

COMMON EUROPEAN REPORT

from the questionnaire evaluations at the national level

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INTRODUCTION

According to the recommendations made by the Research for CULT Committee - Teaching Common Values in Europe back in 2017, each nation should try to find a good balance between policy steering and giving autonomy to schools. The perspective of steering expresses what society expects from all schools with regard to teaching common values.

Autonomy, on the other hand, gives schools the space to develop their own pedagogical vision for developing values, within their own context, through the active involvement of teachers and students.

The European Union's fundamental values are respect for human dignity and human rights, freedom, democracy, equality and the rule of law. These values unite all the member states – no country that does not recognise these values can belong to the Union.

The aim of this project is to carry it out in a transnational way to reach further and apply common core European values in action within the school community in 4 different countries (Poland, Spain, Italy and Ireland) with 8 different organisations.

The project activities will achieve the aims of the project, through the teachers and students motivation to learn more about European core values. The Europe Plus Project intends to promote common European values through schools by enacting the values (in a cross-curricular way), through theatre plays and the box of values, a tool to implement European values in schools by means of games and practical exercises aimed at the students.

The project is divided in two results:

1.- Value Theatre. Teachers will be challenged to develop their own educational vision on teaching common values through theatre plays. Studying each other's visions and holding dialogues about them can further contribute to a meaningful debate on what constitute the common values in the EU, and what is the role of education in cultivating them in citizens, in particular young people and newcomers. The EU values can stimulate the development of innovative practices (and curriculum materials) that can function as examples for teachers.

2.- Box of Values. This result / output will focus on the development of materials based on a box of values to implement exercises and games to pass on those values in classroom practice. This activity will aim to reach all teachers in a cross-curricular way. Teaching common values needs more reflective and dialogical learning processes in which students reflect and enter into dialogue with others about their experiences and values. Teaching common European values also needs more democratic learning in which students can learn to collaborate, deliberate, appreciate differences and find consensus

The result of this research will lead us to identify the 4 core values to be the themes for the 4 plays conducted in the partner countries.

SURVEY ON EUROPEAN VALUES EDUCATION

This questionnaire has been addressed to 106 teachers between Italy, Spain, Ireland and Poland (mostly in secondary education) and collects data on the presence of European values in their teaching to students. Several questions have been asked, such as the consideration that students give to European values during their learning or even the main values included in this programme, which are Human Dignity, Freedom, Democracy, Equality, Obedience to the Law and Human Rights.

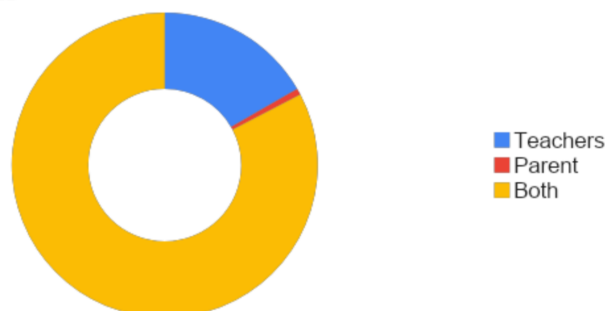
First of all, we tried to identify the group of teachers surveyed in personal aspects: in terms of age, 42% of the participants were teachers between 20-40 years old and 58% more than 41 years old. On the other hand, 74.82% were women, compared to 25.17% men.

If we talk about the school cycle of the teachers who have carried out this survey, it must be said that the percentage distribution is somewhat more equal than in other sections, since 49.97% of the teachers teach in the primary cycle, 32.45% in the secondary cycle, and 17.57% in the pre-university cycle.

On the subjects taught by teachers, 11.8% of teachers teach Science, 16.4% the official language of the countries mentioned above, 10.9% teach Mathematics, 17.3% teach English, 10.0% are a grouping of subjects where the percentage of teachers who teach them has been lower (Drama, 7.3% and 4.5% teach History and art respectively, 5.5% of teachers apply support and reinforcement techniques with their students, 5.5% teach Physical Education and 3.6% teach Music.

