

## INCLUDE EUROPEANITY FRAMEWORK

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<b>Project Reference:</b>	IO 1	<b>Coordinating:</b>	IRPPS – CNR
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## INTRODUCTION

Promoting Europeanity is one of the main axes of the INCLUDE project and it is embedded in all INCLUDE scenarios. The concept of “Europeanity” is defined by Lexico Online Dictionary (LOD) as “The quality or fact of being European.” In the INCLUDE TOOLKIT FOR TEACHERS a more extended description, supported by practical examples, is provided.

Starting from this point, teachers who aim to develop CLIL scenarios following INCLUDE approach should be conscious about the idea of Europeanity they are providing (explicitly or not) in the educational resources they are designing. For this reason, an INCLUDE Europeanity framework is developed and described in the following grid. This tool is designed to help teachers to be more conscious about the idea of Europe and Europeanity are they embedding in the INCLUDE scenario and tools.

The framework is designed starting from the one provided by Sahra French in the paper “Global citizenship education: A new ‘moral pedagogy’ for the 21st century?” (2020, European Educational Research Journal 2020, Vol. 19(6) 506– 524) where, starting from a project realized in the school of Provincia di Trento, she developed a framework for the global citizenship education (GCE). Within the INCLUDE project this framework was adapted to the Europeanity concept integrating it with the findings emerged by an in deep analysis of the 123 scenarios created by the teachers. Here 3 different perspectives on Europeanity are identified and related examples are provided: 1. Neo-liberal human capitalism; 2. Cosmopolitan humanism; 3. Social-justice activism.



## 1. 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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## 2. 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



### 3. 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

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