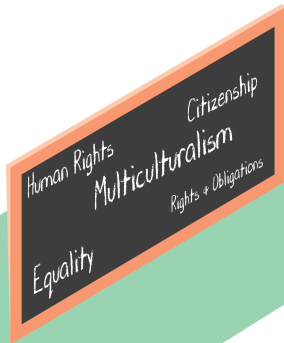


EU CONVINCe – EU Common Values INclusive Education

PROJECT REPORT



Co-funded by the Erasmus+ Programme of the European Union



In associated partnership with



Published by the European Trade Union Committee for Education - Brussels 2020
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2/2020



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Agreement N° 2017-3538
Project N° 592113-EPP-1-2017-1-BE-EPPKA3-IP1-SOC-IN

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1. PROJECT OVERVIEW

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.

A two yearlong (2018-2020) joint ETUCE, EFEE and ESHA Project "[EU CONVINCe – EU COMmoN Values INCLUSIVE Education](#)" 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. The EU CONVINCe project was a direct answer to the current challenges and opportunities, of multiculturalism, diversity and social inclusion.

Within the project, a series of workshops were 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, to collect 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, educators, school leaders, 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 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



Janina Glaeser, 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.PROJECT ACTIVITIES

RESEARCH

In the context of the CONVINC project, an online questionnaire was developed to collect the views of ETUCE, EFEE and ESHA members on the challenges and good practices related to civic and citizenship education. Combined with a desk research, it also aimed to acknowledge and pair-up challenges and good practices related to promoting citizenship and values of freedom, tolerance and non-discrimination through education, with a particular focus on secondary education, both within school-curricula (formal learning) and in extra-curricular activities (non-formal learning).

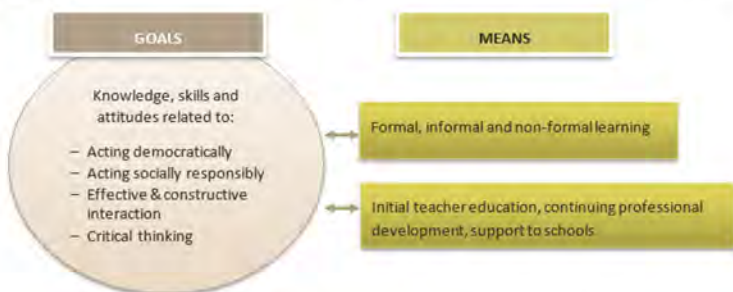
The survey consisted of multiple-choice questions with open boxes for additional information on national experiences and views. The research survey was divided into 6 chapters:

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

The [research report](#) consists of a main part presenting an overview of the six topics. In the annexes of the report, more detailed research findings are put

forward in tables, and a compendium gathers the good examples/practices/policies organised by country. 91 professional organisations represented by 107 respondents coming from 46 regions/countries in Europe responded to the online survey. This resulted in a wealth of data which contributed to enriching the discussion on the teaching of EU shared values and citizenship, with a focus on secondary education, both within the curricula of education institutions (formal learning) and in extra-curricular activities (non-formal learning).

The conceptual framework of citizenship education: goals and means of citizenship education in schools



Source: EURYDICE, (2017), *Citizenship Education at School in Europe*, p24, https://eurydice.org.pl/wp-content/uploads/2017/11/215_EN_Citizenship_2017_N.pdf

The conclusions of the research presented in the report are at the same time recommendations:

- **Supportive policy frameworks** should exist, delineating the responsibilities of schools leadership and staff on key issues such as digital citizenship and e-safety, who is in charge of communicating with parents/carers and other stakeholders to ensure trust and respect. These supportive policy frameworks need to be accompanied by **adequate resources** (time, staff, financial, technical) in order to be effective and need to encompass all levels.

- Supportive policy frameworks for democratic citizenship and inclusive education need to be developed with the **involvement of education social partners**, which fits well with the demand for cooperation between various stakeholders and shared governance.
- To narrow down implementation gaps, evidence-based policy making is suggested, with **robust assessment systems** in the areas of citizenship and inclusive education recommended as a possible strategy.
- **Support to teachers** in the delivery of citizenship education, to handle diversity, controversial and sensitive issues in the classroom as well as digital citizenship should be available.
- A stronger **involvement and networking** of teachers and educators, school leaders, parents and learners within the school life ('whole-school approach') supporting more democratic learning environments to allow learners to experience democracy and mutual respect ('democratic school culture') is seen as an effective approach in promoting inclusive education.
- **Training to empower teachers** to manage differences and diversity in classrooms is considered by respondents to the CONVINC survey as an effective way to value diversity.
- **Committed school leadership** is a key element of the whole school approach, and a challenge at the same time.
- Knowledge, skills and attitudes necessary to become an active citizen are not only taught in the classroom and therefore, 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 has emerged as a priority for educators all over the world.