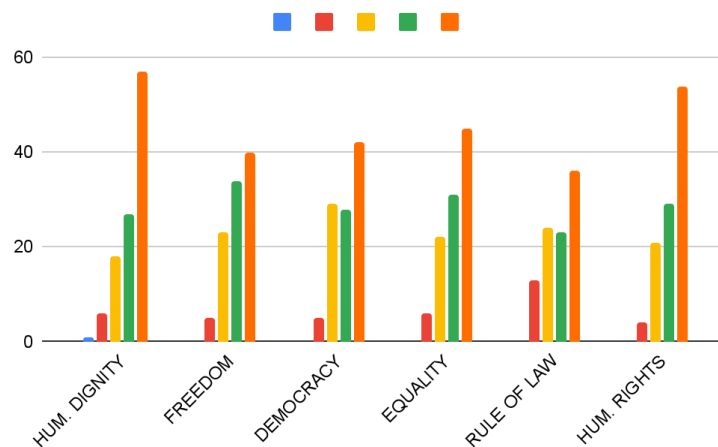
On the responsibility for teaching European values in schools, only 0.67% of the teachers surveyed think that it is the parents' responsibility to receive these values, 16.62% think that it is the teachers' responsibility alone, while 82.7% of the teachers say that this responsibility is mutual, both for parents and teachers.

RESPONSIBILITY FOR THE INTRODUCTION OF EUROPEAN VALUES



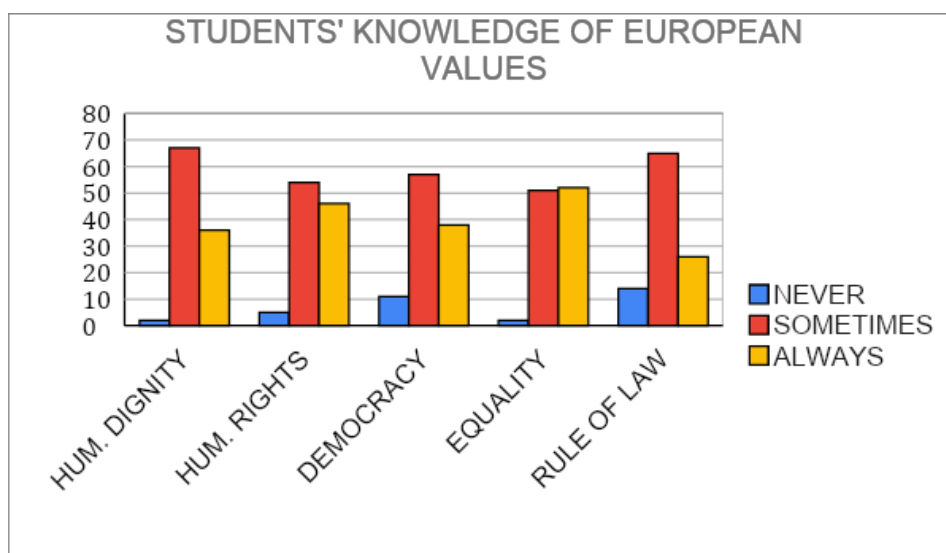
Before continuing with the data analysis, it should be noted that, when this report refers to the term "European values", it includes a large number of human values, most of which obviously coincide with many other values that any international body tries to inculcate in its society. Therefore, due to the large number of values, this report will analyse the following: **human dignity, freedom, democracy, equality, rule of law and human rights.**

