INCLUDE

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EUROPEANITY

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From IO1:

…"The quality or fact of being European" Lexico Online Dictionary (LOD)

…the wider European context in which the activities are placed highlighting the common European identity

…

The concept of Europeanity/Europeanness

Narrative 1, Eurocentrism:

- in Europe no outstanding phenomenon exists that has not been manifest to a greater or lesser degree in all its **peoples and cultures**. The Greek Paideia, the Roman Humanitas, the Christian ideal, the Renaissance, Rationalism, the Enlightenment and Secularism, Liberalism, Modernism etc are and have been **supranational cultural categories** born out of the old continent, which have spread openly and extensively, shaping a great part of the evolution **of universal culture** (Vergara 2007)

Narrative 2, regional identities and European identity:

- European identity as a cosmopolitan identity [. . .] a form of post-national self-understanding that expresses itself within, as much as **beyond, national identities** (Delanty and Rumford 2005)

- Individuals hold **multiple identities** and, thus, can identify with Florence, Toscany, Italy, and Europe … (Rosse 2002)

Teaching period (activities)

The concept of Europeanity/Europeanness

Narrative 3, European political identification and borders:

- in the context of cold war, the geography of Europeaness was defined by **the political-territorial construct known as Western Europe**. Eastern Europe was perceived as "**the other**", Immigrants as "guest workers" (Murphy 2007)

- the idea of European citizenship of educators and teachers is **still connected with an old idea of "nation" and nationalism**. In this sense europeaness seems to be described as more **ethnocentric** and less inclusive (Freitas, Solé, Almeida, 2002)

Narrative 4, European identity and global views - an always changing concept:

- this cultural basis in which European culture developed is not fixed but it continues to evolve in accordance with the people that live and participate in Europe life. So europeaness meaning has **always to be update** Constructivism, eg: "thought collective" (Fleck 2009), "episteme" (Focault, 1966)

- network metaphor as a referent for **(re)imagining European identity as more dynamic**, complex and processual than previously conceptualised (McEntee-Atalianis, Zappettini 2014)

From IO1:

…Europe as a long-term project in progress: **not just a democratic cathedral**, which successive generations of artisans will have worked hard to build, keeping in mind that this work is still far from being finished; but also a democratic agora, a caravanserai and a hube

… Connected to the concept of "**AN INCLUSIVE AND SUSTAINABLE WORLD**" (The OECD PISA global competence framework, 2018)

… All INCLUDE scenarios, thematically, should promote the idea of the **common European identity**, i.e. common cultural background, common values, common future, alongside with the concept of **European and global citizenship**

Example in scenarios

- **YUOR PRODUCT, YOUR RIGHTS**

the link to "European Union Consumer rights" connects to a site that gives "Help and advice for EU nationals and their family", so that students may feel Europe close

moreover, there is a connection to a major current eu policy, that gors beyond consumerism and deals with sustainability, green growth and circular economy (wider global issues)

Example in scenarios

- ***THE ANCIENT GODS IN OUR LIVES***

- *first,* focuses on a variety of Gods, Greek, Roman and Norse Gods

- *second,* Teachers explain the students **how the mythology has been widespread all over the World**… (maybe we could find connection also outside Europe, eg: with Egypt: Serapis was a Greek- Egyptian God, represented like Zeus, maybe originates from Mesopotamia)

INCLUDE EUROPEANITY FRAMEWORK

INCLUDE Europeanity framework aims to support teachers in being more conscious and aware of the idea of Europe and European citizenship they are enhancing to the students. The framework has been developed starting from:

- the literature (Franch S. , 2020, Global citizenship education: A new 'moral pedagogy' for the 21st century? European Educational Research Journal 2020, Vol. 19(6) 506–524)

- revised on the basis of:
  the analysis of the 123 INCLUDE scenarios developed by teachers

- the findings emerged from the Europeanity questionnaire filled by INCLUDE students

Neo-liberal human capitalism

Starting from the neo-liberalism and human capital theory, the europeanity narrative is characterized from a neo-liberal approach, where:

- economic perspective is predominant, in which the economic productivity and competitiveness represent one of the main driving forces of the European society
- Europe builds a pool of human resources that will help it to gain or maintain a position in the global economy.
- a Eurocentric approach where Europe is identified by its boundaries (Europe as a cathedral)

The **educational resources/scenarios** assigned to this category chiefly focus on:

- the acquisition of specific sets of knowledge and skills to make citizens competitive in the global economy, to compete for jobs in the global economy
- students acquire the global and intercultural competences to compete for jobs in the global economy
- self-fulfillment (without stressing the collective aspects) and successful transitions in the labour market

The **competences development** focuses on:

- cognitive knowledge: foreign languages, knowledge of the economic system and the job market, understanding of the 'rules of workplaces', digital skills – not including the critical analysis of values and stereotypes embedded in digital contents, critical thinking with reference to the issues of the frame
- socio-emotional attitudes and skills: be resilient and able to cope with uncertainty and stress, collaborate in teams and negotiate in order to plan and manage projects that are of cultural, social or financial value, be able to communicate with others
- behavioural: being entrepreneurial and flexible; taking initiative and perseverance, be able to solve problems, be creative.

