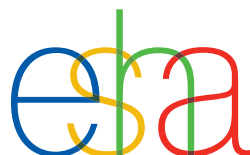




esa magazine

DECEMBER 2018

Innovation
in education
matters!



European School
Heads Association

COLOPHON

ESHA magazine is the official magazine of the European School Heads Association, the Association for school leaders in Europe. ESHA magazine will be published four times per school year. You are welcome to use articles from the magazine but we would appreciate it if you contacted the editor first.

SUBSCRIPTION

The ESHA e-magazine is free of charge. You can register through the internet at www.esha.org.

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ESHA is an Association that consists of 35 Associations of School Heads and Educational employers in 24 countries in primary, secondary and vocational education.

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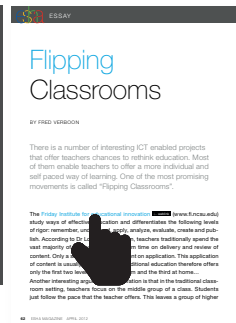
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Some articles in this issue contain direct links to websites. **Simply click on the coloured text and you'll be automatically linked to a specific website or videopresentation.** Try it yourself and enjoy.



Flipping Classrooms
BY FRED VERBEEK

There is a number of interesting ICT enabled projects that offer teachers chances to rethink education. Most of them enable teachers to offer a more individual and self-paced way of learning. One of the most promising movements is called "Flipping Classrooms".

The Flipping Institute has published a book <https://www.flipnet.nl/> study ways of effective flipped instruction and offers the following levels of rigor: remember, understand, apply, analyze, evaluate, create and problem-solving. According to the book, teachers traditionally spend the vast majority of their class time on delivery and review of content in class. In flipped classrooms, the application of content is done in class. Flipped classrooms therefore offers a new way of learning. Another interesting application is to use flipped classrooms in that in the traditional classroom setting teachers focus on the middle group of a class. Students just follow the pace that the teacher offers. This leaves a group of higher



ESHA CONFERENCE 2018

BY BARBARA NOVINEC

It has both been a great honour as well as a privilege as ESHA incoming president to welcome 670 participants from 24 countries at the ESHA Biennial Conference in Tallinn held in October 2018 in Estonia. I would like to thank again the Estonian School Heads Association for being our host in the vibrant and majestic Estonian capital, Tallinn. I believe it is the shared opinion of everyone being present at the conference that we have been treated to a genuine display of hospitality also during 408 school and site visits around Estonia. For this kind of introduction to the wonders of Estonia, which we have thoroughly enjoyed, I sincerely thank our kind hosts in Tallinn.

Since ESHA's community is a remarkable, growing organisation that prides itself on being a community of leaders in education, we felt privileged that the Conference offered us a great opportunity to share ideas, best practices, inspiration and get in contact with other participants as well as meet with great keynote speakers. Moreover, most of all to contribute to discussions about innovation in education. Desire, trust, passion, hard work and ethical behaviour together with values

make us a great team align with creativity, collaboration, communication and critical thinking. After all, for good ideas and innovation we indispensably need human interaction. Sharing ideas and best practices were also the two key points of this Conference. Sharing best practice in education should be integral to the role of educators, after all education is a collaborative process. Such learning communities share resources and strategies as well as transform and innovate best practice into a next-or even better- practice.



The education reality of today has strongly convinced us that sharing best practice in innovative approaches of using information technology in education, go hand in hand. As we are educating the leaders of tomorrow who are proficient information technology users already at the school age, we school leaders and educators must adapt to this new digital age and not only follow, but in fact aim to lead its course of development.

Another important factor is that with increasing knowledge and overall technological development, our society requires learning skills that could help follow the pace of science and technology. After all, education today is the

very core of all the development and progress and as such is the central inhabitant of the global village.

Apart from this, living and educating in the digital age forces us to remain innovative. In order to achieve this we need people with the knowledge, skills, and competences to put the innovative ideas into practice. Networks may have a vital role here, but so does providing the support in enabling these innovative ideas put into practice. Along with developing capacity and capability within the overall education system, this will benefit all the education stakeholders.

It is my firm belief that the universal mission of education has been and must in the future remain preparing students for the next level of learning for life. Education is indeed passport to the future and as such we must assist it, shape it, and develop it in such a way that it will continue to serve its purpose also in the times to come. Role of teachers has already changed, as teachers today are mainly mentors and guide pupils and students in creating new knowledge. That is why learning system in digital era will not replace the teachers, but force us all into LLL process of science, technology and education.

To sum up I believe there was no better place to reflect on the future challenges of education than in the city Tallinn, which prides itself on being the city where the future is now. I am positive ESHA conference have equipped us with new experience and knowledge and in doing so ESHA, the community of education leaders, has once again fulfilled its mission. It is the leaders, after all, who build the community and leaders need to invest the time to encourage and nurture relationships, which are very important in the working environment.

As with December the holiday season comes, for many this is a time of communication. Not only we are getting together with loved ones, but we also take additional time to greet others and get in touch with old friends. Wish you all merry Christmas, a wonderful holiday season and a happy, prospective, inspiring and healthy year 2019. ■



Barbara Novinec

Incoming President European School Heads Association

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Agenda 2019

JANUARY

- 22nd Leadership and Learning – International Perspectives, Edinburgh, Scotland
- 23rd ESHA board meeting – Edinburgh Scotland

MARCH 2019

- 15th – 16th General Assembly ESHA and international annual AVS conference

European School heads Gathered in Tallinn

Discussing Education Innovation
and New Approaches to Learning

TOOMAS KRUUSIMÄGI, PRESIDENT ESTONIAN SCHOOL HEAD
ASSOCIATION, DIRECTOR ENGLISH TALLINN COLLEGE



In European education, a new definition of learning and teaching is being set up and one of the major challenges facing school leaders is to strike a balance between the classical approach and the new directions. What makes this challenge complicated is that the old ways of teaching are not working anymore, and the new ways are still so limited that they are getting in the way of the rapidly changing world.

President of the Republic of Estonia
<https://twitter.com/kerstikaljulaid>



According to Toomas Kruusimägi, the President of the Estonian School Heads Association, it is important to cope in a changing environment and teach children and young people, among other things, the survival skills of the digital world.

Kruusimägi said, “We need to learn and teach in a technology-rich environment a healthy living and action. It’s important to find the balance between how to get the benefits of technological advances and at what point to pull back, that the smart devices will not dominate us”.



Along with innovative ways of learning the conference also spelled out the content of education, which has to change in the light of future economic and labour trends. Kruusimägi explained, “In the light of future professions and education, I agree with the Chinese business magnate Jack Ma – only by changing education can our children compete with machines and we should teach things we do better from machines.”

The two-day conference was attended by nearly 700 ESHA members from 22 countries. Thank you everyone who participated and contributed to the success of the ESHA Biennial Conference 2018! ■

SOME FEEDBACK FROM PARTICIPANTS:

“There was a good range of keynotes and some alternate points of view put forward by speakers.”

“The Estonian President was really good and most of the lectures that moved my own mind. I liked to meet other people thinking about the same and give great problem solving.”

“Wide variety of presentations that gave room for different perspectives.”

“I liked the feeling that Estonia took this conference very serious and was proud to show what is achieved in Estonia itself!”

Take a look at the [aftermovie #ESHA2018](#)



Innovation in Education Matters!

At the ESHA2018 conference Innovation in Education and new approaches to learning were discussed by educators. ESHA is playing an active role in representing School Heads in Europe by participating in projects that have the aim to improve the quality of education.

MONIQUE WESTLAND, CONSULTANT ESHA, EDITOR ESHA MAGAZINE

In this December issue of the ESHA magazine, we would like to share with you more in-depth information on the innovative projects ESHA is currently involved in. If you would like more information on the subject or get involved in one of the projects click [here](#) for more information or contact the ESHA office via info@esha.org.



