

# The Mainstreaming of the EU Common Values in Secondary Educational Systems

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## Berlin Declaration (2007)

We the citizens of the European Union, have united for the better.

We are striving for **peace** and **freedom**, for **democracy** and the **rule of law**, for **mutual respect** and **shared responsibility**, for **prosperity** and **security**, for **tolerance** and **participation**, for **justice** and **solidarity**.

For we know, Europe is our common future.




## **European values**


What are European values?

- European values are not necessarily something you have as an European citizens.
- It does not mean, that people who agree on a common set of values in Europe, have the same idea of its meaning.
- In addition to the European values, there are also personal, cultural, national and other values.

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Friendship	Democracy	Religion
Freedom	Environment awareness	Self-fulfillment
Tolerance	Respect	Family
Tradition	Equality	...



- Values: Important and lasting **beliefs** or **ideals** shared by the members of a culture about what is good or bad and desirable or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations.
  - Why are they important? They provide orientation in the thinking and acting, identification, satisfaction of needs
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- Types:
  - personal values,
  - social values,
  - collective values
- Collective values = European values:  
a conception of something desirable for Europe that is shared by a group

# A common set of European values?

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- History and culture of Europe:
  - Greek antiquity, French Revolution etc
  - Experiences of war and division led to shared values
- Constitutions and legal documents in Europe
  - Treaty on the European Union (Lisbon Treaty)
- European encounter and exchange
  - Values are negotiated between Europeans

- When asked about:
    - the most important personal values, Europeans mention peace (52%), respect for human life (43%) and human rights (41%).
    - With regard to the European Union, human rights (38%), democracy (38%) and peace (36%) are mentioned as most important values
  - Values like democracy, human rights, rule of law and equality are the most crucial achievements of Western civilizations
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# Europe: “United in diversity”

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## 1. United by a common set of values

Support for the political community depends on a “sense of political community”, a “we-feeling”, supported by a common set of basic values

## 2. Diversity of values

In Europe we have different cultural, personal, national, regional etc. values. This diversity should be preserved.

Educational programs should create a learning environment for exchange and understanding about:

- a common set of basic values in Europe as democracy, human rights, equality, freedom, rule of law
    - *citizenship education or learning for democracy*
  - diversity of values in Europe as cultural values, regional values, personal values, national values etc.
    - *intercultural education*
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## **Informal meeting of EU education ministers**


Declaration of Promoting citizenship and the common  
values of freedom, tolerance and non-discrimination  
through education


(Paris, 17 March 2015)



The **fundamental values** that lie at the heart of the European Union: **respect for human dignity, freedom** (including freedom of expression), **democracy, equality, the rule of law** and **respect for human rights**.


These values are common to the Member States in a European society in which **pluralism, non-discrimination, tolerance, justice, solidarity** and **equality between women and men** prevail.



- Europe's spirit of freedom, a spirit which values critical thinking as much as respect for others in line with the values of the Union.
  - Importance of safeguarding pluralistic societies in EU member states
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## **Responsibilities of education systems**

- a special duty to ensure that the humanist and civic values we share are safeguarded and passed on to future generations.
- united in promoting freedom of thought and expression, social inclusion and respect for others, as well as to prevent and tackle discrimination in all its forms.

- Need for renewed efforts to reinforce the teaching and acceptance of these common fundamental values and laying the foundations for more inclusive societies through education - starting from an early age.
  - The primary purpose of education is not only to develop knowledge, skills, competences and attitudes and to embed fundamental values, but also to help young people - in close cooperation with parents and families - to become active, responsible, open-minded members of society.
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- Children and young people represent the future and must have the opportunity to shape that future. It is therefore important to prevent and tackle marginalisation, intolerance, racism and radicalisation and to preserve a framework of equal opportunities for all.
- We must build on children's and young people's sense of initiative and the positive contribution they can make through participation, while reaffirming the common fundamental values on which our democracies are based.

