A short project description is published on the platform in 29 languages.

GENERAL DESCRIPTION AND RELEVANCE OF THE MEASURE

WHEN WAS THE MEASURE FIRST STARTED?

The measure first debuted in January 2018.

IS THE MEASURE STILL RUNNING? IF NOT, WHY?

The project ended in January 2020, after two years (January 2018 – January 2020), as the project was designed in the framework of a European Commission (EACEA) call for proposal 07/2017 (Key action 3: “Support for policy reform. Social inclusion through education, training, and youth”).

However, the continuity of the project is ensured at both policy and practical levels. At policy level, two Joint Statements – ‘Joint Statement on Education for Democratic Citizenship & EU Common Values’ and ‘Joint Statement on Inclusive Schools Within the Context of Diverse Societies’ were developed by project partners as a basis for building policies of employers, trade unions, and school leaders’ organisations and guiding their work on the topics of democratic citizenship and inclusive education. They also aimed at feeding into the ET2020 Working Group on Promoting Common Values and Inclusive Education, one of the Working Groups set up to support policy making at EU and national levels and offer a forum for exchange of experiences and best practices on ways to address the key challenges facing education and training systems. While on the practical level, the identification and up-scaling of successful practices in this project were focused on inclusive learning methods and the enhancement of effective teaching of EU common values with the view to encourage the acquisition of social and civic competences and the understanding and ownership of fundamental values as well as mutual respect and intercultural dialogue and combatting discrimination in any form at grassroots level, including education trade unions’ initiatives.
Even more, due to its success, the Massive Open online course ‘Citizenship and Human Rights Education for Change’ designed during the project has been made available to the public and can be accessed at any time (giving access to the course materials and quizzes).

**WHICH NEEDS DOES THE MEASURE ADDRESS?**

1) The need for additional teacher training when a new subject is introduced into the school curricula (e.g. ‘citizenship-education’-related subjects such as intercultural dialogue, human rights or education for democratic citizenship). Indeed, improving teachers’ knowledge and skills for teaching citizenship education subjects has been constantly identified as one of the major challenges in several ‘Eurydice’ study reports on citizenship education.

2) The need for further professional development of teachers. This also includes professional development of content on these controversies and appropriate teaching methodology (for a more dialogical way of teaching). Teachers need to broaden their competences in these areas by means of training, collegial consultation and networking.

3) Improvement of the teaching methods of EU common values in schools: Education policy should stimulate the integrated use of different ways of teaching common values, that is, ‘specific-value oriented subjects’; ‘Other value-related subjects’; and ‘Cross-curricular activities’. Teaching EU common values is still too theoretical, so it should go beyond the acquisition of theoretical knowledge.

4) Students’ competences assessment – Lack of reliable information on the learners’ different needs: Assessing student competences in citizenship, in particular, when taught as a cross-curricular dimension of the curriculum, remains challenging.

5) Even though the main target beneficiaries of the project were the schools, the project aimed to reach different Education stakeholders at grassroots at regional, national and European level.

6) The need to develop a policy framework within schools at all levels in order to reach the open and inclusive school and classroom environment to identify shared values on diversity, equity, citizenship and non-discrimination, and to determine approaches on how to transmit them. In this context, it is important that the framework should be developed on the basis of partnership, engagement and sharing of practical examples within the school community.

7) The need to involve the wider community as a key to inclusive education as a “whole society” approach must occur to promote integration into the host society. It is important that schools are supported by the community (including political leaders) so as to be really influential in promoting EU common values and fostering social cohesion.

**WHO WAS INVOLVED IN IDENTIFYING NEEDS, THE PLANNING AND THE DESIGN OF THE MEASURE?**

This transnational cooperation of the EU CONVINCE project was founded on the partnership of the project coordinator, ETUCE, with European Federation of Education Employers (EFEE), European School Heads Association (ESHA), and four representatives from ETUCE affiliated member organisations (education trade unions): ZNP, Poland; GEW, Germany; FLC-CGIL, Italy; SNES-FSU, France. The project partnership was also enriched
by contributions of the School for Lifelong Learning and Education of Waterford (Ireland) who provided scientific inputs on how to introduce the contents of the Paris Declaration into school-curricula and in-service professional development on local level, as well as assisted in teacher training and pedagogical inputs all throughout the three training workshops and Closing Conference. Furthermore, the project benefited from cooperation with associate partners: COFACE (Confederation of Family Organisations in the EU) and OBESSU (Organising Bureau of European Students Schools Unions). They provided a valuable expertise on the topic, especially concerning the implementation of inclusive education which is based on the cooperation of all relevant education stakeholders, including students and their families.

