

JUST EU and ME

Project Number 101081227

Call: CERV-2022-CITIZENS-CIV

01 November 2022 - 31 October 2024

## **LIST OF ACTION AID ITALY'S DELIVERABLES**

D2.1 Workshop on Advocacy

D7.1 Youth activists project work

D7.2 Italian youth Manifesto

D13.1 Workshop on equality and intersectionality

D16.1 EU Youth Roundtable

**EVENT DESCRIPTION SHEET**

PROJECT	
Participant:	ActionAid International Italia ETS - AAIT
PIC number:	947194137
Project name and acronym:	JUST EU and ME - JUST EU and ME

EVENT DESCRIPTION			
Event number:	Work package 02		
Event name:	EUROPEAN WORKSHOPS FOR YOUTH ACTIVISTS - ADVOCATING FOR CHANGE		
Type:	Workshop		
In situ/online:	In situ and on-line		
Location:	Italy, Bologna, at Coworking Bologna (via Boldrini 18/A, Bologna)		
Date(s):	<ul style="list-style-type: none"> <li>• Wednesday, 22nd February 2023, 18.00-19.00 (CET), online</li> <li>• Friday 3rd March 2023 and Saturday 4th March 2023, 10.00-18.00, Bologna (Italy)</li> <li>• Wednesday, 15th March 2023, 18.00-19.00, (CET), online.</li> </ul>		
Website(s) (if any):	<a href="https://morethanprojects.actionaid.it/en/projects/just-eu-and-me-empowering-youth-to-advocate-for-their-social-rights-in-the-eu/">https://morethanprojects.actionaid.it/en/projects/just-eu-and-me-empowering-youth-to-advocate-for-their-social-rights-in-the-eu/</a>		
Participants			
Female:	38 (thirty-eight)		
Male:	16 (sixteen)		
Non-binary:	5 (five)		
From country 1 [Italy]:	31 (thirty-one)		
From country 2 [Bulgaria]:	10 (ten)		
From country 3 [Poland]:	10 (ten)		
From country 4 [Spain]:	7 (seven)		
From country 5 [France]:	1 (one)		
Total number of participants:	59 (fifty-nine)	From total number of countries:	five
Description			

*Provide a short description of the event and its activities.*

This workshop, as part of the **Just EU and Me** project, was the second event of the transnational capacity-building programme aiming at providing young people and representatives of youth associations with knowledge, skills, and opportunities for actively participating in developing recommendations to improve EU and Member States' policies implementing the European Pillar of Social Rights and addressing social justice issues such as access to education, gender equality, equal opportunities, etc.

### **OBJECTIVE**

More specifically, the event introduced participants to the major methodologies and tools for defining their advocacy plan.

The workshop had **three objectives**:

- To provide theoretical and practical skills regarding methodologies and strategies to design advocacy campaigns addressing social justice issues.
- Provide participants with practical skills on SAD (smart advocacy design), individuate stakeholders for campaigns and carry out democratic dialogue with institutions.
- To foster exchanges and discussions between young EU citizens and campaigns development professionals and activists.

### **STRUCTURE**

The workshop included the following sessions:

- PRELIMINARY SESSION to identify and analyze the issue of interest for each national group (Wednesday, 22nd February 2023, 18.00-19.00, CET, online)
- SMART ADVOCACY DESIGN METHODOLOGIES AND GROUP WORKS (Friday 3rd and Saturday 4th March, 10.00-18.00, Bologna, Italy)
- ASSESSMENT on each group campaign plan (Wednesday, 15th March 2023, 18.00-19.00, CET, online)

All sessions were run directly in English or promptly translated from Italian (on March 3&4).

### **DESCRIPTION OF ACTIVITIES**

All the following sessions were run by ActionAid Italia (Antonio Liguori, Michele Restuccia and Shirin Reza Elahi) with specific speakers on March 3 and March 4, read below.

All the activities were attended by the activists engaged in four national groups, according to in the countries where the partner organizations are based (Italy, Spain, Poland and Bulgaria), each group composed of about ten people, and a group of about twenty Italian activists.

