

# INCLUDE

**The INCLUDE project: New Horizons in Education  
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Saturday, 17 April 202**

**PROMOTING SKILLS AND  
COMPETENCES: THE INCLUDE  
APPROACH**

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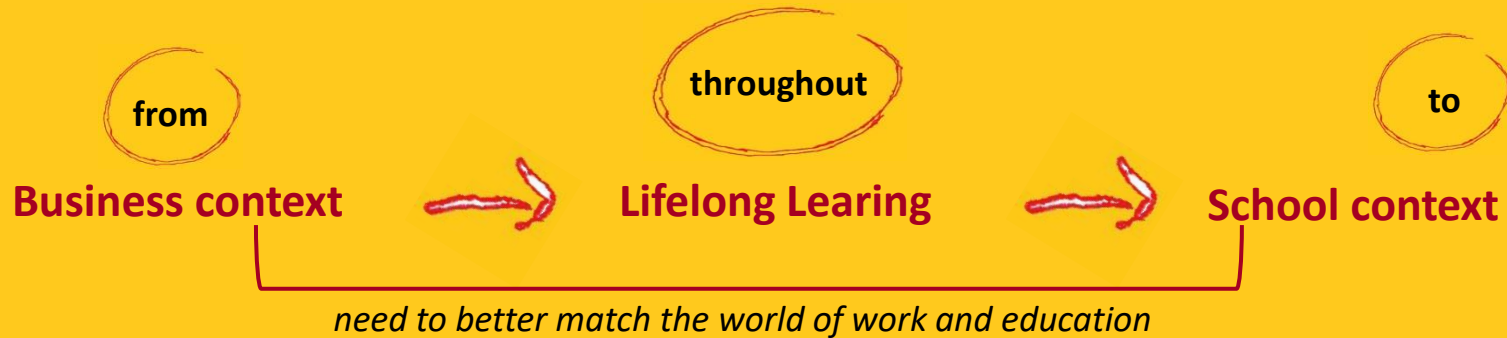
## THE VERY NOTION OF COMPETENCE IS FAR FROM BEING UNIVOCAL DEFINED

*It is understood in several different ways:*



## COMPETENCES AND SCHOOL CURRICULA

*How were competences gradually introduced in the education?*



While competences in business world are considered a **job requirement**, in the educational field they are considered as a **life requirement** and acquire a more wide perspective at individual and social level

*Requirements that all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship*

## Nowadays competences frameworks are adopted by many institutions in education

Among them INCLUDE refers to:



European Council Recommendation on Competences for lifelong learning 2018

“the ability to identify, understand, express, create and the ability to use different at ability to develop and apply m the ability to reflect upon oneself in e) the ability to act as responsible citizens pi w and to fully participate in civic and at re social life .. learning and career involves having an capacity to act upon opportunities and ideas, re g and to transform them into values for others. cultures

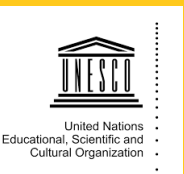
acy  
cience

Personal social & learning to learn  
Citizenship  
Cultural awareness  
entrepreneurship