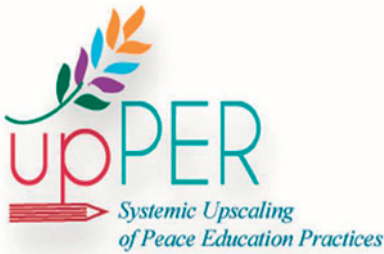
ESHA is currently involved in the following projects:

- UPPER – education inspiring peace
- E-COURSE – Enhancing the Participation and learning Performance of Migrant and Refugee Children in Primary School Education
- MultInclude – inclusive education
- SPACE – professionals against cyberbullying
- GEM – Gender Equality Matters
- Coaching & Mentoring
- OSOS – open schools for open societies
- NEMESIS – social innovations
- EU Convince – EU common values and inclusive education

Finished projects:

- ESL Plus – prevention early school leaving
- Breaking the Silence – prevention child sexual abuse
- ICL – intercultural learning

UPPER Systemic UPscaling of Peace Education pRactices



UPPER is a three year project that ESHA is involved in since October 2017. The project focusses on contributing to peace, intercultural dialogue and school practices by scaling

up the results of good practices in view of producing significant improvements in learning outcomes of life competences for youngsters living in Europe. The project focuses on three main areas mainly, (1) peace education; (2) intercultural dialogue; and (3) school practices and/ or curricula design. Ultimately, all three focus areas strive to achieve a significant improvement in the learning outcomes of European youth by disseminating and upscaling good practices relating to the theme of ‘Peace’.

MONIQUE WESTLAND, CONSULTANT ESHA



UPPER Peace Lab in Sanremo

Unique are the partners in this project who are all from different sectors; There are five partners participating in the project. The partners come from a wide spectrum of interests and they consequently are in a position to contribute their unique insight to the project ensuring a holistic and concurrently a diverse approach to UPPER. The five partners are: (1)FREREF, coordinating partner from France is a regional French network in education, (2)UNIMORE, University of Modena, Reggio Emilia for quality of teaching and research, (3)ESHA European School Heads Association representing European School Heads, (4) MEDE, ministry of Education and Employment from Malta, (5)IIHL, International Institute for Humanitarian Law in Sanremo.

In the first year of the project almost 50 best practices have been collected by the partners and will be made available by the end of the year 2018. During the life-span of the project we will continue to collect best practices, analyses and evaluate them with a view to maximizing their potential to enhance the learning and cultural formation of European youth. The Best Practices Report compiled for the first year analysed the data gathered from various entities on the basis of their impact and their suitability for upscaling and possible inclusion in mainstream practices. The first report and best practices will soon become available via <https://www.esha.org/esha-projects/education-inspiring-peace>

In the next phase of the project, ESHA will in collaboration with the other partners ESHA work on a Teacher Competencies Framework for use by educators in Peace Education. At the same time during this phase partners will design a benchmarking model for use in Peace Education initiatives. In the meantime partners will start with the realization of the Sanremo Laboratory for Peace Education, which will be guided by the principle of embedding Education for Peace values as an integral element of education curricula across Europe. The laboratory will be located in the International Institute of Humanitarian Law in Sanremo.

Main challenge for UPPER is to connect and mobilize educating stakeholders as well as the digital media world. To ensure the sustainability of the initiative by securing the support and commitment of relevant actors. The main challenge that UPPER will have to address is how to motivate and mobilize stakeholders in the education sector to collaborate and connect with each other. UPPER considers that the harnessing of the digital media world will give a substantial element of support to the stakeholders.

As part of the activities of the UPPER project, an international workshop on the issue “Education inspiring peace, from fragments and silos to a systemic approach” was organised in Sanremo on 23 November 2018 by the International Institute of Humanitarian Law. The event was held at Villa Ormond, official seat of the Sanremo Institute, under the auspices of the Municipality of Sanremo and the Ligurian region.

The initiative gathered together more than fifty professionals and experts, including policy makers at different institutional levels, schools, local communities and international representatives from civil society and cultural institutions, all committed to enhancing the positive role of education in creating conditions for peace and respect for cultural differences on a global scale.

The opening session of the workshop included interventions by Professor Fausto Pocar, President of the International Institute of Humanitarian Law; Mr. Eugenio Nocita, Member of the Executive Committee of the Municipality of Sanremo; Mr. Giovanni Berrino, Member of the Executive Committee of the Ligurian Region, who represented its President; and Ms Christiane Demontès, President of FREREF. Mr. Patrizio Bianchi, Councillor of the Emilia Romagna Region, addressed the participants on the most important aspects related to peace education through a video message.

Following the opening remarks the partners presented the outcome of the UPPER project up until then. Prof. Loris Vezzali, Professor of Social Psychology at UNIMORE, reported on the 46 good practices collected by the partners, which would be available on the websites of each project partner. This report was followed by the intervention of Ms Monique Westland from ESHA, who launched the first draft concept of the Teacher Competence Framework with regards to

peace education. Mr. David Degabriele, Assistant Director, and Ms Lara Samut, Support Coordinator, both from the Maltese Ministry for Education and Employment, then talked about peace education issues and international dynamics in the Maltese context. Finally, Mr. Claudio Dondi presented the concept of the Peace Education Laboratory, which would be established in Sanremo in the following months on a permanent basis as a project spin-off.

Taking advantage of the expertise of the participants, the workshop provided the opportunity to participate in three working groups focused on different crucial aspects of peace education: the first one, chaired by Mr. Joel Bonamy, FREREF, on how the collected good practices could be used in different contexts and how to maximise the impact, effectiveness and sustainability of results; the second one, led by Claudio Dondi, IIHL, presented and discussed the concept of “collaborative benchmarking”, the heart and soul of the new Sanremo Laboratory; and the third one, chaired by Monique Westland, ESHA, was about the identification of the fundamental competences needed in the school systems and their environment, to inspire peace in students and within their communities.

In the afternoon the rapporteur of each working group reported in the plenary session. The workshops gathered recommendation on the following questions:

1. How good practices can be used in different contexts: how to maximise impact and guarantee sustainability of results? (Moderator Joel Bonamy, FREREF)
2. Checking the idea of collaborative benchmarking in this field: what can be compared? (Moderator Claudio Dondi, IIHL)
3. Which competences – and other conditions – are needed in schools and around them to inspire peace in students and their communities? (Moderator Monique Westland, ESHA)

After a lunch break the outcomes of the working groups were presented to all:

Workgroup 1 if good practices can be used in different context it was discussed that transferability is not an issue. The issue is to broaden and multiply impacts and increase their sustainability. Important is building networks between acting bodies and to work together. Rely on universal elements and develop a constructive approach in which you build the rules together. The Peace Education Lab could be seen as a common place where organisations connect and people meet to discuss the 'Journey towards Peace'.

Workgroup 2 on the idea of collaborative benchmarking started with the recognition, by all participants, that the field of education inspiring peace needs some definitions and structure before we can start effective and useful comparisons. Although the challenge is difficult, the group recognised the value of benchmarking as a way to draw positive action, and supported the idea of building criteria and validating metrics by involving stakeholders.

Recommendations were collected to move from a general to a practical action level, to involve students and parents at least in self-assessment, to include policy programmes in the comparison exercise and to offer a ground for benchmarking also for NGOs active in this field, which organise a significant amount of extra-curriculum activities beyond the formal collaboration with schools.

Workgroup 3 on the competences for teachers and school leaders basically agreed that the introduction of peace education is urgent and therefore should be introduced as a separate subject as soon as possible and then across the subject. Peace training should be available for all teachers on different levels; individual level, ethics level, complete with background theory behind peace education as well as



practical tools and activities. Also promote exchange programs to learn from each other's experiences.

Recommendations are collected and will be in the near future from all attending the workgroup discussions. If you like to be involved contact the ESHA office info@esha.org

The reporting back was followed up by a round table of experts who discussed and commented on the outcomes. They were asked to suggest possible ways to collaborate and support the activities of the UPPER project by connecting them to existing initiatives and proposing a systemic approach. Many great ideas were shared with the UPPER project team. If you would like to get involved and would want to share your experiences please contact the UPPER team or ESHA directly.