Regarding the integration of these 5 values in the daily activities of the schools in the countries surveyed, of the 106 teachers who participated in this section, 57 consider **human dignity** to be essential in their teaching, 27 consider it very important, 18 give it medium importance, 6 make hardly any reference to it, and only 1 does not consider it important at all. Regarding **freedom**, of the 102 teachers, 40 consider it essential in their teaching, 34 teachers associate much importance to it, 23 think it is of normal importance, and only 5 think it is not very important to introduce it in their teaching. On **democracy**, of the 104 teachers who participated in this section, 42 consider it crucial in their teaching, 28 consider democracy as relevant in their classes, 29 mention it normally, and 5 hardly introduce it in their lessons. As for **equality**, of the 104 teachers who participated in this section, 45 think it is vital to talk about it in class, 31 teachers give importance to freedom, 21 mention it regularly, and 6 hardly talk about it at all. When it comes to the rule **of law** in our society, 36 teachers put a lot of emphasis on it in their classes, 23 think it is important, 24 teachers consider it normal, and 13 do not mention it often in class. And finally, on **human rights**, 54 teachers in these 4 countries consider it fundamental in teaching, 29 teachers consider it important in their teaching, 21 give human rights a medium importance, and only 4 speak little about it.

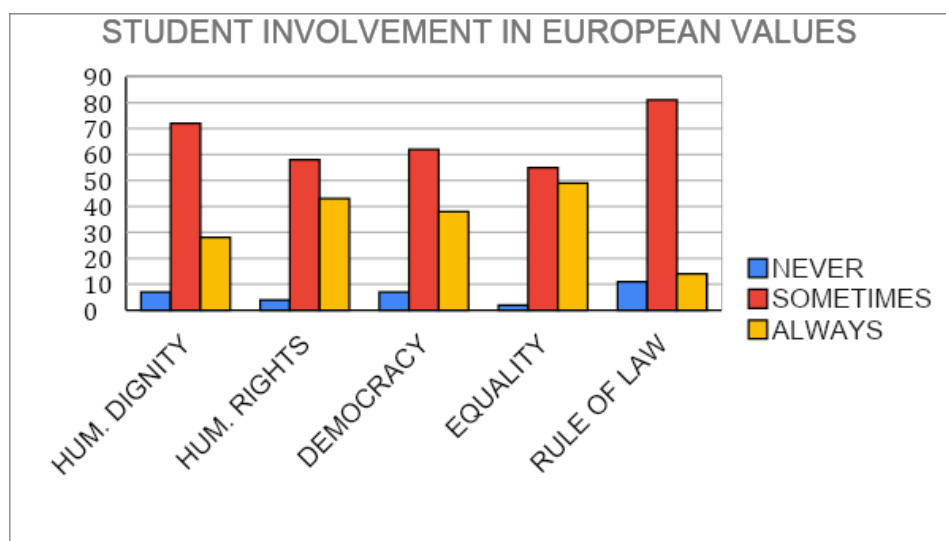


As to whether teachers have ever used these values mentioned above in their respective lessons, 54.9% say that they do introduce them, 20.2% say that they have never introduced them before and 24.87% think that they have introduced them in their lessons at some point in the past. As to whether teachers have taken part in initiatives to talk about European values in class, 54.75% of teachers say that they have taken part in such initiatives, compared to 45.25% who have never carried out any such initiatives. For those teachers who have carried out such initiatives, the most frequently practised were classroom discussions, followed by group games and presentations, and concluding with other types of activities.

As to whether the students of these teachers know what each of the 5 European values mentioned above consists of, on **human dignity** 36 students know what it consists of perfectly well, 67 students have an idea of what it might be, 2 have no idea at all. On **human rights**, 46 students know what the most important human rights are, 54 students know some of them and 5 students know none of them. On **democracy**, 38 students know what democracy is, 57 can imagine it, and 11 do not know what it is. On **equality**, 52 students know what equality is, 51 have a very general concept and 2 do not know. And on **compliance with the law**, 26 students know what it is, 65 can get an idea, and 14 do not know what it is. This lead us to the necessary consideration that one thing is “to know” what these European values are, yet quite another thing is to put them into practice.