WHO IS/WAS RESPONSIBLE FOR THE IMPLEMENTATION OF THE MEASURE?

Together project partners ensured the achievement of the general and specific project objectives, as they represent the target group of this project: mostly schools and teachers (through their membership in national education trade unions) and school leaders (promoting inclusive education and training, in particular, supporting teachers, educators and school leaders in dealing with diversity and reinforcing socio-economic mix in the learning environment), but also education employers (as a policy facilitator of the implementation of the contents of the Paris declaration at local level). The very structure of the project Advisory Group was set up to meet upscaling and transfer conditions: each of the three core partners (ETUCE, ESHA and EFEE) are covering a wide membership of organisations:

- ETUCE represents 132 Education Trade unions in 51 countries. In total numbers, ETUCE represents 11 million members all over Europe.
- ESHA represents 39 national organisations for school heads and deputy school heads (in 22 countries) within (pre-) primary, secondary and vocational education. Nearly all European countries (both EU and non-EU) are represented within ESHA by one or more organisations.
- EFEE has 41 members (in 21 countries) representing different levels of education (primary education, secondary education, private schools, higher vocational education, universities) by different national organisations (education councils, ministries, local and regional authority employers’ organisations).

They were also supported by the external researcher Dominique Danau (SAGO Research) and external consultant Florence Pauly (P&F Consulting) who had implemented the survey and desk research, external evaluator Dominique Danau (SAGO Research) and experts from European Inter-University Centre for Human Rights and Democratisation responsible for the design and implementation of the MOOC.

WHAT RESOURCES ARE/WERE INVOLVED (E.G. MATERIAL, SPACE, AMOUNT OF FUNDING)?

This project was funded by the European Commission - (EACEA) call for proposal 07/2017 (Key action 3: “Support for policy reform. Social inclusion through education, training, and youth”). Furthermore, ETUCE used its own contribution of the resources.
IMPACT OF THE MEASURE

WHAT HAS BEEN THE IMPACT OF THE MEASURE?

The project, through its research outcomes, material resources, activities, workshops and e-training has had far-reaching impact.

The project's outcomes were considered positive, based on the feedback received from the Advisory Group and project events participants. Match-making challenges in one country with the good practices of another has been an impactful asset, building on ETUCE’s previous experience with fostering such exchanges. In terms of material outcomes, the project has resulted in a research report, which presented the results of the survey completed by ETUCE, EFEE and ESHA member organizations. The survey questions focused on the challenges and good practices related to civic and citizenship education. The research was also used as a knowledge-enhancing tool by academics and other stakeholders, as it shows the shared challenges and concerns of member organisations, thus offering a local understanding of EU issues. The research ended with practical recommendations (including supportive policy networks, more involvement of education social partners and providing more support for teachers), to be applied in each member state.

The physical posters disseminated in 24 languages ensured that the project was accessible to its target audience and increased the visibility of the project, thus attracting more participants to the e-learning tool. From a communication standpoint, the newsletters shared throughout the duration the project, along with the Facebook and Twitter posts increased the projects’ reach.

As far as social media usage is concerned, using Facebook (through the creation of the ‘Inclusive schools’ group) and Twitter (through the creation of the @ConvinceEU account) has further facilitated dialogue between education personnel, education trade unions, education employers and other education stakeholders. Social media has helped the project achieve its aim of building a stronger involvement and networking of teachers and educators, school leaders, parents, and learners within the school life (‘whole school approach’) to support more democratic learning environments to allow learners to experience democracy and mutual respect (‘democratic school culture’).

The project has also released a Massive Open Online Course (MOOC) ‘Citizenship and Human Rights Education for Change’ in English and French. According to the user-experience survey, course participants (368 participants at the end of the course) found it useful beyond mere education and knowledge, influencing professional and personal approaches to the issue under study.