In the PRELIMINARY SESSION (Wednesday 22<sup>nd</sup> February 2023) the participants, organized in groups, were supported to define their issue of interest within the given principles of the EPSR and started analyzing it with a shared board in Miro.

This activity helped them to identify **the issue for drafting their campaign** in the following sessions.

The sessions on SMART ADVOCACY DESIGN METHODOLOGIES (3 and 4 March, 2023, Bologna) was a combination of participatory training, presentation of case studies and group works to apply the tools and lessons shared to the issue previously chosen by each group.

The sessions were run by AAI along with

- trainers from The Good Lobby Italia (Sandro Zinani and Martina Turola) that on March 3<sup>rd</sup> trained participants and supported them on the implementation of their advocacy campaigns;
- members of Extinction Rebellion local group that on March 4<sup>th</sup> presented their advocacy initiatives and discussed it with participants.

On March 3<sup>rd</sup>, participants were introduced to the main methodologies and reviewed them through case studies; contextually they drafted their advocacy plan to be implemented in the coming months. Specifically participants were introduced to the SMART advocacy strategy detailedly explained by staff of Good Lobby Italia, which provided technical tools to design campaigns and identify goals, targets and stakeholders (allies and partners such as influencers, institutions, activists, and NGOs), understand the feasibility of a campaign, the desired spectrum of action, imagine the possible channels for communication and predict outcomes and eventually design a petition.

To do so, after attending an interactive lesson concerning the aforementioned topics, participants were asked to work in smaller groups and practically design their own campaigns on the topics

chosen in the preliminary session (22 february) and present them to the other groups, which gave them the opportunity to exchange good practices and share feedbacks among peers.

On Saturday 4<sup>th</sup> March, the session gave participants the chance to get to know a real-life case of a bottom up advocacy campaign with members of Extinction Rebellion Bologna that presented the group's campaigning strategies, using a participatory approach to present and discuss the methodologies. The presentation tapped on the main design flow explained by Good Lobby and highlighted challenges, mistakes and achievements by the local group advocating for participatory policies on climate crisis in the city of Bologna in the last few years, also referring to the latest steps of their campaign (Citizens Assembly on Climate).

Participants were able to observe how the theoretical knowledge they gained on the previous day could actually be concretized, understanding real-life obstacles and tactics to overcome them. The participants were then asked to review their campaigns and work on them by implementing the new perspective gained through the workshop with Extinction Rebellion.

The session ended with a collaborative review of the advocacy plans and the completion of the EU Survey – Justice, Rights and Values 2021-2027.

During both days a poster was available in the room for gathering feedbacks and proposals from participants.

In the aftermath of the sessions, participants received the slides **with** presentations delivered by the speakers, experts and trainers, for their future reference and groups were invited to keep on working in shared spaces updating regularly the Miro Board where campaigns had been drafted.

After the in situ workshop the participants gathered on Wed March 15<sup>th</sup> for an online ASSESSMENT session to share each group's plan and discuss the impact of the methodologies.

As detailed in the Advocacy Plan Summary attached to this document, the groups elaborated the following campaigns:

- Bulgarian group drafted an awareness raising campaign to make all interested stakeholders understand the difficulties that students face when they have to process the information provided in the textbooks.
- Italian group defined a campaign aimed at raising awareness in civil society and particularly in educational organizations to adopt new teaching methods to eradicate prejudice acting through education to differences.
- Polish Group elaborated a wide campaign for promoting the request for a comprehensive Sex Education in Poland getting support from like-minded organizations.
- Spanish group drafted a campaign aimed at integrating non-formal education into the high school grade curriculum as a mean to counter drop out. They couple the campaign with a pilot project.

## **PARTICIPANTS**

Most of the participants were members of CSO's, social movements, educational org's, political parties, etc.

The workshop was attended by **59 (fifty-nine) people from five eligible countries** as indicated by the attendance register (available upon request).