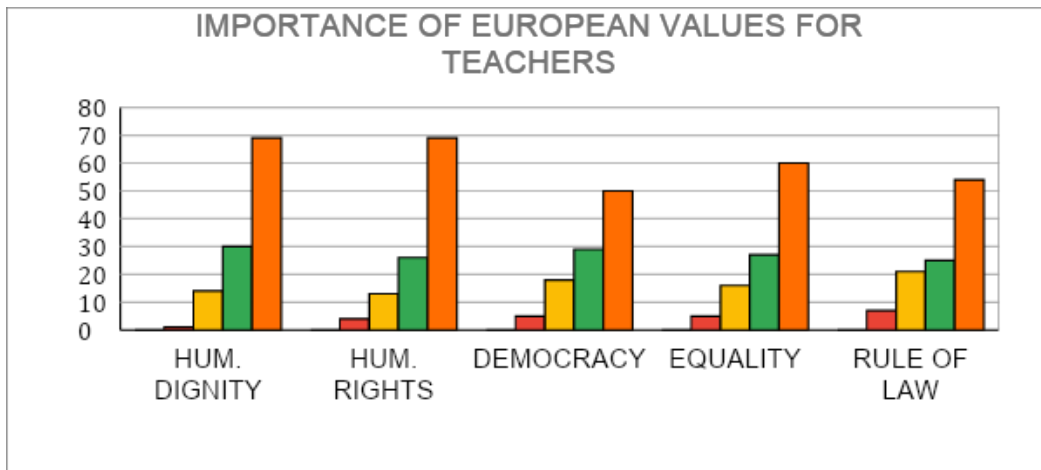


On **human dignity**, 28 students say they always live it, 72 students say they sometimes try to put it into practice, and 7 students have never lived it. On **human rights**, 43 students say they put these rights into practice, 58 students sometimes practice them, and 4 students have never put them into practice. On **democracy**, 38 students say they live it every day, 55 live it sometimes, and 7 never put it into practice. On **equality**, 49 students say they live it all the time, 55 say they live it several times, and 2 have never put it into practice. On **compliance with the law**, 14 say they always obey the rules, 81 say they have always broken the rules, and 11 say they have never obeyed the rules.

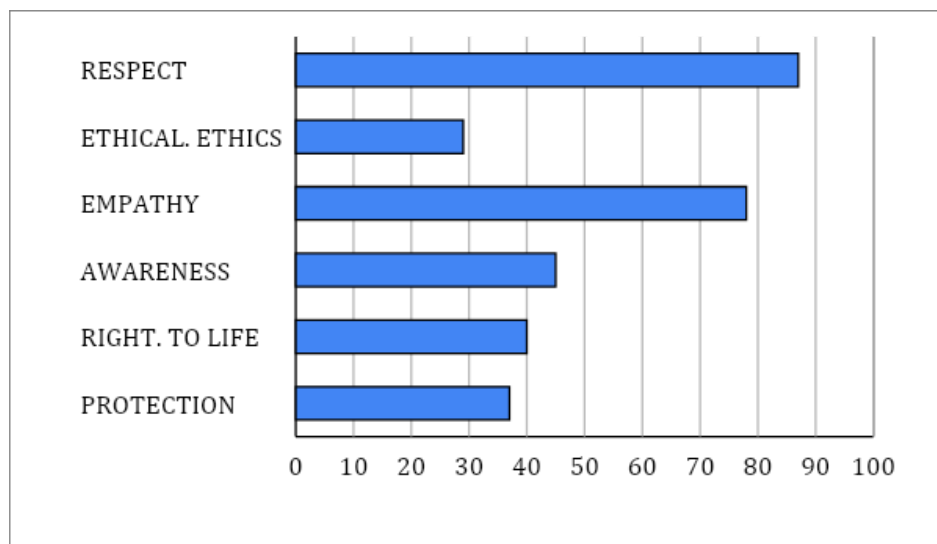


On the level of importance these European values have for teachers when teaching their respective subject in schools, the graph below shows orange as the most important and red as the least important. That said, on **human dignity**, 69 teachers consider it vital in their teaching, 30 teachers think it is important, 14 teachers give it normal importance, and 1 teacher gives little importance to human dignity. On **human rights**, 69 teachers constantly try to include human rights in their teaching, 26 teachers think that human rights are important in their teaching, 13 teachers give them normal importance, and 4 teachers consider them unimportant. On **democracy**, 50 teachers consider it vital in their teaching, 29 teachers attach importance to democracy in their teaching, 18 teachers attach normal importance to it, and 5 teachers attach little importance to it. On **equality**, 60 teachers try to include equality intensively in their teaching, 27 teachers think it is important that equality is included in their teaching methodology, 16 teachers give equality a medium importance, and 5 teachers give little importance to equality. Finally, compliance with the **law** is considered

