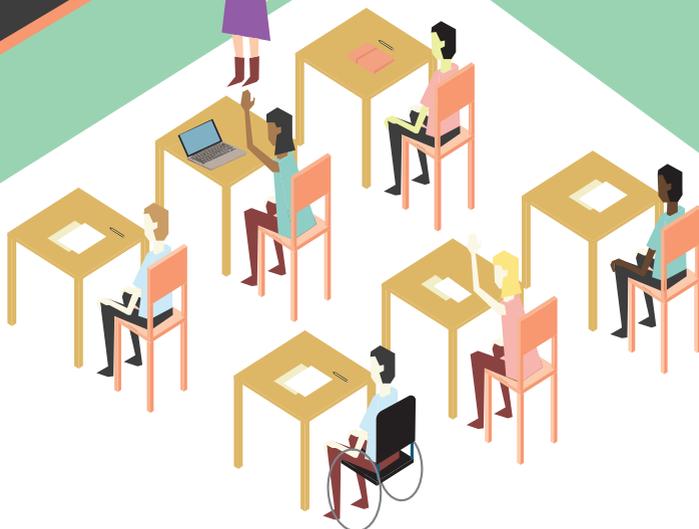


# SUCCESSFUL GOOD PRACTICES ON DEMOCRATIC CITIZENSHIP EDUCATION AND THE TEACHING OF EU COMMON VALUES

Training Workshop of the EU CONVINCCE Project  
Rome, 31st January 2019

## REPORT



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## ABBREVIATIONS

VET	Vocational Education and Training
CPD	Continuous Professional Development
ESSDE	European sectoral social dialogue for education
ICT	Information and communication technology
CEE	Central and Eastern Europe
ETUCE	European Trade Union Committee for Education
GEW	Gewerkschaft Erziehung und Wissenschaft
OAJ	Opetusalan Ammattijärjestö
FLESTU	Federation of Lithuanian Education and Science Trade Unions
LIZDA	Latvian Educational and Scientific Workers' Trade Union
ZNP	Związek Nauczycielstwa Polskiego
ČMOS PŠ	Czech and Moravian Trade Union of Workers in Education
EEMU	Estonian Education Personnel Union
TUS	Teachers Union of Serbia
ZPŠaV NKOS	Union of Education and Science Workers of the Independent Christian Trade Unions of Slovakia

## 1. INTRODUCTION

The first training workshop of the project EU CONVINC ([EU Common Values Inclusive Education](#)), took place on 31st January 2019 in Rome, Italy. EU CONVINC is a joint project of ETUCE (European Trade Union Committee for Education), EFEE (European Federation of Education Employers) and ESHA (European School Heads Association) which 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. 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 CONVINC project is a direct answer to the current challenges and opportunities, of multiculturalism, diversity and social inclusion.

The training workshop is one of several activities that the ETUCE Secretariat is organising in the project period from January 2018 - December 2020. The first workshop of three training workshops, focused on the **“Successful good practises on democratic citizenship education and the teaching of EU common values.”** Following the first training workshop there will be two consequent workshops which are scheduled to take place in Paris and Berlin in 2019. Along with the training workshops, ETUCE and its partners also carried out an online survey amongst ETUCE, EFEE, and ESHA member organisations in order to identify the challenges and good practices concerning the promotion of citizenship education and universal values of freedom, tolerance and non-discrimination. Combined with a desk research, it also aims to acknowledge and pair-up challenges and good practices

related to promoting citizenship and universal 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). At the end of the project, an Massive Open Online Course (MOOC) in English and French is to be 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 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 schools for inclusion (in preparation).

A final project conference is foreseen in November 2019 in Warsaw, Poland.

## 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

## PROJECT ADVISORY GROUP

The project is led by an Advisory Group who offers guidance and field knowledge, assists in the design of the online survey for the project, and contributes Joint Statements, provides expertise and recommendations to the MOOC, and dissemination of the project's outcomes and evaluation of results. The Advisory Group consists 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' are also invited to contribute to the wider implementation of the project, e.g. in disseminating the project outcomes and material.

## 3. TRAINING WORKSHOP: BACKGROUND OBJECTIVES

Promoting universal values of freedom, democracy, tolerance, equality, respect, human rights and citizenship education, are key priority for ETUCE work.

