

# **Teachers' and parents' perspectives on Character Education in Europe (TEPACE).**

**A European Research Project**

**promoted by the European Character and Virtues Association**

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## **Researching character education in Europe**

### **The project in a nutshell**

The TEPACE project explores the perspectives and attitudes of teachers and parents toward character education in schools across Europe. Utilizing a mix of qualitative and quantitative research methods, the project spans at least 11 countries, seeking to inform policy makers, school administrators, and education officials in those nations. Over 40 researchers from these 11 European countries form the collaborative team behind this endeavor.

### **Theoretical and practical framework**

Over the past few years, Character Education has been on the rise in popularity in Europe, leading to extensive research conducted in various countries. However, there remains a scarcity of empirical data regarding the perspectives of different stakeholders within the education system, namely those of parents and teachers regarding character education. It is reasonable to hypothesize that, similar to countries where such studies have been undertaken, both teachers and parents in Europe are supportive of school-based character education in other European countries.

### **Researching teachers and parents attitudes on school based character education**

To address this gap, the European Character Virtues Association, in collaboration with different universities from at least 11 different European countries, is launching a significant project. The primary aim is to evaluate the attitudes towards character education among parents and teachers in Europe using a comparative approach.

The TEPACE project addresses the following research questions:

Main research question 1: What are the views and beliefs held by teachers and parents of European countries regarding character education in schools?

- Do parents and teachers in Europe think character education should be undertaken in schools; and if yes how?
- What type of virtues do teachers and parents in Europe value the most?
- Do teachers and parents in Europe value character or academic attainment more highly?
- What do they think is the preference of the other group?

Main research question 2: Are there differences between the views and beliefs held by teachers and parents of European countries regarding character education in schools?

To answer the research questions, tailored questionnaires for teachers and parents are being translated into various languages and will be distributed by different project partners across the continent. In some countries, alongside the questionnaire responses, qualitative interview data will also be collected. This integration of mixed methods data will provide an even more comprehensive perspective on the state of character education, offering a broader understanding of the situation.

In the countries participating in this project, substantial resources will be dedicated to ensuring the success and effectiveness of this research endeavor. The commitment of participating institutions to allocate resources underscores the significance of the project and its potential to make a meaningful impact. Participating institutions are dedicating the time and expertise of their researchers, educators, and administrators to contribute to the project's different phases.

The responses collected from the diverse questionnaires will undergo statistical analysis, enabling us to gain comprehensive and profound insights into the perspectives of teachers and parents of different European countries regarding character education in schools. In a comparative approach, the study will investigate potential variations in responses among different countries in a comparative approach.

The outcomes of this research project are poised to have an impact on the field of education. The dissemination of the results will take place through multiple channels, including high-quality education research journals and accessible research reports, making the findings widely available to a diverse audience. Results are expected to yield substantial empirical insights that will be of value to various stakeholders, including policymakers, higher education institutions, and school leaders. The research findings will serve as a crucial resource for policymakers at regional, national, and European levels. They will gain valuable insights into the prevailing attitudes and perceptions of teachers and parents regarding character education. This information will empower them to formulate evidence-based policies and initiatives that can enhance character education within their respective countries.