- Respondents to the survey recommend a **mixture of curricular and extracurricular activities** to prevent radicalisation and extremism amongst students, e.g. joint work of students from diverse backgrounds in the classroom, promotion of local youth, sport or cultural organisations, visiting exhibitions and discuss relevant societal issues, as well as invite recognised figures from different communities in the classroom to talk about their work.

TRAINING WORKSHOPS

Three training workshops were organised in the framework of the project:

- “Successful good practices on democratic citizenship education and the teaching of EU common values”, 31 January 2019, Rome
- “The whole-school approach as a tool to prevent radicalisation and extremism”, 5 March 2019, Paris
- “Education for digital democratic citizenship in the Internet era: Challenges and opportunities”, 2 April 2019, Berlin

Training Workshop in Rome



Training Workshop in Berlin



Training Workshop in Paris



MAIN WORKSHOPS' OBJECTIVES

- 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;
- Give 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;
- Provide teacher training support and guidance on successful and innovative approaches and methods on citizenship and human rights education in general.

A training workshop on '[Successful good practices on democratic citizenship education and the teaching of EU common values](#)' took place on 31 January 2019 in Rome, Italy, and gave the opportunity to ETUCE, EFEE and ESHA members from Belgium, Cyprus, Denmark, France, Greece, Italy, Ireland, Latvia, Portugal Romania, Slovenia and the Netherlands, to discuss their role in promoting democratic citizenship and social inclusion in diverse educational contexts and learning environments. In smaller working groups participants shared their national examples of challenges encountered by education stakeholders when teaching democratic citizenship, human rights and fundamental values, as well as proposed successful and innovative approaches and solutions on citizenship and human rights education. Furthermore, Calin Rus, an expert of the Council of Europe and Director of the Intercultural Institute of Timisoara, Romania, presented competences

of teacher training on intercultural education introduced by the recently published Reference Framework of Competences for Democratic Culture (Council of Europe). To stir up the discussions, Dr. Catherine Lowry-O'Neill from the project's partner, School for Lifelong Learning of 'Waterford Institute of Technology' (Ireland) presented School leadership and governmental-led educational strategies in the EU on the promotion of citizenship education and EU common values.

A training workshop on '[The whole-school approach as a tool to prevent radicalisation and extremism](#)' took place on 5 March 2019 in Paris, France, and gave the opportunity to ETUCE, EFEE and ESHA members from Belgium, Croatia, Cyprus, Denmark, Estonia, France, Germany, Greece, Italy, Ireland, Latvia, Malta, Poland, Portugal, Romania, Slovenia, the Netherlands, the United Kingdom, to discuss their role in promoting democratic citizenship and social inclusion in diverse educational contexts and learning environments. In the smaller working groups, participants shared their national examples of challenges encountered by education stakeholders when implementing the whole-school approach, including the lack of time and space due to the workload and restrictive curriculum which focuses only on the preparations for the exams. Participants also proposed good practices and innovative solutions on encouraging a democratic culture in education, such as promoting unique critical thinking skills, preparing children to fully respect different views, cultures, traditions from the very early age, collaborating with the local community, and ensuring the cooperation of all stakeholders in education from support personnel to school leaders and education authorities. Furthermore, Milica Popovic, a consultant and Council of Europe expert, explained the competences for democratic culture proposed by the recently published [Reference Framework of Competences for Democratic Culture](#) (Council of Europe). To stir up the discussions, Dr. Catherine Lowry-O'Neill from the project's partner, School for Lifelong Learning of 'Waterford Institute of Technology' (Ireland) reflected on the reasons for which people become extremist and presented key elements of the whole-school approach as a tool to prevent the radicalisation through education.

