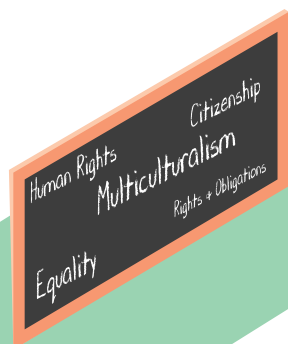


THE WHOLE-SCHOOL APPROACH AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM

Training Workshop of the EU CONVINCe Project
Paris, 5th March 2019

REPORT



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ABBREVIATIONS

ETUCE	European Trade Union Committee for Education
EFEE	European Federation of Education Employers
ESHA	European School Heads Association
MOOC	Massive Open Online Course
ZNP	Związek Nauczycielstwa Polskiego
SNES-FSU	Syndicat National des Enseignements de Second Degré
FLC-CGiL	Federazione Lavoratori della Conoscenza CGIL
GEW	Gewerkschaft Erziehung und Wissenschaft
OBESSU	Organising Bureau of European School Students Unions
COFACE	Families Europe'
MBO Raad	Council of educational institutions in secondary vocational education in the Netherlands
CDC	Competences for Democratic Culture
GCE	Global Citizenship Education
SHE Network	Schools for Health in Europe
MUT	Malta Union of Teachers
ESN	Erasmus Student Network

1. INTRODUCTION

The second training workshop of the project [EU CONVINC \(EU Common Values Inclusive Education\)](#), took place on 5th March 2019 in Paris, France. EU CONVINC is a joint project of ETUCE (European Trade Union Committee for Education), EFEE (European Federation of Education Employers) and ESHA (European School Heads Association) which seeks to provide teachers, school leaders, and other education personnel, as well as the education institution community as a whole with tools and methods to better deal with citizenship related issues both in the classroom and in extra-curricular activities, as well as support them in the delivery of inclusive quality education to all. In recent years, extremism, xenophobia, violence, radicalisation and terrorist attacks have surged across Europe and are threatening the safety of citizens as well as the universal values of freedom, democracy, tolerance, equality, non-discrimination, respect for the rule of law, human rights and solidarity. Within this context, the role of education, and in particular, of teachers, school leaders, other education personnel, and education employers is crucial to promote democratic citizenship and social inclusion in diverse educational contexts and learning environments. The EU CONVINC project is a direct answer to the current challenges and opportunities, of multiculturalism, diversity and social inclusion.

The training workshop is one of several activities that the ETUCE Secretariat is organising in the project period from January 2018 - December 2020. The second workshop of three training workshops, focused on the **“The whole-school approach as a tool to prevent radicalisation and extremism.”** Following the second training workshop there will be one more consequent workshop which is scheduled to take place in Berlin 2nd April in 2019 on **“Education for digital democratic citizenship in the Internet era: Challenges and opportunities”**. Along with the training workshops, ETUCE and its partners also carried out an online survey amongst ETUCE, EFEE, and ESHA member organisations in order to identify the challenges and good practices concerning the promotion of citizenship education and universal values of freedom, tolerance and non-discrimination. Combined with a desk

research, it also aims to acknowledge and pair-up challenges and good practices related to promoting citizenship and universal 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). At the end of the project, an [Massive Open Online Course](#) (MOOC) in English and French is to be created to help teachers, educators, school leaders, education trade unions and education employers to better deal with citizenship-related topics in a broad sense. The e-learning course is built on the successful and innovative tips, advice and good practices exchanged and discussed during the project. The policy outcomes of the project 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 schools for inclusion (in preparation).

A final project conference is foreseen in November 2019 in Warsaw, Poland.

PROJECT OBJECTIVES

- To identify, disseminate and upscale (transfer/transpose/wider implement) successful good practices (into other countries/contexts/educational systems) with regard to the role of education trade unions in facilitating the implementation of the contents of national education policies aiming at promoting the teaching of universal values and inclusive education.
- To provide teachers, education employers school leadership, families and students with an innovative platform for exchange of good practices at the grassroots level.
- To enhance the acquisition of social, civic and intercultural competences of pupils and the understanding and ownership of universal values in a broad sense

PROJECT ADVISORY GROUP

The project is led by an Advisory Group who offers guidance and field knowledge, assists in the design of the online survey for the project, and contributes Joint Statements, provides expertise and recommendations to the MOOC, and dissemination of the project's outcomes and evaluation of results. The Advisory Group consists of representatives from national education trade unions across the education sector:



Fred Verboon, European School Heads Association,



Claudio Franchi, FLC-CGIL, Italy,



Odile Cordelier, SNES-FSU, France



Laura Widger, School of Lifelong Learning and Education of



Dorota Obidniak, ZNP, Poland



Daniel Wisniewski, European Federation of Education Employers



Annabell Kolbe, GEW, Germany



Dominique Danau, SAGO research, The NetherlandsLithuania



Two Associate Partners: 'COFACE – Families Europe' and 'OBESSU – The Organising Bureau of European School Students Unions' are also invited to contribute to the wider implementation of the project, e.g. in disseminating the project outcomes and material.

3. TRAINING WORKSHOP: BACKGROUND OBJECTIVES

Promoting universal values of freedom, democracy, tolerance, equality, respect, human rights and citizenship education, are key priority for ETUCE work.

The 'Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education', adopted by the EU Education National Ministers in Paris, in March 2015 aims, among other things, to enhancing the acquisition of social, civic and intercultural competences, as well as understanding the phenomenon of multiculturalism in education and promoting intercultural dialogue through all forms of learning and combating discrimination on all grounds, in particular, as regards students at risk of marginalisation or social exclusion. In the light of the [Paris Declaration](#), [Universal Declaration of Human Rights](#), the [UN Sustainable Development Goal 4](#) to ensure inclusive and quality education for all and promote lifelong learning, [Council Recommendations on Common Values, Inclusive Education, and the European Dimension of Teaching](#). This workshop addressed issues related to democratic education culture and the whole-school approach as tools to achieve a quality education which is inclusive and equitable and one which focuses on preventing radicalisation and extremism.



A stronger involvement and networking of teachers and educators, school leaders, parents and learners within the school life ('whole-school approach') so as to support more democratic learning environments to allow learners to experience democracy and mutual respect ('democratic school culture').

UNESCO, International Bureau of Education glossary, <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/w/whole-school-approach>

The main objectives of the training workshops are:

- Provide ETUCE, EFEE and ESHA member organisations with the opportunity to present, disseminate and scale-up good practises in other different contexts and educational settings as well as to discuss possible solutions to tackle challenges encountered by education stakeholders when teaching democratic citizenship education and implementing the whole school approach;
- Give participants the opportunity to exchange and showcase good practices and help resolve challenges through learning about other countries' good practices, e.g. by match-making challenges in one country with good practises of another;
- Provide teacher training support and guidance on successful and innovative approaches and methods on citizenship and human rights education in general.

4. PRELIMINARY SURVEY RESULTS: DEMOCRATIC CITIZENSHIP EDUCATION AND THE TEACHING OF UNIVERSAL VALUES

Dominique Danau, project research expert from SAGO Research, provided the preliminary results of the online survey conducted in 2018 among ETUCE, EFEE and ESHA member organisations. She noted that 84 organisations from 43 different countries have responded to the survey and focused her presentation on the questions related to the whole-school approach and inclusive education as a tool to prevent radicalisation and extremism.

According to the survey results, 59% of respondents agreed that developing and implementing evaluation and monitoring for follow-up and the implementation of the whole-school approaches should be introduced in the education settings of their country/region. 47% of respondents highlighted the importance of creating a safe physical, social and emotional learning environment by formulating clear expectations for behaviour, as well as the benefits of co-teaching which provides opportunities to observe other educational practises. Evidently, this shows that the environment for teaching and providing support from fellow teachers helps to offer teachers feedback on their different teaching methods. It is through this analysis and

Dominique Danau, project research expert from SAGO Research preseting the survey preliminary results