The total number of people who actually participated to more than 70% of the activities was 59 (fifty-nine); the number of people who attended between 50% and 70% of the workshops was 6 (six) and the number of people who participated to less than 50% was 14 (fourteen).

Overall, we had **79 people registered** for the sessions.

The participation to each session are detailed below:

- 62 participants on 22<sup>nd</sup> of February;
- 64 participants on 3<sup>rd</sup> of March;
- 66 participants on 4<sup>th</sup> of March;
- 34 participants on 15<sup>th</sup> of March.

**Youth** participants constituted approximately **88%** of the overall audience, as 52 of the 59 participants (those who attended more than 70% of the events) are in the age group of 18 to 30 years old.

## **EVALUATION**

Organisers shared the Survey link with the participants and included the link in the follow-up e-mail as well. The number of people who completed the survey so far is fifty-five (55).

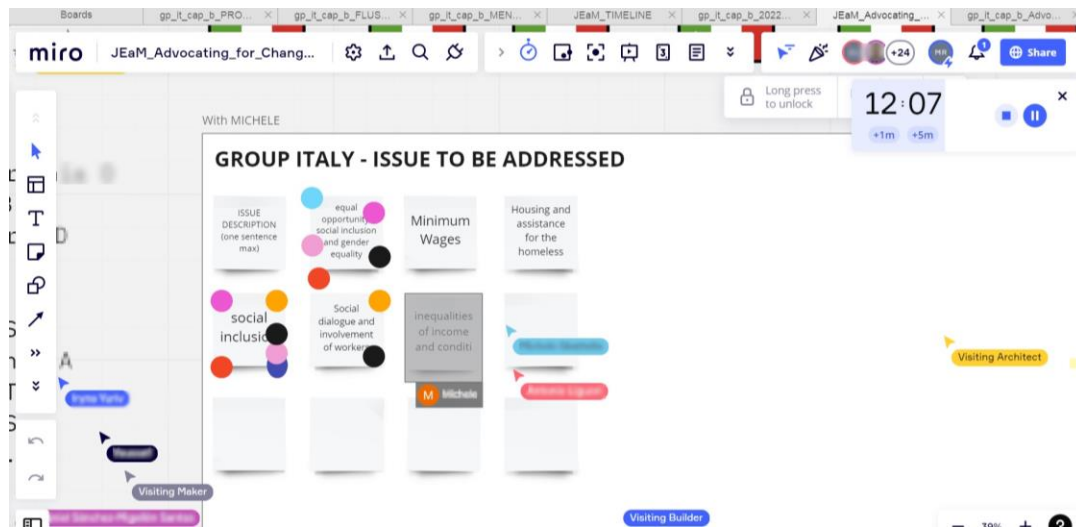
Overall, through the Survey the overall assessment of the event was positive (3,7 out of 5) while participants elaborated in their comments several useful inputs regarding the organization (e.g. they would have preferred to have more shorter breaks) and the interaction modalities (e.g. a preliminary induction on groups management, coordination rules, conflict management, etc.; more opportunities for group debriefing).

The event represented on one hand the first opportunity for members of each national group to get to know each other's skills and backgrounds as well as discuss values and potential conflicts. On the other hand it was an effective opportunity to align each other on priorities, discuss methodologies and tasks. Both dimensions were crucial to start up the capacity building program that will follow.

**LINKS:**

- <https://morethanprojects.actionaid.it/en/projects/just-eu-and-me-empowering-youth-to-advocate-for-their-social-rights-in-the-eu/>

