EU CONVINCE – EU COmmoN Values INClusive Education

Final Conference
Warsaw, 14–15 November 2019

REPORT

EU CONVINCE

Human Rights Citizenship
Multiculturalism
Rights + Obligations
Equality

In associated partnership with

ETUCE CSEE   FLC CGIL   GEW   snes fsu   ZNP   eta European School Heads Association   EFEE THE EUROPEAN FEDERATION OF EDUCATION EMPLOYERS

OBESSU Organising Bureau of European School Student Unions

Contents

ABBREVIATIONS

EFEE	European Federation of Education Employers
ESHA	European School Heads Association
ETUCE	European Trade Union Committee for Education
FECCO	Federación de Enseñanza CC.OO.
FLC-CGIL	Federazione Lavoratori della Conoscenza CGIL
FRA	Fundamental Rights Agency
GEW	Gewerkschaft Erziehung und Wissenschaft
MBO Raad	Council of Educational Institutions in Secondary Vocational Education in the Netherlands
NSZZ "Solidarność"	National Science Section NSZZ "Solidarność"
OBESSU	Organising Bureau of European School Student Unions
PISA	Programme for International Student Assessment
SKOiW "Solidarność"	National Education Section NSZZ "Solidarność"
SNES-FSU	Syndicat National des Enseignements de Second Degré
UIL Scuola	l'Unione Italiana del Lavoro – Scuola
VBE	Verband Bildung und Erziehung
WIT	Waterford Institute of Technology
ZNP	Związek Nauczycielstwa Polskiego
MOOC	Massive Open Online Course
OECD	Organisation for Economic Co-operation and Development

1.INTRODUCTION

The final conference, organised within the framework of the two yearlong (2018-2020) joint ETUCE, EFEE and ESHA Project "EU CONVINCE – EU COmmoN Values INClusive Education", took place in Warsaw on 14-15 November 2019. The project sought to provide teachers, other education personnel, school leaders, as well as the education institution community as a whole with tools and methods to deliver inclusive quality education to all and better deal with citizenship related issues both in the classroom and in extra-curricular activities. In recent years, extremism, xenophobia, violence, radicalisation and terrorist attacks have surged across Europe and are threatening the safety of citizens as well as the universal values of freedom, democracy, tolerance, equality, non-discrimination, respect for the rule of law, human rights and solidarity. Within this context, the role of education, and in particular, of teachers, school leaders, other education personnel, and education employers is crucial to promote democratic citizenship and social inclusion in diverse educational contexts and learning environments. The EU CONVINCE project is a direct answer to the current challenges and opportunities, of multiculturalism, diversity and social inclusion.

Within the project, a series of workshops was held in Rome, Paris and Berlin, to provide ETUCE, EFEE and ESHA member organisations with the opportunity to present, disseminate and scale-up good practises in other different contexts and educational settings as well as to discuss possible solutions to tackle challenges encountered by education stakeholders when teaching democratic citizenship education. Furthermore, the workshops gave participants the opportunity to exchange and showcase good practices and help resolve challenges through learning about other countries' good practices, e.g. by match-making challenges in one country with good practises of another. The project has a variety of outcomes such as a research report, in which the results of the online survey, collecting the views of ETUCE, EFEE and ESHA member organisations on challenges and good practices related to civic and citizenship education, were presented. The project has also released a Massive Open Online Course (MOOC) 'Citizenship and Human Rights

Education for Change' in English and French to help teachers, academics, school leaders and other educational personnel, as well as education trade unions and education employers to better deal with citizenship-related topics in a broad sense. The e-learning course is built on the successful and innovative tips, advice and good practices exchanged and discussed during the project, and took place for 6 weeks from 29 April to 9 June 2019. The policy outcomes of the project include two joint statements by ETUCE, EFEE, and ESHA: The Joint Statement on Education for Democratic Citizenship & EU Common Values (2018), and the Joint Statement on Inclusive Schools Within the Context of Diverse Societies (2019).

