



Policy Recommendations to promote European values in schools

By Dr. Pascale Mompoin-Gaillard
Learn to Change, Change to Learn

August 2022

D.5.3. T4E Policy Recommendations



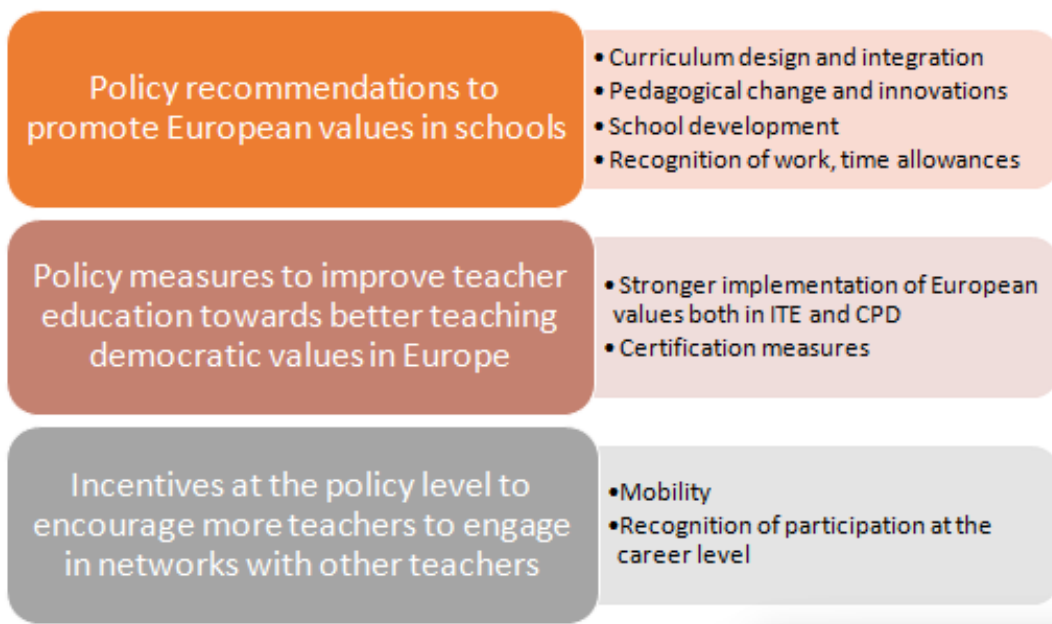
Contents

Executive Summary	2
Introduction	3
Methodology and Outcomes	3
Policy Recommendations:	4
1/ Policy recommendations to promote European values in schools	4
Curriculum design and integration	4
Pedagogical change and innovations	4
School development	5
Recognition of work, time allowances	5
2/ Policy measures to improve teacher education towards better teaching democratic values in Europe	5
Stronger implementation of European values in teacher education programs	5
Certification measures	6
3/ Incentives at the policy level to encourage more teachers to engage in networks with other teachers	6
Mobility	7
Recognition of participation at the career level	7
Conclusion	7
References and Suggested Sources	8
Acknowledgments	8
Author Details	8

Policy Recommendations to promote European values in schools

Executive Summary

The Policy Recommendations validate the best practices upscaled throughout the T4e project and propose policy changes and amendments to the educational approaches, towards supporting strategies of promotion of EU values. The T4E policy recommendations emphasize the adaptation and modification within European educational systems towards more comprehensive approaches to teaching European democratic values. This is important because of the many challenges EU countries are facing regarding the formation of stable European identities and trust in European institutions by its citizens. They comprise:



The results of this policy paper can be integrated at national, regional, cross-border and European level with much of its work accessible to both the partners and non-partners of the T4e project.



Policy recommendations to promote European values in schools

Introduction

The T4E policy recommendations emphasize the adaptation and modification within European educational systems towards more comprehensive approaches to teaching European democratic values. This is important because of the many challenges EU countries are facing regarding the formation of stable European identities and trust in European institutions by its citizens.

The results of this policy brief can be integrated at national, regional, cross-border and European level with much of its work accessible to both the partners and non-partners of the T4e project.

Methodology and Outcomes

The Policy Recommendations build on the Impact Assessment of the project implementation (based on measured indicators), and the results contained in the Report. Thus, it incorporates all the substance of the T4E project where the primary material on policy proposals was delivered by the teachers participating in the T4E Network.

Establishing a European precedent, it elaborates on how the methods and objectives of the projects can be gradually attached to national and European policy making, stimulating, in this way, a *bottom-up policy change*. The project engaged a significant number of policymakers and stakeholders with the objectives of the research: decision-makers, academics, educational practitioners, teachers and importantly the beneficiaries of the education system, students.



Policy Recommendations:

1/ Policy recommendations to promote European values in schools

Learning about values of living together is right now understood as a cross-cutting task. This can result in teachers feeling only marginally obliged to teach them, with none taking responsibility. Also, the school system is inherently authoritarian. This makes it difficult to teach and learn democratic values. The embodiment of values in everyday school life should be consistently applied ('whole school' approaches). Finally, participation in European projects requires a great deal of preparation, and it is a very time-consuming process for teachers. School itself is demanding in terms of time, especially as a young teacher.

The following recommendations address these issues and aim to support a shared responsibility within the school community for teaching *about, for and through EU values*.

Curriculum design and integration

- Give space to EU values within school curricula.
- Develop curricula, as a subject in school or as a teaching unit.
- Include democratic values in all subjects, reading material, cultural activities.
- Provide initiatives which help teachers work together (team teaching) on EU themed lessons.
- Provide more opportunities for cross-curricular and interdisciplinary teaching.
- Hold an ongoing conversation about EU values for the whole community.