PROPOSAL FOR THE CREATION OF AN “INTERNATIONAL LABORATORY FOR PEACE EDUCATION” IN SANREMO

1. WHY THE PROPOSED LABORATORY?

In recent years much attention has been paid to making education closer to labour market needs, renewing qualifications, establishing standards of competence and assessment. While this is important, there is the need to remind those in government, those who do research and those who educate children and young people each day in schools and universities that education also has important objectives beyond the professional dimension of human development. To be successful, education must focus on the whole development of the individual. This includes factors such as self-knowledge; an understanding of culture; the discovery of one's creativity and potential; training in the arts and music; the knowledge of other cultures; the preparation for active citizenships understanding and appreciating

diversity in the society; the development of thought; skills in analytical and independent evaluation; orientation to peace, and democracy, the confrontation of opinions and respect for rights and coexistence.

All these dimensions are part of a humanistic vision of education, oriented to peace and respectful social coexistence. This view of education has its origins in the work of Socrates and Erasmus, and led to the creation of UNESCO. Italian scholars and policy makers have made a very marked contribution to this field including the work of Maria Montessori and Loris Malaguzzi's Reggio Emilia Children Project. These holistic educational dimensions are of critical importance today and into the future especially in times when the relationship between cultures, religions, and communities play such a crucial role in ensuring a peaceful society. The recent Declaration of the Ministers of the European Union on 'Promotion of citizenship and the common values of freedom, tolerance and non-discrimination through education' (17 March 2015) following on from twenty years since the UNESCO Declaration on "Education for peace, human rights and democracy" (November 1995) provide a clear demonstration of how the issue of humanistic education is perceived as highly relevant internationally.

Therefore, in connection with other research initiatives and training active in other parts of the world, it is proposed to create a Laboratory for Peace Education that would become an international reference for policy makers, educators and researchers on these crucial dimensions of education, using the potential of digital media and the processes of internationalization of education policies currently underway.

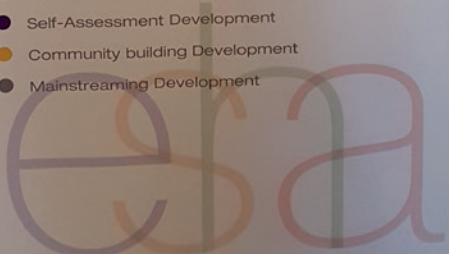


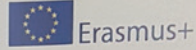
EDUCATION INSPIRING PEACE
from fragments and silos to a systemic approach

GOOD PRACTICES

- I "The Battle" in concert performed in schools ●●●
- II Social security within education – educational training: Changing society – thinking in "we-they" and extreme behaviour in the school ●●●●●
- III Dialogue under pressure (Dia. Loog onder druk) ●●
- IV The Peace Education PPrrooggraamn (PEP) The Prem Rawat Foundation ●●●●
- V Ubuntu www.vbjk.be - VBJK Centre for innovation in the early years (ECEC) ●●●●●
- VI The Anne Frank Foundation – Education Anne Frank in the classroom ●●●●
- VII Vriend en Vijand (Friend and Enemy) ●●
- VIII The Peaceful school with emphasis on children's own strength! ●●●●●
- IX Resolving Conflict Creatively Program ●●●●
- X Peaceful Schools International (PSI) ●●●●
- XI Hope Flowers School ●●

- Policy Making Development
- Teachers Competence Development
- Concrete School Practice Development
- Self-Assessment Development
- Community building Development
- Mainstreaming Development





systemic UPscaling of Peace Education pRactices

The project “systemic UPscaling of Peace Education pRactices – UPPER”. aims at bringing the values of peace, intercultural dialogue and civic participation to the core of educational policies and school practices with the objective of producing significant improvements in Learning Life SKILLS for youngsters living in Europe.

The project, which falls within the framework of the ERASMUS+ Programme of the European Union, has been developed by a partnership coordinated by the Fondation des Régions Européennes pour La Recherche, L'Éducation et La Formation (FREREF) which includes the University of Modena and Reggio Emilia (UNIMORE), the Ministry of Education and Employment of Malta (MEDE), the European School Heads Association (ESHA) and the International Institute of Humanitarian Law (IIHL).

The project proposes an analytical review of 46 good practices worldwide, suggesting a comparative approach for public policies and good practices at school level also by the establishment of a permanent international laboratory in Sanremo (Italy) to enhance research, policy collaboration and cross-country uptake and mainstreaming of good practice elements.

Main objectives of UPPER are:

Development, analysis and evaluation of evidence of the potential of identified good practices

Organization of data and narratives based on the good practices selected

Piloting and evaluation of different sets of combined good practice elements

Self-assessment and benchmarking tools freely accessible to all interested schools

Mobilization of education stakeholders and digital media users

Knowledge integration and dissemination

2. AIMS OF THE LABORATORY

The Laboratory aims to carry out research, training of teachers, analysis and support for education and cultural policies at various institutional levels, to communicate the values, principles and the results of their work, to make available methodological instruments and guidance for schools and cultural institutions, and to link with similar initiatives worldwide.

In particular, it focuses on the connection between research, innovative practices and public policies. The Laboratory will encourage the use of research results to inform the orientation of public policies and provide guidance to educational activities. The Laboratory will, from the beginning of its activity and thanks to the link with the UPPER Project, convey the most effective international practices and innovations.

In practice, the Laboratory is expected to develop intense training activities, directed primarily to those who train teachers, and numerous seminars and conferences directed to the exchange of experiences and initiatives in the fields considered. Among the core activities will be the development of methods and resources for the evaluation of training systems and learning outcomes in the fields mentioned above. The training activities and communication, will make use of technological tools to achieve maximum participation, visibility and international impact.

3. WHY SANREMO?

Sanremo is known, since the 1920's, as the City of Peace due to the the international conference that followed the First World War and prior to the establishment, in Geneva, of the League of Nations.

Sanremo is internationally known for its Festival of Italian Song and for the Jazz Festival recently revived this administration. Sanremo has a strong cultural identity and renowned literary reputation (Italo Calvino). Sanremo has for decades been a privileged meeting place of European rulers and is inextricably linked to the name of Alfred Nobel, who lived in San Remo for most of his last years. Sanremo is also home to the International Institute of Humanitarian Law (IIHL), with which there are obvious points of possible synergy with the proposed centre.

The City of Sanremo has offered the UPPER project the possibility to establish the Laboratory in Villa Zirio, one of the most prestigious historical buildings of the city, a few steps from Villa Nobel and from Villa Ormond, where the IIHL is based.

4. THE ESTABLISHMENT OF THE LABORATORY AND ITS DEVELOPMENT

For the first two years the Laboratory will be managed as part of the UPPER project, but in the meanwhile a broader partnership will be set up to guarantee the long-term sustainability of the initiative. By 2020 a non-profit international entity will be constituted to direct and manage the Laboratory. ■

Enhancing the Participation and Learning Performance of Migrant and Refugee Children in Primary School Education



Nowadays, one of the main challenges of educational systems in Europe is the inclusion of students with a migrant background in school. Very often migrant students tend to have lower educational performance and are more likely to leave school early compared to native children. Starting the inclusion process since the first phases on their educational path is crucial to counteracting on these phenomena. Schooling and support of educational achievement are ones of the best, most effective migrant integration strategies.

GIULIA TARANTINO, CESIE, ITALY



Indeed, the inclusion of all learners in education constitutes a top priority of the European Union, in particular when referring to disadvantaged students, including learners with a migrant background who deal with language and cultural difficulties on a daily basis.

The report [“Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU – Examining the evidence”](#) (2016) widely acknowledged that schools have the potential to help young people become active and responsible citizens in today’s multicultural Europe. This implies moving away from traditional mono-cultural education systems to ones that better connect young people to the multicultural reality around them.

This means equipping teachers and school leaders with knowledge and skills to promote inclusion, intercultural understanding and equity in education and supporting migrant and refugee students in achieving better results at school as well as preventing their early school leaving.