MAIN PROJECT OBJECTIVES

- **To identify, disseminate and upscale (transfer/transpose/wider implement) successful good practices (into other countries/ contexts/educational systems) with regard to the role of education trade unions in facilitating the implementation of the contents of national education policies aiming at promoting the teaching of universal values and inclusive education.**

- **To provide teachers, education employers school leadership, families and students with an innovative platform for exchange of good practices at the grassroots level.**

- **To enhance the acquisition of social, civic and intercultural competences of pupils and the understanding and ownership of universal values in a broad sense**

2.PROJECT ADVISORY GROUP

The project was coordinated by ETUCE project coordinator Ekaterina Efimenko and led by an Advisory Group who offered guidance and field knowledge, assisted in the design of the online survey for the project, contributed to the Joint Statements and provided expertise and recommendations to the MOOC. Furthermore, they were responsible for the dissemination of the project's outcomes and the evaluation of results. The Advisory Group consisted of representatives from national education trade unions across the education sector:

Fred Verboon, European School Heads Association ,

Claudio Franchi, FLC-CGiL, Italy,

Odile Cordelier, SNES-FSU, France

Laura Widger, School of Lifelong Learning and Education of

Dorota Obidniak, ZNP, Poland

Daniel Wisniewski, European Federation of Education Employers

Annabell Kolbe, GEW, Germany

Dominique Danau, SAGO research, The NetherlandsLithuania

Two Associate Partners: 'COFACE – Families Europe' and 'OBESSU – The Organising Bureau of European School Students Unions' were also invited to contribute to the wider implementation of the project, e.g. in disseminating the project outcomes and material.

3.OBJECTIVES OF THE CONFERENCE

The closing project conference provided participants with the opportunity to discuss the final outcomes of the project, including a detailed report on 'Challenges and good practices related to promoting citizenship and values of freedom, tolerance and non-discrimination through education' compiled by the project's researchers. Representatives of ETUCE, EFEE, and ESHA member organisations had the opportunity to discuss with various education stakeholders (including parents and students associations) challenges and opportunities of implementing democratic citizenship and inclusive education in their national contexts, as well as match these challenges with good practices from different educational institutions and different countries. Interactive working group sessions took place to discuss the practical implementation of the project partners' Joint Statements on Citizenship Education & EU Common Values and on Inclusive Schools Within the Context of Diverse Societies, on the European, national and local level. Furthermore, a training session on teaching controversial issues was showcased live from the MOOC.

The conference started with opening words by ETUCE President **Christine Blower**, ESHA President **Barbara Novinec** and EFEE President **Michael Moriarty**, who praised the project for its engagement to promote democratic citizenship, inclusion and diversity, especially in times when Europe faces

From left to right: Ekaterina Efimenko, ETUCE Programme Officer, Christine Blower, ETUCE President, Susan Flocken, ETUCE European Director, Michael Moriarty, EFEE President, and Barbara Novinec, ESHA President

a significant rise in populism and racism and when democratic values are threatened. They underlined the need to identify the challenges for the education sector and to work together on better supporting teachers, school leaders and other educational personnel in delivering inclusive and democratic citizenship education.

Dr. Adam Bodnar, Commissioner for Human Rights, Poland

Dr. Adam Bodnar, Commissioner for Human Rights, Poland, remarked that democratic citizenship is one of the most fundamental topics, not only in Poland but in the whole of Europe. He noted that it is important to not only have this topic in the curriculum, but also to know how to teach it. The main purpose of school education is not just to acquire knowledge, but to create future active citizens who will live and work in modern, diverse societies. He introduced a program, developed by a Polish NGO which provides 600 schools in Poland with one lesson a week on democratic citizenship and learning about the constitution and freedom of expression. Moreover, he talked about the problems the LGBTI community in Poland is facing and the need for an anti-discriminatory legislation which provides the right to sexual education and teaching children about acceptance. Other topics like climate change and new technologies should also be part of the curriculum.

