Elements of a
Policy Framework

ET2020 Working Group on Promoting Citizenship and the Common Values of Freedom, Tolerance and Non-Discrimination through Education 2016-2018

Draft Elements for a Policy Framework

Preamble

These elements for a Policy Framework have been developed by the ET2020 Working Group on "Promoting Citizenship and the Common Values of Freedom, Tolerance and Non-Discrimination through Education" in the period 2016-2018. The Working Group comprises experts from 27 EU Member States, eight EFTA/Candidate countries, four international organisations and eight social partners/civil society organisations.

Over the 2016-2018 period, the Working Group focused on four key themes, inspired by the policy areas underlined in the Paris Declaration[1]:

1. Enhancing critical thinking and media literacy to develop resistance to all forms of discrimination and indoctrination;
2. Ensuring that children and young people acquire social and civic competences;
3. Fostering the education of disadvantaged children and young people and combatting discrimination;
4. Promoting intercultural understanding through all forms of learning.

The elements for a Policy Framework build on the above-mentioned key activities undertaken by the Group to develop further insights and exchange good practice on these themes, which included: six Peer Learning Activities[2], seven Working Group meetings in Brussels and the collection of interesting and inspiring practices for the online Citizenship compendium[3].

Introduction

The elements for a Policy Framework provide concrete and operational recommendations to support policymakers and practitioners in reviewing education and training systems for fostering equity and inclusiveness in education and training by addressing the needs of all learners, promoting understanding and ownership of shared values, and enhancing the acquisition of social and civic competences.

They focus on the concept of inclusive education, which has been defined by the Working Group as follows: "*Inclusive education aims to allow all learners to achieve their full potential by providing good quality education to all in mainstream settings with special attention to learners at risk of exclusion and underachievement by actively seeking out to support them and responding flexibly to the circumstances and needs of all learners, including through individualised approaches, targeted support and cooperation with the families and local communities.*"

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[1] http://ec.europa.eu/dgs/education_culture/repository/education/news/2015/documents/citizenship-education-declaration_en.pdf

[2] In the Netherlands, Austria, France, Malta, Slovakia and Greece

[3] https://ec.europa.eu/education/compendium/citizenship

The elements for a Policy Framework are inspired by the common European values as stated in Article 2 of the Treaty on European Union[4], and recent European policy developments, in particular the Paris Declaration, the Council Recommendation on key competences for lifelong learning[5] and the Council Recommendation on promoting common values, inclusive education and the European dimension of teaching[6]. It sits alongside and complements Frameworks developed by other international bodies including the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC)[7] and the UNESCO-led Incheon Declaration for Education 2030[8].

These elements adopt a lifelong learning approach covering all levels and sectors of education[9] and all types of learning[10]. They are underpinned by concepts such as inclusive education, intercultural understanding, multiperspectivity, media literacy and critical thinking, multilingualism, student-centred learning, and whole school approaches, which are highly relevant for addressing inequality, marginalisation, segregation, discrimination and lack of belonging. Raising awareness of these concepts is also important to create an active participation among teachers and learners.

The definitions of some of these concepts, and other terms used, can be found in the glossary in the annex.

The elements for a policy framework are distributed among six main policy fields:

1. Learning content and pedagogical approaches;
2. Empowering teaching professionals;
3. Fostering an inclusive and democratic learning environment;
4. Enhancing cooperation with communities and wider partners;
5. Promoting a lifelong learning approach;
6. Improving educational governance.

The key policy messages are set out below, together with their principal target group(s), for each of these six policy fields.

I.   Learning content and pedagogical approaches

Learning content and pedagogical approaches should take into account the need to foster equity and inclusiveness of education and training systems. This requires a concrete focus on setting appropriate objectives for learning, developing differentiated and inclusive learning

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[4] Article 2 states that "The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail."

