

## BACKGROUND DOCUMENT

### EU CONVINCe Training workshop “*The whole-school approach as a tool to prevent radicalisation and extremism*”

5 March 2019, Paris, France

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 fundamental 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.

In the light of the [Paris Declaration](#), [Universal Declaration of Human Rights](#), the [UN Sustainable Development Goal 4](#) to ensure inclusive and quality education for all and promote lifelong learning, [Council Recommendations on Common Values, Inclusive Education, and the European Dimension of Teaching](#), as well as the recently proclaimed [European Pillar of Social Rights](#), **ETUCE (European Trade Union Committee for Education)**, **EFEE (European Federation of Education Employers)** and **ESHA (European School Heads Association)** work together in the **EU CONVINCe project (Common Values INclusive Education)** from 2018 to 2020 which is co-funded by the Directorate-General Education of the European Commission. The project is a direct answer to the current challenges and opportunities of multiculturalism, diversity and social inclusion. CONVINCe seeks to provide teachers, school leaders, and other education personnel, as well as the education institution community as a whole with tools and methods to better deal with citizenship related issues both in the classroom and in extra-curricular activities, as well as support them in the delivery of inclusive quality education to all.

**The training workshop on *The whole-school approach as a tool to prevent radicalisation and extremism* is organised in the framework of the CONVINCe project and aims to:**

- Provide ETUCE, EFEE and ESHA member organisations with the opportunity to present, disseminate and scale-up good practises in different contexts and educational settings as well as to discuss solutions to tackle challenges encountered by education stakeholders when teaching democratic citizenship education and implementing whole-school approach;
- Give participants the opportunity to exchange and showcase good practices and help resolve challenges through learning about other countries’ good practices, e.g. matching challenges of one country with good practises of another;

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- Provide teacher/school leader training support and guidance on successful and innovative approaches and methods on citizenship and human rights education in general.

This workshop addresses issues related to **democratic education culture and the whole-school approach as tools to achieve inclusive and equitable quality education for all and to prevent radicalisation and extremism**. A *whole-school approach* is an ecological way of viewing an education institution: the education institution is seen as a multidimensional and interactive system that can learn and change; an open learning hub which provides support to its neighbourhood and receives support from the community.<sup>1</sup> It means that the whole-school approach *involves addressing the needs of learners, staff and the wider community, within the curriculum and across the whole education institution 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.*<sup>2</sup> A whole-school approach recognises that learning and wellbeing are intimately linked and that all aspects of the school community can impact the wellbeing of students and staff. It integrates teaching with the social, organisational, technical and economic aspects of education institutional/educational settings and community practices.



[https://www.arteveldehogeschool.be/okoenpjk/internationaleweek-/file/repository/PJK\\_int\\_week\\_whole\\_school\\_mail.pdf](https://www.arteveldehogeschool.be/okoenpjk/internationaleweek-/file/repository/PJK_int_week_whole_school_mail.pdf). This framework is inspired by work done by UNESCO

<sup>1</sup> Education & Training 2020, *Schools policy. A whole school approach to tackling early school leaving*, European Commission, DG for Education and Culture, 2015.

<sup>2</sup> UNESCO, International Bureau of Education glossary, <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/w/whole-school-approach>

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More precisely, the workshop is to touch upon the following questions:

- What actions and initiatives are needed to implement a democratic culture in an education institution and the whole-school approach?
- What are the key elements of a democratic culture of an education institution?
- What are the effective approaches to participatory management of an education institution's community?
- What support do school leaders and education personnel need to reinforce the whole-school approach?
- How to ensure an active participation of all members of a school community in the learning process and school decisions?
- How to build a strong school leadership based on teamworking, regular feedback, mutual trust and open dialogue?
- How to integrate teaching with the social, organisational, technical and economic aspects of schools/educational settings and community practices?

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## Speakers



**Danau, Dominique**  
Project Researcher

*Dominique Danau holds a degree in Sociology (University of Brussels (B), graduated with honours). After having worked for some years at the University in Brussels and more than 20 years for a European Foundation in Brussels and Maastricht (European Centre for Work and Society), she started her own company, SAGO Research, in 2005. Dominique Danau built up an extensive expertise in applied social research as well as in the development and implementation of monitoring and evaluation and organisational development trajectories, especially for (European) NGOs, NGO networks and alliances and European projects and programmes.*



**Milica Popovic, Council of Europe**

*Milica Popović is a political scientist, MA, with a bachelor in law, and with experience in the field of higher education and education issues for over 14 years. She has been participating in the building of the European Higher Education Area since 2003, through different positions and perspectives – of a student (experience in the Student union of Serbia and the European Students' Union), of the academic and non-academic staff (experience in Education International and Sciences Po Paris) and the expert perspective (Higher Education Consultant for many clients - from higher education/VET institutions like the International Business College in Mitrovica to international organisations like the Council of Europe, or the national ministries of education). She is currently a PhD candidate in Political Sociology at Sciences Po Paris in the field of Memory Studies and (post)Yugoslav region. She regularly publishes articles on the Balkans for scientific journals and various web portals.*



**Lowry-O'Neill, Catherine**  
School for Lifelong Learning of 'Waterford Institute of Technology'

*Dr Catherine Lowry-O'Neill has been a lecturer in the School of Education and Lifelong Learning in Waterford Institute of Technology, Ireland, for the past 13 years, where she teaches subjects including practical pedagogy, reflective practice and qualitative research approaches. Previous to this, Catherine lectured in French in WIT, as well as in the University of Leeds, England, in the University of Limerick, Ireland and in the University of Ulster, Coleraine in the north of Ireland. She is passionate about the power of education to change lives and open doors.*

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