Global competence model

kills crucial to live in a global mplexity



conceptual framework 2016

intercultural competence

# COMPETENCES IN INCLUDE APPROACH

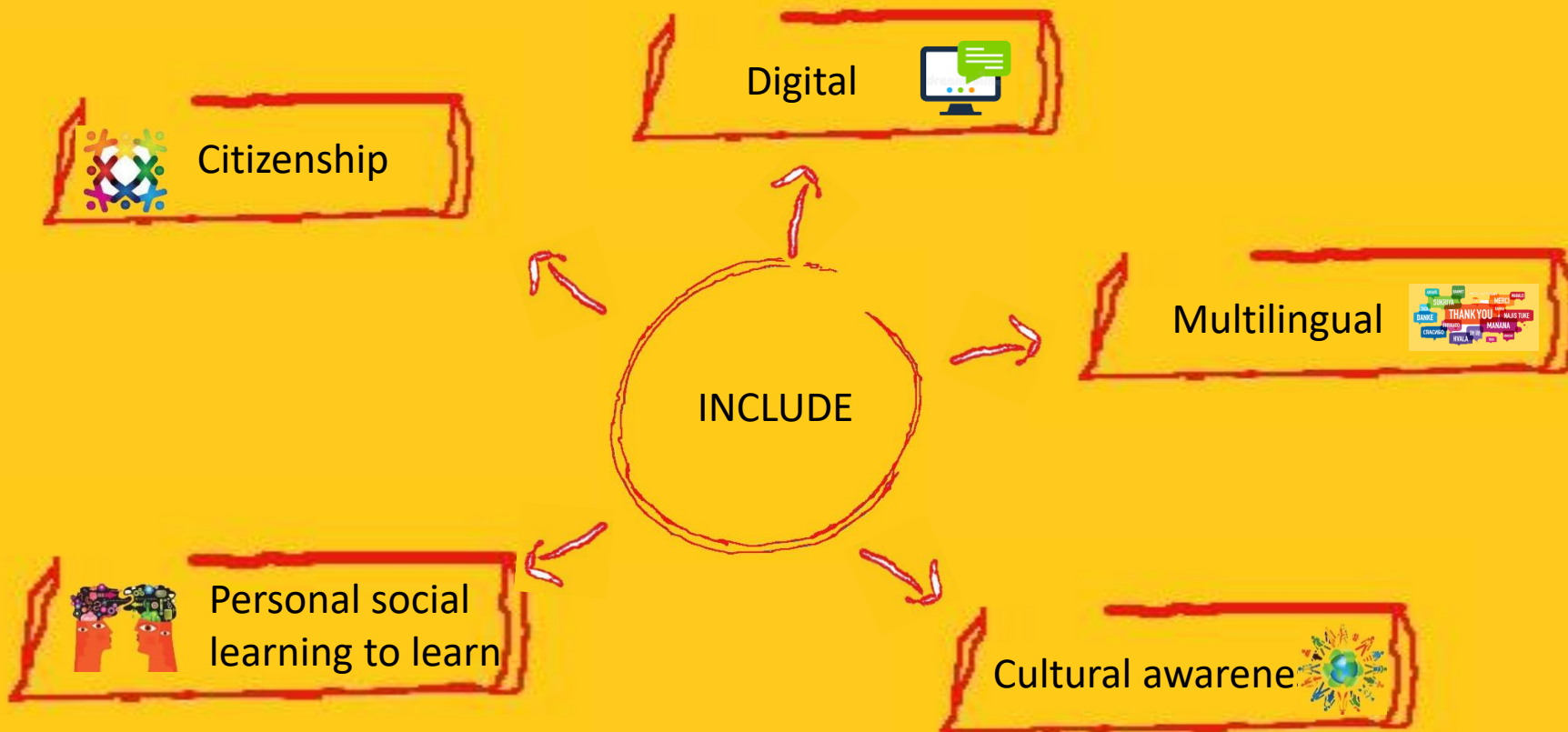
Following reflections developed over the past years by the European Council, OECD and UNESCO, **INCLUDE** adopts the conceptual definition provided by the European Council Recommendation 2018

*“... a combination of knowledge, skills and attitudes, where:  
**knowledge** is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject;  
**skills** are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results;  
**attitudes** describe the disposition and mind-sets to act or react to ideas, persons or situations”*

*Competences overlap and interlock; skills such as critical thinking, creativity, problem solving, team work, communication, analytical and intercultural skills are embedded throughout different competences and can be applied in a variety of combinations*

# COMPETENCES IN INCLUDE APPROACH

INCLUDE strongly promotes, through CLIL approach, the development of these Key competences and skills that promotes the students capability in being an active citizen able to cope with the complexity of the reality



*The focus is on the transversal skills such as critical thinking, creativity, problem solving, team work, communication, intercultural communication*



# Digital competence

**Is promoted through :**

- INCLUDE Open Educational Resources
- The wide use of ICT tools in the educational scenarios

# Multilingual competence and Cultural awareness



Are promoted through the CLIL approach

CLIL is intended as an approach which is neither language learning nor subject learning, but an amalgam of both. It promotes 4 different elements (**4C model**):