The 'Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education', adopted by the EU Education National Ministers in Paris, in March 2015 aims, among other things, to enhancing the acquisition of social, civic and intercultural competences, as well as understanding the phenomenon of multiculturalism in education and promoting intercultural dialogue through all forms of learning and combating discrimination on all grounds, in particular, as regards students at risk of marginalisation or social exclusion. 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](#), the EU CONVINCe workshop on "Successful good practises on democratic citizenship education and the teaching of EU common values" addressed issues related to multicultural education, intercultural dialogue, and the teaching of EU common values as the basis to understand and apply the principle of "rights and responsibilities" from a general citizenship education standpoint.

## The main objectives of the training workshops are:

- 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.

## 4. SCHOOL LEADERSHIP AND GOVERNMENTAL LED STRATEGIES IN THE EU ON THE PROMOTION OF CITIZENSHIP EDUCATION AND EU COMMON VALUES

**Dr Catherine Lowry-O'Neill, Waterford Institute of Technology, Ireland,** presented school leadership and governmental-led strategies in the EU on the promotion of Citizenship Education and EU common values. She highlighted that the purpose of citizenship education is to develop ones knowledge, skills and attitudes with the view to promote freedom of thought, expression, social inclusion and respect of one another. However, she pointed out that there are various challenges in doing so such as, preventing and tackling marginalisation, intolerance, racism and radicalism and preserving a framework of equal opportunities for all.

Dr Catherine Lowry-O'Neill emphasised that even though citizenship education is a priority in all policy documents across Europe (as evident in the United Nations Declaration on Human Rights Education and Training of 2011), its understanding differs among various government policies and practises in Europe. For instance, in France, 'L'instruction civique' ('civic education') is a mandatory subject under the system of laïcité since 1882. By contrast, in England, citizenship becomes a compulsory element in secondary schools only in 2002, whilst in Scotland citizenship education is

From left to right: Susan Flocken, European Director, ETUCE; Dr Catherine Lowry-O'Neill, Waterford Institute of Technology



embedded as 'themes across learning' and is not directly inserted into the curriculum.

Dr Catherine Lowry-O'Neil, provided some examples of school approaches to promoting citizenship education, including the class charter which highlights fundamental rights such as free expression, equality, mutual respect and dignity are infused throughout the classroom; peer mediation in which pupils themselves solve their problems together; equality committees to meet and discuss issues and plans to report to the head-school. The speaker concluded that it is important to focus on the transmission of knowledge about citizenship rather than only creating opportunities to exercise citizenship in one's life as pupils are not passive agencies. She also stressed that education personnel and school are aware of their own unconscious bias to ensure that everyone is treated equally.

## 5. PRELIMINARY SURVEY RESULTS: DEMOCRATIC CITIZENSHIP EDUCATION AND THE TEACHING OF UNIVERSAL VALUES

**Dominique Danau, project research expert from SAGO Research**, provided the preliminary results of the online survey conducted among ETUCE, EFEE and ESHA member organisations. According to the survey results, 57% of respondents agreed that embedding universal values of democracy, tolerance, freedom, intercultural dialogue, equality and non-discrimination in educational settings is best done through specific value-oriented subjects such as 'citizenship education', 'human rights' or similar.

Moreover, the results highlighted that 68% of respondents believe that the most effective initiatives to help promote diversity and multiculturalism



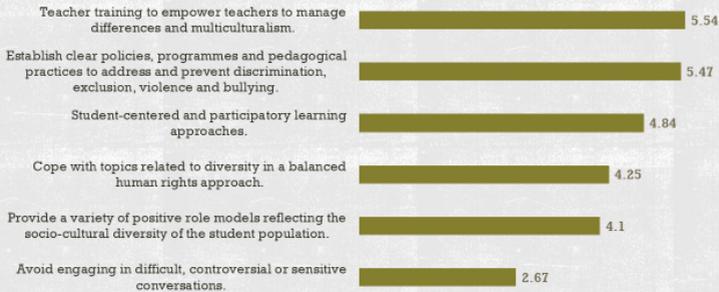
From left to right: Calin Rus, Council of Europe, Director of Intercultural Institute, Romania; Dominique Danau, SAGO Research; Susan Flocken, European Director, ETUCE

to foster social inclusion, is the use of projects which focus on embracing diversity and multiculturalism. Additionally, the results pointed out that challenges in teaching in multicultural learning contexts include:

- Language barriers for communication between teachers and students and amongst students
- The integration vs inclusion as the starting point to multicultural learning
- The involvement of parents/ carers in fostering multicultural learning
- The knowledge and skills to manage difference and multiculturalism in the classroom and beyond
- The lack of support for overall policy framework
- The lack of 'how to' implement in practise and the lack of means to put these policies into practise

