EU CONVINCE

ETUCE CSEE

EFEE THE EUROPEAN FEDERATION OF EDUCATION EMPLOYERS

esha European School Heads Association

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

Conference

EU CONVINCE: Democratic citizenship, common values and inclusive education

Warsaw, 14-15 November, 2019

Welcome message

Dr. Adam Bodnar,

Commissioner for Human Rights , Poland

Welcome message

Sławomir Broniarz, ZNP President, Poland

Maria Kotełko, KSN NSZZ "Solidarność", Poland

Tomasz Gryczan, SKOiW "Solidarność", Poland

EU CONVINCE:
Introduction to the joint ETUCE, EFEE and ESHA project

Ekaterina Efimenko, ETUCE

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

- 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.

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). Response rate of 46% with 91 organisation from 46 regions/countries in Europe

- **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 2019, Berlin**

CONVINCE Project's Outcomes

- **EU CONVINCE Research Report '*Challenges and good practices related to promoting citizenship and values of freedom, tolerance and non-discrimination through education*'**
    - Covers all topics of the project (6 Chapters)
    - Contains recommendations: proposed matches between challenges and innovative practices
    - Annex 4: Compendium of examples and good practices on democratic citizenship and inclusive education

CONVINCE Project's Activities

- **Massive Online Open Course (MOOC)** : 6 weeks, English/French
  Citizenship and Human Rights Education for Change:
  - online course developed to help teachers, school leaders, and other education personnel, as well as education trade unions and employers to better deal with citizenship-related topics in a broad sense
  - built on the successful and innovative tips, advice and good practices exchanged and discussed during the project
  - covers such issues as teaching in multicultural learning environments, teaching controversial and sensitive issues, inclusion and ICT, etc.

CONVINCE Project's Outcomes

- **EU CONVINCE Partners Joint Statement on Citizenship Education and EU Common Values**

  (EN,FR, DE, ES, RU)

  - empowerment of school leaders, teachers and other education personnel;
  - more democratic learning environments to allow learners to experience democracy and mutual respect

- **EU CONVINCE Partners Joint statement on Inclusive Schools Within the Context of Diverse Societies**

  (EN FR DE ES RU PL)

  - five key elements of the inclusive schools within the context of diverse societies

CONVINCE Project online

- **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

Matching challenges and good practices:

Presentation of the research key findings

Dominique Danau, CONVINCE project researcher,
SAGO Research

Joint Statement on Citizenship Education and EU Common Values

Michael Moriarty, President, EFEE

Joint statement on Inclusive Schools Within the Context of Diverse Societies

Barbara Novinec, President, ESHA

Working Group discussion

Group 'Yellow' (EN/FR/RU) – Conference Room

Group 'Red' (EN) – Red meeting room

Group 'Green' (EN) – Green meeting room

Working Group discussion

1. Which elements of the Statement are the most important for your organisation in your national/regional context? Why?
2. Which points of the Statement are the most challenging for the implementation in your country/region? Why?
3. **How do you plan to follow up on and contribute to the further implementation of this Statement in your national/regional context?** How ETUCE, EFEE, and ESHA can support your work on this topic?

Working Group discussion: Reports

Teaching in multicultural context: Good practice

Gitta Franke-Zöllmer, VBE, Germany

Inclusive education as a tool to prevent violence, radicalization and extremism: Good practice

Vitor Figueiredo, Ministry of Education and Science, Portugal

Plenary discussion

1. How to implement the principle "*every learner matters and matters equally*" in the context of multicultural and diverse classroom and society (communication issues, cultural behavior, families and carers, etc.) ?
2. How can inclusive education serve as a tool to prevent violence, radicalisation and extremism in your national context (practices in your country)?