- **Content**
- **Communication**
- **Culture**
- **Cognition**

*“CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both”.*

*Coyle D. Hood P. and Marsh D., 2010, CLIL: Content and Language Integrated Learning, Cambridge University Press*

**Cultural awareness:** working and thinking in another language opens a new window on the reality, students can analyze and understand the world using other lenses (culture), enrich their understanding of concepts and broaden their conceptual mapping resources



## Personal, social and learning to learn competence



Are promoted through:

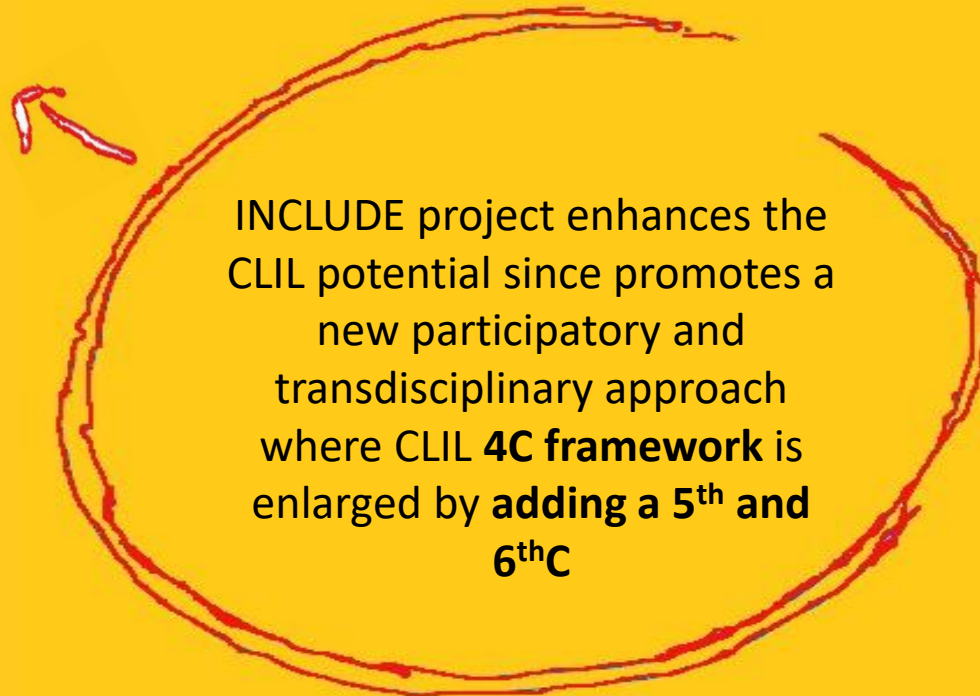
student-student



**COOPERATION**



teacher-student



**CO CREATION**

**These two new C, together, strengthen the participatory and transdisciplinary approach of the CLIL framework**

## CITIZENSHIP COMPETENCE



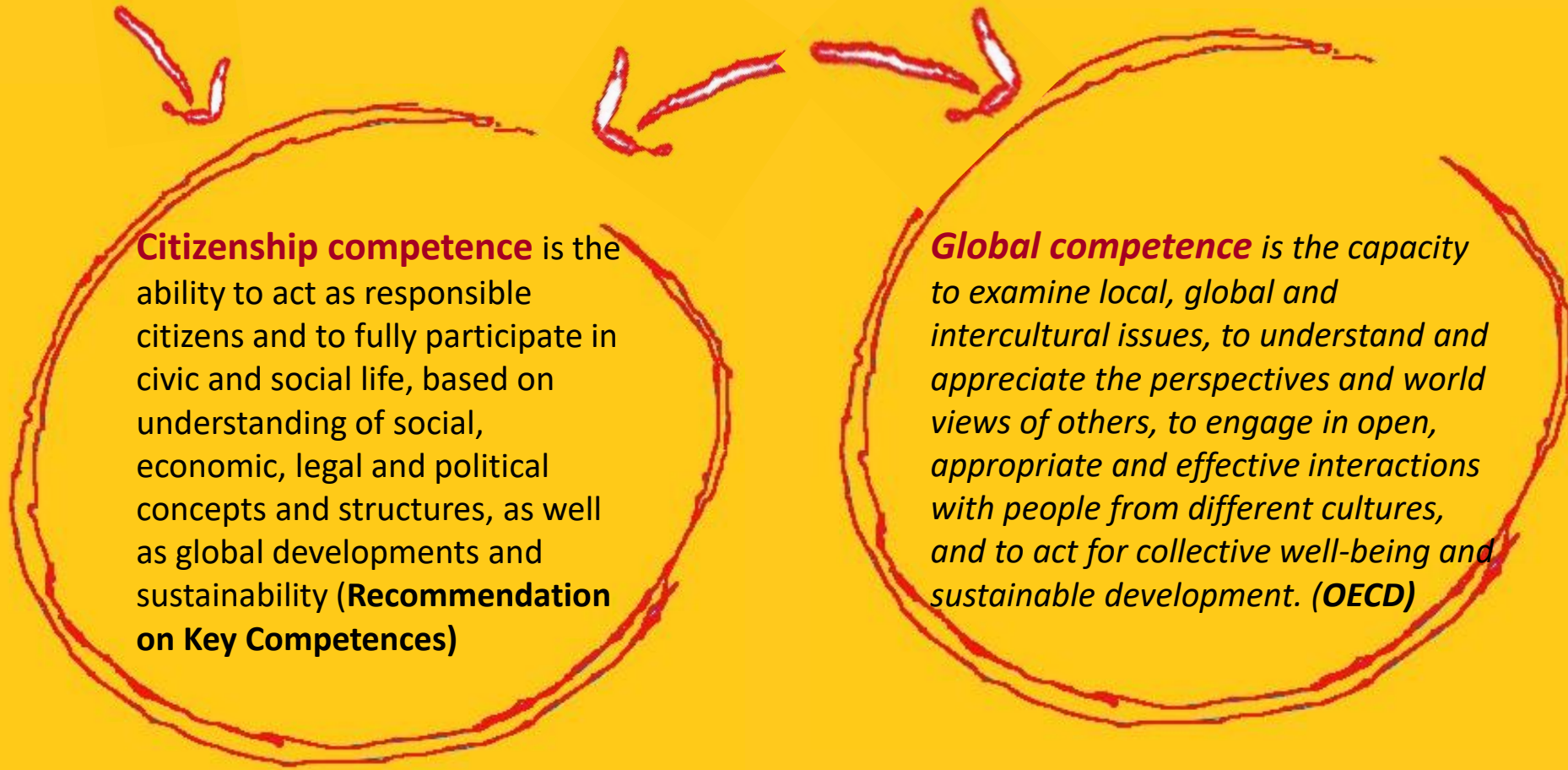
*Contemporary societies call for complex forms of belonging and citizenship where individuals must interact with distant regions, people and ideas while also deepening their understanding of their local environment and the diversity within their own communities.*

While, hardly 30 years ago, it was almost exclusively the local and regional environment that was concerned in the founding documents of the school curricula, the school suddenly finds itself projected into the **global environment**.

Considering these changes, a specific focus in INCLUE is devoted to citizenship competence **widening the definition promoted by the Council Recommendation** by strengthening the concepts of global cultural awareness and respectful interactions in global societies