## TEACHING IN MULTICULTURAL LEARNING CONTEXTS

Approaches assessed as (very) effective in valuing diversity and fostering a school culture based on mutual respect and democratic values (scores on a scale 1 – 6)



SAGO Research/P&F Consulting 2019



Hence, respondents agreed that the following good practises would help facilitate teaching in multicultural education environment:

- Offering suitable support for teachers (e.g. opportunities for mediation between languages)
- Collaborative pedagogical methods to support individual learning needs are considered to be effective
- Training/counselling related to increasing 'cooperation' between schools and parents/carers from various (cultural) backgrounds is considered to be necessary (75% of respondents)
- Having a clear policy framework on e.g. communication and cooperation with parents (93% of respondents)
- Teacher training empowering teachers to manage differences and multiculturalism in classrooms is considered as an effective approach to value diversity as well as clear policies and programmes addressing and preventing discrimination and exclusion

The results of the survey also showed that concerning recommendations for activities/practices to prevent radicalisation and extremism amongst students, a significantly 87% of respondents stated that joint work of students from diverse cultural social and economic backgrounds in the classroom is needed to combat radicalisation of young people. The preliminary results draw attention to the fact that many different groups in society need to work in collaboration in order to promote universal values of democracy, respect for one another, human rights and to prevent radicalisation of students.

**Dominique Danau** concluded that for tackling challenges related to citizenship education and to effectively foster inclusive education, the following points need to be carefully examined:

- **Supportive policy frameworks** should exist.
- Robust **assessment systems** in the area of citizenship and inclusive education
- **Active participation of students and teachers** (5.31 in a scale of 1-6)
- **Participatory – collaborative learning approaches.**
- **School leaders** play a key role in creating an enabling learning environment.
- **Support to teachers** in the delivery of citizenship education (“how to...”) (initial training and continuing professional development).
- 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 environment.
- **A mixture of curricular and extra-curricular activities** is recommended to prevent radicalisation and extremism amongst students.

## 6. TEACHER TRAINING ON INTERCULTURAL EDUCATION



**Calin Rus, Council of Europe** presented the work of Council of Europe on the topic of intercultural education and democratic citizenship which led to the development on the competences on democratic cultures, presented in the [Reference Framework of Competences for Democratic Culture](#), published in April 2018. The speaker highlighted that there are four key purposes of education: to prepare learners for professional life and to be active citizens in diverse societies,

for personal development and to develop a broad and advanced knowledge base.

Calin Rus pointed out that the idea of democratic culture emphasises that having democratic legislation is not enough: it is crucial to have citizens who are able to engage in democratic culture and have relevant competences. The mentioned competences for democratic culture include values of human dignity, human rights and cultural diversity; attitudes of respect, civic-mindedness and tolerance; skills to gain an understanding of empathy, cooperation, critical-thinking, and conflict-resolution skills. He stressed that the comprehensive model is needed as a reference in education which aims to promote cultural diversity within education and consequently within wider society. Therefore, the Reference Framework of Competences for Democratic Culture stresses recommendations for curricula, pedagogy, teacher training and whole-school approach.

## 7. GOOD PRACTISE EXAMPLES AND CHALLENGES

During the workshop, representatives of education trade unions, school leaders and education employers, shared their national examples of challenges encountered by education stakeholders when teaching democratic citizenship, human rights and universal values, as well as proposed successful and innovative approaches and solutions on citizenship and human rights education. Workshop participants all agreed that cooperation and an effective dialogue between different groups of people in society such as teachers, school leaders, education employers, parents and learners is crucial for the promotion of multiculturalism through education and creating inclusive education systems.

Among challenges associated with promoting multiculturalism and diversity in an education environment, participants mentioned instruction language barrier which requires adequate support services to education personnel and relevant teacher training. Other issues included the lack of autonomy and flexibility of education personnel and school leaders to adapt their teaching methods to suit all students in the classroom, as well as a lack of support needed to effectively integrate all students into education. Moreover, all participants agreed that there is an implementation gap between the legislation and guidelines for inclusive and democratic citizenship education on European and national level, and the reality of most European schools. Many agreed that lack of communication and thereby, collaboration between education personnel, school leaders, parents and employers contribute to a lack of common understanding of needs and issues regarding inclusive education and teaching democratic citizenship.