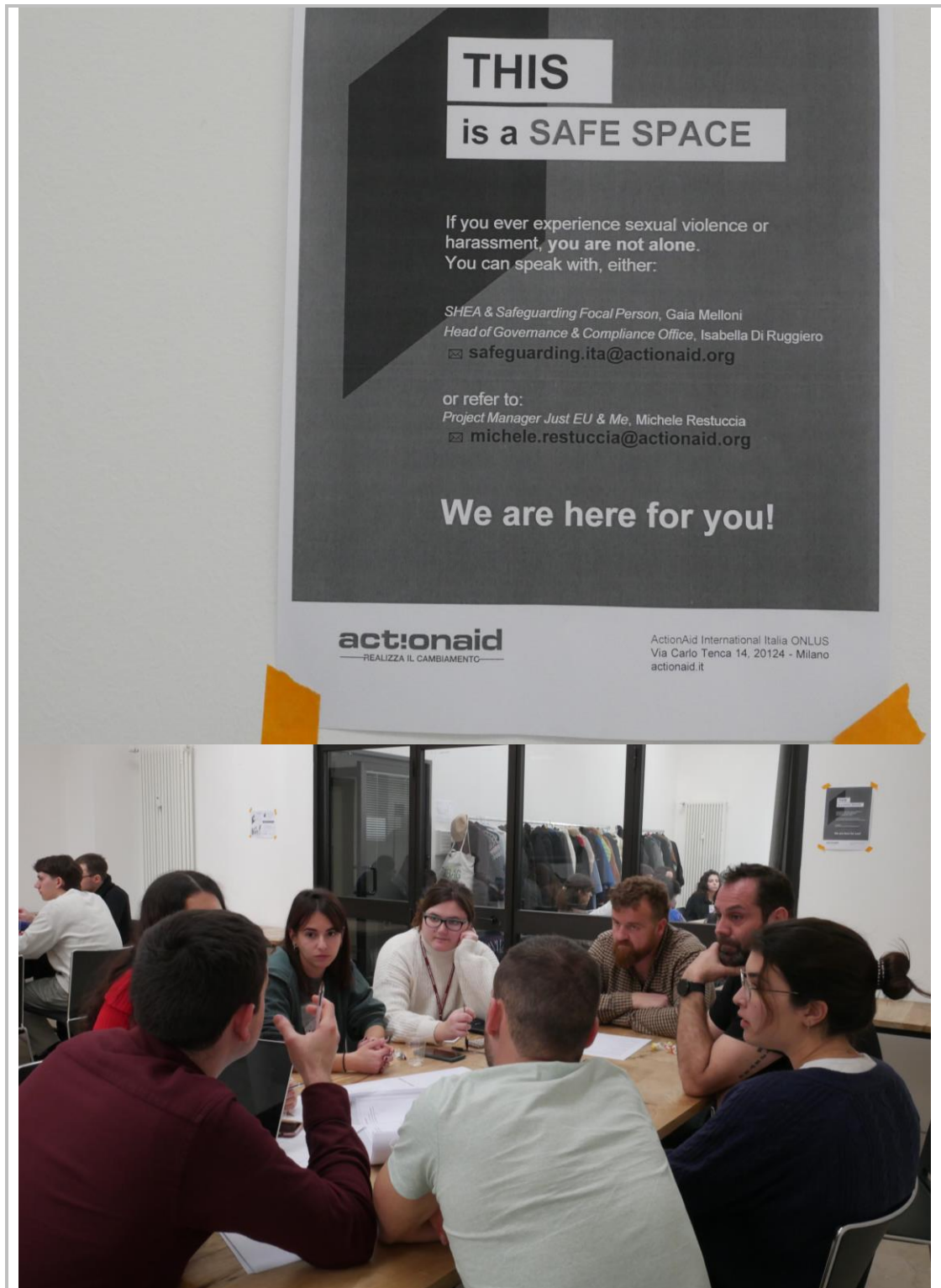
**HIGHLIGHTS from the workshop sessions**