[5] https://ec.europa.eu/education/sites/education/files/recommendation-key-competences-lifelong-learning.pdf

[6] https://ec.europa.eu/education/sites/education/files/recommendation-common-values-inclusive-education-european-dimension-of-teaching.pdf

[7] https://rm.coe.int/16806ccc07

[8] http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

[9] Early childhood education, school education, higher education, vocational education and training and adult learning

[10] Formal, non-formal and informal learning

materials and adopting a wider range of pedagogical approaches. Learning content should address challenges at individual, community and global levels, be culturally sensitive and reflect multiperspectivity. Greater emphasis needs to be placed on skills and attitudes that move beyond knowledge[11]. The experiential dimension of learning should be promoted through student-centred and participatory approaches from the earliest age. Furthermore, the implementation of inclusive education cannot happen without changes to the curriculum, which should support more awareness and understanding about issues that relate to inclusion and place a greater emphasis on personal, social and civic competences. Policymakers and school management need, therefore to support appropriate curriculum development and introduce innovative teaching approaches relevant to all learners, in order to respond effectively to their individualised needs.

	Key message	Target groups
(a)	In order to help learners become responsible and active citizens, learning objectives and content should include an emphasis on the acquisition of social, civic and intercultural competences[12], as well as developing understanding and ownership of the common European values.	Policymakers School management
(b)	In formal education, the acquisition of shared values and social and civic competences is best enhanced by an interdisciplinary approach in a mix of dedicated subjects, combined with their integration into other subjects and embedding them into a democratic school culture and ethos.	Policymakers School management Teachers
(c)	All learners should have the opportunity to learn about cultures, religions and beliefs other than their own. Content should focus not only on differences, but also on commonalities and open dialogue to foster mutual understanding.	Policymakers School management Teachers
(d)	It is important to help young people to develop a critical understanding of messages conveyed through the media, in particular to develop the ability to identify bias and to build resilience against extremist propaganda.	Policymakers Teachers Non-formal sector
(e)	Inclusive education requires a curriculum that reflects the diversity of learners and is free of bias. Special attention needs to be devoted to ensuring a balanced and broader teaching of history, European history in a global context including histories of migration, which should reflect multiperspectivity, develop empathy and foster critical reflection.	Policymakers School management Teachers

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[11] See the Council Recommendation on key competences for lifelong learning, available at: https://ec.europa.eu/education/sites/education/files/recommendation-key-competences-lifelong-learning.pdf

[12] As set out in the Council Recommendation on key competences for lifelong learning, available at: https://ec.europa.eu/education/sites/education/files/recommendation-key-competences-lifelong-learning.pdf

	Key message	Target groups
(f)	Student-centred pedagogical approaches, collaborative and interactive methods[13], making full use of the opportunities offered by new technologies and the arts, should be promoted in order to better address the diverse needs of learners, increase their motivation and promote social engagement, cultural awareness and media literacy.	Policymakers School management Teachers Non-formal sector

Examples

CEJI (A Jewish Contribution to an Inclusive Europe) – Belieforama approach - Belgium

Belieforama supports individuals and organisations seeking to make a positive long-term impact on religious diversity and belief issues, by developing and providing educational processes and training materials which can inspire personal, organisational and social commitment. The approach is panoramic, bringing a variety of views and perspectives to the table, from both religious and non-religious people. The training programmes aspire to make lasting change to attitudes and behaviours and to affect policies.

Bilingual two-way immersion programme - Germany

A two-way bilingual immersion programme has been in existence in Berlin (*Staatliche Europa-Schule Berlin (SESB)*), since 1992. The aim is to help children become fully fluent in both German and a minority language, and to increase their linguistic competences. The programme takes place in 17 primary and 13 secondary schools in Berlin. Half of the teaching takes place in German, the other half in a second language. The programme is available for all children that have native competence in one language and have a passive understanding of a second language. Groups are only separated for specific mother tongue teaching. A largely quantitative, quasi-experimental study showed that this approach promoted two-way social integration in addition to fostering personal and societal multilingualism.