Members from three different Polish trade unions also welcomed the participants. **Sławomir Broniarz**, ZNP President, pointed out at the importance of the project for education trade unions and that young people should be taught how to get involved in the dialogue on democratic citizenship. **Maria Kotełko**, KSN NSZZ "Solidarność", shared her hopes for the inclusion of common values in the higher education reform in Poland and **Tomasz Gryczan**, SKOiW "Solidarność", talked about problems with implementing freedom of expression in Poland. He noted that students should be taught critical thinking and teachers should be encouraged to tackle difficult subjects.

4. MATCHING CHALLENGES AND GOOD PRACTICES: PRESENTATION ON THE KEY FINDINGS OF THE RESEARCH

Dominique Danau, project research expert from SAGO Research

Project Researcher **Dominique Danau** presented the key findings of the research in terms of challenges and good practices related to promoting citizenship and values of freedom, tolerance and non-discrimination through education. The research data was gathered through desk research and an online survey which was send out to members of ETUCE (132 Education sector Trade Unions), EFEE (31 education employers) and ESHA (35 school leaders). Between July 2018 and March 2019, 107 respondents from 91 organisations in 46 countries took part in the survey.

The main findings show that in order to effectively foster inclusive education, including citizenship education and the promotion of universal values the following factors are necessary:

- **Support to teachers and school leaders** in the delivery of citizenship education, to handle diversity, controversial and sensitive issues in the classroom;

- A **stronger involvement and networking** of teachers, school leaders, and other education personnel, parents and learners within the school life ('whole-school approach');

- A **democratic school culture** that values diversity, allows space for debate on controversial issues and relies on the active participation of students and teachers;

- **Distributive leadership;**

- Relevant policy frameworks should **link curricular and extra-curricular activities;**

- **Digital citizenship**: supporting children and young people to participate safely, effectively, critically and responsibly in a world with social media and digital technologies;

- Developing **critical and analytical thinking;**

- **Participation, empowerment, cooperation, exchange and dialogue** at all levels and between levels.

The research names extremism and the underlying forces of radicalisation as some of the most pervasive challenges of our time. Within this context, 89% of the survey's respondents believed '*joint work of students from diverse cultural, social and economic backgrounds in the classroom*' to be the most effective measure in preventing radicalisation and extremism among students.
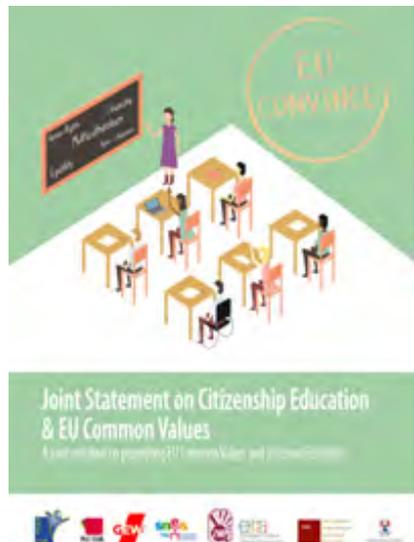
5.JOINT STATEMENTS AND WORKING GROUPS

Two of the main policy outcomes of the project are the two Joint Statements. The Joint Statement on Education for Democratic Citizenship & EU Common Values which was presented during the conference by **Michael Moriarty**, EFEE President, advocates, among other issues, for:

- Equipping school leaders, teachers and other educational personnel to promote critical thinking, democratic values, civic engagement and new innovative technologies.

- Providing autonomy for teachers and other education personnel to manage diversity. More diverse teachers, school leadership and academic staff should be encouraged to facilitate the promotion of mutual respect and to influence schools and educational institutions' ethos in valuing differences and diversity with the view to achieving inclusive education.

- A stronger involvement and networking of teachers and educators, school leaders, parents and learners within the school life ('whole-school approach') so as to support more democratic learning environments to allow learners to experience democracy and mutual respect ('democratic school culture').

The Joint Statement on Inclusive Schools Within the Context of Diverse Societies was presented by ESHA President **Barbara Novinec**. The statement underlines that a carefully built inclusive learning environment is the basis of education which meets the needs and interests of all learners and education personnel regardless of their background. Therefore, the Statement outlines the five key elements of the inclusive schools within the context of diverse societies:

- Safe physical, social and emotional learning environments where the freedoms of opinion and expression are respected.