In Portugal, public investment is a significant problem which prevents the school heads from hiring the qualified and experienced teachers

In Norway, a survey on discrimination has found that some teachers do not expect proficiency in certain subjects from migrant students which evidently lowers students' self-esteem.

In Belgium, many prestigious schools are Catholic and Muslim students in these schools face the challenge of dress-code which does not allow their religious attributions

In Poland, the performance-based funding for secondary schools limits the professional autonomy of teachers, forcing them to strictly follow the curriculum instead of embracing the diversity of learners

During the training workshop, many good practises and suggestions came up about promoting multiculturalism and diversity including:

- Providing teacher training on universal values and commons grounds for human rights and equality, and managing the diversity in the classroom;
- Allowing the professional autonomy and flexibility of the education personnel with the view to enrich their teaching with the learners' experience;
- School leaders creating a safe environment where the education personnel can discuss everything among each other and with students;
- Encouraging students to work together (both in curriculum and extra-curriculum activities) and to engage as language tutors/helpers to help migrant and refugee students to feel included in the school community
- An open dialogue between education employers, education personnel and parents with the view to better understand the needs of all groups to promote diversity and multiculturalism in education;
- More profound research on the competences needed for teaching democratic citizenship and human rights, and providing inclusive education;
- Good communication and partnership among European countries with the view to find effective solutions to the similar questions in democratic citizenship and inclusive education;
- Creating better connections between the school community and the wider community (e.g. social workers);

- Ensuring the school infrastructure that encompasses the diversity (e.g. ethnic, cultural, religious, etc.) of the school community;

Overall, the participants agreed that promoting multiculturalism and diversity within the education sector requires greater cooperation between all groups involved: education personnel, parents, students, education employers, teacher councils, and education trade unions. Through this cooperation and exchange of ideas and challenges, more concrete initiatives can be created and developed to provide teachers with the best tools and services to successfully teach democratic citizenship education and universal values.

## 8. TEACHING EXPERIENCE FROM ONLINE HUMAN RIGHTS EDUCATION: INSPIRING THE EU CONVINC MOOC

**Angela Melchiorre, Academic Coordinator of Online Programmes at European Inter-University Centre for Human Rights & Democratisation,** reported to the workshop participants on the preparations of the Massive Online Open Course (MOOC), an online course in English/French created in the framework of the EU CONVINC project, 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 MOOC takes place between 29 April and 9 June 2019 and is opened to all education personnel, school leaders and education employers. The course includes three modules:

- **Module 1** – Here the emphasis is on international and regional

definitions and frameworks concerning Human Rights Education, its goals, principles, main actors, benefits and challenges. The module also focuses on teaching in formal and informal multicultural environments. The main activities are video lectures, readings, quizzes and discussions.

- **Module 2** – This module highlights specific issues such as, disability rights, migration, gender equality, inclusion of minorities, LGBTI rights and preventative role of inclusive education against violence and extremism. Here, a section is also dedicated to ICT challenges for instance, human rights and cyberspace, e-safety issues, fake news, digital citizenship and social media. In this module the following activities are included: interviews, group-work, case studies and possibly a role-play.
- **Module 3** – The last module examines the principles of the whole-school approach to identify the importance of participatory methods, the impact of education from the school to the whole community, and the vision of human rights education as a right in itself and other rights. The course then concludes with a final test.

Dominique Danau, SAGO Research; Angela Melchiorre, European Inter-University Centre for Human Rights & Democratisation (EIUC)



## 9. CONCLUSIONS

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.

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. It is necessary that these different groups are collaborating to examine the challenges and solutions related to promoting multiculturalism, diversity and universal values at a local, national, regional and European level.

It is vital that all educational personnel's are significantly involved in initial and continuous teacher training on democratic citizenship and inclusive education which should be compulsory, relevant and publicly funded. This can only be done through ensuring that all partners are acknowledging the importance of promoting a diverse school environment and providing teachers with the relevant skills and services required to work well with a diverse classroom with students from all over the world.

In the times of societal change and rising individualism, addressing citizenship education is especially important for young people to become responsible citizens who are aware of their rights and obligations and value mutual respect, equal opportunities and diversity. All education stakeholders need to unite to ensure a quality education, active participation, and sense of belonging for all learners, especially for those disadvantaged and marginalised. It is through continuous and effective cooperation between all groups a high quality education which fosters democratic values can occur across Europe.







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