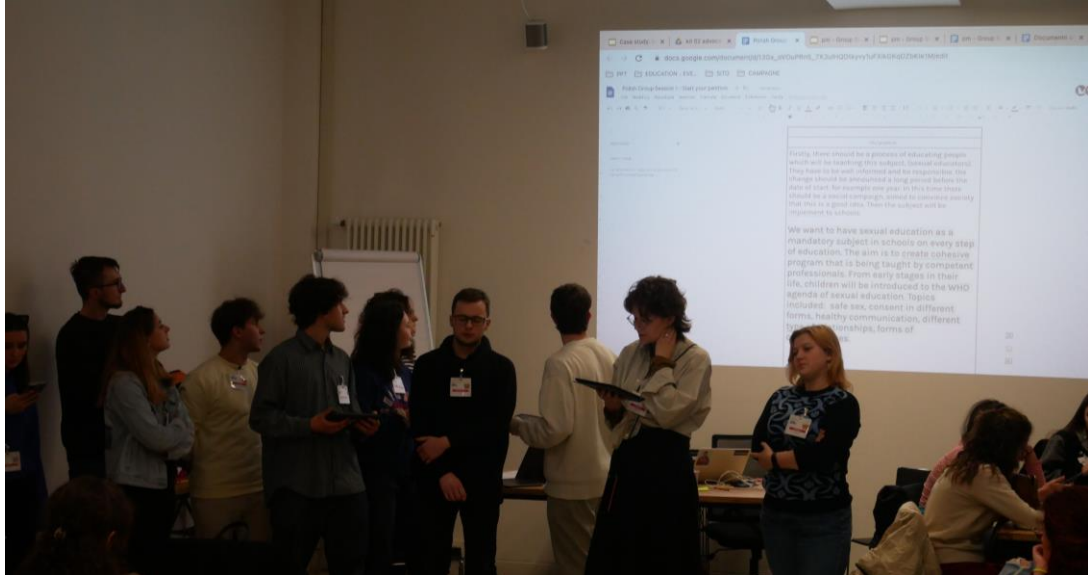
**Highlights from the WORKSHOP / session bologna**













**HISTORY OF CHANGES**

VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).
2.0	24 April 2023	First version by ActionAid Italia
3.0	15 January 2025	Final version by ActionAid Italia

## JUST EU and ME - Advocating For Change Workshop By Action Aid Italia (Workpackage 2)

### Advocacy plans

#### Sessions dates:

- Wednesday, 22nd February 2023, 18.00-19.00 (CET), online
- Friday 3rd and Saturday 4th March, 10.00-18.00, Bologna (Italy)
- Wednesday 15th March 2023, 18.00-19.00, online.

Through the workshop's sessions the participants defined the issue of their interest in each national context (Italy, Bulgaria, Spain and Poland), applied the tools they were trained about and designed the first draft of the campaigns they will implement in the project.

#### Index of the advocacy plans:

- Bulgarian group drafted an awareness raising campaign to make all interested stakeholders understand the difficulties that students face when they have to process the information provided in the textbooks.
- Italian group defined a campaign aimed at raising awareness in civil society and particularly in educational organizations to adopt new teaching methods to eradicate prejudice acting through education to differences.
- Polish Group elaborated a wide campaign for promoting the request for a comprehensive Sex Education in Poland getting support from like-minded organizations.
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## BULGARIAN GROUP

**HOW TO CHOOSE YOUR ISSUE**

10 minutes to **brainstorm**: use the sticky notes to note down individually one or more issues. Click on it and start typing.

5 minutes to **vote** them using the coloured dots with your name.

5 minutes to **choose** / mix the most voted issues or mix the most voted ones.

10 minutes to **discuss** the issue, and at least the main symptoms and causes.

10 minutes to share **individual tasks** as researching on the specific issue (e.g. I will find more causes) and deciding how to coordinate until Bologna meeting (shared folder, this file, etc.)

It is something that you can realistically address and change within the end of the project.

It is something that is either relevant for your age group or that you experience directly.

You see an opportunity to "interact" with, as: election campaign, meeting, national event, a social movement planning to act on the same topic / target group etc.