The policy outcomes of the project also 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 Inclusive Schools Within the Context of Diverse Societies (2019).

Moreover, the three workshops hosted in Paris, Berlin and Rome offered a place for mutual exchange of ideas and for sharing best practices, while match-making one country’s challenges with another’s innovation.
WHAT HAS CONTRIBUTED MOST TO THE SUCCESS OF THE MEASURE?

• The project developed from a series of activities in the conception phase to a real learning system with interlinkages between the main components during implementation. Furthermore, the combination of internal (by project partners) and external evaluation (by external consultant) allowed the project to become a learning system.

• The objectives of the project have been achieved to a large extent. Through the various components (activities) of the project, tools and methods have been identified (through research, MOOC and Training Workshops) that allow actors of the education community to better deal with citizenship related issues both in the classroom and in extra-curricular activities.

• The very structure of the project consortium is set up to meet upscaling and transfer conditions; each of the three core partners (ETUCE, ESHA and EFEE) are covering a wide membership of organisations. The network structures of these main project partners, but also of the other project partners and associated partners can be considered as robust vehicle for dissemination, awareness raising, better understanding and finally also impact creation.

• Relations with key stakeholders were established throughout the project: during the Training Workshops, the MOOC, the research, and the Closing Conference. Key stakeholders were invited to participate and/or speak in the EU CONVINCE events (e.g. Council of Europe, FRA, European Commission, COFACE Families, OBESSU, local education authorities in countries where events were organised), to participate in the research (all members of ETUCE, EFEE and ESHA), the MOOC and/or the Closing Conference. Furthermore, social media were used as channels to exchange information (e.g. posts from other stakeholders on Facebook page, tagging key stakeholders in the Twitter posts, etc.). Moreover, the results of the project were shared (in particular, the research and joint statements) with the European Commission (ET 2020 Working Group on Citizenship education), European parliament (presenting at various events organised by European Parliament), etc.

• The learning approach of the project allowed to take timely decisions and to make adaptations when necessary to come to the most optimal results, within the given project constraints.

HAVE THERE BEEN ANY OBSTACLES WHEN IMPLEMENTING THE MEASURE, AND HOW HAVE THEY BEEN ADDRESSED?

The project was developed and implemented in the context of the DG EAC call EACEA/07/20176. One of the key messages coming out of the EU CONVINCE project is that while the 2-year-long project is perfect for collecting and disseminating good practices on democratic citizenship and inclusive education, upscaling and transfer of good practices requires time and other conditions to be fulfilled, which is not feasible in the framework of the same project. The project responded to the main goals and specific objectives of the EAC call EACEA/07/2017 by developing various activities that allow for the first steps in a process of upscaling and transferability of good practices. The research helped to identify the good examples/practices and to match these with challenges to which these could respond. Especially the MOOC, the Training Workshops and Closing Conference have proven to be effective tools for discussing and disseminating good practices that were identified on citizenship education and human rights education. Furthermore, the network
structure of the three main project partners (ETUCE, EFEE and ESHA), but also of the other project partners and associated partners can be considered as robust vehicles for dissemination, awareness raising, better understanding and finally also impact creation.

Another key conclusion regarding good practices was highlighted by the participants of project activities: European contexts are often very different, including the organisation of education system. Concepts have different meanings in different contexts, as well as the way they are operationalised in practice, therefore transferability of good practices is not self-evident and can be assessed only after the implementation of presented good practices. The practices collected and disseminated for upscaling throughout the project were useful as such, but their adaptability to another national/local context depends on the level of autonomy that teachers have to decide on which methods and approaches to use in the classroom.

Even though the resources available in the project were used in the most efficient way, the online survey to identify good practices was functional only to a certain level, as respondents did not always provide sufficient details on the good practices and policies. As a result, the research team had to dig into literature and complementary material to have sufficient information available to enable identifying a match between challenges and good practices. This example highlights the importance of being flexible with original deadlines when there is a possibility of having a stronger and richer project outcome if the deadline is postponed. Same logic was employed in the decision to extend the duration of the MOOC with two more weeks allowing more flexibility for participants to actively participate in the MOOC, considering that in June many stakeholders in education would have more time to focus on the course.