Considering these changes, a specific focus in INCLUDE is devoted to **citizenship competence** widening the definition promoted by the Council Recommendation by strengthening the concepts of **global cultural awareness** and respectful interactions in global societies developed by OECD.

## Europeanness



# WHAT DOES WE MEAN WITH EUROPEANESS\* ?

*Dichiarazione di Copenaghen sull'identità europea (1973)*

\*M. J. Prutsch, 2017, *Research for CULT Committee - European Identity, European Parliament*

**The quality of being European or having or sharing european heritage**

*Lexico Online Dictionary (LOD)*

The feeling of being European

Feeling of belonging

Collective identity in a European context

Based  
on

**Cultural Identity (looking at the past)**

Identity based on a common (cultural) legacies and (historical) experiences

*a key role for the genesis of any 'European identity' can be ascribed to history*

**Political identity (looking at the present)**

Europe as a political community of shared democratic practices and values

*based on the successes of the EU politics*

INCLUDE

# SO WHAT?

- 1) Considering that essentially all European states have well-established national identities the issue of a **European identity** needs to be seen in **relation to entrenched national identities**
- 2) **promoting both a political *and* a cultural identity in parallel** seems indispensable
- 3) **top-down approaches** to 'European identity require further substantiation by **bottom-up approaches**
- 4) Acknowledging the central role of education!**

Providing high-quality history and citizenship teaching that is geared towards:

- ❑ raising awareness of **cultural diversity in Europe** and the complexities of historical memory as well as the potential of civic engagement;
- ❑ encouraging young Europeans to become **actively-engaged and (self-)critical citizens** contributing to an informed society.