**GROUP BULGARIA - ISSUE TO BE ADDRESSED**

the education system and its related issues	Lack of medical staff	Brain drain in all spheres	Youth participation
Aging and decreasing of the population	Initiatives for part and where not developed		

### Кампания УМ (Directly translated as Campaign BRAIN)

In Bulgarian the campaign is called УМ (the abbreviation of "Уча и Мога", meaning "I Learn and I Can")

**The problem:** The Bulgarian education is undergoing constant reforms. That is also reflected in the content of the text books produced. Apart from the fact that there are many editing teams developing student textbooks, officially recognized by the Ministry of Education, the content of the textbooks is either written in away that is not understandable for the age level of the students or the information provided is ambiguous. That prevents the students from acquiring the necessary knowledge and at the same time decreases their interest in the educational process. Great numbers of the students start lagging behind and never catch up with the educational material that needs to be covered. They only study to pass the exams and the knowledge and information is never applied properly. Students believe that if the language of the textbook is adequately selected to suit the age and educational level of the students, the learning will be more pleasant, useful and beneficial.

**Solution:** To organise an awareness raising campaign to make all interested stakeholders understand the difficulties that students face when they have to process the information provided in the textbooks.

**Aim of the campaign:** The campaign will try to achieve the following concrete objectives:

- To inform the interested stakeholders about the existing problem.
- To make the interested stakeholders understand the complexity of the situation and the possible consequences out of it.
- To encourage the responsible stakeholders to take actions in rewriting, editing and adjusting the content of the textbooks to the needs of the students.

**Interested stakeholders:** students/ parents, educators/ teachers, book developers/ editing teams, educational experts and decision-and policy-makers in the field of education

### Our campaign in 5 steps

#### 1. Branding

It is of high importance that the branding of the campaign is thought in advance. The branding will include logo, motto, slogan, selected colours and images. Also filters and filters and

frames for the different social media will be developed with the logo and branding elements of the campaign.

## 2. Networks of NGOs working in the field of education (local, regional, national)

Allies at all levels will be sought that are concerned by the issue tackled by campaign. The issue will be addressed from many aspects and that why it is very important to find support in various stakeholders so that the campaign can be multi-dimensional involving and addressing concerned stakeholders at different levels, status and interests.

On national level we will contact:

- The Association of Bulgarian Teachers
- Members of the Parliament working for the commissions of education
- NGOs concerned by the topic of education
- National School Parliament

On regional level:

- The Regional Inspectorates of Education
- Regional NGOs
- Regional associations of teachers

On local level:

- School Parental Councils
- Local NGOs
- School Parliaments (part of each school)
- Associations of parents

## 3. Recommendations for specifics criteria from students/teachers/parents;

Before starting the campaign, a well-ground information about the problem/ issue will be collected through feedback collection via questionnaires and surveys. Our campaign will be based on the real expressed needs of the students, parents and teachers.

## 4. Declaration prepared on the basis of the feedback

A declaration will be drafted stating clearly the problem and the manner the issue will be addressed.

## 5. Launching the online/social media campaign

The Declaration will be spread around via social media channels. A “surprise element” will be applied: NGOs, teachers, students and their parents in all 24 regions of Bulgaria will meet the Chief Inspector of the Regional Directorate of Education in each region in the same day as well as the Minister of Education. That will provoke the interest of regional and national media. That day will mark the launch of the campaign. Short videos of students, teachers, parents (on-line and/or offline) will be created daily. That will be the main tactics of the campaign. Each video will identify and show a fault in the educational textbooks. Videos will be short (tiktok format) and will bear the following hashtags:

**For the students - #WhatIDidNotLearn**

**For teachers - #WhatICouldNotTeach**

**For parents - #WhatICouldNotExplain**

**In all the videos will tag the government, the Ministry of Education and the respective Regional Directorate of Education**

