EU CONVINCE: Democratic citizenship, common values and inclusive education

Warsaw, 14/15 November 2019
EVOLUTION?!
EU fundamental values of freedom, democracy, tolerance, equality, non-discrimination, respect for the rule of law, human rights and solidarity.
ethnicities in europe
Common Values European Union

Values Indivisible and Universal

- Equality
- Dignity
- Solidarity
- Freedom
“As part of its commitment to the defense of human rights, the European Union (EU) is the largest grantor in the fight against the death penalty worldwide. All EU countries have abolished the death penalty in accordance with the European Convention on Human Rights.”

According to the United Nations Refugee Agency, in 2017, 16.2 million people were forcibly displaced due to persecution, conflict or violence, bringing the total number of people displaced worldwide to a new high. Of 68.5 million, 85% of refugees worldwide are welcomed by developing regions.

Hate speech

All forms of expression that propagate, incite, promote or justify racial hatred, xenophobia, homophobia, anti-Semitism and other forms of intolerance-based hatred, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.

Other forms of discrimination and prejudice, such as against Roma, Cristiano-phobia, Islamophobia, misogyny, sexism and discrimination based on sexual orientation and gender identity.

(Conselho da Europa, Movimento contra o Discurso de Ódio)
Stereotypes  
Prejudice  
Racism  
Discrimination  
hate speech  
hate crime

(In, Referências – Manual para o combate do discurso de ódio através da Educação para os Direitos Humanos, p.168)
## Pillars of Democracy*

<table>
<thead>
<tr>
<th>Democracy</th>
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<tbody>
<tr>
<td><strong>Pillars of Democracy</strong>*</td>
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<tr>
<td>● Sovereignty of the people</td>
<td>● Equality before the law</td>
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<td>● Government based upon consent of the governed</td>
<td>● Due process of law</td>
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<td>● Majority rule</td>
<td>● Constitutional limits on government</td>
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<td>● Minority rights</td>
<td>● Social, economic, and political pluralism, including recognition of independent civil society organisations</td>
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<td>● Guarantee of basic human rights</td>
<td>● Values of cooperation, fair competition, and compromise</td>
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<td>● Free and fair election</td>
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I’ve learned that it's harder to eliminate a prejudice than to split an atom... Einstein

Many certainties, and “few” science

**is there a formula?**

\[ e = m \cdot c^2 \]

e - education  
\( m \) - methodologies  
\( c \) – competences (LLL + CoE)

In relativity theory, mass and energy are two forms of the same thing, and one does not exist without the other.

In education..... Likely the same.

Also as fundamental right and public good
Education - Emergent new narrative, roles: teachers, school boards and other education professionals; based on differences

social unrest threat populism discontent
social fragmentation violent radicalization racist movements

extremism, nationalism and xenophobia

safety of citizens

Terrorist attacks
Action Plans - Education

participate as active and engaged members of a society

Combating intolerance and discrimination

respect for other ways of life    shared and universal values

migrant and refugee children and young people

empower marginalized (liked to be)

Support for effective integration policies

Competences for democratic culture

inclusive societies
Democratic learning environment
Inclusive Schools – 3 steps *(among others...)*

- Classroom rules are adopted democratically with students
- Students with specific roles are elected democratically by their peers
- Opportunities for students’ voice to identify their learning needs and interests and to engage in decision-making
- Safe space for inclusive and effective learning, discussion, debate and to solve possible conflicts/disagreements in a peaceful way
- Opportunities to learn through experiencing democracy and human rights in action
- Teachers contribute to ensure fairness, equality and non-discrimination and inclusivity providing opportunities for all students
I think that democratic participation in the school is secondary and the priority should be given to maths, sciences, languages and other traditional school subjects.
To teach democratic participation I quite often preach about respect and democracy to students.
I am aware that I transmit values implicitly through the way I act and communicate in the classroom.
I don’t feel confident in incorporating democratic participation in the classroom
To have more impact on democratic participation I would need my school to have a plan on it.
I feel confident in sharing decision-making with students’ in the classroom
I feel difficult in assessing students’ democratic participation
Citizenship and participation

Rung 8: Shared decision making
Rung 7: Young people led and initiated
Rung 6: Adult initiated, shared decision making
Rung 5: Young people consulted and informed
Rung 4: Young people assined and informed
Rung 3: Young people tokenised
Rung 2: Young people as decoration
Rung 1: Young people manipulated

(Roger Hart, model of “Children’s participation”, adapted from Compass, 2016)
Education - Emergent new narrative, roles: teachers, school boards and other education professionals;

Democratic citizenship, common values and inclusive education

Decree-Law no 54/2008, July 6

1 - Establishes the principles and norms that guarantee inclusion, as a process that aims to respond to the diversity of the needs and potential of each and every one of the pupils, by increasing participation in the processes of learning and educational community life.

2 - Identifies the measures to support learning and inclusion, the specific curricular areas, as well as specific resources to be mobilized to meet the educational needs of each and every child and young person along the school path, in all different education and training offerings.