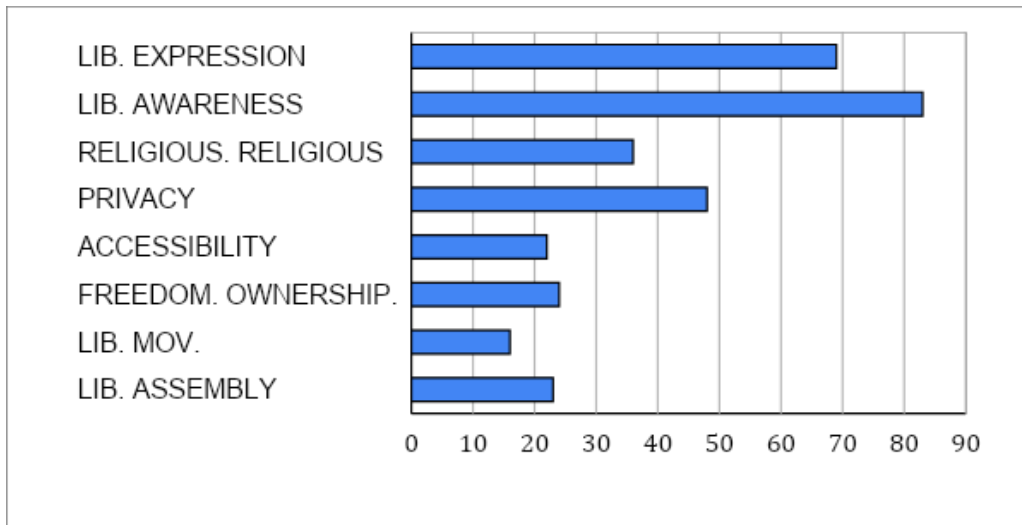
fundamental for 54 teachers in their classes, for 25 teachers it is important to insist on this value, 21 teachers give it a normal importance, and 7 teachers do not give it much importance.



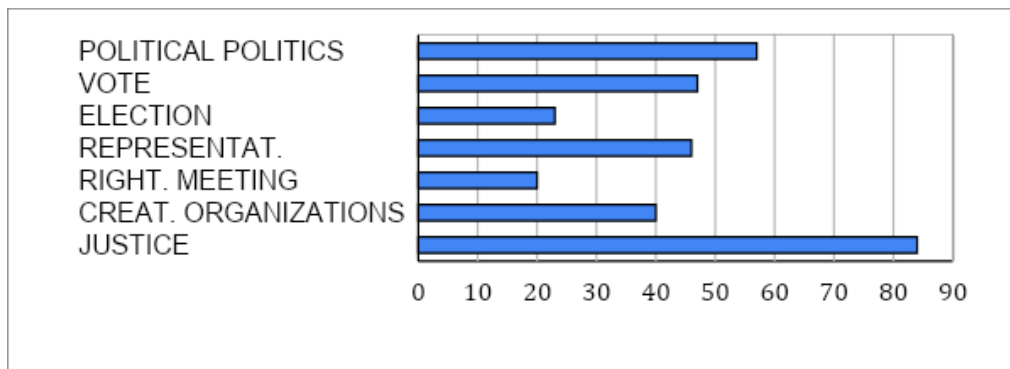
If we look at the category of **human dignity**, according to statistics from these countries, the 3 values most selected by teachers were respect, empathy and conscience.