The project E-COURSE aims at enhancing the access, participation and learning performance of newly arrived migrants and refugee children in primary school education in Germany, Greece, UK, Cyprus, Netherlands, France and Italy as well as at a European level in order to promote their overall integration in the host societies. E-COURSE envisages enhancing the skills of teachers and school staff by providing them with valuable tools to address the learning needs of migrant and refugee children.

E-COURSE consists of three main phases that also correspond to the three main products that will be developed as part of the project:

1. Development of training modules to strengthen teachers' skills

At the beginning of the project, in each partner country a desk research and focus groups with teachers and school staff have been conducted to understand what is the state of the art in the different countries, especially with regard to intercultural training, and what are the needs of teachers and school staff to manage multicultural environments.

On the basis of the research carried out, training modules have been developed and piloted during a training course for teachers, headmasters and school staff.

2. Educational Support Platform

The Educational Support Platform will include useful sessions in order to support also migrant and refugee students outside the school context:

- E-learning modules for teachers and school leaders on diversity and inclusion
- An Online Homework Support tool to facilitate the provision of free online homework support to migrant and refugee students
- An Online Space for teachers-parents communication to exchange messages; to share information; to set calendar reminders, etc.

3. Development of methodology for the elaboration of school policies on diversity

Active and responsible citizenship means embracing equality and democracy, and developing key attitudes such as openness, open-mindedness, tolerance, as well as respect for diversity and human rights. Schools should be in a position to create the conditions for all children and school staff to promote these skills and intercultural learning. The methodology for the elaboration and implementation of school diversity policies and action plans will enable participating schools to achieve the above.

During the school year 2018/2019, the E-COURSE partnership will test an **Educational Support Platform** in schools in Germany, Greece, Italy, France and Cyprus to support effectively teachers and school staff in managing diversity at school.

Furthermore, E-COURSE aims at strengthening the collaboration among all members of the school community (school leaders, teachers and non-teaching staff, learners, parents/families) in this process, which will have positive effects on the integration not only of the

migrant and refugee children, but also of their families. Thus, inclusion in the school community will be a first crucial step towards the inclusion in the hosting country society.

Further information visit the E-COURSE website via [E-COURSE – Enhancing the Participation and Learning Performance of Migrant and Refugee Children in Primary School Education](#) – is a project co-funded by the [Erasmus+ programme](#), [Key Action 2](#): Strategic Partnerships for school education.

The project involves 8 organisations from 7 countries:

- Coordinator: [IMA](#) [Germany]
- [KMOP](#) [Greece]
- [FOUR ELEMENTS](#) [Greece]
- [Canary Wharf Consulting LTD](#) [UK]
- [CESIE](#) [Italy]
- [CARDET](#) [Cyprus]
- [ESHA](#) [Netherlands]
- [Pistes Solidaires](#) [France]

The European Commission support for the production of this publication 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. ■



MultInclude

sharing, inspiring and learning

BY ESZTER SALAMON

MultInclude, a project ESHA is a partner in that started at the beginning of 2018 has reached a stage when you can become involved. It focuses on inclusion in education that leads to the successful completions of secondary education and progressing to tertiary education. The project is based on two assumptions. Firstly, that there is a multitude of initiatives already operated by individual schools, NGOs and universities, that have proven success in improving inclusive participation in education.



Secondly, that there is a demand from schools and other educational providers to improve their equity profiles. MultiInclude is aiming at bringing together operators of successful practices with those of prospective initiatives to stimulate a positive feedback loop whereby they support each other in strengthening/starting such initiatives.

By the end of November case studies of about 70 inspiring practices will be available on the project website <https://multininclude.eu/> Each partner, including ESHA has provided 10-14 cases. Thanks to contributions by ESHA members we have provided inclusion practices targeting various groups generally in danger of early school leaving or bullying.

Target groups of ESHA-provided practices include:

- children with a migrant background
- Roma children
- highly talented learners
- students coming from rural areas
- LGBTQI young people
- hospitalised children and children being absent from school for health reasons
- autistic children
- students with severe behavioural problems
- vocational learners

You will also be invited to join the community of practice, exchange with providers of inspiring practices and share your own inspiration with others from the end of 2018. Visit the website or contact Eszter Salamon (salamoneszt@gmail.com)

HIGHLIGHTS OF SOME ESHA-PROVIDED CASES

No Bad Kids

Children with behavioural problems are a horizontal group at risk of not graduating from the level of education that fits their general abilities. Teachers often find it difficult to work with them, and it is quite common that they only apply a symptomatic approach, without looking into the roots of disturbing behaviour. This training and mentoring programme offers a solution by working with the children (and their family that is usually the root of the problems) and school staff.

Answering the challenges of talented children

Gaupen School in rural Norway has offered individualised learning pathways in primary school for both children with learning disabilities and extremely talented, making it possible for them to study at different levels/grades in different subjects, even studying some subjects at a secondary school. They implement a whole school approach, also with a holistic view on the learning of the individual child. In the case of talented children they also take their social maturity and development into consideration when deciding on their path, always in partnership with the parents.



Firda Open School

Firda Upper Secondary School implements a so-called Open School Programme aiming at students taking ownership of the school and thus their own learning. Their students, coming from a very rural area of Norway, most of them boarding in the municipality for weekdays, are prepared for university using arts as an important part of the curriculum.

Inclusive Vocational Education in Dublin

Killester College of Further Education offers formal and non-formal education, mostly post-secondary vocational training opportunities to anybody over 16, the end of compulsory schooling age in Ireland. Their services are available regardless previous academic achievement – documented or not – or special education needs.

Sound Stimulation

Sound stimulation has proven to be a successful methodology to develop social skills and increase autonomy of children, especially those with an autism spectrum disorder. Sounds, music and bodily movements are an inclusion element as all children enjoy and benefit from it. It is part of a contemporary approach to inclusive education, focusing on creativity, innovation and playfulness.

Individualised teacher approach for inclusion

Ila Primary School has developed and implemented a personalised approach to teaching, together with the University of Stavanger. It helps them to build a real community in and around the school that also acts as a welcome school for newly arrived migrants. Their programme builds a strong basis for resilience, high level soft skills and thus later school success.

Free meals in kindergarten

The goal was to make kindergarten attractive for local Roma children at severe risk of early school leaving to lay a solid foundation for their later formal education as well as help parents have a positive attitude towards education. The local municipality offered free meals 3 times a day at kindergarten to every 3+ child. As a result nearly all Roma children enrolled and attended kindergarten. Teachers were also required to work with parents to improve their parenting skills.

Complex inclusive programme in Told – ESHA

After working with children in segregated Roma villages in the East of Hungary in the framework of a visual arts school, the school realised the need to implement a complex approach for real outcomes. Their model includes in-kind support to make school attendance possible, individual learning support for children, a scholarship system to highlight achievement, parenting support, crisis management, offering labour opportunities for parents and individual support for children to go on to further education.

HospiEdu

Children spending long periods in hospital or at home after treatment due to a severe illness are separated from their classmates and also struggle or cannot keep up with school studies. HospiEdu is an individualised and playful approach to support their learning and re-connecting with their mates. It is based on a mentoring programme the mentors being mostly secondary school students. They are in contact with the original school of the ill child, prepare individualised learning material and offer learning support according to the school's or class' local curriculum. The programme includes information sessions for classmates to understand the illness their friend is suffering from for understanding and bonding.

LGBTQI inclusion index

IGLYO, the European LGBTQI organisation has developed a tool to evaluate inclusiveness for LGBTQI learners. It primarily helps analysing policy, but not only at national, but local levels. It is only suitable for evaluating the implementation of legislative frameworks in daily practice.

School as community learning centre

A successful Latvian initiative has transformed primary schools that were threatened by closing down into community learning centres. They are more or less open 24/7, and don't only offer education for the target age. There are adult learning opportunities accompanied by child care services for young mothers, learning support for older children after school, traditional after school extracurricular activities, self-organised activities by the local community and parenting support. ■



SPACE project, Cyberbullying

In the ESHA magazine of April 2018 we introduced the Erasmus+ SPACE project. SPACE is the acronym for Skills for school Professionals Against Cyberbullying Events.