A challenge that occurred during the project implementation was linked to interactive dissemination platform, Facebook group page ‘Schools for Inclusion’ which was set up to exchange ideas and best practices on inclusive education from the grass-root and school level. The idea was to stir up the discussions and provide a platform for teachers, school leaders, and other education personnel to discuss their individual and national experiences. However, despite ETUCE Secretariat trying various approaches to stimulate activity on this Facebook group (e.g. polls, posting good practices), the expectations to create an independent interaction among practitioners were higher compared to the results. It appeared that Facebook group page worked rather as a depository of resources and good practices (including the ones provided by the group members) than a platform for the live discussion: members would react to the posted information or reply to polls but would not elaborate in the comments or respond to open questions.

Finally, a challenge cutting across all project implementation phases is limited time and staff resources of project partners. However, despite the limited resources all project partners not only fulfilled their responsibilities according to the project planning ensuring that project outputs of a high quality and delivered on time, but also suggested and implemented innovative solutions and additional dissemination actions (e.g. the translation of Statements in Italian and Polish).

EVIDENCE BASE

IS THERE A MONITORING/EVALUATION SYSTEM IN PLACE? WHAT IS MONITORED, AND HOW IS IT DONE?
At the project application stage, the Quality Assurance Plan has been developed and an external evaluator has been hired by ETUCE to carry out an evaluation of how the goals of the project are met and the outcome based on the various indicators identified for the successful accomplishment of the whole project procedure (e.g. knowledge exchange in the project activities amongst the advisory group members and the external experts, participation and quality of contributions in the online survey, the significance, inventiveness and transferability of the collected good practices, added European value of the project, etc.). In addition, an internal evaluation was carried out after each phase of the project implementation by two of the advisory group members. The internal evaluation reports fed into the final overall evaluation report of the external evaluator at the end of the project.

**IS THERE ANY SPECIFIC THEORY OR RESEARCH/SCIENTIFIC LITERATURE THAT HAS BEEN AN INSPIRATION IN THE CONSTRUCTION OF THE MEASURE?**

The report is based on several empirical sources.

For this desk research, an analysis of existing work done by the project partners as well the Council of Europe, European Commission, UNESCO, OECD, the European Higher Education Area (EHEA) and EURYDICE is complemented with an analysis of additional recent sources of information. The desk-research includes:

- the identification and analysis of current challenges in relation to citizenship and human rights education,
- the identification and analysis of innovative best practices related to teaching approaches, techniques, and methods on promoting citizenship and the common values of freedom, tolerance, and non-discrimination through education at national/regional/local level. As part of the methodology, the Erasmus+ database of projects what used: a search was done on the ‘Support Policy Reform Projects’ from 2014 onwards based on the words: ‘multicultural[…]’, ‘whole school’, ‘e-safety’, ‘school leadership’, ‘controversial’, ‘sensitive’, inclusive education’. So far, the Erasmus+ programme has funded over 1200 transnational projects on citizenship education, inclusive education, intercultural understanding or critical thinking and media literacy (HLCEG-R, 2018).
- the analysis of the two above in view of preliminarily selecting potential matches.

This desk-research included a review of more than 200 references, whereby the focus was on material published in the European region.

A second step was to design a survey for ETUCE, EFEE and ESHA members, tackling topics such as promoting citizenship and 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). The following steps are involved in this mapping exercise:

- Delineating the aim of the online survey and agree on questions for the different target groups. During the AG meeting in May 2018, the outline of the online survey was discussed with the project partners. A first version of the questionnaire was sent to the project partners. It was agreed to use one single questionnaire addressing the different target groups, i.e. trade unions, education employers and
school leaders at national/regional level, teachers. The final version of the questionnaire was agreed with the AG.

- A test was carried out with a limited number of potential respondents to verify the questionnaire functionality.
- Sending out the survey via a web-link as response collector, i.e. the contact persons received a web-link via ETUCE, ESHA or ETUCE and were invited to complete the questionnaire. Members could complete the questionnaire in English, French or Russian.
- Collecting the responses via Survey Monkey in the period of July 2018 – March 2019. For this report, the data are used gathered until the 1st of April 2019.
- In-depth analysis of the survey responses, in view of complementing the results of the desk research deepening the understanding of the current challenges and how innovative practices could provide adequate responses.

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