II. Empowering teaching professionals

Teaching professionals - including teachers, educators, teaching assistants, head-teachers and mediators – are the key interface between learners and the education system. Too often, only certain specialists are trained in inclusive principles, while all teachers need to know how to integrate the principles of inclusive education into their teaching practices. It is important to take existing research into account when identifying the need of the educators. There is considerable burnout among teaching staff across the EU, particularly in areas with high levels of diversity, and too many leave the profession prematurely. Defining the necessary competences and providing ongoing support to empower and extend the skills and confidence of teaching professionals to deal with the increasing diversity in classrooms is therefore crucial both in teacher education (both initial teacher education (ITE) and continuous professional development (CPD)) and in the day-to-day working environment.

	Key message	Target groups
(a)	It is necessary to support the development of key competences for teachers including: the awareness of the importance of values and	Policymakers

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[13] e.g. role-playing, volunteer work, service learning, community engagement and project-based learning and experiential learning, use of culture and media production, peer education approaches, etc.

	how to transmit them; applying inclusive pedagogical approaches; recognising and avoiding stereotyping and discrimination; raising cultural awareness; addressing controversial issues; teaching the language of instruction as a foreign or second language; using new media to support inclusion; developing social and civic competences; effectively integrating newly arrived migrants/refugees; and, supporting learners with special educational needs.	
(b)	ITE and CPD need to include a greater focus on diversity training and the core principles of inclusive education, fostered through exchanges and peer learning programmes, experiential learning, guidance, mentoring and other support schemes[14], including the use of practical tools, and working with civil society organisations.	Policymakers School management Non-formal sector
(c)	Diversity in the teaching profession can contribute to promoting inclusive education. Extra efforts are needed to recruit teachers from diverse backgrounds and involve them in training other teachers. The teaching profession should be explicitly promoted as a career opportunity open to all individuals. Barriers for specific groups who may wish to take up a career in teaching (e.g. people with disabilities, with a migrant/minority background, LGBTI people, etc.) should be identified and addressed. Fast tracking for recent migrants in Europe with an education background into the teaching profession can support inclusion and ease teacher shortages.	Policymakers School management Non-formal sector
(d)	It is essential to keep up the motivation of teaching staff and create incentives to attract the best teachers to learning institutions in deprived areas or with high degrees of diversity.	Policymakers School management

Examples

Fast track for migrant teachers - Sweden

In response to a shortage of teachers in Sweden and the arrival of thousands of refugees with an educator background in 2015, Sweden introduced the 'The Fast Track for migrant teachers and Bridging programmes for international graduates in Sweden - supplementary education for persons with a foreign teachers' degree.' Between April 2016 and February 2018, close to 1000 participants (at six Higher Education Institutions in Sweden) had started this course. More than 600 participants have completed the course and after further education will have the opportunity to enter the Swedish education system in an educator capacity.

EUROCLIO (European Association of History Educators) – International

Euroclio serves as an umbrella organisation for 44 member associations and 15 associated members from some 52 countries, mostly in Europe. Its mission is to support: 'the development of responsible and innovative history, citizenship and heritage education by promoting critical thinking, multiperspectivity, mutual respect, and the inclusion of controversial issues'. The Association

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[14] e.g. helpline, psychological support and advice

advocates a sound use of history and heritage education towards the building and deepening of democratic societies, connecting professionals across boundaries of communities, countries, ethnicities and religions. It seeks to enhance the quality of history and citizenship education through capacity building for educators, and producing and implementing innovative teaching tools.

III. Fostering an inclusive and democratic learning environment

A democratic and inclusive school culture that values diversity and actively provides a safe space for dialogue and discussion on controversial issues is essential for socio-emotional learning, intellectual development and acquiring social and civic competences. It should be based on the active participation of all members of the school community, in particular learners, to foster their empowerment, resilience and sense of belonging, and create a safe environment where diversity is recognised, respected and seen as a resource. Educators and trainers are a vital group that need continuous professional development to enhance an inclusive learning environment. In an inclusive learning environment, diversity is respected and embraced by all and promoting a sense of belonging and positive intergroup relations are aims in it of themselves. Such learning environments can best be promoted through whole school approaches.