- Teachers and other education personnel who are prepared and supported in managing the diversity in the school and intercultural dialogue, including the teaching of controversial and sensitive issues.

- School leadership committed to creating an enabling, supportive learning and teaching environment and democratic school governance.

- Education authorities with a holistic perspective on education systems which entails the integration of every person in society and preparing learners to be active and responsible citizens in a socially and economically diverse world.

- The involvement and full commitment of all relevant stakeholders, including school partners and social partners, to maintain inclusive schools and promote diversity, mutual respect and intercultural dialogue in education.

Joint Statement on Inclusive Schools Within the Context of Diverse Societies

Joint Statement on Citizenship Education & EU Common Values

In the working group sessions, the conference participants discussed the possibilities for the implementation of the two statements and the future objectives. They were asked which elements of the statement were of most importance for them in their national context. It was said that some EU countries have no general strategic continuing professional development framework, which poses difficulties in all areas, t in particular, regarding addressing multicultural societies. The groups mentioned that even though having democratic values is the first step, changing the attitudes towards them is the bigger challenge in most countries. Concerns were voiced on the impact of the OECD/PISA's 'poor' results, which have shifted the focus from teaching values to preparing for tests.

The working group agreed that in order to implement the statements in a national context and to effectively promote democratic citizenship there is a need to:

- Inform teachers of the materials and online courses available on the MOOC;

- Raise awareness of the statements amongst ETUCE, EFEE and ESHA members;

- Translate the statements into all languages;

- Build the implementation framework for the Statements to be adapted to the national context;

- Support teachers by providing expert advice;

- Lobby for the investment and resources to implement policies on inclusive and democratic citizenship education and give time to countries to implement them Establish a good cooperation between teachers, students and parents, and educate families.

Working Group 2

6.EXAMPLES OF GOOD PRACTICES

Gitta Franke-Zöllmer, VBE, Germany

Gitta Franke-Zöllmer, VBE, Germany, presented a good practice example from her trade union on teaching in a multicultural context. She mentioned that one of the serious challenges for teachers in Germany is the growing diversity in the classroom due to migration. Within this context, social conflicts (carried out in school) and legal conflicts (touching the constitution) can arise. Dr. Klaus Spendel from the University of Dusseldorf in Germany, in cooperation with VBE published two books - "Schule und Islam: Konflikte verstehen und lösen" (School and islam: understanding conflicts and solving them) and "Schule und Islam – sondieren, abwägen, handeln- wie sich 90 Alltagskonflikte lösen lassen" (School and Islam – explore, weigh   up, act - how 90 everyday conflicts can be resolved) – analysing various conflicts in school linked to the diversity and proposing possible solutions.

Examples of conflict from the books include: disrespectful behaviour dealing with each other; mobbing of female teachers; breach of the dress code; infraction of the state duty of neutrality; rules for school trips; denial of scientific knowledge;textile covering and co-education at swimming lessons

and physical education; dazzling (ambiguous) concepts of honour; and others. Furthermore, Gitta Franke-Zöllmer presented a recently launched project in cooperation with the NGO Germandream, on what it means to live in a democratic state. The project aims to foster classroom talks about the importance of the democratic values.

Vitor Figueriredo, Ministry of Education and Science, Portugal, gave a presentation on delivering inclusive education as a tool to prevent violence, radicalisation and extremism in Portugal. As one of the examples of projects and school activities organised in Portugal, he presented the REEI Program - Network of Schools for Intercultural Education, which is a joint initiative of the High Commissioner for Migration, the Ministry of Education through the Directorate-General for Education and the Aga Khan Portugal Foundation.

Vitor Figueiredo, Ministry of Education and Science, Portugal

It aims at creating a practice-sharing network between public education, teaching establishments and private and cooperative schools, in order to foster intercultural education. Moreover, it aims at developing respect for differences and the establishment of positive interaction and rapprochement relationships between students and other members of the educational community from different cultures.