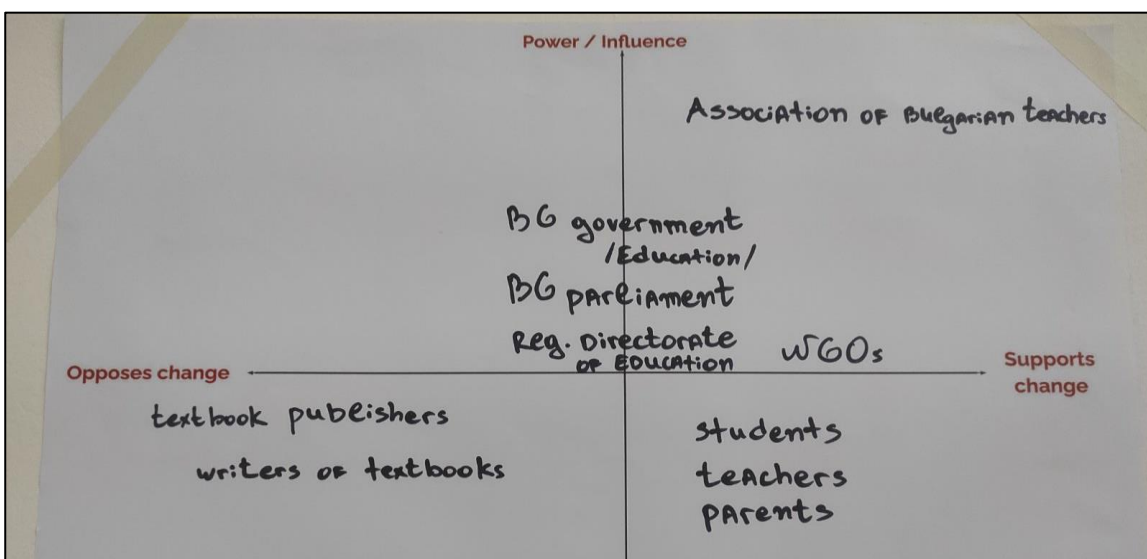
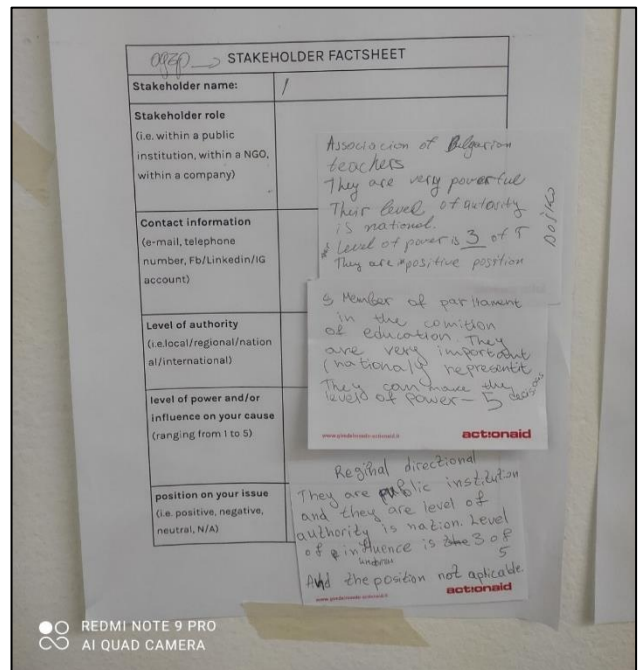
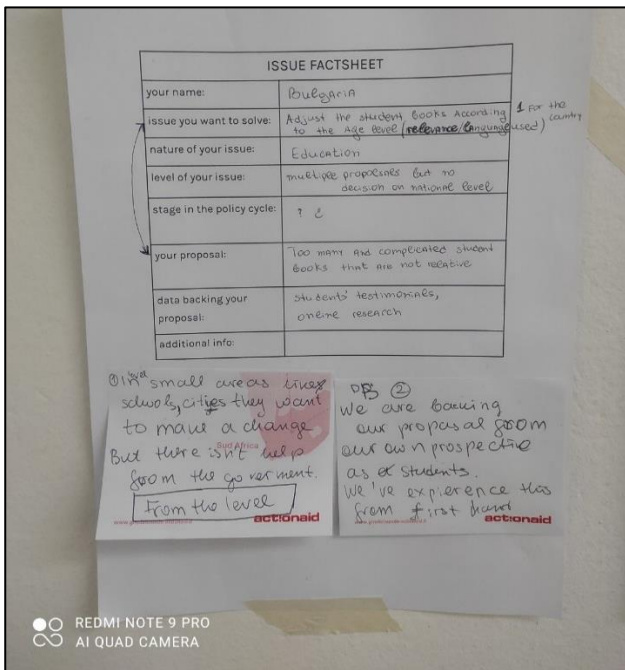
We expect to produce the “avalanche effect” or the “effect of the butterfly” as daily a great number of videos will be produced and shared.

