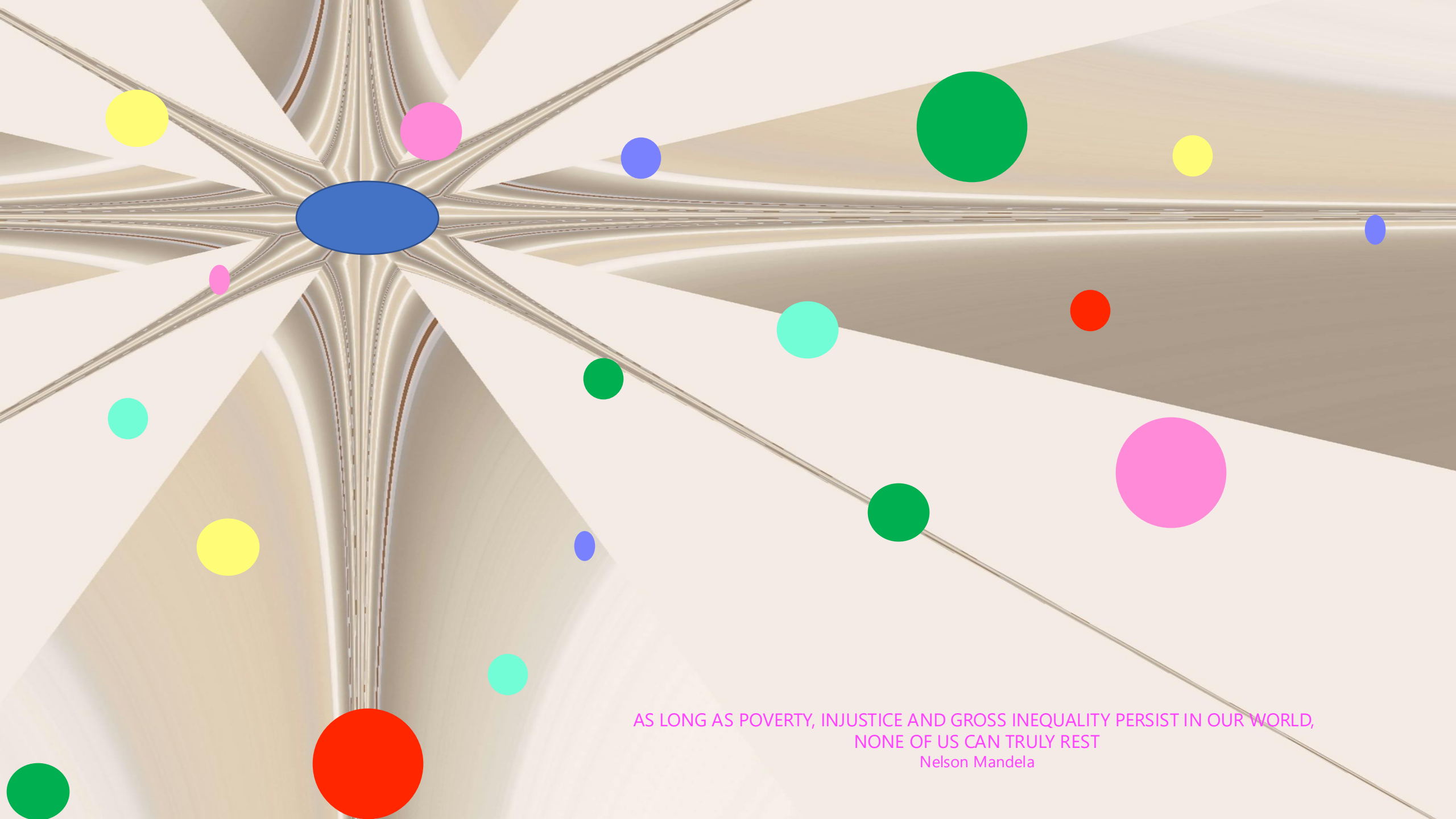




FUTURE WORKSHOP DIVERSITY & INCLUSION



AS LONG AS POVERTY, INJUSTICE AND GROSS INEQUALITY PERSIST IN OUR WORLD,
NONE OF US CAN TRULY REST
Nelson Mandela



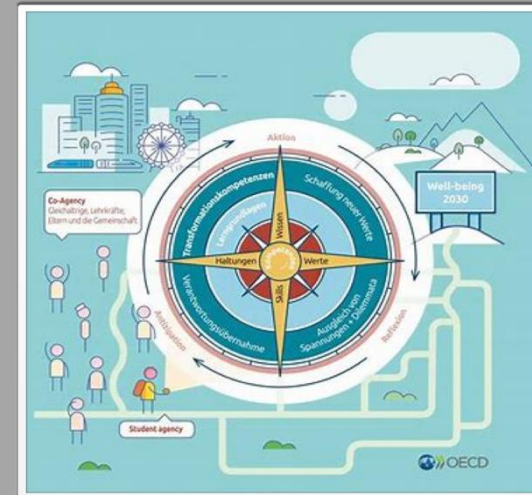
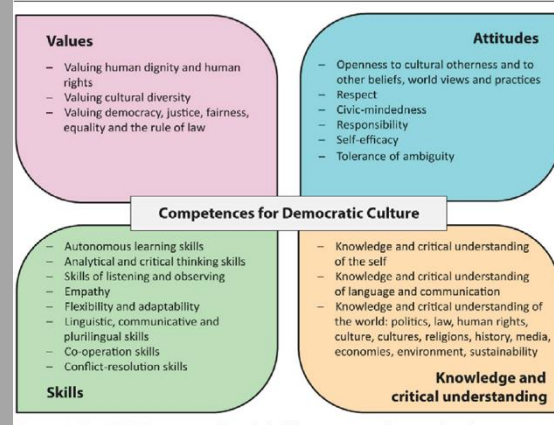
Some food for thoughts!