Another good practice example on teaching controversial issues was introduced by **Jens Vermeersch**, GO!Education, Belgium. He reported on the difficulties Belgium is facing due to three different educational systems and three languages (French, Dutch and German). Go!Education has launched a Declaration of neutrality implemented in the state education system in Flanders, and established a democratic and neutral GO! schools network, which is a place where the multicoloured

Jens Vermeersch, GO!Education, Belgium

dialogue and a culture of impartiality are paramount in order to look beyond the differences on an equal footing. The GO! schools are schools where living together is central. In those schools' students learn acceptance and how to share a commitment for diversity. The Declaration of neutrality is a policy document behind the network: it expects all staff members of the GO! schools to take into account a respectful basic attitude and the living environment of the learners, namely the family, social, philosophical, cultural and social environment. The declaration of neutrality calls on all staff members to make every effort to ensure that school practice is in keeping with the different living environments of young people in all areas of Belgium.

Susan Hitrec, Association of Croatian Secondary School Principals, presented projects on education for digital citizenship in the internet era in Croatian Schools. She highlighted that citizenship education in Croatia is a cross-curricular topic with the purpose to contribute to the preparation of students for their active and effective citizens' role.

She presented several good practice examples from Croatia:

Susan Hitrec, Association of Croatian Secondary School Principals, Croatia

- The pilot project "School for Life" in which more than 8500 students took part was established in the school year 2018/19 and provided the schools with tablets for each students as well as digital learning materials and a new curricula (including the cross-curricula subject on citizenship education).

- E-schools: comprehensive information on school operation processes and teaching processes aimed at the creation of digital schools for the 21st Century (including training though workshops, webinars and MOOCs).

- An E-safety badge was introduced to schools country wide to protect devices and personal data.

- The "Safer Internet Centre Croatia: Making internet a good and safe place" has a hotline to report hurtful and illegal online content and a helpline for children and parents.

Even given all of these examples, Susan Hitrec remarked that Croatia still has a long way to go. Only one city in Croatia, Rijeka, has introduced civic education as a curricular activity to elementary schools (2017) so far. New challenges are arising for the country in the years to come including more students with special needs and insufficient among of teacher assistants, not equally equipped schools, and continuous teacher strikes due to inadequate working conditions.

From left to right: Susan Flocken, ETUCE European Director, Magdalena Górowska-Fells, Polish Eurydice Unit, Dorota Łoboda, Council of the Capital City of Warsaw, Michael Beis, FRA, and Dr. Bernt Gebauer, Council of Europe

7.   HOW TO ENSURE THAT DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS EDUCATION ARE SUCCESSFULLY IMPLEMENTED TAKING INTO ACCOUNT DIFFERENT NATIONAL CONTEXTS?

ETUCE European Director **Susan Flocken** introduced the topic by highlighting the main challenges of democratic citizenship and human rights education:

- Translation of policies into practices while taking into account the national context;

- Understanding of policies by practitioners;

- Evidence-based policy development and upscaling;

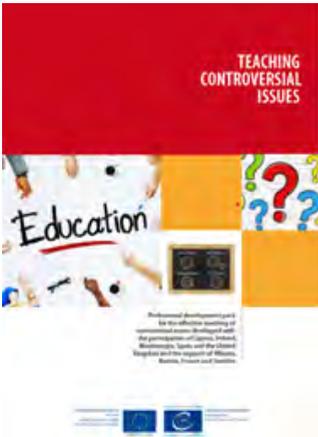- Lack of space and time in the curricula for democratic citizenship education

Michael Beis, Fundamental Rights Agency, presented findings of the Second European Union Minorities and Discrimination Survey published in December 2017, which provided evidence of discrimination against different social groups in schools. He remarked that discrimination and inequality remain a big problem in Europe, especially for groups like Roma, Jews, migrants or members of the LGBTI community. In order to improve the situation, he proposed a strong legislation against racism from the national governments and the provision of teacher trainings on anti-discrimination and fundamental rights. Furthermore, he argued that the Member States need to implement human rights education initiatives. Regarding the LGBTI community, schools should provide a safe space free from bullying and exclusion. Moreover,

there should be a training for educational professionals on how to deal with incidents of homophobic and racist behaviour. He highlighted the importance of equality data for the implementation of the strategies on equality and non-discrimination in order to monitor how successful they are.

