



Seminar on 'Promoting citizenship and common values through education'

Lisbon, 1-2 March 2018

1 Central question

The link between education and citizenship has always been prominently present in the work of EUNEC. The interest of EUNEC in the theme goes back as early as in 2003/2004 in [The Hague](#). Focus on education and citizenship is also present in more recent statements (<http://www.eunec.eu/eunec-work-statements/shared-viewpoints>): EUNEC statements on early school leaving (2013); EUNEC statements on learning in the digital age (2014); EUNEC statements on making education more inclusive (2017); EUNEC statements on education and migration (2012).

The theme has received a lot of attention in the nineties, after the fall of communism in Eastern Europe and the raise of the first populist parties in Western Europe. At this moment, the theme of citizenship education is, again, very prominent on the education policy agenda, after the terrorist attacks, and the raise of new populist parties in many countries, and the polarisation of the political debate the last few years. Within Europe, the discussion is vivid, and education is facing new challenges, given the context of a number of societal disruptions.

European governments ask education to think about 'deradicalisation' ([Declaration of Paris](#)). The Council of Europe has elaborated a [framework](#) for curriculum development in the field of citizenship. Another trigger for the discussion are [the results](#) of the recent ICCS (International Civic and Citizenship Studies) survey.

Reasons enough for the EUNEC general assembly to decide to organize this meeting, with specific focus on how citizenship can be promoted through education.

How do we look at citizenship education? There are different layers in the concept of citizenship education, going from knowledge of the institutions to participative culture:

- Knowledge of political institutions and of democratic principles: to be able to act in a parliamentary democracy;
- To be able to build an opinion on societal themes: critical consideration of different viewpoints, understand the underlying political and ideological motivations, decide on a personal viewpoint;
- Take up an engagement in society, take responsibility and be active in a societal project (through voluntary work, for instance);



- Be part of a participatory school project;
- Subscribe to a number of values that are at the basis of the democratic system, such as the rule of law (accepting a democratic majority decision, respecting the opposition and the opinion of minorities).

The focus of the seminar will be on how education can play a role in fostering these different layers, and on how education can thus contribute to transmitting democratic values.

'The challenges that Europe is facing today – including disenchantment with democracy, integration of refugees and the rise of violent extremism - make education for democratic citizenship and human rights more important than ever, and we need to step up this work in the years to come.'¹

2 Programme

All meetings take place at the premises of the CNE, the Portuguese Education Council, Rua Florbela Espanca, Lisbon. Participants from abroad stay at Hotel Lutecia (<http://www.luteciahotel.com/>), Av. Frei Miguel Contreiras nº 5, Lisbon.

WEDNESDAY 28 February (for EUNEC members only)

17.00 – 18.00 **Meeting of the Executive Committee**
18.00 – 20.00 **Meeting of the General Assembly**

THURSDAY 1 March 2018

*Chair of the day: **Manuel Miguéns**, EUNEC president and secretary general of the CNE (Portuguese Education Council)*

08.45 Registration

WELCOME AND INTRODUCTION TO THE THEME

09.15 – 09.30 **Welcome to the CNE**
Maria Emília Brederode Santos – President of the CNE
Welcome to the Conference
Manuel Miguéns, EUNEC president and secretary general of the CNE

¹ from the 20th anniversary of the Council of Europe project of Education for Democratic Citizenship



KEY NOTE PRESENTATIONS from an international perspective

- 09.30 – 09.50** **The EU, common values and education**
Stefaan Hermans, Director of Policy Strategy and Evaluation, DG Education and Culture, European Commission
- 09.50 – 10.20** **Rethinking citizenship education**
Tristan McCowan, University College, London
- 10.20 – 10.50** **Citizenship education in the EU-policies and practices from and for the life of schools**
Isabel Menezes, CNE
- 10.50 – 11.10** Coffee
- 11.10 – 11.40** **Citizenship Education at the Council of Europe**
Christopher Reynolds, Programme Manager, Education Department, Council of Europe
- 11.40 – 12.10** **Becoming Citizens in a Changing World. International and European highlights from the IEA International Civic and Citizenship Education Study (ICCS) 2016**
Ralph Carstens, Co-Head International Studies, IEA (International Association for the Evaluation of Educational Achievement) ICCS 2016 Study Director
- 12.10 – 12.25** **Linking theory and practice. Presentation of doctoral research 'Dynamic relations between teachers' beliefs on language and citizenship on the one hand and teacher-student-interaction on the other hand',** Dr. Reinhilde Pulinx, Ghent University – Flemish Education Council
- 12.25 – 13.25** **Questions and answers**
- 13.25 – 14.15** Lunch
- 15.00 – 17.00** **School visit at the 'Agrupamento de Escolas do Carregado'**
Brief introduction by EUNEC (15.00 h)
Cluster presentation (library) (15.15 h)
School tour (15.35 h)
Song performed by primary school children (16.00 h)
Dancing club and musical performances (16.20 h)
Project presentation by the teachers (16.40 h): multicultural project; eco-school; arts club; special education; orchestra
Coffee break, prepared by Cooking Education and Training Course (17.30 h)



18.00 **Guided Visit to the 'Museu Damião de Góis'**

19.30 **Conference dinner at Salvaterra de Magos vocational school**

FRIDAY 2 March 2018

*Chair of the day: **Mia Douterlungne**, EUNEC secretary general and secretary general of the Flemish Education Council*

PROMOTING CITIZENSHIP AND COMMON VALUES THROUGH EDUCATION. APPROACHES BY EUNEC MEMBERS.