In case of STEM scenarios analysis:

The scenario/educational resource: (Educational approach adopted)

- is focused on transferring knowledge
- doesn't require an active engagement of the students in the learning process
- promotes a specific competence/knowledge: without providing an interdisciplinary perspective; without providing a multicultural perspective (for example without enhancing the historical consciousness of a scientific discovery through the time countries and cultures)

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Cosmopolitan humanism

This category emphasizes a global ethic centred on common human values and norms, which are exemplified by Universal Human Rights. It enhances our common humanity and the moral duties and obligations owed to all human beings. Cosmopolitan humanism has a distinctive socialization function articulated in terms of the promotion and acquisition of certain norms, values and identities. These relate to becoming 'better' citizens. Europeanity is based on democracy, social justice, global citizenship, human rights. European citizens should be able to support the "the peaceful cooperation of European countries". A cosmopolitan identity is enhanced, that brings into play the concept of multiple identities (national and european)

The **educational resources/scenarios** assigned to this category chiefly focus on:

- Europeanity is about fostering the 'respectful and responsible citizen' and pro-social behaviour to ensure social cohesion and integration.

- Through Europeanity students become aware of and committed to universal values such as human rights, peaceful coexistence, solidarity and sustainability

- There is a strong emphasis on awareness of the rule of law, legality, the rights and duties of the 'good citizen', as well as the political actors and processes at local, national and international level that govern our life.

- The work is centered on fostering respect for the rules of civil behavior, promoting tolerance of diversity, as well as coexistence and inclusion.

- Care for the environment is also a key concern, and the main emphasis is on fostering ecological citizens that in their private spheres 'do the right things' like recycling, reducing their carbon footprint, etc.

The **competences development** focuses on:

- cognitive knowledge: human rights and global issues, understanding of the European common values; critical thinking with reference to the issues of the frame

- socio-emotional attitudes and skills: sense of belonging to a human community, empathy and conflict-resolution, to communicate with others , be able to respect diversity of others and their needs and being prepared both to overcome prejudices and to compromise

- behavioural: capability to act as responsible citizens showing tolerance, expressing and understanding different viewpoint, having interest in ethical consumerism, sustainable living at individual level, community work and volunteering, charity, willingness to participate in democratic decision-making at all levels.

In case of STEM scenarios analysis:

The scenario/educational resource - (Educational approach adopted)

- is focused on transferring knowledge

- doesn't require an active engagement of the students in the learning process

Social-justice activism

Social-justice activism emphasizes the transformation of political and economic structures of power and domination. This category promotes a critical approach to the status quo, its socio-economic structures and global inequalities, enhancing a non-dominant knowledges and values. Moreover, Europeanity is intended as an idea that dynamically evolves and changes together with the people, facing to challenges (eg. Brexit…) and successes, with multiculturalism and multiple national identities. This concept of europeanity supports European citizens in reflecting on their idea of future.

Students become critically literate and committed to act to achieve democracy, equality and social justice within the local community and at global level.

The **educational resources/scenarios assigned** to this category chiefly focus on:

- opening spaces for students to learn to engage in the 'experiment of democracy' and become 'democratic
- Priority is given to experiencing democratic processes in school, in the community and in national and international settings.
- Care for the environment does not priorities individual sustainable behaviours (as done in the category Cosmopolitan Humanism), but rather focuses on the larger structures and processes that are at the core of environmental problems.

The **competences development** focuses on:

- cognitive knowledge: be able to detect and understand political and economic structures of domination, other cultures and minorities to diversify perspectives; cognitive decentralisation; hyper-self-reflexivity critical literacy, critical thinking with reference to the issues of the frame
- socio-emotional attitudes and skills: responsible and constructive attitude toward multiple identities, commitment to social justice
- behavioural: political activism and agency, ethical, responsible and responsive ways of acting, knowing and relating to others 'in context', full sustainable approach including living with others and Earth.

In case of STEM scenarios analysis:

(Educational approach adopted)

- Inquiry based learning
- Active learning
- Students engagement

A variety of possibility to decline Europeanity within scenarios…

Thank you and good work!