Council of Europe

Future workshop: diversity & inclusion

United Nations

Systemic thinking



Project work

Organisation for Economic Co-operation & Development

Education for a democratic culture

European Union

POLITICAL CONTEXT

democratic values & competences,
critical, systematic, inclusive thinking & acting

For young people's skills, this means:

- ❖ to assume responsibility as active, democratic citizens
- ❖ being agile & mobile in multi-lingual, multi-cultural & multi-professional teams & networks (virtual & real)
- ❖ be able to balance competing, contradictory & incompatible requirements (dealing with ambiguity)
- ❖ to analyse their own democratic values and attitudes, reflect on them together, share and live them

Self-management competence,
knowledge, skills, values & attitudes beyond the subject boundaries

EDUCATIONAL CONTEXT

SOCIAL CONTEXT

Respect, empathy,
communicative, interactive
& intercultural skills
Resilience & tolerance of ambiguity

ECONOMIC CONTEXT

Collaborative skills, ethical behaviour
& the ability to navigate
new economic models



INCLUSION AND DIVERSITY STRATEGY – FRAMEWORK for ERASMUS+

"It is the moment to show to the young generation that we can build a continent where you can be who you are, love who you want, and aim as high as you want."

Ursula von der Leyen, 2023



1. Establishing a **common understanding** of those who may be considered people with fewer opportunities and set up a coherent framework for including them in the programmes;
2. Increasing **commitment to inclusion** and diversity from all actors in the programmes' actions and a positive approach to diversity of all kinds in the projects;
3. Supporting beneficiary organisations in establishing **more quality projects** involving people with fewer opportunities (e.g. provide training, tools, funding, coaching etc.);
4. **Reducing barriers** to participation in the programmes for people with fewer opportunities and helping applicants and potential applicants to overcome these barriers, as well as establishing appropriate conditions for learning, working or volunteering by addressing their support needs;
5. **Fostering the recognition** of the experience and competences developed by people with fewer opportunities in the programmes and by the people working with them;
6. Ensuring that the **focus on inclusion and diversity** is taken into account at **all stages** of the programmes' management and project life-cycle: before (promotion, outreach, support, assessment, etc.), during (participant selection, preparation, implementation, results, etc.) and after the project (evaluation, dissemination and exploitation of project outcomes, follow-up, etc.);
7. Increase the **visibility of inclusion and diversity** and its role in the high-quality implementation of the Erasmus+ and European Solidarity Corps Programmes.

*[...] **invest in a democratic future** by ensuring that everyone is able to play their role in democratic processes. Priority will be given to supporting the participation of young persons in democratic life and decision-making processes, including **through education about human rights and core democratic values**, such as pluralism, inclusion, non-discrimination, transparency and accountability [...]*