09.00 – 09.30 **ACT: Citizenship projects led by students and accompanied by teachers. A multi-national Erasmus+ project .**

Emily Helmeid-Shitikov, Head of Research and International Relations (National council for School System Evaluation, France)

09.30 – 11.00 **Round table with presentation of cases by EUNEC members:**

- **Cyprus** Cyprus Pedagogical Institute and Teachers' Professional Learning on citizenship, inclusive and antiracist education
Despo Kyprianou, Education Officer at Cyprus Pedagogical Institute
- **Ireland**
Phil Fox, Head of Initial Teacher Education and Induction, Teaching Council of Ireland
- **Netherlands** The perspective of the Dutch education council on citizenship education, and citizenship education from a school leader's viewpoint
Richard Toes, School leader Wartburg College Rotterdam..
- **Portugal**
Hugo Carvalho, member of CNE
- **Flanders** The point of view of Flemish pupils on citizenship education
Griet Vandervelde, VSK (Umbrella organization of pupils) Co-worker diversity and equal opportunities

11.00 – 12.00 **Debate** between education councils, leading to **conclusions**

12.00 – 13.00 **Closing lunch**



3 Background documents

3.1 The European Union

3.1.1 Policy documents

The [Paris Declaration](#) (17 March 2015) calls for the mobilization of the education sector to promote inclusion and fundamental values. It establishes a list of concrete objectives to be pursued at national and local level and defines four overarching priorities for cooperation at EU-level:

- Ensuring young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship;
- Enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to discrimination and indoctrination;
- Fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs;
- Promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders.

In June 2016, the European Commission adopted a [Communication on supporting the prevention of radicalisation leading to violent extremism](#), which outlines actions in seven specific areas where cooperation at EU level can bring added value, notably in the areas of education, training and youth. Furthermore, in November 2016 the Council adopted [Conclusions on the prevention of radicalisation leading to violent extremism](#), which underline the need to undermine and challenge existing violent extremist ideologies and to counterbalance them with appealing non-violent alternatives and to support parents, siblings, peers youth workers and others in contact with young people who are at risk of violent radicalisation.

In February 2017, the Council adopted [Conclusions on Inclusion in Diversity to achieve a High Quality Education For All](#).

An expert group has been set up to support the implementation of the Declaration and to identify good practices. This [Working Group on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education](#), is composed of experts from Member States, civil society organizations and social partners as well as international organizations such as UNESCO and the Council of Europe. They have the mandate to prepare a policy framework as well as an online compendium of good practices by June 2018. A peer learning activity on social and civic competences was held in Vienna in October 2016 (see the [key messages from the PLA](#)).

On 17 January 2018, the European Commission has published a proposal for a [Council Recommendation on common values, inclusive education and the European dimension of teaching](#), providing guidance to Member States on how inclusive education and young people's experience of their European identity in all its diversity can help promote shared values.



3.1.2 Output of other EU-work on citizenship education

In May 2016, Commissioner Tibor Navracsics hosted a [High-Level Colloquium on Promoting Inclusion and Fundamental Values through Education - a Way to Prevent Violent Radicalisation](#). The conference wanted to take stock of progress since the adoption of the Paris Declaration at EU, national, regional and local level and showcase some innovative and inspiring practices. The result is a [report](#) with recommendations.

[Report](#) by Network of Experts on Social Aspects of Education and Training (NESET II, coordinator Jana Huttova): Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU (success factors, successful examples from Member States).

The [Radicalization Awareness Network](#) is an umbrella network connecting people involved in preventing radicalization and violent extremism throughout Europe. The RAN Working Group on Education focuses on the need to better equip teachers so they can play a crucial role in preventing radicalization. Education plays an important role in shaping the identity of children and youngsters, and transmitting democratic and social values. Consequently, teachers are at the frontline when it comes to potentially identifying early signs of radicalization. They are well-positioned for prevention work, both for identifying and safeguarding vulnerable young people at risk of radicalization, and for teaching critical thinking skills from the first stages of education.

Eurydice '[Citizenship Education at School in Europe](#)' (November 2017) offers a full picture of what policies exist to regulate citizenship education across Europe. The recent [Eurydice brief](#) on Citizenship Education at School in Europe (February 2018) highlights the differences between countries' regulations and recommendations regarding citizenship education that affect both schools and pupils.

3.2 The Council of Europe

Since 1997, the Council of Europe worked closely with the member states to promote education for democracy and human rights, and a broad range of materials, networks and initiatives provide us with a solid foundation. The Council of Europe [Charter](#) (2010) on education for democratic citizenship and human rights education is a common European standard and impetus for action. The Council of Europe [Reference framework of competences](#) for democratic culture is a practical instrument for translating key principles into education practice. The [Report](#) on the state of citizenship and human rights education in Europe gives us a useful overview of the current obstacles, successful practices and priorities for action.

Conference June 2017: 'Learning to Live Together: a Shared Commitment to Democracy', Conference on the Future of Citizenship and Human Rights Education in Europe: <https://rm.coe.int/learning-to-live-together-conference-final-report/168075956b>

11 October 2017 was the [celebration of the 20th anniversary of the Council of Europe project on Education for Democratic Citizenship](#).

3.3 ICCS

[ICCS results](#) (November 2017) = International Civic and Citizenship Study