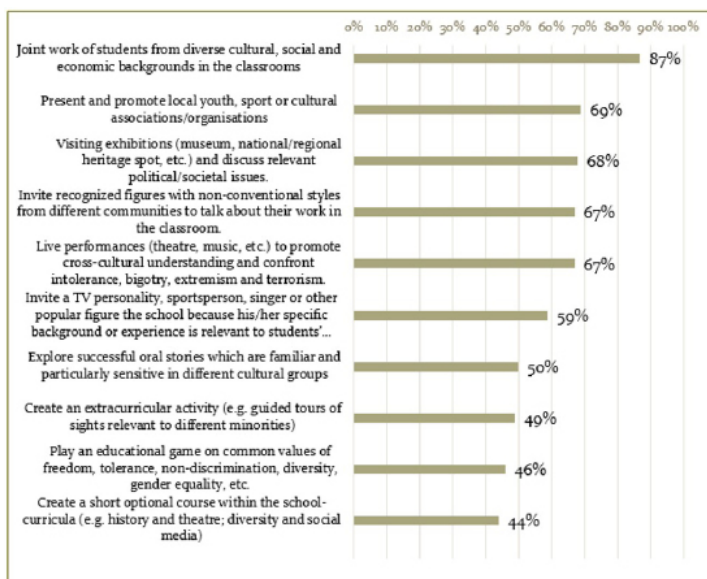
exchange of good practises in which the most effective teaching methods can be implemented to ensure that citizenship and human rights education is taught to students effectively.

On the other hand, there are also many challenges in implementing the whole-school approaches. Hence, the survey pointed to the following challenges in achieving the whole-school approach including:

- The extent to which the whole school approach is implemented
- Available knowledge and expertise related to the implementation process.
- Effective school leadership.
- The involvement and full commitment of all relevant stakeholders.

In order to overcome these challenges above, the majority of the respondents emphasised that the most effective measures to implement the whole-school approach include, engaging with local community through meaningful and respectful relationships, supporting policy frameworks, and staff development to support participatory teaching styles. This emphasises that the involvement of all key education stakeholder is a vital component to ensure the success of the whole-school approach to combat radicalisation and extremism. The different stakeholders offer different services and competences which in turn will help create this whole-school approach to will ensure a quality education for learners and a good environment to teach for teachers.

Moreover, Dominique Danau reported on the key challenges in building an inclusive education as a tool to prevent radicalisation and extremism. These challenges include, the lack of required knowledge and skills of education personnel and school leaders to resist pull factors (e.g. when violent extremist groups attract new members by providing outlets for grievances,



Recommendations for activities at national level to prevent radicalisation and extremism amongst students EU CONVINCe Survey, Preliminary results (July 2018 - March 2019)

the promise of hope, justice, and a sense of purpose) and to contribute to reduce/tackle push factors (e.g. marginalization, inequality, discrimination, persecution or the perception thereof, the denial of rights and civil liberties). The other significant obstacle to implementing the inclusive education as a tool to prevent radicalisation is the difficulty to frame radicalisation, violence, extremism in a way that would allow students to explore own values and opinions. Therefore, it is significantly important that definitions and the knowledge of radicalisation and extremism is very clear not only to students, but also to teachers. This will enable effective discussions and exchange of views to take place amongst the learners and teachers to help create successful practises to combat these issues.

Nonetheless, many of the respondents to the survey reported a variety of effective solutions to these challenges, for instance:

- Joint work of students from diverse background in the classrooms (87% of respondents)

- Presenting and promoting local youth, sport or cultural associations/ organisations (69% of respondents)
- Visiting exhibition and discuss relevant political/societal issues (68% of respondents)
- Using live performances (theatre, music, etc.) to promote cross-cultural understanding and confront intolerance, extremism and terrorism

Dominique Danau concluded that the preliminary results of the survey show that supporting policy frameworks and stronger collaboration among all education stakeholders and local community are needed for the effective implementation of the whole-school approach as a tool to prevent radicalisation and extremism. It is through this collaboration in which exchanges of good practises and innovative solutions can take place to bring about an inclusive education for all.



5. THE WHOLE-SCHOOL APPROACH AS A TOOL TO PREVENT RADICALISATION AND EXTREMISM

Dr Catherine Lowry-O'Neill, Waterford Institute of Technology, Ireland, presented key definitions of extremism and radicalisation, and reflected on the reasons to why people become extremists, mentioning psychological trauma, fear of extreme poverty, humiliation, alienation, frustration at lack of influence, concerns about masculinity, wanting a sense of purpose, seeking to feel unique and feeling threatened, and others.

Dr Catherine Lowry-O'Neill emphasised that in order to address these reasons, it is important to 'educare' children which means not only educating but also helping learners to feel safe, included and feel a sense of belonging. To combat radicalisation and extremism it is key that educators lead out and help learners to develop their capacity to deal with uncertainty. It is through the whole-school approach in which the prevention of radicalisation and extremism of students can occur effectively. The whole-school approach is one which consists of cohesive and collaborative action by a school community, to improve the learning, behaviour and overall wellbeing of students.

