**Project Outline under the call EACEA 07/2017 – Key action 3: “Support for policy reform. Social inclusion through education, training and youth”**

**“EU CONVINCE – EU COmmoN Values INClusive Education”**

1. **Objectives of the call – Lot 1 “Education and training”:**

Help to **disseminate or scale-up good practices on inclusive learning at local level**, in order to create or develop learning communities among different actors in the field of inclusive learning. The outcomes of the project under Lot 1 should constitute the first operational step towards the future **creation of an ‘alliance of schools for inclusion’**.

Project period: 01 December 2017 – 30 November 2019 (24 months)

**Possible project partners:**

ZNP, Poland

GEW, Germany

SNES-FSU, France

FLC-CGIL, Italy

Teacher Training Institute

European Federation of Education Employers (EFEE)

European School Heads Association (ESHA)

**Possible associate partners:**

The Organising Bureau of European School Student Unions (OBESSU)

1. **Project priority:**

To identify and disseminate good practices with regard to implementing the national education policies aiming at **promoting the teaching of common EU values (TCV) and inclusive education through the implementation of the contents of the Paris Declaration at local level[[1]](#footnote-1), supporting teachers in the delivery of inclusive quality education to all, as well as providing teachers, school leadership, parents and students with a platform for exchange of good practices**. In this project, ETUCE asks all project partners to collect good practices as well as challenges from their members at regional and local level and provides them with the opportunity to exchange these good practices with other representatives from national education trade unions, from education employers, from school leadership, parents and students as well as discussing solutions for challenges encountered by education personnel (including teachers and school leaders) when teaching their students about fundamental European values, such as democracy, cultural diversity, tolerance or non-discrimination. The project focuses on secondary education. The project participants, using the outcomes of the project, should act as multipliers for other teachers, school leadership, parents and students and to promote successful practices and provide input to counter challenges.

1. **Project objectives:**
2. Identify and disseminate good practices on inclusive learning methods and practices enhancing the **acquisition of social and civic competences, promoting inclusive education and training**, enhancing **critical thinking and media literacy**, and supporting the inclusion of newly arrived migrants.
3. Identify and disseminate **innovative learning methods and practices** (e.g. peer tutoring; project based-learning or service-learning[[2]](#footnote-2)).
4. Identify and help **overcome challenges on local level encountered by teachers and school leadership** in facilitating the implementation of national education policies aiming at promoting the contents of the Paris Declaration.
5. Support education trade unions, education employers and school leadership in **creating an ‘alliance of schools for inclusion’** (e.g. a mentoring network for inclusive education supporting schools or individuals in delivering inclusive education[[3]](#footnote-3)).
6. **Methodology:**

* Advisory group (AG) consisting of one expert representing each of the proposed project partner organisations, - as indicated in section A.
* An external researcher will be sub-contracted to carry out the online survey and analysis and the survey report.
* Training workshops (TW) in form of ‘pairing-up’, with the purpose to make matches between the challenges and good practices reported by all the project partners.
* Subcontracting a university or a teacher training institution to be responsible for the preparation, development and implementation of the MOOC.

1. **Project activities (proposed):**
2. An **online survey** conducted in EN/FR/RUamong ETUCE members, EFEE members and ESHA members to identify and analyse national findings related to challenges and good practices on the implementations of the contents of the Paris Declaration on local level. The data collected and analysed will be presented in a **survey report**.
3. **7 one-day AG meetings** in Brussels throughout the 2 years of the project cycle.
4. **3 training workshops** of 1.5 days each: in Paris (tbc) (EN/FR); in Berlin (tbc) (EN/DE) and in Brussels (tbc) (EN/FR) – max. 25 participants each + 4 ETUCE staff members), targeted to ETUCE member organisations and other project partners, to give them the opportunity to present and showcase good practices and help resolve challenges through learning about other countries’ good practices (“pairing-up”). Focus will be given to innovative good practices.
5. A **final report** (max. 20 pages)in EN/FR based on the information obtained from the online survey, complemented by the good practices on local level and ‘pairing-up’ experiences from the training workshops.
6. **Executive summary** (max. 2 pages) of the above-mentioned final report in ES/DE/SV/PL/RU (tbc).
7. 2-day **closing conference** in Warsaw (tbc) – max. 90 participants from ETUCE member organisations and other project partners, as well as a representative from the European Commission, that will include an overview of the results of the project activities (e.g. follow-up of the workshops), networking, and showcase of the most successful ‘best practices’. It will also be focused on presenting how the project outcomes can contribute to the future creation of an ‘alliance of schools for inclusion’ – as mentioned in section C.
8. Based on the project results, a **joint statement from all the project partners** will be produced in EN/FR/SP/DE/RU (tbc). It is intended to feed into the ‘Working Group (WG) on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education’ within the ET 2020 in DG EAC with our inputs and insights.
9. **Communication material:** Put together **a series of newsletters** to be sent out to ETUCE member organisations after the final conference, highlighting new good practices that emerged during and also after the project. In addition, a poster prepared in all official EU languages *plus* Russian, to spread the mission and goals of the project. The posters will be distributed in the early stages of the project.
10. Dedicate a **part of the ETUCE website to the project**, in order to inform on all the project activities. Newsletters will be also uploaded on the website.
11. **Dissemination tools:** An innovative dissemination tool will be a **“MOOC” (“Massive Online Open Course”)** in EN/FR (tbc) (after the closing conference) with the purpose to help teachers to better deal with ‘citizenship education’-related subjects (e.g. on EU’s fundamental values: democracy, equality, freedom, tolerance and non-discrimination, etc).

1. Following the adoption of the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education in March 2015, several European countries released education policies aiming at promoting those values through education. These national policies are implemented by education personnel. While there is a variety of good practices on how to promote the EU’s values through education, such as the creation of resource platforms on peace and citizenship education for teachers or introducing cultural diversity in teaching materials, several challenges have emerged with regard to the new legislation, such as the need for additional teacher training when a new subject is introduced into the school curricula. [↑](#footnote-ref-1)
2. Study “Teaching Common Values in Europe”, Research for CULT Committee – DIRECTORATE-GENERAL FOR INTERNAL POLICIES POLICY DEPARTMENT B: STRUCTURAL AND COHESION POLICIES CULTURE AND EDUCATION of the European Parliament, March 2017, page 27. [↑](#footnote-ref-2)
3. An EU-level campaigning and information-sharing network led by education experts, teachers, school leadership, parents and students dedicated to the principles and practice of inclusive education and prevention of segregation. For example, it could offer their member schools advice and a peer-to-peer support network. [↑](#footnote-ref-3)