HUUB FRIEDERICHS, ESHA CONSULTANT

In this volume we illustrate the importance of the battle against cyberbullying by citing some headlines of the report CYBERBULLYING AMONG YOUNG PEOPLE from EC Policy Department for Citizens' Rights and Constitutional Affairs.



SP @ CE

This report presents an analysis of legislation and policies aimed at preventing and fighting this phenomenon across the 28 EU Member States. The study outlines the variety of definitions of cyberbullying across EU Member States and the similarities and differences between cyberbullying, traditional bullying and cyber aggression. Moreover, it presents successful practices on how to prevent and combat cyberbullying.

It is a very comprehensive study and we will in future ESHA magazines highlight and summarize more ‘nice to know’ and ‘should know’ information about fighting cyberbullying because it will take each and every one of us to stop this terrible crime! Bullying and cyberbullying has to be stopped!

CYBERBULLYING IN THE EU – KEY FINDINGS

- The increased availability of new technologies has resulted in a rise in cyberbullying cases in recent years. Cyberbullying is a particularly dangerous phenomenon as it can take place everywhere and at any time giving victims limited possibilities to escape.
- The constant evolution of ICTs increases opportunities to carry out new forms of cyberbullying through new technological means.
- There is no single definition of cyberbullying agreed upon internationally or at European level. However, attempts to define this phenomenon have been made by international organizations, EU institutions and academia.
- According to the literature the following elements characterize cyberbullying: the use of electronic or digital means; the intention to cause harm; an imbalance of power between the victims and the perpetrators; a sense of anonymity and lack of accountability of abusers as well as the publicity of actions.

- The boundaries between cyberbullying and traditional bullying and between cyberbullying and cyber-aggression are debated by academics.
- Although the need for a clearer and broader definition of cyberbullying is recognized across Europe, only fourteen EU Member States provide an official definition of bullying online.
- As a result of the absence of a commonly agreed definition of cyberbullying, the measurement of the phenomenon differs from country to country and from study to study. Data must therefore be considered with extreme caution.
- While there is evidence that bullying and cyberbullying often continue in adulthood, the limited findings available do not make it possible to draw a clear picture of its extent.
- Whereas most studies reveal that no gender is particularly targeted, according to some studies girls are just as likely if not more likely than boys to experience cyberbullying as victims or perpetrators.
- The link between victimization and perpetration of cyberbullying comes to attention in some Member States where victims of cyberbullying are more likely to be perpetrators of bullying online than non-victims.
- Bullying online and offline seem also to be linked. Cyberbullying perpetrators are often involved as victims or perpetrators in traditional bullying.

THE EXTENT OF BULLYING ONLINE IN THE EU

According to the report the following countries registered the highest rate of risks of being exposed to online risks for children including cyberbullying: Austria, Belgium, Bulgaria, Czech Republic, Estonia, France, Lithuania, Romania, Slovenia and Sweden.

Lower risks were recorded in Cyprus, Germany, Greece, Hungary, Ireland, Italy, Poland, Portugal, Spain, Turkey and the United Kingdom. Finally, the risk of online sexual exploitation and harmful material were identified in Denmark, Finland, the Netherlands and Norway.



GOOD PRACTICES TO PREVENT AND TACKLE CYBERBULLYING AMONG YOUNG PEOPLE – KEY FINDINGS

- The most common good practices – understood as practices successful in reducing cyberbullying, protecting victims, raising awareness and punishing perpetrators

- Various educational programmes have been adopted within and outside the school context. These programmes aim to prevent bullying and cyberbullying by proactively informing children about the dangers of the internet, encouraging victims to report cyberbullying and helping perpetrators to understand the effects of their behaviour.
- In addition to programs, the creation and dissemination of educational materials takes place in nine Member States.
- Training, workshops and e-learning courses on cyberbullying have been organized for children, parents and professionals working with young people in most of the selected Member States.
- Specific initiatives to promote online safety and helplines aimed at supporting victims of violence including cyberbullying have been established by most of the Member States analysed.
- Although most of the identified good practices are addressed to children not all of them actively involve children in the prevention and fight against cyberbullying.
- Good practices relating to cyberbullying often involve a wide range of stakeholders such youth organizations, schools, teachers, parents, etc. The involvement of the government is usually limited to funding such initiatives. ■

SPACE PROJECT

The EU Erasmus+ project working on the skills for school professionals against cyberbullying events has already great results. Please have a look at www.spaceproject.net

'It will take each and every one of us to stop this terrible crime!
Bullying and cyberbullying has to be stopped!'

For more detailed information contact one of the partners:

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**CYBERBULLYING
AMONG YOUNG PEOPLE**

The link to the report is:

[http://www.europarl.europa.eu/RegData/etudes/STUD/2016/571367/IPOL_STU\(2016\)571367_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2016/571367/IPOL_STU(2016)571367_EN.pdf)



Gender Equality Matters – Tackling Gender-Based Violence

The latest project ESHA is involved in is a project called Gender Equality Matters – Tackling Gender-Based Violence, aptly called GEM. The GEM project will build on research and implement preventative and intervention actions in line with research report recommendations.

BY EDWIN KATERBERG, CONSULTANT ESHA



The objectives of this project are to raise awareness, change attitudes and promote behaviour changes in relation to gender-based violence generally, with specific reference to violence perpetrated against the lesbian, gay, bisexual, transgender and intersex (LGBTI) community in and around schools.

In this two-year project the ESHA has partnered with Dublin City University (DCU – Ireland), Social Action and Innovation Center (KMOP – Greece), Research Group in Educational Technology/University of Murcia (GITE – Spain) and Fondazione Mondo Digitale (FMD – Italy).

The target groups are school-aged children (10+), parents, teachers and school heads. When working together all targets groups will have the potential to challenge attitudes, values and behaviours across school systems, school surroundings, families and local communities.

The GEM partnership is currently expanding its network of supporting local partners in the GEM network. These partners are research institutes, national and international teachers' organisations, state authorities, school organisations/networks, student groups and NGOs. All partners have excellent multiplier activities in the project, for example links on their websites, dissemination of project materials, and participation in dissemination activities such as training events, conferences and open events. All partners endeavour to ensure that awareness about the GEM project is known to the widest audiences possible.



In order to achieve the project's objectives we will work with young children, parents and educators. In particular at school level, the development of a self-evaluation instrument for schools in relation to gender equality will help educators facilitate improvement plans in relation to gender-based violence prevention in schools. The education and active involvement of parents will allow for integration of learning about the GEM subject in households. Education of teachers and teacher trainers will hold great potential for a multiplier effect across school systems and communities, as well as sustainability of efforts.

In the course of the project we aim to create a community of schools, children, parents, pre-service teachers, teachers and school leaders that will further the goals of the project during and after the project. In this ESHA is looking for your support. Seen from the base up the key messages that the GEM partners want to promote should speak to all educators. Key elements in the projects are:

- Gender equality is a right for everybody;
- Whether you are a boy or girl, you are entitled to be treated equally and with respect regardless of your sexual orientation;
- Gender-based violence is not acceptable under any circumstance;
- Everybody can freely challenge infringements of their rights and the rights of others, whether you are a boy or a girl that is a victim of gender-based violence, perpetrator or a bystander;
- Everybody has a role to play in tackling gender-based violence;
- In working together, together we can make a difference;
- There is a need for students, parents and educators to get involved, raise awareness of gender-based violence and eventually make schools and communities gender equal.

Gender equality is a broad subject, that is why the GEM project works on various levels. It is meant to benefit not only children that experience gender-based issues such as abuse, bullying and violence personally. It also calls upon support from students that are bystanders or bullies themselves. Through parent education and involvement, parents will play an important role in raising awareness about gender-based issues in families. Teachers and school leaders cement it all together and play a pivotal role in engaging students and parents and ensuring that their GEM activities provide a safe environment for students in and around schools and in local communities.