## AT NATIONAL, REGIONAL AND LOCAL LEVEL

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The aim at this level is strengthening the key contribution which education makes to personal development, social inclusion and participation, by imparting the fundamental values and principles which constitute the foundation of EU societies ;



## **AT NATIONAL, REGIONAL AND LOCAL LEVEL**

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- Ensuring inclusive education for all children and young people which combats racism and discrimination on any ground, promotes citizenship and teaches them to understand and to accept differences of opinion, of conviction, of belief and of lifestyle, while respecting the rule of law, diversity and gender equality ;

## **AT NATIONAL, REGIONAL AND LOCAL LEVEL**

- Strengthening children's and young people's ability to think critically and exercise judgement so that, particularly in the context of the Internet and social media, they are able to grasp realities, to distinguish fact from opinion, to recognise propaganda and to resist all forms of indoctrination and hate speech ;

## **AT NATIONAL, REGIONAL AND LOCAL LEVEL**

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- Combating geographical, social and educational inequalities, as well as other factors which can lead to despair and create a fertile ground for extremism, by providing all children and young people with the necessary knowledge, skills and competences to build their own professional futures and pathways to success in society, and by encouraging measures to reduce early school leaving and to improve the social and professional integration of all young people ;

## **AT NATIONAL, REGIONAL AND LOCAL LEVEL**

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- Encouraging dialogue and cooperation among all the education stakeholders, in particular parents, families and associative structures, and building on children's and young people's sense of initiative and engagement in order to strengthen social ties as well as generate a sense of belonging ;

## **AT NATIONAL, REGIONAL AND LOCAL LEVEL**

- **Empowering teachers** so that they are able to take an active stand against all forms of discrimination and racism, to **educate children and young people** in media literacy, to meet the needs of pupils from diverse backgrounds, to impart **common fundamental values** and to prevent and combat racism and intolerance.


## AT EUROPEAN LEVEL


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Although the responsibility for education systems and their content rests with the Member States, EU-level cooperation in this field will be instrumental in addressing the common challenges Europe is facing. There is an urgent need to cooperate and coordinate, to exchange experiences, and to ensure that the best ideas and practices can be shared throughout the European Union.:




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

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- the 'ET2020' strategic framework, through its priorities, peer learning and the exchange and dissemination of good practices ;
- the Erasmus+ programme, in particular through the support it provides for the mobility of learners and teachers, strategic partnerships and education institutions cooperation platforms, as well as for dialogue and joint projects on citizenship education, volunteering and youth exchanges ;

- other EU-level policy and funding instruments in education-related areas such as the Horizon 2020 programme and the framework for European cooperation in the youth field, while exploring closer cooperation possibilities between education and other relevant areas, such as culture, sports, employment, welfare, security and other channels of work on social inclusion ;
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- outreach and cooperation with civil society and social partners ;
- exploring synergies with ongoing work in the Council of Europe in the area of civic education and intercultural understanding.




## Open Method of Coordination

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Since 2000, conscious of the importance of Education and Training for their economic and social objectives, EU Member States have begun working together to achieve specific goals in the field of Education. The 28 Member States aim to respond coherently to common challenges, whilst retaining their individual sovereignty in the field of Education policy. This strategy is referred to as the Education and Training 2020 programme (ET2020), which is an update of the Education and Training 2010 programme.


