



## **EU CONVINC** Training Workshop

# **Successful good practices on democratic citizenship education and the teaching of EU common values**

**Rome, 31 January, 2019**



Human rights and fundamental values of freedom, democracy, tolerance, equality, non-discrimination, respect for the rule of law, human rights and solidarity:

- Universal Declaration of Human Rights
- UN Sustainable Development Goal 4
- European Pillar of Social Rights
- Council Recommendation on Common values, Inclusive Education, and the European Dimension of Teaching





## Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (Paris Declaration)

- social, civic and intercultural competences
- critical-thinking and mutual understanding
- respect and intercultural dialogue
- combat discrimination on all grounds
- etc.





## ETUCE Key Demands For the Future of Europe

- 1 **Quality education for all**
- 2 **Increased Public investment and attractiveness of the profession**
- 3 **Strengthen social dialogue and involvement of education trade unions in decision-making**
- 4 **Promoting democratic citizenship and inclusion**

Campaign by ETUCE and its member organisations to the European Parliament elections in May 2019

<https://www.csee-etuce.org/en/actions/campaigns/shape-the-future-of-europe-with-teachers/2868-shape-the-future-of-europe-with-teachers>





# Welcome message

*Francesco Sinopoli, FLC-CGIL, Project Partner*

*Rosa Cirillo, UIL-Scuola*

*Paola Serafin, CISL-S*

*Jan Faber, MBO-Raad*





# EU CONVINC project – EU Common Values Inclusive Education (2018-2020)



Waterford Institute of Technology  
INSTITIÚID TEICNEOLAÍOCHTA PHORT LAIRGE

- A direct answer to the current challenges, but also opportunities, of multiculturalism, diversity and social inclusion.
- 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.





# EU COMMON VALUES INCLUSIVE EDUCATION

A PROJECT COORDINATED BY ETUCE-CSEE

EU  
CONVINCE



www.csee-etuice.org

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In associated partnership with



ETUCE - EI European Region

## Topics addressed in the project:

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



# CONVINCE Project's Activities



- **Online Survey:** to collect the views of ETUCE, EFEE and ESHA members on the challenges and good practices related to civic and citizenship education (EN, FR, RU). **Still opened until 15 March 2019!**
- **Training Workshops:**
  - *“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, Berlin*
- **Closing conference, November 2019, Warsaw**





# The Joint Statement on Citizenship Education and EU Common Values (EN,FR, DE, ES, RU)

- Investment in **teacher** initial education and continuous **professional development**
- **Equipping** school leaders, teachers, and other educational staff to be able to promote critical thinking, democratic values and human rights
- **Autonomy** for teachers and other education personnel to manage diversity
- **Competences** that are needed to work in culturally and socially diverse classrooms
- **‘Whole-school approach’** and **‘democratic school culture’**
- **Open and safe** school environments
- Supporting **research** and quality **school leadership**



Joint Statement on Citizenship Education & EU Common Values  
A joint initiative on promoting EU Common Values and Inclusive Education



# CONVINCE Project's Outcomes



- **Massive Online Open Course (MOOC)**: for 6 weeks, in English/French

- **Facebook group “Schools for Inclusion”**:

<https://www.facebook.com/groups/150471735627825/>

A platform for exchanging existing successful practices of inclusive education and teaching democratic citizenship and human rights, and discuss emerging challenges

**Spread the word among your members and invite them to join the group and to share their experience!**

- **Project's Website**: <https://www.csee-etuce.org/en/policy-issues/2433-education-and-democratic-citizenship>
- **Project's Twitter**: <https://twitter.com/ConvinceEu>





# Training Workshop Objectives

- Provide ETUCE, EFEE and ESHA member organisations with the opportunity to present, disseminate and scale-up **good practises** in different contexts and educational settings
- Discuss possible solutions to **tackle challenges** encountered by education stakeholders when teaching democratic citizenship education
- **Match-make** challenges in one country with best practises of another
- **Successful and innovative approaches** and methods on citizenship and human rights education in general

Multicultural educational content and approaches

Inclusive school culture

Teachers, schools leaders and education institutions managing diversity





# CONVINCE research survey results

*Dominique Danau, CONVINC project  
researcher, SAGO Research*





# Teacher training on intercultural education

*Calin Rus, Council of Europe,  
Director of Intercultural Institute, Timisoara,  
Romania*







# Working Group discussion

*Group 1 (EN/IT) – Conference Room*

*Group 2 (EN) – Chagall meeting room*



Hamsa has always been very good at maths back at his school in Syria. When he was 10 years old, his family fled the war and received a refugee status in France. Even though, he had learned the language he still didn't feel fully confident and didn't always understand what teachers would ask him. His Math teacher decided that he is not a good student and has issues with the discipline so he assigned him to the class with the lowest level of proficiency in Maths. Having an active personality, Hamsa became very bored in the class and lost his motivation to study. Other teachers noticed it and reported the problem to the school head and to Hamsa's parents.

(Based on the story told by the boy in video 'Stand by their side':

<https://www.teachers.org.uk/equality/equality-matters/refugee-teaching-resources/refugee-voices>)



How would you suggest to fix a situation (*as a teacher, as a school head, as a parent, as a trade union representative*)?



A secondary school in a small city in Portugal has a canteen where teachers are provided lunches for free if they have classes next to the lunch time. The canteen has the same provider of products for more than 25 years and all the meals with meat are prepared with pork. However, in the recent staff meeting for teachers, some teachers raised an issue that due to their religion they can't eat pork and as a result they only have salads for lunch at the canteen which is not sufficient when you teach the whole day.



What should the school do? How can teachers who do not eat pork be supported (by education trade unions, school heads, etc.)?





Literature teacher in Italy reviews the new textbooks for the 5th grade and notices that the national standards for the exam include only European writers with a strong focus on Italian writers. However, he has a number of students from non-European countries, including students from north-African and Middle Eastern countries.



What should a teacher do? What should the role of the education trade union and the school be in providing support to the teachers on the issue? Should the teacher teach according to the standards and textbook or should he introduce writers from non-European regions (e.g. regions from where his students come from)? Should these readings be a requirement for all students in his class?



Please, now provide your own examples of challenges related to managing multiculturalism and diversity within the school contexts and what are the possible solutions to the issue?





# Working Group discussion

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# School leadership and governmental- led educational strategies in the EU on the promotion of Citizenship education and EU common values

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







# Teaching experiences from online human rights education: Inspiring the EU CONVINC MOOC

*Prof. Angela Melchiorre, EUIC, European Inter-  
University Centre for Human Rights &  
Democratisation, Italy*



# Conclusions and closure