3 - Applies to school clusters and non-grouped schools, professional schools and establishments of pre-school education and basic and secondary education of private, cooperative and solidarity networks, hereinafter referred to as schools.

Decree-Law no 55/2008, July 6

Sets out the curriculum for primary and secondary education, the guiding principles for the design, implementation and evaluation of the learning process to ensure that every student acquires the knowledge and develops the skills and attitudes which contribute to the achievement of the competences outlined in the Students’ Profile by the End of Compulsory Schooling.

The provisions apply to the several education and training provisions in primary and secondary education, in the scope of compulsory schooling, provided in public and private schools, including public and private vocational schools, hereinafter referred to as schools.

The present decree-law also applies, with the necessary adaptations, to e-learning, as well as to individual education and home-schooling.
Citizenship in education

set of **rights and duties** conveyed in the formation of Portuguese children and young people so that in future they are adults and adults with a **civic conduct that privileges equality in interpersonal relations, the integration of difference, respect for human rights and the valorization of values and concepts of national citizenship.**

Citizenship and Development

aims to contribute to the **increase of attitudes and behaviors, dialogue and respect for others**, based on ways of being in society with reference to human rights, namely the **values of equality, democracy and social justice.**
The OECD Learning Framework 2030

- Skills
- Attitudes and Values
**Values**
- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

**Attitudes**
- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

**Skills**
- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

**Knowledge and critical understanding**
- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economics, environment, sustainability

**Key competences**
- Digital
- Multilingual
- Literacy
- Citizenship
- Personal, social and learning
- Entrepreneurship
- Cultural awareness and expression
The Vision within this Students’ Profile embodies designs that complement each other, intertwine and reinforce each other within a schooling model, aimed at both individual qualification and democratic citizenship.
Humanistic base profile, focused on the person and their dignity as fundamental values
Formation of the students, based their daily practices on values and principles of citizenship
Prepare young people to respond to the challenges of an increasingly complex world
• Develop personal and social skills

Promote critical thinking

Develop active participation skills

Develop knowledge in non-formal areas
Personal and social competences framed in a culture of democracy;

Critical and creative thinking;

Active, plural and responsible participation skills;

Knowledge in a range of areas essential to the exercise of citizenship

civic attitude - citizen identity, individual autonomy; human rights

interpersonal relationship - communication, dialogue

social and intercultural relations - democracy, sustainable human development, globalization and interdependence, peace and conflict management
WAYS TO OPERATIONALISE CITIZENSHIP AND DEVELOPMENT

The curricular approach to Citizenship

A - At class level; B - At school level.

The school must base its daily practices on citizenship values and principles, thus fostering an open and free atmosphere for actively discussing the decision affecting the life of all members of the school community.

The different educational methodologies and practices which the school adopts must induce the implementation in real life experiences and citizenship experiences, adjusted to each education and teaching level.
Citizenship Education School Strategy (EECE)

- Domains, Themes and Learning
- Work organisation
- Projects
- Partnerships
- Students’ assessment
- CESS evaluation

Citizenship and Development
Curriculum Planning
Priorities and structuring curriculum options;
Curriculum planning instruments;
Pedagogical dynamics.

Citizenship Education School Strategy (EECE):
- domains, themes, learning / school year…;
- method of organization…;
- projects to be developed by students…;
- partnerships, networking…;
- student evaluation…;
- EECE assessment.

Annual and multi-annual activity plans

Curriculum Planning
Priorities and structuring curriculum options;
Curriculum planning instruments;
- Pedagogical dynamics.
Curricular component in all educational and formative offerings

- Transversally (compulsory education)
- Specific subject (2\textsuperscript{nd} and 3\textsuperscript{rd} cycles of basic education)
- Globally in school projects (compulsory education)

Whole School Approach
# Citizenship Education School Strategy

## Citizenship and Development Domains

<table>
<thead>
<tr>
<th>Compulsory (all cycles and levels)</th>
<th>At least in two cycles of basic education</th>
<th>Optional (any school grade)</th>
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<tbody>
<tr>
<td>• Human Rights</td>
<td>• Sexuality</td>
<td>• Entrepreneurship</td>
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<tr>
<td>• Gender Equality</td>
<td>• Media</td>
<td>• Labor World</td>
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<tr>
<td>• Interculturality</td>
<td>• Institutions and Democratic Participation</td>
<td>• Security, Defence and Peace</td>
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<tr>
<td>• Sustainable Development</td>
<td>• Financial Literacy and Consumer Education</td>
<td>• Animal Well-being</td>
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<tr>
<td>• Environmental Education</td>
<td>• Road Safety</td>
<td>• Volunteering</td>
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<tr>
<td>• Health</td>
<td>• Risk</td>
<td>• Others</td>
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</tbody>
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Active involvement of all stakeholders
Citizenship Education Guidelines

Guidelines to approach different dimensions of citizenship

Produced in cooperation with other public sector institutions and with civil society partners

- Are non-prescriptive guidelines or programmes
- Are supporting instruments that can be used and adapted according to the autonomy of each school and the options to be defined in each context, framing the practices to be developed

Organized by: school levels; themes; general and specific aims (performance descriptors encompass knowledge, skills, values, attitudes)
Promote Citizenship and Development