Magdalena Górowska-Fells, Polish Eurydice Unit, gave a presentation on the main conclusions of the [Eurydice 2017 Citizenship Education Report](). She explained that Eurydice analyses legislation and regulations in different countries on citizenship education. There were three main approaches to citizenship education identified: a cross-curriculum approach; an approach integrated into other compulsory subjects and a compulsory separate subject approach. She talked about success stories, for example the fact that in most national countries in Europe critical-thinking and interaction with others in a responsible manner are implemented into the curriculum. Furthermore, some countries successfully included parents and teacher guidelines and there are also already countries in which initial teacher trainings for citizenship education are offered. Nevertheless, there were significant gaps and shortcomings identified as well. Moreover, there is less attention to democratic citizenship in the VET sector. In general, every education system is different and teachers, especially in general education, often lack guidelines and materials on the topic of democratic citizenship.

Dr. Bernt Gebauer, Council of Europe, talked about how citizenship education can be implemented in different education systems across Europe. He said that it is less about comparing and more about encouraging and supporting.

80% of people from the LGBTI community responded that they felt discrimination in the year preceding the survey

He pointed out that the European Council is offering learning and teaching materials, which can be used in different national contexts: e.g. publications "Teaching controversial topics" for teachers and "Managing controversy - Developing a strategy for handling controversy and teaching controversial issues in schools" for school heads, as well as the Living Democracy homepage which offers material for teachers, parents and students. Dr. Bernt Gebauer mentioned the Council of Europe Education Department's constant focus on human rights, democracy and the rule of law with a specific focus on children's rights. Moreover, he highlighted a major product which summarized the work of the Council of Europe in the last 20 years: the Reference Framework of Competences for Democratic Culture which focuses on skills, attitudes and critical thinking and supports the Council of Europe's main goal to prepare students for a life in a democratic society. He underlined the fact that even though the Council of Europe cannot interfere into national legislation, they are able to create networks, as a way of getting professionals of different member states to cooperate on research material. The Democratic School Network is a new project to ensure the freedom of speech and the safety to learn for all school students.

Dorota Łoboda, Council of the Capital City of Warsaw, talked about the problems of implementing democratic citizenship in a city like Warsaw. She noted that students in Warsaw are experiencing discrimination such as anti-Semitism or homophobia in schools. She remarked that it is necessary to consider that Warsaw is acting in a Polish context where discrimination is not taken seriously. In this sense, she gave the example that the word "tolerance" was withdrawn from the curriculum of younger students. Nevertheless, there are also some positive developments like the fact that the city of Warsaw implemented a programme on anti-discrimination in

all schools in the district – 'Friendly school for students and teachers'. The program aims to teach about how to respond to discrimination (on basis of origins, religion, sexual orientation) and to not be indifferent. However, all of those new initiatives also give rise to resistance from national authorities or parents who are saying that the activities are illegal and that they do not agree to non-discriminatory education and sexual education. She remarked, that one of the biggest challenges in the next years will be to motivate young people to take part in politics, go to elections and fight for their democratic rights.

8. MOOC TEACHER TRAINING SESSION ON TEACHING CONTROVERSIAL TOPICS

Giacomo Ottonello, European Inter-University Centre for Human Rights and Democratisation, Italy

Giacomo Ottonello from the European Inter-University Centre for Human Rights and Democratisation explained the structure of the MOOC on Citizenship and Human Rights Education for change. The course was based on a participatory approach with 30 hours of active learning, readings, videos, discussions, group-work/role plays and quizzes, as well as case studies and good practices from the research, all provided in English and French.