	Key message	Target groups
(a)	It is essential to develop a culture of inclusiveness in schools that values diversity, fosters the talents of all learners and reinforces the sense of belonging to the school community based on democratic values and trust.	School management
(b)	School leadership should be based on the active participation of all members of the school community, in particular learners, to foster their empowerment in line with a whole school approach.	School management
(c)	Encouraging a greater socio-economic, ethnic and cultural mix in learning institutions and promoting the inclusion of students with special educational needs in mainstream settings requires active and systematic measures. All learners should have the opportunity to access good quality education in an inclusive learning environment.	Policymakers School management
(d)	Individualised approaches, differentiated learning and targeted support schemes are important for learners facing difficulties, in particular those from disadvantaged or migrant backgrounds or with special educational needs, including support for the acquisition of the language of instruction. The use of pedagogical assistants and mediators, in particular from migrant and minority communities, can be helpful.	Policymakers School management
(e)	Digital tools (e.g. mobile apps, instant translation tools for school communications, etc.) – which are often free to use or have a minimal cost - should be provided in schools to facilitate multilingual communication and comprehension for all pupils and their families.	Policymakers School management

(f)	The development and implementation of comprehensive anti-bullying and violence prevention strategies should be encouraged. Such strategies can include the creation of safe spaces for dialogue and discussion on controversial issues to help develop empathy, promote peaceful conflict resolution and the ability of students to understand the beliefs, interests and viewpoints of others. They should be implemented using a whole school approach in which students are given agency.	Policymakers School management

Examples

Sag's Multi - Austria

Sag's Multi is a joint initiative of the *Wirtschaft fuer Integration* (Association for Integration) (VWFI) and the NGO Educult in Austria. The aim is primarily to promote the inclusion of children with a migrant background in the Austrian school system through activities involving writing and presentation, as well as promote multilingualism. It is a multilingual national rhetoric competition for school youth from year 7 onwards. The competition is especially aimed at youth with a migration background. The young people create and present poetry and spoken word in which they use both their mother tongue and German.

School without violence - Serbia

The 'School without Violence' project, implemented by the Serbian Ministry of Education, Science and Technological Development (MoESTD), UNICEF and TELENOR, aims to prevent and reduce violence against and among children and to create a secure environment for learning and development. The programme gives members of the school community (teachers, staff, parents, students) practical knowledge on how to prevent and solve episodes of violence when they arise. The programme aims not only to increase awareness on and motivation for action in this field, but also to develop communication skills on how to constructively resolve disputes, if and when they occur.

IV.   Enhancing cooperation with communities and wider partners

Learning institutions should not be viewed as an island but as an integral part of the local community, including civil society and the business sector. Authorities at various levels need to promote the development of sustainable mechanisms that ensure that a spectrum of stakeholders is actively engaged with educational institutions. Cooperation, partnerships and synergies between all relevant actors provide powerful leverage for the effective development and implementation of strategies to promote diversity and inclusiveness in education and training. Relevant actors include families of learners, different local communities including migrant or minority groups, civil society organisations (NGOs, religion and belief organisations, media, social partners, refugee organisations, etc.), youth organisations, other learning institutions, municipalities or local authorities.

	Key message	Target groups
(a)	Learning institutions should become an integral part of the local community and help foster closer cooperation with civil society, youth organisations, local authorities and the business sector. This requires a clear strategy with an appropriate implementation mechanism	Policymakers School management Non-formal sector

	developed at local level, paying particular attention to the engagement with families from all communities.	
(b)	Participation in extracurricular and cultural activities should be encouraged and made accessible to all, in particular learners from underserved or disadvantaged communities.	Policymakers School management Non-formal sector
(c)	Close cooperation with families - including through mediators, feedback mechanism or involvement in school governance - can help bridge the gap between learning institutions and learners' home environment.	Policymakers School management Non-formal sector
(d)	The participation of teaching staff and students in volunteering and civic engagement should be encouraged and incentivised. In higher education for example, the involvement of learners in civic activities can be recognised through the allocation of ECTS points.	Policymakers School management

Examples

Philharmonie de Paris – Music as a tool for inclusive and intercultural education - France
The Philharmonie de Paris works closely with the Ministry of Education and the Service for Newly-Arrived Migrants (CASNAV) in the Versailles educational district in order to provide teacher training and teaching resources to support the effective and sustainable inclusion of all learners, in particular those of migrant origin. The focus is on education and training through music and intercultural education. It carries out more than 90 teacher training courses per year, as well as a range of interventions and projects within schools and training institutions.