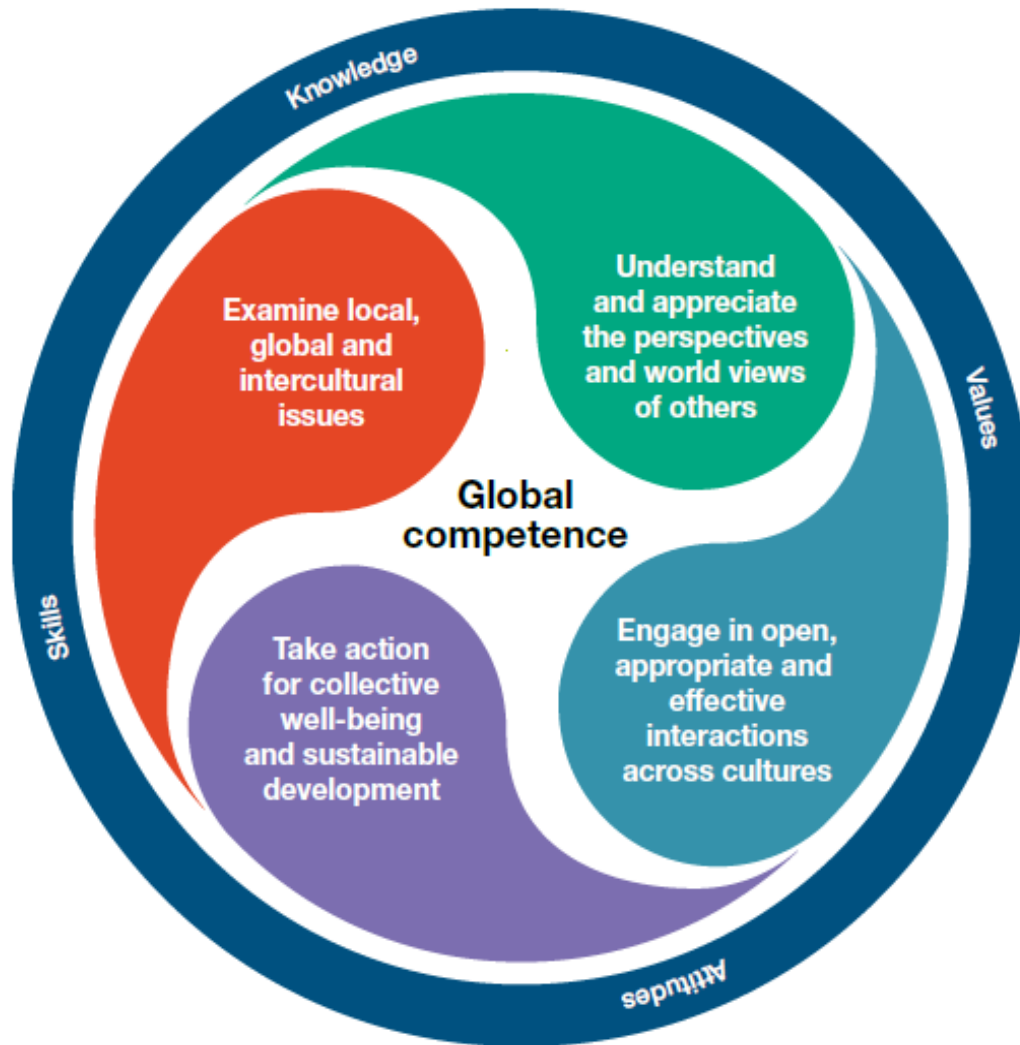
# EUROPEANESS

Europe as an entity that goes well beyond a customs union and a free market but as a **long-term project in progress**. It is an **agorà** where people coming from different countries and cultural backgrounds exchange ideas, co-create and “negotiate” updated meanings and values according to their crossed feelings, visions and values

According to this, “the quality of being European” refers to the capability of approaching the reality and to exploring other cultural perspectives from this “agora”

*In INCLUDE this perspective is enriched by some dimensions coming from the OECD **Global Competence Model***



# GLOBAL COMPETENCE




The four dimensions of global competence are supported by four inseparable factors: knowledge, skills, attitudes and values.