From left to right: Dr Catherine Lowry-O'Neil, Waterford Institute of Technology, Ireland, Odile Cordelier, SNES-FSU, France, Veronique Feijen, MBO Raad, the Netherlands, and Ekaterina Efimenko, ETUCE



Dr Catherine Lowry-O'Neill, highlighted that a school leader with a vision which he/she is willing to share and discuss openly with others in the framework of shared governance, is one of the key elements of the whole school approach.

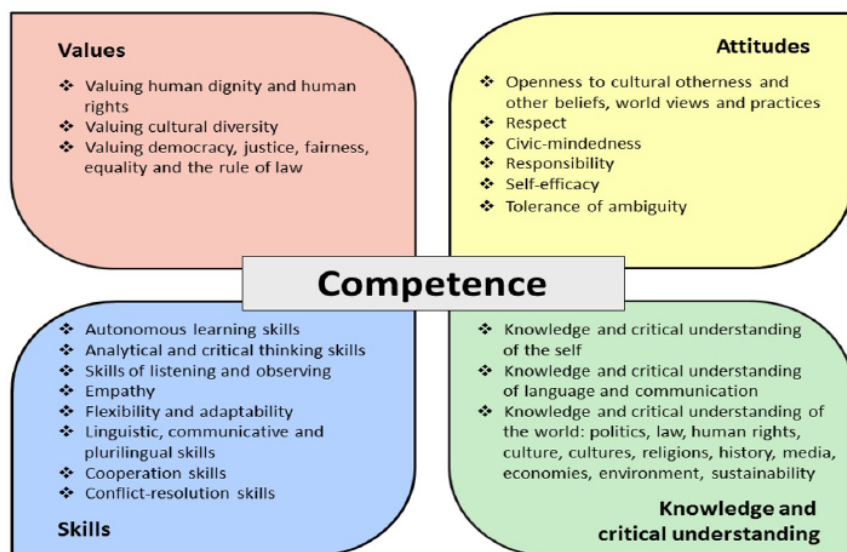
She emphasised the importance of promoting a discussion among all members of the school community (including parents and education employers) with a view to encourage critical dissent and promote an awareness of democratic, non-violent procedures of negotiations and compromise. It is through encountering and contact with dissimilar people and divergent ideas that a greater understanding can occur to help prevent students from becoming radicalised. Dr Catherine Lowry-O'Neill, mentioned effective practical solutions of the whole-school approach, such as co-teaching, observation of other educational practises, inviting social workers or cultural activists to talk in the classrooms as well as, collaboration with civil society.

6. EDUCATING FOR DEMOCRACY: COMPETENCES FOR "CITOYENNETE" AND A DEMOCRATIC SCHOOL CULTURE WITHIN THE REFERENCE FRAMEWORK

Milica Popovic, Consultant and Council of Europe Expert, presented competences for 'citoyennete' and a democratic school culture outlined in the Council of Europe 'Reference Framework of Competences for Democratic Culture'. She reported that the main aim for the Competences for Democratic Culture (CDC) is to assist the national education systems to enhance the democratic and intercultural competences of young people. It is a detailed reference framework which provides guidance for relevant stakeholders on how to develop appropriate curricula, pedagogical methods and assessment tools to be used in formal education.

Milica Popovic, drew attention to the fact that the most cited purposes of education in public debates is employability. However, according to the Council of Europe, the true purpose of education is to prepare for life as an active citizen, for sustainable employment, personal development and the development and maintenance through learning, teaching and research to advance ones knowledge base. This can be done through a democratic school culture in which institutional structures and actions challenge inequalities and structural disadvantages. Hence, the competences for democratic culture proposed by the Council of Europe aim to help young people recognise and deal with online propaganda through critical thinking skills, to identify hate speech in the media and online as well as, to value human dignity, human rights and democratic processes.

The CDC framework focuses on the relevant values, skills, knowledge and understanding to respond to the demands and opportunities in relation to democratic and intercultural situations. It also draws attention to the digital world and the role it plays in promoting a democratic school culture. The framework is divided into four sections:





From left to right: Milica Popovic, Consultant and Council of Europe Expert, Odile Cordelier, SNES-FSU, project partner, and Ekaterina Efimenko, ETUCE Programme Officer

These descriptors have been created using the language of learning outcomes. They can be implemented at different levels of education from preschool to higher education and to different proficiency levels from basic, intermediate and advanced. The competences emphasis a culture of openness one which expresses an interest in working with people from different cultural backgrounds, and an openness which appreciates the opportunity of having experiences from different cultures. Moreover, the competences stand for civic-mindedness which stands against injustice towards others, proactively works to change the views of those who are intolerant to others and express the importance of voting in future elections and paying an interest in public affairs and issues.