REEI Programme – Portugal
The REEI Programme - Network of Schools for Intercultural Education is a joint initiative of the High Commission for Migration, I.P. (ACM, I.P.), the Ministry of Education, through the Directorate-General for Education (DGE), and the Aga Khan Foundation (AKF). The Programme aims to (1) promote interculturality, the welcoming, integration and educational success of all children and young people aged 6-18; (2) foster respect for differences and the establishment of positive relationships; and (3) develop the approach among all members of the educational community. Parents and the community play a key role; the school is seen as a community resource and the community as a school resource.

Refugee Education Coordinators (RECs) – Greece
The REC's are appointed by the Ministry of Education to be the liaison between Refugee Accommodation Centers (RACs) and Schools (Reception Facilities for Refugee Education (RFRE) -DYEP in Greek) to coordinate education actions held by NGO's and other bodies. The purpose is to get out of the designated school context to function as intermediaries and bring together the refugee population and the Greek educational system. Their duties include: Explanation of the operation terms of the Greek school to refugee parents and systematic communicate with parents and teachers; coordination of NGOs, and finding practical solutions to improve the educational operation of the camps. The Scientific Commission assess whether the contribution of RECs is decisive for the success of the integration.

V. Promoting a lifelong learning approach

Ensuring inclusiveness and equity in education and training cannot work by focusing solely on one level or sector of education, or type of learning. In order to succeed, education and training systems need to adopt a lifelong learning approach, starting from early childhood education and care (ECEC), through the different levels and streams of secondary education, and moving into vocational education and training, tertiary education and adult learning in both the formal and non-formal sectors. It is essential to ensure fair access to – and seamless transitions between - all levels and types of education and training, for all learners. Many learners drop out at these transition points either as a result of structural barriers and dead ends in the education system, or due to the lack of adequate support. Fostering greater complementarity between formal, non-formal and informal learning and the validation of learning outcomes gained through non-formal and in-formal learning[15] can also play an important role in fostering inclusiveness for all.

	Key message	Target groups
(a)	It is essential to promote access to good quality early childhood education and care (ECEC) for all, with a particular focus on children from disadvantaged backgrounds.	Policymakers
(b)	Early diagnosis of learning difficulties and risk factors for early school leaving together with effective prevention, intervention and compensation measures, in line with the Council Recommendation on ESL[16], are crucial to provide all learners with the best chance to succeed. Targeted outreach strategies are needed to help early school leavers continue education, including through second chance schemes.	Policymakers School management Teachers Non-formal sector
(c)	Early tracking can contribute to educational inequalities by channelling learners from disadvantaged backgrounds into different learning pathways. Transitions between educational levels and sectors should be facilitated through flexible learning pathways and by avoiding 'dead ends', reinforcing the modularity of education systems, fostering cooperation between various education levels and sectors, providing tailored guidance to learners on educational and career choices and the validation of learning outcomes gained through non-formal and informal learning.	Policymakers School management
(d)	Education policies should ensure that the learner body entering, participating and completing higher education reflects the diversity	Policymakers

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[15] See the Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32012H1222%2801%29

[16] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32011H0701(01)&from=EN

	of the wider population, in light of the commitment by Member States to progress within the context of the Bologna Process[17].	
(e)	Targeted financial support and mentoring schemes for disadvantaged learners should be promoted to facilitate their progression to secondary and tertiary levels of education and facilitate their successful completion of studies leading to relevant qualifications.	Policymakers
(f)	Specific efforts should be made to integrate newly arrived migrants into mainstream education and other training opportunities. Their skills and qualifications should be assessed, validated and recognised as soon as possible after their arrival.	Policymakers

Examples

Multifunctional centre - Romania
In Romania, the "Multifunctional centre" (*Centrul multifunctional*) targets children between 0 to 6 years old from disadvantaged communities. The initiative aims to ensure that every child has the same opportunity to access education and attain academic success through early intervention in disadvantaged communities. Specifically the project focuses on training teachers, enrolling children who have not previously been enrolled in education, and arriving at agreements with the Local Public Administration to support the cost of school means and activities with children and parents.