- **Knowledge** about the world and other cultures;
- **Skills** to understand the world and to take action;
- **Attitudes** of openness, respect for people from different cultural backgrounds and global mindedness;
- **Valuing** human dignity and diversity



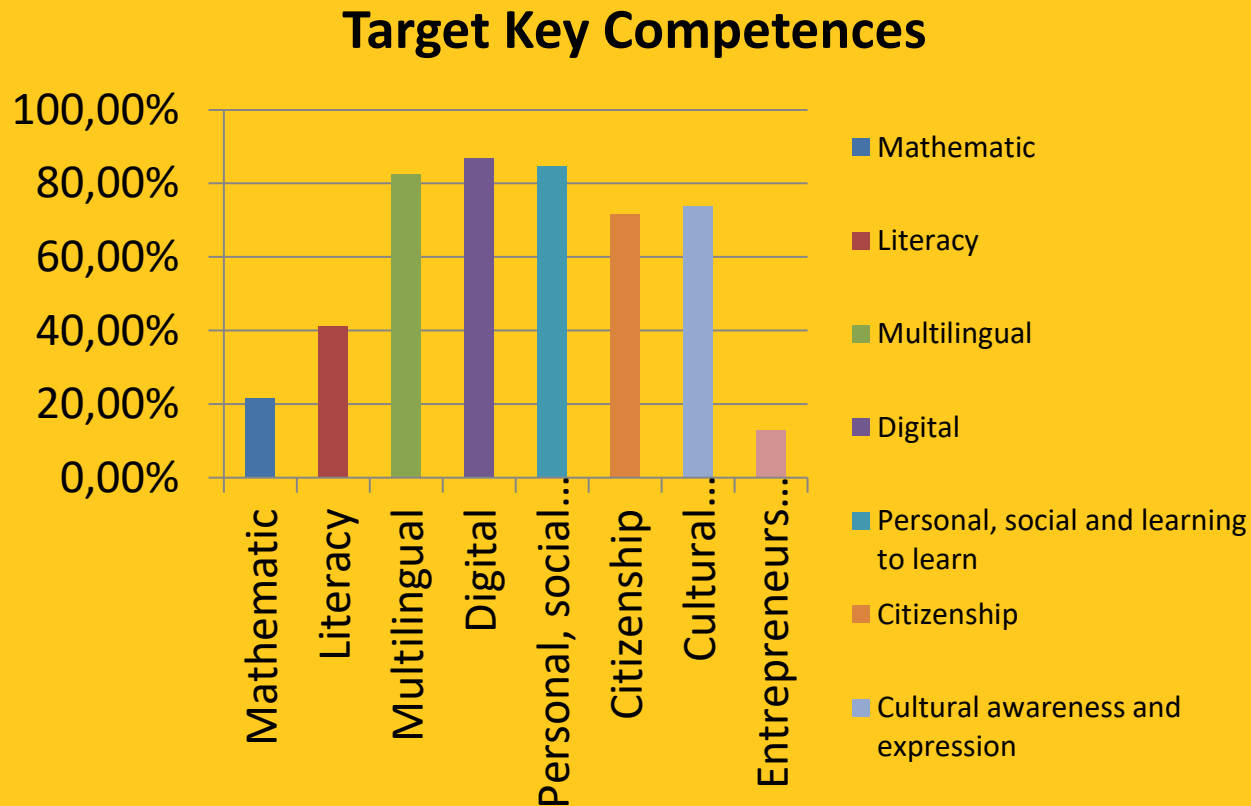


Starting from these dimensions and trying to integrate them in the citizenship EU framework, INCLUDE promote a wider concept of citizenship competence, that **encourage the student to face to the global world and other culture at global level**, starting from the consciousness of coming from a multicultural society (Europe), founded on values that promote inclusion, peace, sustainability and human right respect, and which founding values should help the student to face to a global world, with the same attitude and values.