Flexible Curriculum Management Options

Inclusive Curriculum

Promotion of interdisciplinarity
Education - Emergent

Promoting quality, democratic citizenship and social inclusion in diverse educational contexts and learning environments.

promoting human rights and cultural understanding

teaching democratic values and universal rights

understand cultural difference

recognize and emphasize the role of different actors

promote democratic, active and responsible citizenship

effective participation in democratic society and in intercultural dialogue
Democratic citizenship, common values and inclusive education

2018/2019 Related Training Sessions

• Citizenship Education Training (national) - 49 classes; 936 trainees
• Citizenship and Development training, 2 classes, 52 trainees
• Short Action Digital Citizenship; 17 classes; about 340 trainees
• Training: Development Education as a dimension of Citizenship Education
• 2 editions MOOC AFC (Citizenship and Development participation) around 1500 trainees
• 16 Regional Meetings Monitoring and Monitoring of Decree-Laws 54 and 55/2018 (participation of Citizenship and Development) - 480 School Clusters Groups
• Training session Development Education, about 40 trainees
• 10 REEI Regional Meetings; about 200 participants
• Training sessions Human Rights - Holocaust Education; about 40 trainees
• Short-Term Action Sexual Violence, 5 classes; about 100 trainees
• Training session Media literacy; 5 classes; about 100 trainees
• Short Action Media Education, 2 classes; about 40 trainees
• 1 National Meeting European Network Clubs - about 70 participants
• 2 Healthy School Seal Encounters; about 500 participants
• 2 Health Education Referential training; about 50 participants
Citizenship Education in our schools is growing.

Our bet has been on different fronts. Our path has been a jointventure. We know that we can do much more to turn the page and contribute to the development of informed, critical citizens with active participation in society.

Are we still together ?!
Citizenship - Education

Science  Consciousness

Patience  Persistence  Coexistence
If you have access to the best science and learning, use it to change the world.
Yours, ours, theirs.
With honesty, integrity and responsibility. And wisdom.
Your success is our hope!

Education is what remains after you have forgotten everything you learned at school.

Thank you
EXAMPLES:

Projects
Resources
School activities

Support Website
Citizenship Education - Reference documents
The REEI Program - Network of Schools for Intercultural Education - is a joint initiative of the High Commissioner for Migration, I.P. (ACM, IP), the Ministry of Education through the Directorate-General for Education (DGE) and the Aga Khan Portugal Foundation (AKF) and aims to create a practice-sharing network between public education and teaching establishments and private and cooperative schools, aiming at intercultural education.

Aims to develop respect for differences and the establishment of positive interaction and rapprochement relationships between students and other members of the educational community from different cultures.
Agenda Europeia para as Migrações

DGE: http://www.dge.mec.pt/agenda-europeia-para-migracoes

ACM: https://www.acm.gov.pt

Ensino do Holocausto – Desafios Atuais de Direitos Humanos
ES Loulé, 28 de setembro de 2019
A Maior Lição do Mundo visa apresentar os Objetivos de Desenvolvimento Sustentável (Agenda ONU 2030) às crianças e jovens e encorajar-los a refletir sobre como podem contribuir para os alcançar.

DGE: https://cidadania.dge.mec.pt/projectos-e-iniciativas/desenvolvimento-sustentável

Comité Português para a UNICEF: http://maiorlicao.unicef.pt/

Ensino do Holocausto – Desafios Atuais de Direitos Humanos
ES Loulé, 28 de setembro de 2019
Prevenção e Combate ao Tráfico de Seres Humanos


CIG: https://www.cig.gov.pt/documentacao-de-referencia/doc/trafico-de-seres-humanos/

OTSH: https://www.otsh.mai.gov.pt/

Prevenção e Combate à Violência

Parlamento dos Jovens:
http://jovens.parlamento.pt

DGE:
https://cidadania.dge.mec.pt/saude/saude-mental-e-prevencao-de-violencia
Centro de Sensibilização SeguraNet (DGE)

Líderes Digitais

Desafios SeguraNet: 2.º e 3.º Ciclos e 1.º Ciclo

- MOOC “Bullying e Ciberbullying: Prevenir & Agir”
  (SeguraNet e Equipa de Educação para a Saúde)

- Selo de Segurança Digital

- Atividades de prevenção e combate ao Bullying – manual Enable

- Animações SeguraNet

- Tiras de Banda Desenhada SeguraNet

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Prevenção e Combate ao Discurso de Ódio

https://www.coe.int/en/web/no-hate-campaign

http://www.odionao.com.pt/

https://www.seguranet.pt/pt

European Schoolnet Academy:
https://www.europeanschoolnetacademy.eu/courses/course-v1:SELMA+Hacking_Hate+2019/about

Ensino do Holocausto – Desafios Atuais de Direitos Humanos
ES Loulé, 28 de setembro de 2019
Plano de Prevenção e Combate ao Bullying e ao Ciberbullying: Escola Sem Bullying. Escola Sem Violência

https://www.sembullyingsemviolencia.edu.gov.pt/