Panel discussion on
Democratic citizenship and human rights education

Magdalena Górowska-Fells, Polish Eurydice Unit

Dr Bernt Gebauer, Council of Europe

Dorota Łoboda, Council of the Capital City of Warsaw

Michail Beis, FRA

Democratic citizenship and human rights education: Challenges

- *Translation of policies into practices while taking into account 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*

MOOC Teacher training session:
Teaching controversial issues

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

Laura Widger, School for Lifelong Learning of 'Waterford Institute of Technology'

MOOC Teacher training session:
Teaching controversial issues

Prof. Frans Viljoen, University of Pretoria

How to deal with diversity

Hannah Jane Parkinson, The Guardian

Lives are ruined by shame and stigma. LGBT lessons in schools are vital

The article makes the point of shameful language and de-humanisation of LGBT persons and issues. **How can education help reinstate the centrality of human dignity and rights at school but also more broadly in the family and in the community?** You can try to think of different responses: as a student, as a teacher, as a school authority, as a parent. Please also refer to your own experience on the theme of gender- and LGBT-related lessons.

Teaching controversial issues: Good practice

Jens Vermeersch, GO! Education, Belgium

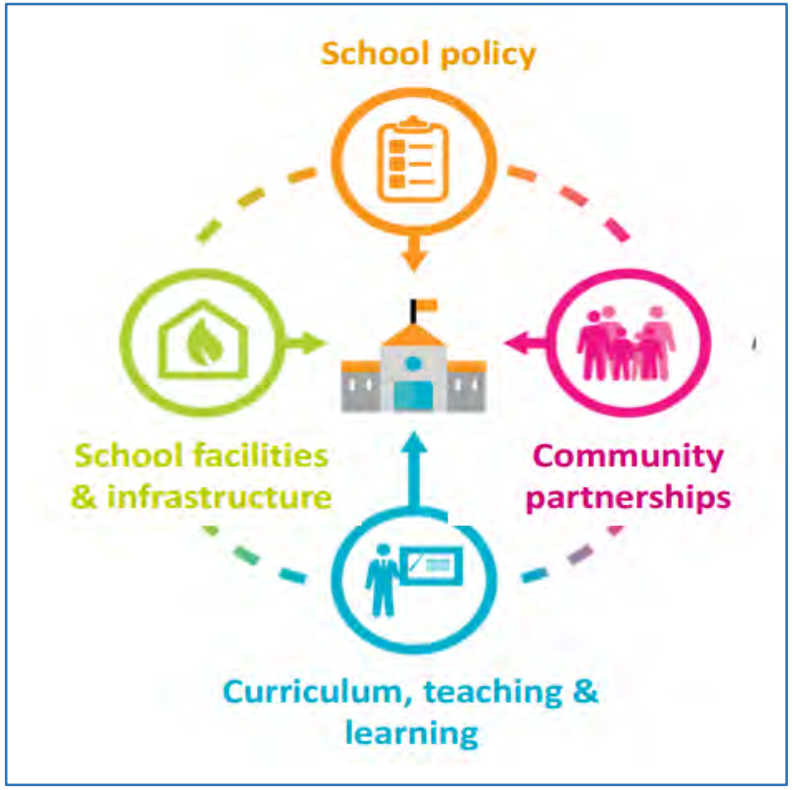
Digital democratic citizenship: Good practice

Suzana Hitrec, Association of Croatian Secondary School Principals, Croatia

Plenary discussion

1. How to ensure that digitalisation contributes positively to inclusive education rather than challenges it (practices in your country)?
2. How to address through education the growing individualisation of students and the loss of the true collective versus a digital collective (practices in your country)?

Panel discussion on Whole-school approach



Jan Faber, MBO-Raad, Netherlands

Warner ten Kate, ESHA

Santiago Ramirez Salas, FECCOO, Spain

Adrian Barbaros, OBESSU Board member

Elisabeth Gosme, COFACE FAMILIES EUROPE,Director

Building blocks of the whole-school approach

Building blocks of whole school approach	Linked elements
Curriculum, teaching & learning	Pedagogy, didactics; Skills, attitudes; Learning content; Participation of students
School policy	Developing and sharing of vision; Leadership Participation; Human resources policy
School facilities & infrastructure	Buildings; Facilities; Outside space; Transport
Community partnerships	Social integration in the (local) community; Involvement of parents/carers in creating the supportive environment; Cooperation with local partners

Final remarks and Conclusions

Susan Flocken, European Director

Michael Moriarty, EFEE President

Barbara Novinec, ESHA President