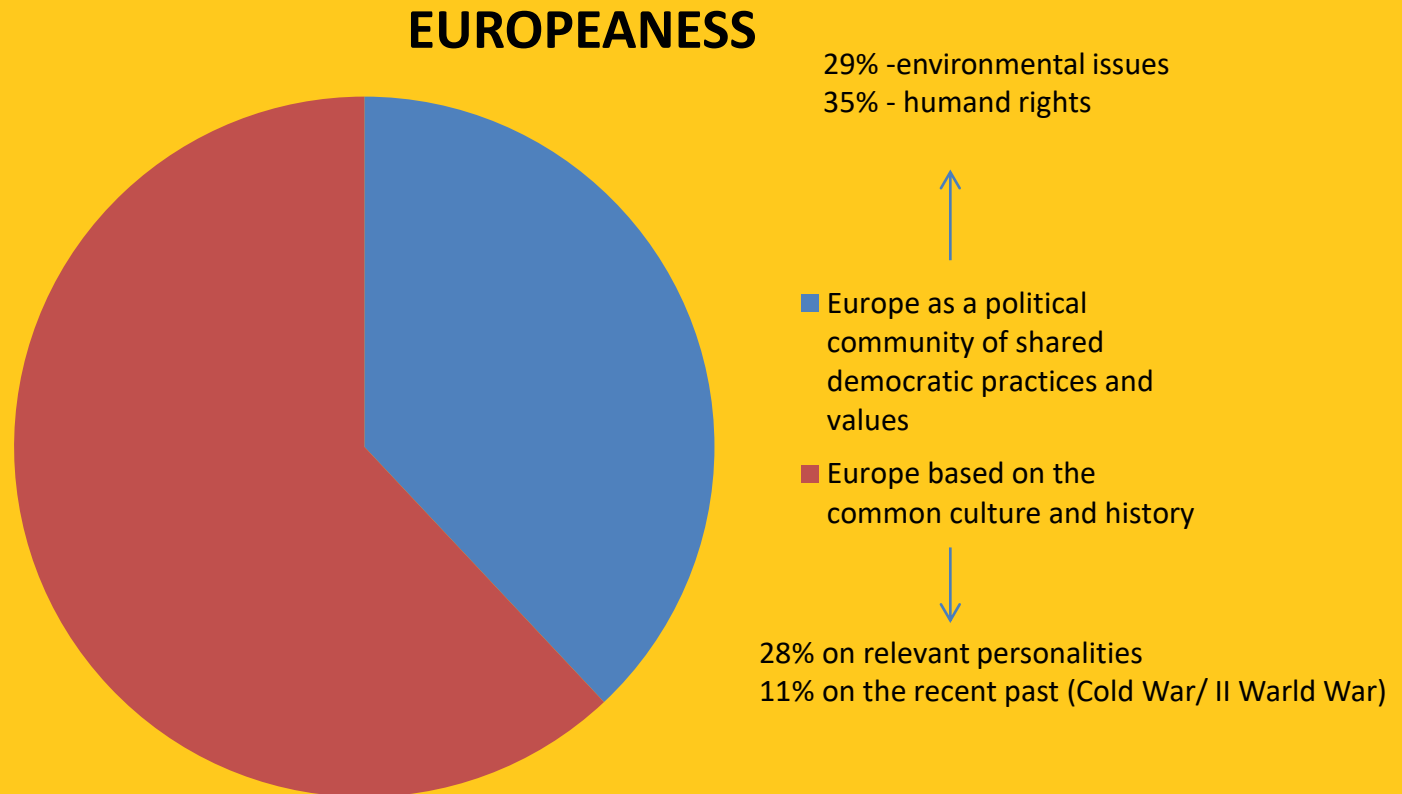
# FIRST INSIGHTS FROM INCLUDE SCENARIOS

## 48 scenarios analysed



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***THANK YOU!***