- The method used is called the **Open Method of Coordination** and is a light but structured way EU Member States use to cooperate at European level in the field of education (as well as other areas) .
  - The OMC creates a common understanding of problems and helps to build consensus on solutions and their practical implementation. Through an exchange of good practice between EU countries, it contributes to improving the design and implementation of policies, without regulatory instruments.
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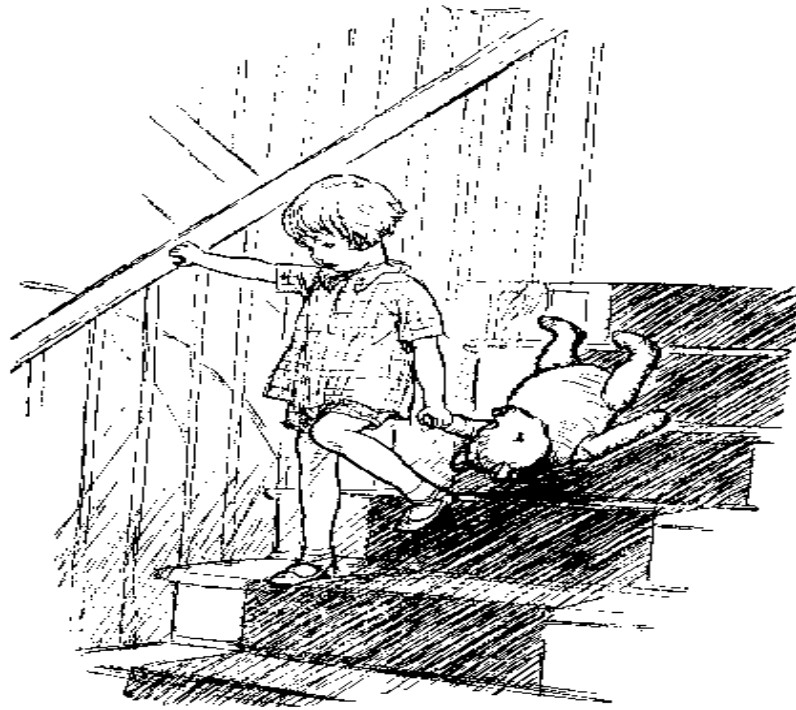
The “Open Method of Coordination” (OMC) was introduced by the European Council of Lisbon in March 2000. It was a method designed to help Member States progress jointly in the reforms they needed to undertake in order to reach the Lisbon goals.

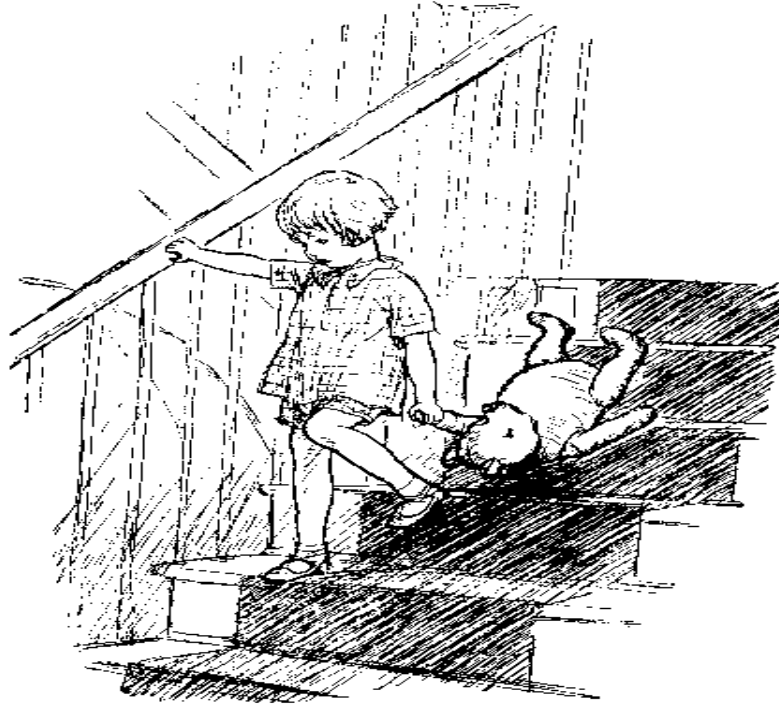




The method included the following elements:


- Fixing guidelines and timetables for achieving short, medium and long-term goals
  - Establishing quantitative and qualitative indicators and benchmarks, tailored to the needs of Member States and sectors involved, as a means of comparing best practices
  - Translating European guidelines into national and regional policies, by setting specific measures and targets
  - Periodic monitoring of the progress achieved in order to put in place mutual learning processes between Member States
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HERE is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head, behind Christopher Robin.

It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it.



It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it.

And then he feels that perhaps there isn't.



Thank you for your attention!

