

Results of the All- European Study on Education for Democratic Citizenship Policies

Gaps between policies and practices

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- **The study was carried out by the Council of Europe, within the framework of the “EDC Project” (initiated in 2002)**
- **One synthesis report and six regional reports (Western Europe, Northern Europe, Central Europe, Eastern Europe, Southern Europe, South-Eastern Europe)**
- **“EDC Pack” for the European Year of Citizenship through Education**

- **Aims of the study: mapping out the existing national EDC policies in Europe**
- **Research questions**
 - **What are the official EDC policies in formal education? (policy documents and legislation – stocktaking exercise)**
 - **What do government do to implement their EDC policies? (implementation measures and strategies, resources, obstacles)**
 - **What are the views of practitioners on EDC policies?**

- **Research design and methodology**
 - **three levels of analysis: national, regional, and all-European level**
 - **documents: legislative documents (constitution, laws and regulations)**
 - **curricula, methodological guides, textbook**
 - **national programmes for EDC**
 - **articles and research studies**

- **Contributions from the EDC coordinators of the CoE network**
- **Existing database and comparative research (IEA, OECD, CIDREE, Eurydice)**
- **Information from practitioners and stakeholders (focus groups and written interviews – limited number of countries)**

■ **Some difficulties and limitations**

- difficulties in determining responsibilities for EDC policies (central, federal, regional, local)**
- mainly official documents**
- mainly formal education**
- no studies on EDC policies' impact**
- language and translation**

- **Despite these difficulties the results went beyond the initial purposes of the study**
 - **not only mapping, but also identification of specific issues related to EDC policies**
 - **systematic description of EDC policies across Europe**
 - **empirical analysis of the “compliance gap”**

- **“Compliance gap”:**
differences between political statements, policy intentions and implementation measures.
- **Two risks**
 - **the ignoring of declarations of intents**
 - **the failure to supply adequate resources**
- **Gap between policies and practices**
- **“Rethoric” of EDC?**

■ Participation

- at a school level
- at a decision making level
(different levels)

■ Teacher training

- pre-service and in service
- content knowledge,
pedagogical content knowledge,
school governance,
communication skills

■ **Monitoring and quality assurance**

- Project evaluation**
- Student assessment (which knowledge, skills, and competences – competences for EDC and key competences)**
- Standards**
- Competences: knowledge and skills, but also attitudes and ‘values’**

■ Main challenges in the field of EDC

- Reducing the compliance gap
- Improving and extending the participation of students and community representatives in the education system (and in school management)
- Developing a more effective and comprehensive teacher training
- Introducing a “culture of evaluation”
- EDC within educational reforms

- **Lifelong learning perspective**
 - **links between formal and non-formal education**
 - **links between school education and lifelong learning processes**
 - **specific roles and responsibilities (competences)**