7. EXAMPLES OF GOOD PRACTISES

Rob O'Donnel, OBESSU Board Member, explained that OBESSU is a youth-led platform for cooperation between the national school student unions active in secondary and secondary vocational education across Europe. OBESSU represents students and encourages the exchange of good practises and the promotion of inclusive and democratic education systems across Europe.

Some of the projects from OBESSU are:

1. **Seeds for integration**, a programme to support initiatives focused on the educational inclusion of young migrant and refugees on the local, regional and national level.
2. **Inclusive Schools**, a project in partnership with the British Council and other 5 partners to promote a culture of inclusivity at school through training and school certification.
3. **Integration Football Tournament** in Germany to integrate migrants and refugees into the school
4. **Global Citizenship Education (GCE)**, which provided guidelines on global citizenship education from students perspective

From left to right: Rob O'Donnel, OBESSU Board Member, Odile Cordelier, SNES-FSU, project partner, and Ekaterina Efimenko, ETUCE Programme Officer





Jan Faber, MBO Raad, EFEE member organisation, The Netherlands

5. **Social Erasmus**, an ESN (Erasmus Student Network) international program that aims to involve young citizens during their mobility experience through volunteering activities with the view to foster change in society.

Jan Faber, MBO Raad, EFEE member organisation, Netherlands, reported on the good practices of the whole-school approaches in the Netherlands:

1. **Schools for Health in Europe (SHE)**, is a network of national coordinators from 33 countries from Europe and Central Asia which aims to support the health promoting schools in their countries through contact and dialogue with school authorities, schools and practitioners. . The SHE pillars are: promoting the whole-school approach in health, participation to create a sense of ownership by students, staff and parents, school quality, development of new approaches and research and schools being seen as active agents for community development.
2. **Safe schools** is a key initiative emphasising safe learning and working climate. Within the framework of this initiative, MBO-Raas is teaching students about social and societal aspects of diversity, discrimination and respect, safety during incidents and safe infrastructures.
3. MBO-Raad is **promoting citizenship education** which was re-introduced to the national curriculum in 2006, through such measures as development of a school vision, working on a national curriculum, developing learning materials, providing teacher training (critical thinking), and encouraging the participation of students.

Brian Chircop (MEDE, Malta) and **Marco Bonnici (MUT President, Malta)** explained that Malta has a school population with more than 65% of students being of foreign origin. Educators address the linguistic and cultural challenges linked to this situation through ensuring the inclusion of all students in curriculum and extra-curriculum activities and discussions (e.g. learning about Maltese culture and language through signing traditional Maltese songs) and being dedicated to maintaining an inclusive, multicultural school environment. Whole-school approach in schools in Malta starts from school management's attitude which is reflected in the day-to-day running of the school: teachers are supported by Arabic-speaking assistants (who are often migrants themselves); seminars with invited educators from local Islamic schools are organised for school management and education personnel together to provide the opportunity to discuss the challenges and solutions; History, Geography and Social studies are being taught in English through the use of digital resources and exam papers in both languages, and other initiatives are implemented.

From left to right: Marco Bonnici (MUT President), Brian Chircop (MEDE), and Odile Cordelier, SNES-FSU



8. WORKING GROUP SESSION

During the training workshop, representatives of education trade unions, school leaders and education employers, shared their national examples of challenges encountered by education stakeholders when promoting the whole-school approach to prevent radicalisation and extremism amongst students in education, as well as offered successful and innovative practices and solutions on implementing the whole-school approach. Workshop participants all agreed that cooperation and an effective cooperation between different groups of people in society for instance, teachers, school leaders, education employers, parents, and learners is vital for the promotion of the whole-school approach in education to prevent students from being radicalised and turning to extremist practises.

Furthermore, among **challenges** associated with implementing the whole-school approach, participants highlighted the lack of support for education personnel in dealing with democratic dialogue, shortage of tools to help solve possible conflicts in the classroom, as well as lack of social mediation in the learning process which would offer students the platform to discuss their issues with social inclusion.