My Journey - Malta
The Maltese government is working on a reform called 'My Journey; Achieving through different paths'. This innovation is to be implemented in lower secondary school in the school year 2019/2020 in order to move from a 'one size fits all' system to more inclusive and equity-oriented programmes, catering to pupils' individual aptitudes. In this regard, Malta is set to introduce learning outcomes instead of prescribed syllabi. The aim is to promote inclusion and respond to diversity by allowing students to choose from several education routes among general, vocational or applied subjects for their elective subjects (beyond the core curriculum).

VI.   Improving educational governance

The core principles of inclusive education are not sufficiently integrated into education and training systems. Policy documents too often see diversity as a problem, instead of focusing on the positive aspects of diversity in society and in learning establishments. In order to ensure the comprehensive and sustainable implementation of inclusiveness and equity in education and training systems, it is essential to develop national and/or regional strategies, backed up by adequate levels of targeted resources. Robust methods of monitoring and evaluation of educational policies and practice should be introduced to monitor effectiveness and progress against goals and quality standards (in relation to e.g. well-being, access, sense of belonging, inclusive environment, etc.), with specific

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[17] The Bucharest Communique (2012) states that "The student body entering and graduating from higher education institutions should reflect the diversity of Europe's populations", available at: http://media.ehea.info/file/2012_Bucharest/67/3/Bucharest_Communique_2012_610673.pdf

indicators and clear feedback loops into policy development and revision. Appropriate and adequate funding mechanisms are needed to reward and incentivise learning establishment and teaching staff working effectively in learning establishments with the most diverse populations.

No.	Key message	Target groups
(a)	There is a need to develop a comprehensive policy approach covering all educational levels and sectors to instil a culture of inclusiveness in education based upon the collaboration and commitment of all actors involved. The roles and responsibilities of government, regional/local authorities, learning institutions and the non-formal sector should be clearly defined.	Policymakers Non-formal sector
(b)	Awareness-raising - for all stakeholders and the general public - on the importance of inclusive education, as well as positive examples on the integration of newly arrived migrants in education, should be exploited. Working with the media[18] and platforms at national, regional and local level, including online platforms, which bring all actors together to discuss and share good practices can provide effective mechanisms for outreach.	Policymakers Non-formal sector
(c)	Effective monitoring mechanisms should be developed, in particular on access and educational outcomes, together with a systematic evaluation of the impact of policy measures in order to support more effective targeting of funding. A mix of methods should be used including surveys of different communities, school inspections, external evaluation, self-assessment and qualitative case studies, ensuring the involvement of all stakeholders.	Policymakers
(d)	Funding mechanisms should include compensation and incentive mechanisms to foster equity and reward pedagogical added value. The effective use of funding is equally important as the level of funding.	Policymakers
(e)	Indicators and standards are helpful in developing a shared understanding of what inclusive education entails. The introduction of institutional development plans, which combine aspects of quality, inclusion and citizenship, should be encouraged together with review systems involving staff, parents and learners.	Policymakers School management
(f)	Wider awareness-raising is needed to communicate on the benefits of inclusiveness and diversity, and to debunk the myths about certain disadvantaged groups. It is essential to accompany any educational approach with a communication plan.	Policymakers

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[18] The Fundamental Rights Agency's media toolkit on how to include a fundamental rights angle in reporting is a useful tool, see: http://fra.europa.eu/en/project/2017/toolkit-media-professionals-coverage-fundamental-rights-angle

Pupil survey - Norway

In Norway, all pupils in primary and secondary school are asked annually to (voluntarily) complete a web-based questionnaire. The questionnaire asks students about their opinions regarding issues that are important for their learning and well-being in school. The comprehensive survey contains questions relating to, for instance, experiences with bullying, relations with teachers, sense of belonging and exclusion, motivation, types of learning methods used in the classroom, and the classroom environment. The results of the survey are used to improve the learning environment in schools for all pupils.