Participants will benefit from multiple deliverables listed below:

- Open national events for student, parents and educators;

- Newsletters to highlight the milestones of the project;
- Leaflets for use within specific target groups;
- Articles and journal publications;
- Project webpage, promotion of GEM through partner's webpages and GEM-related social media platforms;
- Community webpage highlighting national initiatives and projects for students, parents and educators (under development);
- Classroom and school resources for educators;
- Self-evaluation instruments for schools/educators;
- Training modules and manuals for teachers and teacher trainers;
- Training workshops for parents;
- Massive Online Open Course (MOOC) for students, parents and educators;
- Final conference for partners and school leaders to be held in Dublin in June 2020.

In line with regulations set by the European Union all project materials that are delivered will be free of cost and for use to the benefit of the (schooling) community as a whole. As the project progresses resources can be downloaded from the Gender Equality Matters website: www.genderequalitymatters.eu.

We request educators' support in helping us further the Gender Equality Matters project. Together we can make our schools tackle gender-based violence!

In case you are interested in lending your support to the GEM cause, we invite school leaders to consult <http://www.esha.org/eshaprojects/> and www.genderequalitymatters.eu and to contact GEM partners directly. We hope that you will participate actively and share your opinions on the GEM social media accounts on Twitter, Facebook and LinkedIn. Details of our social media accounts can be found on the project website. For further suggestions and/or queries please contact Edwin Katerberg at edwin.katerberg@esha.org. ■

Professionalization of new school leaders by experienced and recently retired school leaders

A year ago, a new European project started that focuses on the leadership of school leaders. The aim of this project called School Leadership Coaching and Mentoring is to develop an induction programme for newly appointed school leaders. The new programme will be launched in October 2019.

SUZANNE DE KROON, ESHA CONSULTANT

INTRODUCTION

The new School Leadership Coaching and Mentoring programme exploits the proven expertise and capacity of experienced and recently retired school leaders. Transferring their expertise and capacity to new school leaders will keep the quality of school leaders in general very high and the new group of school leaders will be well equipped in order to carry out their task very well. Research showed us that there is a real need for job guidance at starting professionals in all sectors. In the Netherlands, more than 97 percent of the higher educated with a maximum work experience of 10 years want work guidance in the form of coaching and mentoring (De Kroon, 2013). This means that the project perfectly fits with the needs of new school leaders.

Six European countries are involved in the School Leadership Coaching and Mentoring project. The participating countries are the United Kingdom (National Association of Headteachers), Ireland (National Association of Principals and Deputy Principals), Italy (Associazione Nazionale Dirigenti e Alte Professionalita della Scuola), Slovenia (Drustvo Ravnatelj), Belgium (Vereniging Leidinggevenden Vlaams Onderwijs) and The Netherlands (European School Heads Association).

The participating countries have audited the priority needs of new school leaders. They have also investigated the current programmes in their countries. Both will form the basis for the new induction programme that will be developed. In addition, different school systems will be taken into account in order to develop a programme that can be used in every European country.



OUTPUTS OF THE SCHOOL LEADERSHIP COACHING AND MENTORING PROJECT

The three main outputs of the project will be:

- An Integrated Platform to host the project website, online resources and virtual community and network building tool
- A coaching and mentoring programme for new school leaders and a set of pilot training modules, which adopts a blended learning methodology
- A set of final downloadable training modules for coaches, mentors and newly appointed school leaders, supported by an e-handbook

THE ROLL-OUT OF THE SCHOOL LEADERSHIP COACHING AND MENTORING PROGRAMME

The first version of the programme is now ready and this is being tested in the participating countries. Then the programme will be improved, so that the second version is ready to be tested. During multiplier events from May 2019 to September 2019 the programme will be tested at 150 school leaders in order to further refine and to finalise it. Finally, the School Leadership Coaching and Mentoring programme will be published at an online platform. This platform exists of a set of downloadable blended learning training modules, a virtual community and a network building tool. At the end of the project, the online platform that includes the programme is free of usage for everyone. There will also be organised a final conference where the final outputs are presented and shared. ■

ARE YOU INTERESTED?

Do you want to know more about the School Leadership Coaching and Mentoring project or are you interested to join the Multiplier events? Please contact ESHA at info@esha.org.

REFERENCES

Kroon, S. de (2013). Gewenste Werkbegeleiding Onder Startende Professionals. Een onderzoek naar de behoefte van werkbegeleiding en samenhang met persoonskenmerken bij startende professionals. Retrieved from https://www.slideshare.net/slideshow/embed_code/key/uNIE6iFAKk7Twg

OSOS

The Open School for Open Societies project

November 2018, newsletter 5



The three-year Open Schools for Open Societies project (OSOS-project) aims to implement an open school approach at more than 1000 European schools to enrich the learning experiences of students. An open school is a more engaging environment for students and will increase their motivation: student projects are connected to real needs from the community and can draw upon local expertise and experience. In addition, an open school will be inspired by its community and they can use these new insights to innovate their education. Different European organisations, such as universities, schools, policy making organisations, science centres and organisations representing school heads and physics, are participating in this European education project.

The OSOS-project will enable schools to:

- Reach out to members of their community and build lasting relations
- Offer students the unique possibility to learn from real life projects
- Develop students' competences such as team work, problem solving, presentation and entrepreneurial skills
- Improve students' motivation and self-esteem
- Build a network of stakeholders and benefit from their knowledge and resources

ACHIEVED GOALS IN THE PILOT PHASE OF THE OSOS-PROJECT

The Open Schools for Open Societies project aims to support 1.000 European schools to become Open Schools. What has the consortium achieved until October 2018? 183 primary and secondary schools from 10 different European countries have joined the adventure in the pilot phase of the project. The schools are supported by national coordinators. They have helped the schools with drawing up an Open School Development Plan, the implementation of at least one open school project and the formation of a network with other open schools with the same mission. Together, the schools carried out 212 open school projects and these are shared on the [OSOS portal](#).

In conclusion, great results were achieved in the pilot phase of the Open Schools for Open Societies project. The pilot phase will be completed at the end of 2018 and the implementation phase will start in January 2019. Curious which schools are already participating? [Look at the OSOS portal](#) and search for a school to see their level of Openness.

At the end of the implementation phase, at least 1000 schools in Europe will have joined the OSOS-project. It is expected that together they have implemented more than 1500 open school projects.



IS YOUR SCHOOL INTERESTED TO PARTICIPATE IN THE OSOS-PROJECT?

Does your school want to become an open school, please contact your national coordinator. Your national coordinator will ensure that each new school can join an existing network of open schools and will also support the school with all the important steps that are necessary to take. New schools can choose from many tested and improved open school projects, but they can also be supported with the creation of a completely new project.

If your school is not taking part yet, please contact the [national coordinator](#) in your country. If you want to join an OSOS-event, then you can also contact your national coordinator.

Schools can count on:

- support around curriculum, pedagogy and assessment;
- guidelines and advices on different issues such as staff development, redesigning time and partnerships with the community;
- a range of possible implementation models;
- and a database full of successful 'open school' projects.

EUROPEAN OPEN SCHOOLING EVENT

In Spring 2019, the first European Open Schooling Event will take place at Cité de l'espace in Toulouse, France. This event is a unique opportunity to share the existing open school projects and to reflect on the learnings of the schools from the pilot phase. About 200 people are expected to participate in this event and every participating country will be present.



Are you interested in joining this event? Please, contact your [national coordinator](#) and you will receive more information.

INSPIRING OPEN SCHOOL PROJECTS

In the Open Schools for Open Societies project we want to realise a transformation in the schools and for this we use open school projects. Excellent school projects can certainly contribute to this.

There are many inspiring school projects collected by the consortium partners of the Open Schools for Open Societies project. Schools from the pilot phase have tested and improved these projects and this has resulted in excellent open school projects. Short descriptions of the final projects can be found on the [OSOS website](#) and the complete projects are on [the OSOS portal](#).

Curious about one of our open school projects? Below you can read more about the popular [project School Study Earthquakes](#) and the experiences of one of our schools from Greece.