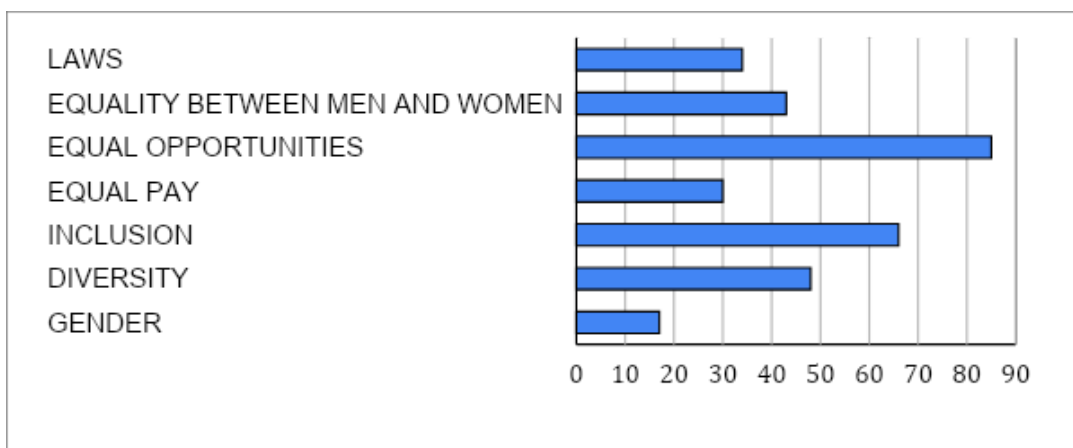
Looking at the category of **freedom**, the top 3 categories chosen by respondents were freedom of conscience, freedom of expression and privacy.



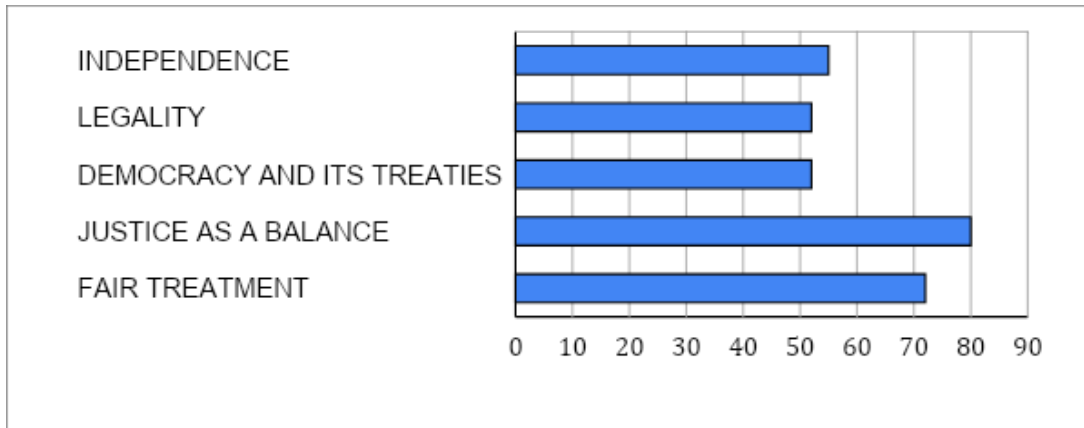
If we look at the category of **democracy**, the top 3 categories chosen by respondents were justice, political rights and the right to vote.



If we look at the category of **equality**, the 3 categories most chosen by teachers were equal opportunities, inclusion and diversity.



On the category of **compliance with the law**, the top 3 categories chosen by teachers were justice as a balance, fair treatment and judicial independence.



Finally, if we look at the category of human rights, the 3 categories most chosen by teachers were education, discrimination based on disability and discrimination based on belief.



CONCLUSIONS

In conclusion, the results of this survey have been satisfactory as it can easily be seen that European values are well embedded in both students and teachers' teaching. However, there are some results that point to the need for greater awareness of the importance of these values among students, since the values of human rights, freedom, equality, human dignity and the rule of law must always be fought for.