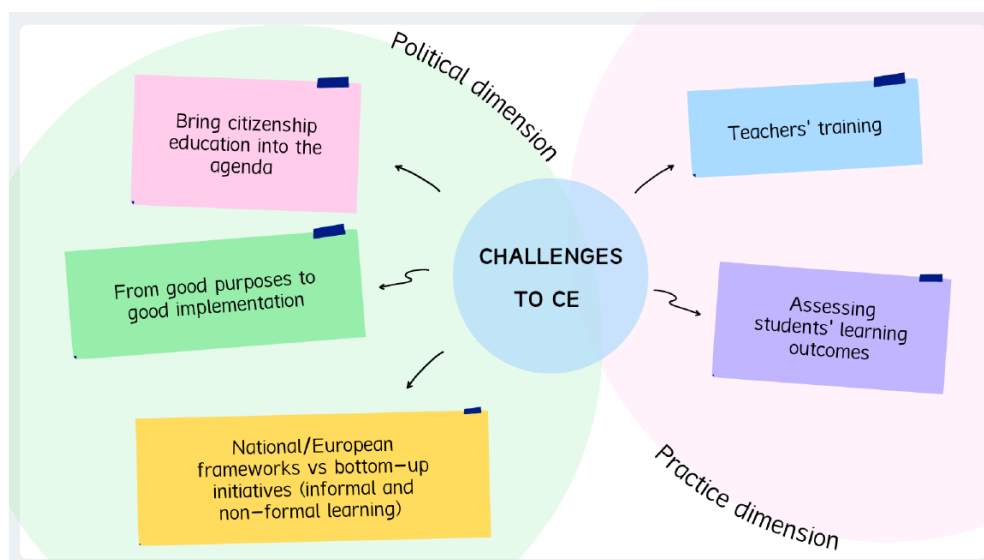
CITIZenship EDucation by IIHL https://citized.eu

Objectives:

- ✓ Development of a set of innovative tools to support the implementation of citizenship education in education systems around Europe.
- ✓ Filling existing implementation gaps between policies statements and daily practice in schools

PRODUCTS

1
Critical analysis of recent national policies on citizenship education

RECENT POLICIES FOR DEMOCRATIC CITIZENSHIP EDUCATION: A COMPARATIVE ANALYSIS AND CLASSIFICATION

DELIVERABLE 1.1

2
Validated competence framework in the field of citizenship education

3
A training course for teachers on 5 themes

4
Toolkit for a whole school approach at school

5
Policy recommendations on citizenship education

POLICY RECOMMENDATIONS

Political dimension

Bring citizenship education into the agenda

From good purposes to good implementation

CHALLENGES TO CE

Teachers' training

Assessing students' learning outcomes

National/European frameworks vs bottom-up initiatives (informal and non-formal learning)

Practice dimension

Conclusion:

We found that there are some inspiring practices that merit to be more widely known and applied as they're very rich in concrete hands-on activities that also foster different competences overlapping with other fields as for example digitalization, mental health, sustainability, etc.

Some of them could also be up-scaled to serve different age groups as the majority focuses on 12 – 25 years old. Hence there is a lack of initiatives targeting specific age groups like younger children from 0 to 12 years old but also pupils in the VET sector and adults from the age of 25+.

Most of the initiatives developed by NGOs depend on the goodwill of schools (especially school leaders and/or engaged teachers) for implementation but are not an integrated part of the curriculum which makes their integration a challenge both timewise as with regard to energy and effort.

Given the backsliding of democracy in many countries the application of these practices in a coordinated way in the formal sector (i.e. kindergarten, school, university and other formal education settings) would be desirable to acquire the necessary skills, values, attitudes and knowledge from an early age and cultivate a deeper understanding and appreciation for democratic processes over the lifespan.