LEARNERS

FIRST

4th summit
OF HEADS OF STATE AND
GOVERNMENT OF THE COUNCIL
OF EUROPE
ICELAND, 16-17 MAY 2023

COUNCIL OF EUROPE



THE “CITIZEN” LEARNER

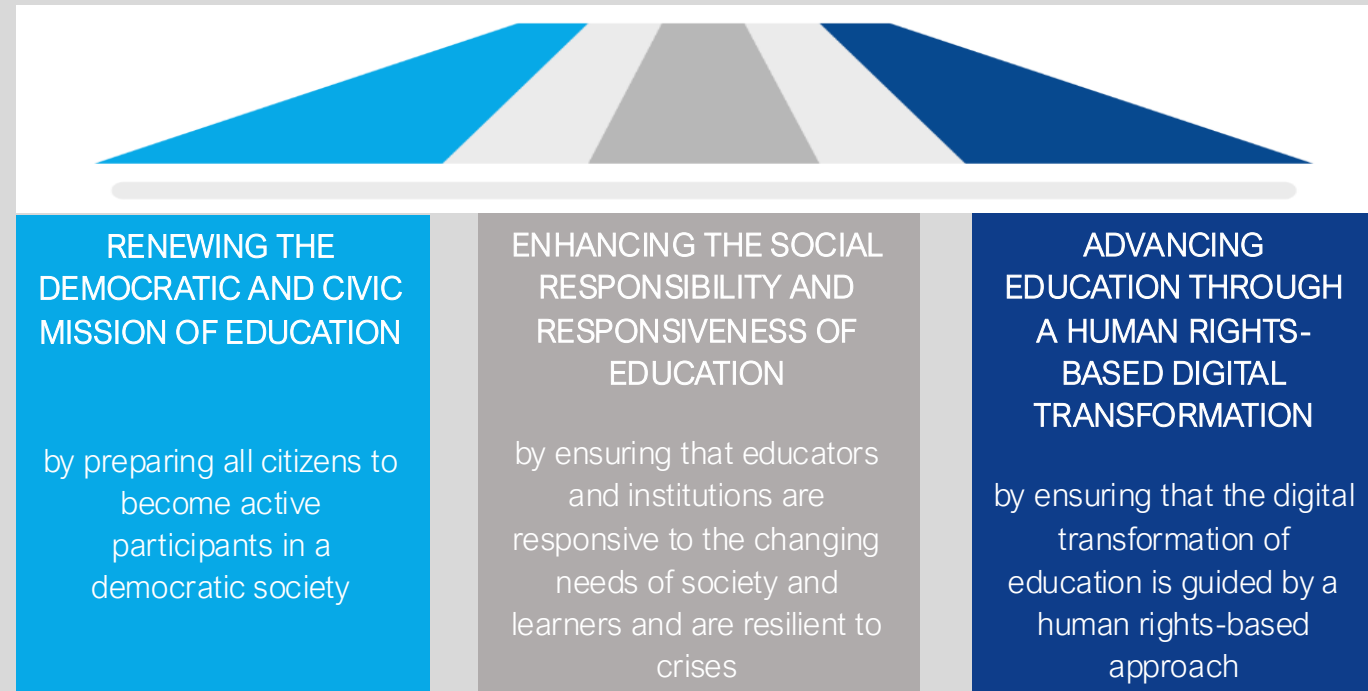
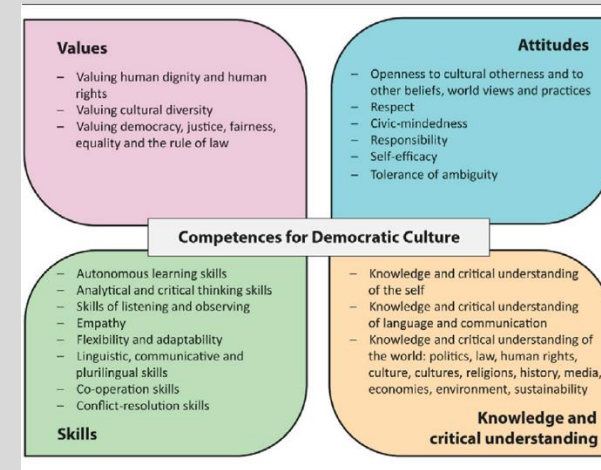
Competent, engaged, responsible and active democratic citizen and critical thinker, confident in the democratic process and institutions.

THE “INTERCULTURAL GLOBAL” LEARNER

Socially engaged, environmentally aware and open to cultural and linguistic diversity.

THE “DIGITAL” LEARNER

Uses emerging digital technologies competently and positively and participates actively and responsibly in the digital environment.





Learning Compass 2030



“Education is no longer about teaching students something alone; it is more important to be teaching them to develop a reliable compass and the navigation tools to find their own way in a world that is increasingly complex, volatile and uncertain.

Our imagination, awareness, knowledge, skills and, most important, our common values, intellectual and moral maturity, and sense of responsibility is what will guide us for the world to become a better place” (Schleicher, 2019).

Student Agency

identity and a sense of belonging.

When learners develop agency, they need motivation, hope, self-efficacy and a dynamic self-image ('growth mindset' = the realisation that skills and intelligence can be developed further)

Creating new values

Sense of purpose, curiosity, open mindset to the ideas of others, critical thinking, cooperation with others,

This requires a vision of sustainability and resilience, both for society and for the economy,⁶⁶ as the newly created values are not only economic, but also social and cultural in nature

Reconciling tensions and dilemmas

Balancing competing, contradictory or incompatible demands, empathy & respect, creativity, problem-solving-skills, tolerance for ambiguity and responsibility

Through this process they can acquire a deeper understanding of opposing positions, develop arguments to support their own position, and find solutions to dilemmas and conflicts

Taking responsibility

Considering the ethics of action, sense of integrity, compassion and respect, critical thinking, self-awareness, self-regulation & reflective thinking

When students are trusted by their peers, teachers and parents, they are more likely to take responsibility for their actions. By critical analysing and evaluating alternatives through an ethical lens, students become morally and intellectually mature.



Education2030

**Ensure inclusive, equitable and high-quality education
and lifelong learning opportunities for all by 2030**

THINK – PAIR – SHARE



What competences (knowledge, skills, attitudes and values) do today's learners need of today to successfully, responsibly & sustainably realise their private, professional & social projects? successfully, responsibly and sustainably?

How do we design teaching and learning so that these competences are built up effectively and learners experience themselves as self-effective?



**We are looking forward to meeting you soon
„Future workshop: Inclusion & diversity“**