In total, the course received 368 registrations and 135 completed Welcome Surveys with 47 certificates issued on request. The countries with the most participants were Romania, Italy, Cyprus and Belgium and the general feedback of participants was very positive.

The following discussion was moderated by **Laura Widger**, Waterford Institute of Technology, Ireland. The participants discussed the Guardian article called "Lives are ruined by shame and stigma. LGBT lessons in schools are vital" by Hannah Jane Parkinson, which makes the point of shameful

Laura Widger, Waterford Institute of Technology, Ireland

language and de-humanisation of LGBT persons and issues. The participants shared their experiences on how education can help reinstate the centrality of human dignity and rights at school but also more broadly in the family and in community. In Germany, schools in the state of Hessen have a checklist for every subject on how it refers to human dignity and human rights. Furthermore, the country has a strong LGBTI working groups in education. Members of the LGBTI community come into the classrooms and answer students' questions on the topic.

A similar approach happens in Norway, where schools work with LGBTI NGOs and invite them to schools to have discussions with the students. In Slovenia, there were educational trainings for school heads organised on the acceptance of the LGBTI community. In Portugal with a rather catholic and conservative population, education authorities are very considerate about respecting parents' views. It was discussed that there is a need to have a cluster on citizenship education and to arrange meetings for teachers and parents to explain to them what it is about. It was recommended to have a more holistic approach and work out the topic through movies or though inviting members of the Parliament from different parties. Moreover, in some countries such as Greece for example, there is a strong pressure placed on education systems by the media due to poverty and lack of time to focus on citizenship education.

9.THE WHOLE-SCHOOL APPROACH AS AN APPROACH TO PROMOTING INCLUSIVE EDUCATION

The panel discussion was chaired by ETUCE European Director **Susan Flocken** underlined the fact that schools are linked to society and that different blocks need to be built in order to make the whole-school approach possible and efficient. These blocks include the curriculum (teaching and learning); the school policy; school facilities and infrastructure; and finally, community partnership. Panelists   discussed the importance of the whole school approach as a part of inclusive education and what is necessary for its successful implementation.

Elisabeth Gosme, COFACE Families Europe, proposed to map out the resources in schools and in the wider community and to find out to which extend families can be a resource. She pointed out that education needs to be perceived as a lifelong process and a family process, since schools are more than a place for learning. In order to achieve this, leadership from the

"The whole school approach involves addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole-school and learning environment. It implies collective and collaborative action in and by a school community to improve student learning, behaviour and wellbeing, and the conditions that support these."(UNESCO)

highest level is needed, as well as taking under consideration other factors such as poverty, media and digitalisation.

Jan Faber, MBO-Raad, The Netherlands, remarked that there should be a whole-country approach and enough funding allocated to the whole-school approach and citizenship education. He continued by presenting concrete examples from the Netherlands where a new mandatory curriculum for primary and secondary schools was introduced. The new curriculum includes a focus on critical thinking, human rights, prevention of unplanned parenthood, acceptance of diversity and the appreciation of freedom. This is supposed to achieve a nationwide school vision on citizenship education with qualified and capable teachers, a rich curriculum, good learning materials and a better student participation. Guidelines, E-Learning and Train-the-Trainer initiatives are supposed to support the implementation of this new vision in the Netherlands.

Warner ten Kate, ESHA, provided an example from the Netherlands" an approach, which aims at helping weak schools to improve themselves by fostering a closer cooperation with parents. Furthermore, an assessment plan on the contributions of different teachers and the quality of the school is developed and sufficient financial resources are provided. He noted that there is a lot to be found when important stakeholders like parents and students are included in the educational process.