OPEN SCHOOL PROJECT SCHOOL STUDY EARTHQUAKES AND THE EXPERIENCES FROM GREECE

In the framework of the OSOS activities in Greece, Ellinogermaniki Agogi supported the implementation of innovative actions in the field of the study of earthquakes. Schools acted as information and awareness-raising research centres for earthquake and civil protection in collaboration with research institutions to increase the science capital of the community. The implementation was supported by a

comprehensive framework of four actions, based on the needs of schools and local communities.

1. Development and Operation of a network of school seismographs

The result of the OSOS activities is the development of a network of schools equipped with school seismographs, ready to support new innovative educational activities in collaboration with research institutions and other local actors.

2. Build your own seismograph school contest

Ellinogermaniki Agogi in collaboration with the Geodynamic Institute of the National Observatory of Athens organised the school contest “Make your own seismograph” for secondary school students. In the context of the competition, groups of students are invited in collaboration with their teachers to build an improvised seismograph and record the whole process in a presentation accompanied



by photographic or other audio-visual material. You can find more information at seismografos.ea.gr. “Scientific Research has to be introduced in our schools” said the President of the Hellenic Republic, Prof. Prokopios Pavlopoulos, during the [award ceremony](#) of the “Build your Own Seismometer” Contest that was organised in the framework of the Open Schools for Open Societies project.

3. National Student Science Parliament on Earthquakes.

Throughout the course of the action, students work on the themes they have chosen to better understand the subject, draw conclusions and formulate their own positions and suggestions on the subject. Through this process they cultivate those skills that are necessary for a thorough argumentation in favour of their positions. The theme for this year was: “Earthquakes: Exploring today’s achievements, future challenges and aspirations in relation to education, protection and prevention”

4. Research “earthquakes and earthquake protection”.

An example of the OSOS implementation was the research on earthquake awareness and earthquake protection for students and parents that was carried out in the framework of the project in collaboration with the Geodynamic Institute of the National Observatory of Athens. The network of schools working on the “Schools Study Earthquakes” accelerator is expanding in numbers and in new countries. A series of events, like the Thessaly Science Festival, continue to be organized in order to support the related innovative activities.

OSOS SUMMER SCHOOL 2019

Are you a school head or a teacher seeking to bring innovation to your school and open it to the local community? The OSOS Summer School aims to offer a high-impact and transformative experience in personal and organisational level through a series of workshops,



It was a combination of hard work and relaxation in Marathon, Greece. The program was varied with many interactive moments. There was contact with Biosphere 2 in Arizona and we had a virtual visit to a space centre in Russia.

I have learned a lot, especially from the experiences and stories of other teachers. Hopefully I can help other schools in the Netherlands with the next steps I am absolutely convinced that OSOS has potential. I am even more enthusiastic after the Summer School and do really hope that we can go a few steps faster in NL.

Cynthia Homminga, Teacher in primary education,
The Netherlands

good practices and challenges. Contributing to your own professional development, we will provide open school strategies and tools to implement the necessary changes in order to introduce openness in your own school. During the OSOS Summer School, personal and individualized support will empower you to engage in innovative practices. Instead of suggesting a one solution fits all approach, you will learn how to choose existing or design new open school activities addressing real needs of the local community. ■

More information about the training and the Funding opportunities of Erasmus can be found at <http://osos.ea.gr/> or please contact osos_summer@ea.gr for further information.

CONTACT

Do you want to know more about the OSOS-project? Read our website or contact your national coordinator. If you want to be inspired regularly by experiences and good examples from our OSOS-project, you can follow us on Twitter and Facebook.



[@OpenSchoolsEU](https://twitter.com/OpenSchoolsEU)



[@OpenSchoolsEU](https://www.facebook.com/OpenSchoolsEU)



Novel
 Educational
 Model Enabling
 Social Innovation
 Skills

Empowering the young with
 social innovation skills

The NEMESIS project develops a new educational approach that will strengthen the capacity, skills and entrepreneurial mindsets of children from all backgrounds. This enables students to deal with the real challenges of the 21st century and gives them the possibility to become social change makers in a world where inequality, poverty

and social exclusion still occur. For three years, thirteen partners from seven European countries – researchers, social innovators and primary and secondary schools – will work together to develop a pedagogical learning framework for social innovation education and a ready-to-adapt methodology including necessary educational resources for schools that embeds the competences and philosophy of social innovation into schools.

SUZANNE DE KROON, ESHA CONSULTANT

PARTNERSHIP BETWEEN EDUCATION AND ITS COMMUNITY

Students will be involved in the NEMESIS model that is based on partnerships between education and the community. Their involvement is important, because it can increase interest and motivation in learning. In addition, social innovators will also be involved to make a connection with the real world. All parties, students and social innovator, but also teachers and parents are working together in co-creation labs in order to develop innovative educational resources.

“I have done enterprise education before, but this is different. Social innovation makes you think a lot wider” – Marie Tomlinson, Herringthorp, Junior School, United Kingdom

WHO ARE SOCIAL INNOVATORS?

Take a look at two social innovators from the NEMESIS project and learn more about what they do in their daily life:

Alexandros Theodoridis



In 2012, Alexandros founded Boroume with friends. Boroume (“We Can”) is a non-profit organization whose mission is to reduce food waste and to fight malnutrition in Greece. They save food on a daily basis from many sources and they offer it to charities that help people who are facing food insecurity. The actions help the most vulnerable in our society as well as the environment by reducing organic food waste. Now, the non-profit provides food to over 600 charitable institutions, soup kitchens and municipal social services all over Greece. They also work with schools to create awareness regarding food waste, volunteering and giving.

Sam Khebizi



Sam is founder and director of [Les Têtes de L'Art](#), a French organisation based in Marseille and working at the crossroads of culture and education. He is passionate about education and arts, and how both together can help us reflect on the challenges and problems of our world. [Les Têtes de L'Art](#) create and nurture projects which illustrate their beliefs such as “Place à l’Art”. Place à l’Art is a socially-involved project which claims the legitimacy and the importance of art in public spaces through participatory artistic happenings.

“As a social innovator, it is not only what I can offer to teachers; it is also what I can learn from them”. — Sam Khebize, Social innovator and director of Les Têtes de l’Art

NEMESIS TEACHERS' TRAINING

In June 2018, the first NEMESIS teachers’ training took place in

Thessaloniki. For two days, social innovators came together with teachers from the participating schools in the NEMESIS pilot phase. The training was conceived as a practical simulation of a co-creation lab, the basis of the NEMESIS educational model. Teachers were paired up with social innovators and together they defined and established a first approach to a social problem of their interest. Throughout the training, teachers and social entrepreneurs have experienced different supportive techniques and tools, such as collaborative decision-making tools, digital storytelling techniques and strategies to foster organisational change in their schools.

“The tools proposed allow me – as a head teacher – to question the current school projects in order to improve it” — Fanny Apotheloz-Selles, Head teacher

ROLL-OUT OF NEMESIS AT SCHOOLS

NEMESIS is being rolled out from September 2018 to June 2019 at schools in Greece, Spain, United Kingdom, France and Portugal. The experiences from this pilot phase should improve the NEMESIS model and make resources workable for all schools in Europe. A second pilot will take place from September 2019 to June 2020, in which more schools are invited to join the project. NEMESIS expects to involve 400 students and 100 teachers in a direct way, and to involve more than 5,000 students and 2,000 teachers in an indirect way. At the end of the project, NEMESIS expects to have developed around 50 educational resources, all of which support the implementation of Social Innovation Education at schools. ■

Do you want to join the NEMESIS project? Please contact NEMESIS via the website: <http://nemesys-edu.eu/contact/>. If you want to be inspired regularly, you can follow NEMESIS on Twitter and Facebook: [@nemesys_edu](#), [@futurechangemakers](#)

EU Convinc

EU common values and inclusive education



ESHA is a partner in the EU Convince project together with EFEE and ETUCE. EU Convince is a joint initiative on promoting EU Common Values and Inclusive Education. EU convince aims to provide education with concrete tools and practices to address the challenges of democratic citizenship and EU common values, including both in formal and non-formal learning environments, with a view to promoting social inclusion.