Other **specific challenges** include:

- Implementation gap: all the principles of whole school approach exist on the paper but are not implemented in the reality;
- Education system that has been focusing for many years only on the labour market and feeding the economy;
- Students feel uncertain regarding their future and place in the labour market
- The rigid curriculum which leave time only for preparing for exams and

no flexibility for developing and practicing democratic dialogue and mutual respect;

- Lack of resources and space within the school day to implement and evaluate the whole-school approach;
- Shortage of teachers and teaching assistance;
- Lack of vocational guidance which could make a difference for prompting an inclusive education;
- Communication with parents is often seen as an obstacle due to the possible social and cultural differences between the school and families, as well as due to the lack of support for education personnel in dealing with parents;
- Migrant students coming from the conflict areas bring these conflicts in the classroom when there are students from rival political groups.

Participants highlighted that **key solutions of a democratic culture of an education institution** include a wider perspective on education which does not solely focus on employability, but also on time, resources and the competences of teachers. It is important that teachers are given pedagogical and academic freedom as well as, sufficient support personnel and

Working group 1 (EN/FR)



professional development on the topic of democratic culture and citizenship.

The concrete suggestions included:

- Promotion of the exchange of data and experience between schools and classes;
- Freedom of opinion is crucial for the whole school approach, as well as integrating the opinion of minorities (e.g. ethnic minorities) in the school decisions;
- School leaders should be supported by local media, administration, parents and students associations;
- Creating internal school rules (e.g. school charter) and using the first few weeks for explaining the democratic culture of the school to newcomers
- Ownership of responsibility at all levels: government, school leader, staff, students/parents, all require a structure, or else no one will take any responsibility;
- Learning and teaching methods in which students experience what it means to be an active citizen;

Working group 2 (EN)



- Providing specific teacher training on how to deal with multicultural student body;
- Providing foreign students with a tutor who would help them to feel integrated.

In **Denmark**, education trade unions support members experimenting in teaching and learning (also financially)

In the **City of Mechelen (Flanders Belgium)**, an inclusive city-wide approach was implemented, different stakeholders such as sports clubs and parents were included, this improved the quality of school and cooperation between all stakeholders.

In **Poland**, there is a system which offers student 'buddies' for migrant students to help them better integrate into school.

In **Romania**, there are multicultural centers (in Bucharest and Constanta) which are designed as a result of the collective agreement signed with Trade Unions with a view to ensure the diversity and inclusion of different cultural backgrounds.

In **Estonia**, language support staff are available in classrooms; one local for Estonian language and one foreigner for English.

In **Germany**, there are Special programmes running to support refugees, LGBTI and Gender Equality. This practise aims to promote the inclusion and integration of all students.

The working group session concluded with a discussion on the types of support that school leaders and education personnel require to reinforce the whole-school approach. Suggestions included ensuring that school leaders have the time and space to reinforce the whole-school approach in a way which suits the needs of the students and the teachers in collaboration with both groups. Participants also stressed that teachers themselves require pedagogical and academic freedom, to try different and innovative approaches. Other support needed for education personnel includes economic support and support from the political point.

9.CONCLUSIONS

The whole-school approach is vital in promoting democratic citizenship and social inclusion in diverse educational contexts and learning environments, as it takes into consideration the needs of all key stakeholders in education: teachers, students, parents, trade unionists, and the wider community. This approach creates a system built on cooperation amongst all key stakeholders. This in turn creates the right environment for communication to take place

in which exchanges of good practises and challenges can occur effectively. Therefore, the whole-school approach helps to ensure that education is inclusive and offers equal opportunities for everyone involved.

It is important that the wellbeing of students and teachers is at the forefront of policy and practices: emotional, mental, physical, and social wellbeing, coincides directly with educational achievements. Therefore, the voices and opinions of teachers and students as well as other key stakeholders, must be heard at regional, local and global level.

With the rise of radicalisation and extremism in society and notably amongst young people, it is highly important that students are given the support and opportunities to foster values of respect, equality and human rights in and outside of the school environment. Young people should be encouraged to be active citizens in society through citizenship education to increase their comprehension and skills related to non-discrimination, diversity and embracing universal values. It is through the whole-school approach in which all education stakeholders take a joint responsibility for developing responsible citizens, that all learners through the relevant skills, will be able to challenge inequality, radicalisation and extremism across Europe thus, creating a more equal and democratic society for all.





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