From left to right: Ekaterina Efimenko, ETUCE, Elisabeth Gosme, COFACE Families Europe, Jan Faber, MBO Raad, the Netherlands, Werner ten Kate, ESHA, Santiago Ramirez Salas, FECCOO, Spain, Adrian Barbaros, OBESSU, Board Member, and Susan Flocken, ETUCE European Director

Santiago Ramirez Salas, FECCOO, Spain, presented a new project which addresses primary and secondary schools in Spain and aims at the social and cultural transformation of the school and its surroundings, as well as at creating the information and knowledge society for all its members through dialogical learning, participatory education and inclusion. The aim of the project was to achieve a utopian education in which no child feels margined or labelled, regardless of his or her origin, ethnicity, economic level, religious belief or sexual orientation, and by which academic success is guaranteed. The success of the project depends on four elements: the establishment of education institutions that focus on the whole-school approach, the importance of teaching for the whole society; the work with all the teachers and parents and organising workshops and conferences.

Adrian Barbaros, OBESSU Board Member, presented the students' view on the whole-school approach. He underlined the fact that the school community represents students, teachers and parents and that everyone should be included in the decision-making processes. Furthermore, he said that being part of the school board as a student is a chance to present ideas and contribute to the community. In order to achieve change and to have more inclusive schools all important stakeholders should be involved in the decision-making process at school. He remarked that it is necessary to start small on the local level and then work the way up to regional and national level.

In Cyprus the whole school approach needs to be implemented in a systematic way to minimize racist incidents in schools and to hold teachers accountable.

In France trade unions are trying to involve all parts of the community but especially students to ensure a democratic coexistence.

In Azerbaijan each school has trade union representatives who are member of the school council.

In some schools in Ireland identity and values education are taught half an hour a day and the infrastructure provides adult education classes for adults free of charge.

10. CONCLUSION

In recent years, universal values of freedom, democracy, tolerance, equality, non-discrimination, respect for the rule-of-law, human rights and solidarity are challenged by incidents of violence, radicalisation, xenophobia, and terrorist attacks which essentially result from socio-economic inequalities, unequal distribution of wealth in different regions of the globe, unequal access to resources, and a prevailing individualistic thinking at the expense of a collective one. Within this context, education trade unions, education employers, and school leaders have a key role in promoting democratic citizenship and social inclusion in diverse educational contexts and learning environments.

Within the framework of the two-day final conference, the participants not only discussed the outcomes of the project, exchanged good practices, discussed interesting topics like the implementation of democratic citizenship and human rights education, but also actively engaged in plenary discussions and shared their opinions on important questions like how to ensure that digitalisation contributes positively to inclusive education rather than challenge it. Digital citizenship education represents a new dimension of citizenship education that focused on providing students with competences, knowledge and valued to become active, informed and responsible citizens of the digital society. It is though digital citizenship education that students gain the necessary skills and knowledge to critically navigate the Internet to identify misinformation, fake-news and cyberbullying and to challenge inequalities and discrimination in the digital and non-digital age. Another discussion evolved around the question on how inclusive education serves as a tool to prevent violence, radicalisation and extremism in a national context. It was noted that in times of populism, good teachers and school heads are more vital than ever. Moreover, social education should become more important and education about diversity should be part of every curriculum. Furthermore, the participants agreed that the whole-school approach is crucial in promoting democratic citizenship and social inclusion in diverse educational contexts and learning environments, as it takes into consideration the needs of all key stakeholders in education: teachers,

students, parents, trade unionists, and the wider community. Nevertheless, it was also noted that even though it is necessary to cooperate with everyone, it is important to look at how much power is given to them and to not undermine the school heads or teacher's autonomy.

ESHA President **Barabara Novinec** thanked all participants and noted that there should be more investment in qualified teachers, educational personnel and school leaders, in order to assure a school vision on democratic citizenship. Furthermore, she lobbied to include all stakeholders and apply a whole-school approach which respects teacher's autonomy. **Michael Moriarty**, EFEE President, called the conference a wonderful and uplifting experience which delivered common values of what it means to be a good European. He highlighted the importance of training of trainers and the need to prioritize citizenship education. Everyone should live and practice democracy and the voice of the students also needs to be heard in order to engage them into the democratic process. Finally, ETUCE European Director Susan Flocken concluded the conference by saying that in the fast-developing world, building a Europe with common values is more important than ever. She praised the outcomes of the whole project and encouraged all participants to use the statements and to translate them into all national languages.