A training workshop on '[Education for digital democratic citizenship in the Internet era: Challenges and Opportunities](#)' which took place on 2 April 2019 in Berlin, Germany, gave the opportunity for ETUCE, EFEE and ESHA members from Belgium, Croatia, Cyprus, Denmark, France, Germany, Greece, Italy Ireland, Latvia, Lithuania, The Netherlands, Poland, Portugal, Romania, Slovenia, Spain and Turkey to discuss their role in promoting digital democratic citizenship in diverse educational contexts and learning environments. In smaller working groups participants shared their national examples of challenges encountered by education stakeholders when promoting digital democratic citizenship education and online safety on the Internet as well as, proposed successful and innovative approaches and solutions on digital citizenship education. Moreover, Elizabeth Milovidov, an expert of the Council of Europe offered her insight on the responsible use of ICT and social networks in school. To complement this discussion, Dr. Catherine Lowry-O'Neill from the project's partner, School for Lifelong Learning of 'Waterford Institute of Technology'(Ireland) highlighted the importance of strengthening media literacy and ICT critical thinking to promote social inclusion and prevent indoctrination and radicalisation.

CLOSING 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 project's 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](#).

Within the framework of the two-day Closing 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 through 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.

MOOC Citizenship and Human Rights Education for Change

In the framework of the EU CONVINCe project, an massive open online course in English and French was created to help teachers, educators, school leaders, 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. The course includes three modules:

- **Module 1** focuses on international and regional definitions and frameworks concerning Human Rights Education (HRE). Attention is devoted not only to the international and regional standards that are the core content of HRE but also to its goals, principles and main actors.
- **Module 2** is dedicated to more specific contexts and issues covering a number of areas (such as disability rights and migration) as well as aspects related to inclusive education (such as for instance inclusion of minorities or the preventative role of inclusive education against violence and extremism).
- **Module 3** deals with the principles of the whole school and a rights-based approach to education. In particular, it stresses the importance of participatory management of the school community, which involves addressing the needs of learners, education personnel and the wider community, not only within the curriculum, but across the whole-school and learning environment.

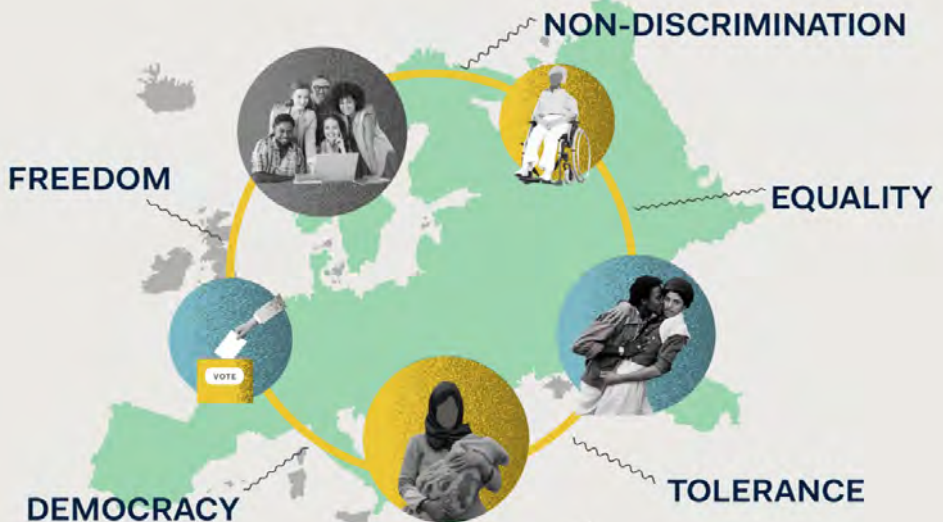
The course was coordinated by the Global Campus of Human Rights and taught by academics and experts drawn from a cross-section of constituencies. The faculty includes, among others: Prof. Léonce Bekemans, University of Padova; Prof. Florence Bénoit Rohmer, University of Strasbourg; Prof. Paolo de Stefani, University of Padova; Prof. Anja Mihr, OSCE Academy in Bishkek; Prof. Manfred Nowak, Global Campus of Human Rights. As part of the overall cooperation within EU CONVINCe Project, a number of readings and good practices from the research report were included in the

EU CONVINCe

course and among the recommended reading materials. Furthermore, the 'Compendium of Good Practices and References' prepared by the research team was uploaded at the end of the course on the MOOC platform.

The MOOC took place between 29 April and 9 June 2019, with the participation of 13 lecturers and featuring 6 weekly discussions and 6 quizzes. The course started with 270 students and closed with 368. According to the user-experience survey, course participants found it useful beyond mere education and knowledge, influencing professional and personal approaches to the issue under study.