Pedagogical change and innovations

- Develop pedagogies that rely on experiential activities and serious games and are fit to teach about and for the strengthening of values.
- Give students adequate time to express themselves (talking, writing, drawing, ...)
- Produce quality educational materials based on experiential learning, that have been tested with a critical mass of teachers.

D.5.3. T4E Policy Recommendations



School development

- Revise the mission statements at school level to include teaching EU values
- Invest time in providing opportunities (projects) and incentives to enhance all school staff collaboration with around the topic of EU values.
- Design for more autonomy and support to the work of teachers.
- Cooperation with parents.
- Collaborations with other schools and institutions.
- Cooperation and constant contacts and collaborations (T + S)

Recognition of work, time allowances

- Give recognition for teaching on EU values.
- Reduce teachers' teaching schedule when participating in projects and activities to promote democratic values.

2/ Policy measures to improve teacher education towards better teaching democratic values in Europe

The high value of teacher education for increasing teacher engagement with EU values is recognised by stakeholders and policymakers alike. The following recommendations address both initial and continued teacher education.

Stronger implementation of European values in teacher education programs

ITE Level

- Inclusion in the basic education of teachers.
- Professional development targeted to enhance teachers' knowledge, skills, and attitudes to teach about the EU.

D.5.3. T4E Policy Recommendations



- Pedagogical departments of Higher Education Institutions (HEI) should offer courses about EU values.
- Teacher education should become more practical and offer additional seminars rather than lectures: using active, conversational, and experiential pedagogies fit to promote EU values.

CPD level

- Provide continued professional learning and development, with consistency and stability; change needs time.
- Harness technologies for continuous training through teacher e-programmes and online seminars.
- Offer professional development sessions specifically targeted to equip teachers with the necessary skills and attitude to teach their learners about EU values and about the EU:
 - enhance teachers' knowledge about EU values.
 - practical approaches to develop them with students.
- Create incentives for education systems to make it mandatory in teacher education to learn about European values and how to teach them.
- Provide opportunities for teachers' personal development around ethics and values within a frame of professional improvement.

Certification measures

- Paid time for CPD certifications.
- Certificates and CPD credits to benefit teachers' career.
- ECTS for reaccreditation to promote the continued education of teachers.
- Badges to visible progression in skills and competences acquisition in the field of teaching about the EU and democratic values.

D.5.3. T4E Policy Recommendations



3/ Incentives at the policy level to encourage more teachers to engage in networks with other teachers

Allowing teachers to gain knowledge of the educational reality of each country through mobility projects motivates teachers to engage more in EU awareness activities with a view to enhancing teacher collaboration and cooperation with teachers in other countries.

The following recommendations propose policy measures to address these issues.

Mobility

- Allow teachers to participate in international seminars, in which they can meet with other teachers, and produce different projects.
- Expose teachers more regularly to European experiences, e.g., summer schools.
- Support teachers' empowerment through the means to travel, meet, discuss, and disseminate.
- Make projects, conferences, workshops, lectures more teacher-friendly by simplifying approval procedures for participating in European trainings.
- Facilitate cooperation with teachers at school and in other schools.
- Support the continuation of the activity within the existing T4E networks, after the project
- No waste policy: help sustain intentional communities and connect networks from different projects while their momentum is strong to avoid squandering network support and long to establish connections.

Recognition of participation at the career level

- Include recognition of engagement in networks in continuing professional development schemes and reaccreditation plans.
- Include compensation for work in networks so that this working time is not perceived as an additional burden by participating teachers.

D.5.3. T4E Policy Recommendations



Conclusions

The T4E policy recommendations emphasize change within European educational systems towards more comprehensive approaches to teaching European democratic values.

Three fields have been recognized as crucial to the development of effective policies enhancing and increasing the actual teaching about EU institutions and the promotion of European values in schools. These are **policy recommendations to promote European values in schools, to improve teacher education towards better teaching democratic values in Europe and incentives at the policy level to encourage more teachers to engage in networks with other teachers.**

These policy recommendations quality emphasise that inclusive education and training at all levels, is essential in “ensuring social mobility and inclusion ... and a deeper understanding of our common values” (European Commission 2018, p1). The results of this policy brief can be integrated at national, regional, cross-border and European level.

References and Suggested Sources

Council of Europe (2018). Reference Framework of Competence for a Democratic Culture, Vol.3. Council of Europe Publishing

European Commission (2018). Council Recommendation on Promoting Common Values, Inclusive Education, and the European Dimension of Teaching.

Florian, L. & Camedda, D. (2020). Enhancing teacher education for inclusion. European Journal of Teacher Education, 43(1), 4-8.

Barrett M., Byram M., Lazar I., Mompoin-Gaillard P., (2014). Developing intercultural competences through education. Council of Europe Publishing

Mompoin-Gaillard P., Làzàr I., Eds. (2018). TASKs for democracy, Second Edition – 60 activities to learn and assess transversal attitudes, skills and knowledge (TASKs)., Pestalozzi series N°4, Council of Europe



Acknowledgments

This work has been made possible by a grant from the European Commission under the Erasmus+ programme.

Disclaimer

Disclaimer: The European Commission support for the production of this material does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Author Details

Pascale Mompont-Gaillard, CEO of Learn to Change, is a social psychologist, researcher in the fields of education, pedagogical design, training and professional development. She specializes in teacher education, citizenship education, experiential learning, online learning, intercultural competence, social justice and the promotion of democratic teaching praxis.