Law on creating a safe school climate – Netherlands

In 2015, the Netherlands enacted a law on creating a safe school climate. Schools are obliged to provide a socially safe school climate. In general, the law contains three important tasks for school: (1) Schools have the explicit responsibility for a safe social learning environment; (2) mandatory monitoring by the school inspectorate; (3) a permanent coordinator within each school who serves as the contact person for the school's anti-bullying activities, who also acts as a counsellor for students and parents.

GLOSSARY

Asylum seeker/refugee: Asylum seekers are people who move across borders in search of protection, but who may not fulfil the strict criteria laid down by the 1951 Refugee Convention.[19] An asylum seeker is a person who has applied for protection as a refugee and is awaiting the determination of his or her status. Refugee is the term used to describe a person who has already been granted (legal) protection.

Bilingual/multilingual education: Bilingual and multilingual education refer to the use of two (bilingual) or more (multilingual) languages as mediums of instruction[20]. They represent a form of education that views competence in multiple languages as a resource rather than as a deficit.[21]

Citizenship education: Citizenship education can be understood as the subject area that is promoted in schools with the aim of fostering multiperspectivity and critical thinking skills, as well as the harmonious co-existence and mutually beneficial development of individuals and of the communities they are part of. In democratic societies, citizenship education supports students in becoming active, informed and responsible citizens, who are willing and able to take responsibility for themselves and for their communities at the local, regional, national and international level.[22]

Democratic citizenship: Democratic citizenship refers to greater participation, social cohesion, access, equity and solidarity. Democratic citizenship is about inclusion rather than exclusion, participation rather than marginalisation, culture and values rather than simple procedural issues (such as voting) and is about being active in shaping understandings and practices of citizenship.[23]

Discrimination: UNESCO defines discrimination as including 'any distinction, exclusion, limitation or preference which, being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education'.[24]

Diversity: In the field of education, the concept of diversity can be a descriptor referring to the existence of a variety of cultures, religions, languages, etc. in a school; but, in educational terms, it refers to acceptance and respect as well. It is about understanding each other and moving beyond the more limited perspective of tolerance.[25]

Equality and equity in education: Equality in education tends to be built on the assumption that students should be treated the same, so that 'one size fits all', so as not to discriminate. The goal of equity in education goes beyond the concept of equality, adopting a social justice, empowerment and critical thinking approach through fostering genuine and inclusive participation. It is recognised that students have different needs, sometimes relating to (socio-) psychological, historical, and structural barriers.[26]

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[19] http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/asylum-seeker/

[20] http://unesdoc.unesco.org/images/0021/002122/212270e.pdf.

[21] Riagáin , P. and Lüdi, G. Bilingual Education: Some policy Issues. Council of Europe, 2003.

[22] https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/6/68/215_EN_Citizenship_2017_N.pdf

[23] https://www.coe.int/t/dg4/linguistic/Source/StarkeyEN.pdf

[24] http://www.unesco.org/education/pdf/DISCRI_E.PDF

[25] Evans, M., 'Diversity Act III', *Semionaut*. Feb 5, 2014. http://www.semionaut.net/diversity-act-iii/

[26] Pinto, L.E., Rottman, C., and Barrett, S.E. Social Justice: The missing link in school administrator's perspectives on teacher induction., 2012, p.2.

Global education: Global education (GE) is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.[27] Global education is understood to encompass development education, human rights education, education for sustainability, education for peace and conflict prevention and intercultural education; being the global dimensions of education for citizenship.