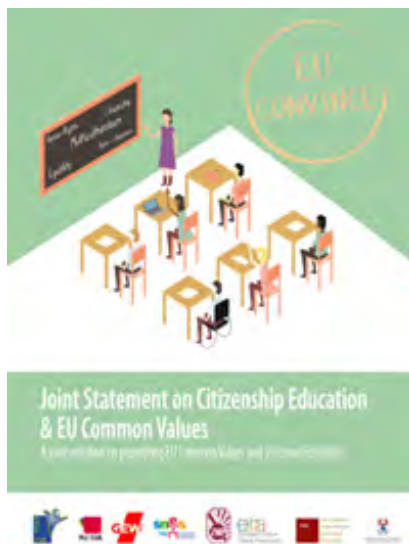
Given the success of the MOOC, it was decided to continue keeping the course open to the public. Therefore, from the 1st September 2019, anyone interested in the MOOC can access all the course materials and quizzes online (except the weekly discussions): <https://gchumanrights.org/education/e-learning/moocs/eu-convince/about.html>



4. PROJECT OUTCOMES

The Joint Statement on Education for Democratic Citizenship & EU Common Values

The Joint Statement on Education for Democratic Citizenship & EU Common Values, was written in the first year of the project. In the light of the [Paris Declaration](#) on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, the [UN Sustainable Development Goal 4](#) to ensure inclusive and quality education for all and promote lifelong learning, and the recently proclaimed [European Pillar of Social Rights](#), the EU CONVINCe partners underline in this statement that the promotion of shared fundamental values in and through education needs to include democratic citizenship principles.



The statement advocates, among other issues, for:

- Equipping school teachers and other educational personnel's 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 statement was published in English, French, German, Spanish and Russian and is available [online](#).

The Joint Statement on Inclusive Schools Within the Context of Diverse Societies

The Joint Statement on Inclusive Schools Within the Context of Diverse Societies, was written in the second year of the project. 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.

The statement was published in English, French, German, Spanish and Russian and is available [online](#).

OTHER PROJECT OUTCOMES

To ensure the project results reach wider audience, including local level teachers, education employers, school leaders, and other education stakeholders, an electronic poster for the EU CONVINC Project in 24 EU languages was distributed among all project partners and published [online](#). The paper version of the poster was produced in the 5 languages (EN, FR, ES, DE and RU) and distributed during the training workshop, closing conference and Advisory Group meetings to be forwarded to individual affiliates. The poster includes key words relating to the project's topics.

Throughout the project's timeline, 6 newsletters were distributed among project's partners and their affiliates and other contacts. Newsletters contained important updates on different project activities and outcomes, useful links and invitations to join project's social media channels (Facebook and Twitter). Aiming at wider dissemination of the project results, they were prepared in English, French and Russian, and were made [downloadable](#) at the project webpage.



In the framework of the EU CONVINCe project, a Facebook group on '[Inclusive schools](#)' was designed to be a networking system to exchange views and insights on inclusive education among education personnel, education trade unionists, school leadership, employers in education and other stakeholders in education. The group serves as a means to exchange existing successful practices of inclusive education and teaching democratic citizenship and human rights, discuss emerging challenges and pave the way for a future cooperation of schools for inclusion, supported by the relevant education stakeholders in education. Another social media channel used to disseminate the updates on the project activities and outcomes was Twitter, where an account [@ConvinceEu](#) was created.

PUBLICATIONS AND REPORTS

PUBLICATIONS	LANGUAGES							
Project Poster	EN	FR	DE	ES	PL	IT	RU	
	CS	EL	HU	BG	LV	LT	NL	PT
	SK	SL	DA	SV	ET	FI	HR	RO
Research Report (full)	EN							
Research report (summary)	EN	FR						
Research report (executive summary)	EN		DE	ES	PL	IT	RU	
Joint Statement on Citizenship Education & EU Common Values	EN	FR	DE	ES		IT	RU	
Joint statement on Inclusive Schools Within the Context of Diverse Societies	EN	FR	DE	ES	PL	IT	RU	

Training Workshop report (Rome)	EN							
Training Workshop report (Paris)	EN							
Training Workshop report (Berlin)	EN							
Closing Conference report	EN							
Project Newsletters	1-EN 2-EN 3-EN 4-EN 5-EN 6-EN	1-FR 2-FR 3-FR 4-FR 5-FR 6-FR					1-RU 2-RU 3-RU 4-RU 5-RU 6-RU	
MOOC Citizenship and Human Rights Education for Change	EN	FR						

The Project Website: <https://www.csee-etuice.org/en/projects/eu-convince/2433-education-and-democratic-citizenship>

Project Twitter: [@ConvinceEu](https://twitter.com/ConvinceEu)

Facebook group 'Schools for Inclusion': <https://www.facebook.com/groups/150471735627825/>







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