MONIQUE WESTLAND, CONSULTANT ESHA

On October 31st the 4th project meeting was held in Brussels. ESHA participated for the first time. For this project we are looking at practices and experiences all over Europe from School leaders point of view. If you are interested in the outcome and would like to participate please complete the online survey questionnaire on Citizenship Education and EU common values as an ESHA member organization. It won't take too much of your time but would be highly appreciated. Please follow the link: [English: https://www.surveymonkey.com/r/EU-CONVINCE_survey_2018_EN](https://www.surveymonkey.com/r/EU-CONVINCE_survey_2018_EN)

Following the 2015 [Paris Declaration](#) on the promotion of Citizenship and EU shared values of democracy, tolerance, equality, freedom and non-discrimination, through this survey we seek to identify and analyze challenges and existing and innovative good practices on how to deal with Citizenship related issues from the education union; education employers and school leadership perspectives. This survey is part of the project "EU CONVINCING, EU Common Values Inclusive Education".

The online survey is divided into 6 chapters as follows: A) Concept and understanding of Citizenship and Human rights education; B) Teaching in multicultural learning environments; C) Teaching controversial and sensitive issues; D) E-safety issues: misinformation and digital responsibility; E) School-leadership and the ‘whole school approach’; and F) The prevention of violent radicalization and extremism.

Based on the survey results, project partners (ETUCE-EFEE-ESHA) will organize a series of training workshops and implement an EU-level MOOC, an online massive open course targeted to education unionists, teachers, schools leaders, education employers and students so as to provide them with the relevant training and advice on Citizenship education and EU common values. ■

Organizations that have filled in the questionnaire will be invited to one of the training workshops either in Rome (January 31st 2019), Paris (March 5th 2019) or Berlin (April 2nd 2019)

Conversation is key in keeping young people safe from alcohol and other drugs

Launch of 'Alcohol and Drugs:
A Parent's Guide'



Over a cup of tea at The Vintage Teapot on Dublin's Cathedral Street, parents and their teenage children joined the Health Service Executive's (HSE) Alcohol Programme to launch Alcohol and Drugs: A Parent's Guide. The HSE is encouraging families to have a cuppa and a chat, and for parents to get the conversation started with their teenagers and young people about alcohol. The Parent's Guide, which is available to download or order for free from www.askaboutalcohol.ie/parents, is filled with information and practical advice on how to talk to teenagers about alcohol and other drugs. The launch coincides with EU Action on Alcohol Week, the focus of which is "family".

CLIVE BYRNE, ESHA PRESIDENT, IRELAND



Dr Gerry McCarney, Consultant Child and Adolescent Psychiatrist, notes how important it is for parents to make opportunities to have these kinds of conversations: *“Trying to chat about ‘big’ things like alcohol or drugs with your teenager can feel very difficult. It is tough to find ways to stay close to your child at a time when it may feel like they’re pushing you away, but feeling loved and connected makes a huge difference to them. In fact, research shows that having a strong bond with their parents is one of the main things that protects kids when it comes to alcohol and drugs. Be in no doubt, parents matter.”*

The Parent’s Guide has been written by experts specifically for parents and has advice on topics such as: getting the conversation started and picking the right moment to talk, how to really listen, building resilience, setting a good example, handling resistance and setting boundaries and much more professional and practical advice.

Catherine Byrne, TD, Minister of State at the Department of Health with responsibility for Health Promotion and the National Drugs Strategy, officially launched the guide at today’s event, saying: *“I’m very pleased to launch this new resource for parents, which coincides with EU Action on Alcohol Week and follows the recent success of The Irish Public Health (Alcohol) Bill. All of these initiatives and policies are designed to help us protect our children from alcohol, and parents play a huge role in that too. I hope this guide will start countless conversations in Irish households about alcohol and other drugs.”*

Brian Wall from the Institute of Guidance Counsellors highlighted the importance of parents and schools to work together to tackle the issue: *“We’re making progress on this issue – young people are increasingly aware of the impact of alcohol, especially on their mental health. Now that we have this really useful guide for parents, along*

with really great Social Personal and Health Education (SPHE) Alcohol and Drugs modules for junior and senior cycle, we're putting the tools for real change in the hands of parents and teachers. By working together and ensuring a consistent message at home, at school and in society that we can really keep them safe."

Dr McCarney also highlighted the importance of setting boundaries for teenagers: *"Every family has its own values and beliefs. This guide will help you to decide what's OK and what's not OK in your family, and how to let your child know. Teenagers can put up a good argument, but you still have the right to set the rules and say that you don't want them to drink or take drugs. Knowing that they may bend the rules doesn't mean you shouldn't have any."*

For more information visit:

<http://www.askaboutalcohol.ie/parents/>•[Askaboutalcohol.ie](http://www.askaboutalcohol.ie) aims to improve people's knowledge about alcohol – how much we're drinking, how it affects us health wise, and how we can gain more by drinking less. www.askaboutalcohol.ie





Vocational Skills for the Future

European event highlights
November 5th – 9th 2018

The European Commission organised its third European Vocational Skills Week between 5 and 9 November 2018. It is a group of hundreds of local events all over Europe to highlight the value and importance of vocational skills and vocational training – both initial and continuous. The flagship event of the week is always a conference offering a great networking opportunity for various stakeholders. While the first two such conferences took place in Brussels, this year the Austrian Presidency of the EU started a new tradition by offering to organise it in Vienna. Next October the central events will take place in Helsinki under the Finnish Presidency.

ESZTER SALAMON

The topic of the European Vocational Skills Week 2018 was the future of skills and vocational education and training (VET). Understanding the consequences of opting for a vocational education pathway is important for most teachers and school heads in primary and lower secondary education as they need to support the right choice of their students. While this is less of a dilemma in some countries (e.g. Germany, Austria, Luxembourg, Netherlands), VET is often seen as a second or third choice in others (e.g. Portugal, Italy, Hungary, Slovakia), even seen as a punishment by parents and students in some cases.

The most important part of the Vienna events was a 2-day conference on the future of skills and vocational training, based on an ongoing project steered by CEDEFOP, the EU's institute for vocational training development. Research results on the years 1995-2015 show that popularity of vocational training as well as quality and enrolment rates are still very different in various parts of Europe. While the general aim would be to both ensure/increase quality and define vocational pathways as a first choice, there are several unknown and debateable elements that could have a major effect on the future of the sector. There is a need to find balance between immediate and future labour market needs as well as between specific and general skills and competences in VET (also for well-being and active participation). Vocational training is becoming real lifelong learning. Some skills are acquired early in life, some during formal secondary education, more and more in different forms of tertiary formal education, but also through non-formal provisions be it at the workplace or by an external provider.

As it happens during the VET Skills Week, there is a need to involve all main stakeholders in designing the future. Employers and trade unions as well as the providers and their teachers/trainers are more or less always part of these discussion, but it is equally important to listen to the voice of trainees and to involve the parents in it.

The frame for discussions has been set by the Director of UNESCO-UNEVOC, Shyamal Majumdar who clearly made the case for strong and modern VET for achieving Sustainable Development Goals, and not only SDG4 on Education. He also reminded participants that VET needs to be put in a global perspectives as both skills and labour market are global. Vocational training needs to be inclusive, have a lifelong learning approach (school to work to school...) and become

greener. Quality and innovation are key when discussing the modernisation of vocational training. He also forecast a major trend change in higher education by an increase of the share and attractiveness of universities of applied sciences.

In the Vienna conference the voice of learners was strongly raised by the European Apprentice Network. They clearly demanded a holistic approach, not to have the needs of the labour market in mind, but also the needs of learners and human beings. He recalled that many young people who chose higher education pathways are already disappointed – or take a vocational pathway after receiving their degree in parents' experience. At the same time for initial VET to be an equally or more attractive path they demanded policy to make immediate and short-term commitments to solve quality issues in vocational training, to make mobility possible for all, to ensure the voice of learners and apprentices is heard, to make further education fully accessible for VET students and create good learning conditions. Trade unions also highlighted the need to ensure quality employment conditions. ■





European School
Heads Association