Inclusive education: Inclusive education aims to allow all learners to achieve their full potential by providing good quality education to all in mainstream settings with special attention to learners at risk of exclusion and underachievement by actively seeking out to support them and responding flexibly to the circumstances and needs of all learners, including through individualised approaches, targeted support and cooperation with the families and local communities.

Intercultural dialogue: Intercultural *dialogue is a process that comprises an open and respectful exchange or interaction between individuals, groups and organisations with different cultural backgrounds or worldviews.[28]*

Intercultural/multicultural education: The terms intercultural and multicultural education have often been used interchangeably. Although they might differ in emphasis, in essence they both refer to an educational approach in which people from different cultures interact to reflect on their own and each other's cultures. This approach recognises the inequalities at work in society and the need to overcome them. Key features are mutual respect and the acknowledgment of human rights as well as openness and interaction. Cultures are viewed as dynamic and evolving, rather than static and deterministic.

Integration: Integration refers to a dynamic two-way process of mutual accommodation. Integration does not only refer to migrants, traditionally excluded minorities and other disadvantaged communities receiving the tools to be able to succeed and better fit into a new society, but a process of mutual acceptance and respect. There is a focus on removing the barriers that stop migrants and other minorities from being included. Such barriers are multiple and can include language barriers, racial, sexual and cultural discrimination and restrictions arising from immigration policies.

Media literacy: Media literacy is the ability to access the media, to understand and critically evaluate different aspects of the media and media contexts and to create communications in a variety of contexts[29]. This definition is built on three key elements (and related competences): 1) access to media and media content; 2) critical ability to decipher media messages, awareness of how the media work; and 3) creativity, communication and production skills.

Segregation and desegregation: Segregation can be characterised by the physical and social separation of members of a marginalised group from members of non-marginalised groups and unequal access to mainstream, inclusive and high-quality services, including education.[30] Desegregation is defined as the action to eliminate segregation. Desegregation interventions

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[27] https://www.coe.int/t/dg4/nscentre/GE/GE/Maastricht_Global_Education_Declaration_EN.pdf

[28] http://www.interculturaldialogue.eu/web/intercultural-dialogue.php

[29] The Council Conclusions of May 2016 specified that media literacy concerns "all the technical, cognitive, social, civic and creative capacities that allow us to access and have a critical understanding of and interact with both traditional and new forms of media".

[30]http://ec.europa.eu/regional_policy/sources/docgener/informat/2014/thematic_guidance_fiche_segregation_en.pdf

should establish the conditions for equal access to high-quality services, including education, housing, labour market, health and any other relevant field.

Social and civic competences: The European Commission has defined key competences – knowledge, skills, and attitudes that will help learners find personal fulfilment and, later in life, find work and take part in society[31] These include communication in one's mother tongue and foreign languages, critical thinking skills, digital, personal and social development, entrepreneurship competences, social and civic responsibility (citizenship) as well as cultural awareness and expression.

Tolerance: The UN Declaration of Principles on Tolerance[32] defines tolerance in a broad manner as acceptance, respect and appreciation of the diversity of human existence. The Declaration emphasises that tolerance is not only a moral duty, but also a political and legal requirement. The means of accomplishing this is through fostering critical thinking and ethical reasoning skills.[33]

Whole school approach: A whole school approach can be defined as a holistic and comprehensive approach to education. The approach involves all members of the school community, including school staff, students, parents, psychologists, youth services, NGOs and the broader community – working together in promoting a sense of belonging and cohesion. The entire school community engages in a cohesive, collective and collaborative action, based on multi-disciplinarity and on differentiation.[34]

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[31] http://ec.europa.eu/education/policy/school/competences_en.htm

[32] http://portal.unesco.org/en/ev.php-URL_ID=13175&URL_DO=DO_TOPIC&URL_SECTION=201.html

[33] https://epthinktank.eu/2015/11/16/promoting-tolerance-in-the-eu/

[34] European Commission (2015) A whole school approach to tackling early school leaving: Policy messages. http://ec.europa.eu/education/policy/strategic-framework/expert-groups/documents/early-leaving-policy_en.pdf