**Influencers that can endorse your campaign:**

- Kids influencers,
- Kids of influencers
- Influencers - ex. Dimitar Berbatov(football player), artists, musicians, other famous people

**Possible risks:** Objections can be expected from conservative teachers and parents as well as textbook writers/ developers

Profiles in social media channels will be created under the name of the campaign in Instagram, Facebook, Tik Tok, YouTube and Twitter. Videos and info will be shared and the moment the campaign become popular it will provoke also the interest of conventional media.



## ITALIAN GROUP

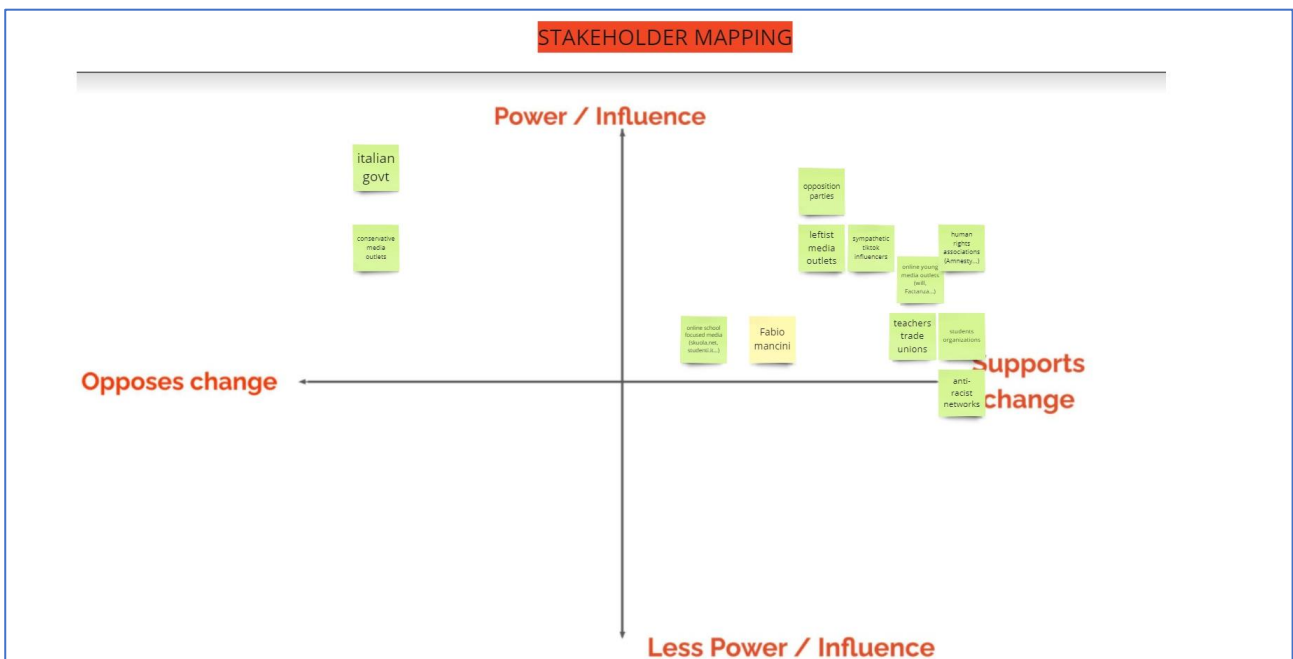
Italian group defined a campaign aimed at **raising awareness** in civil society and particularly in educational organizations to adopt new teaching methods to eradicate prejudice acting through education to differences.

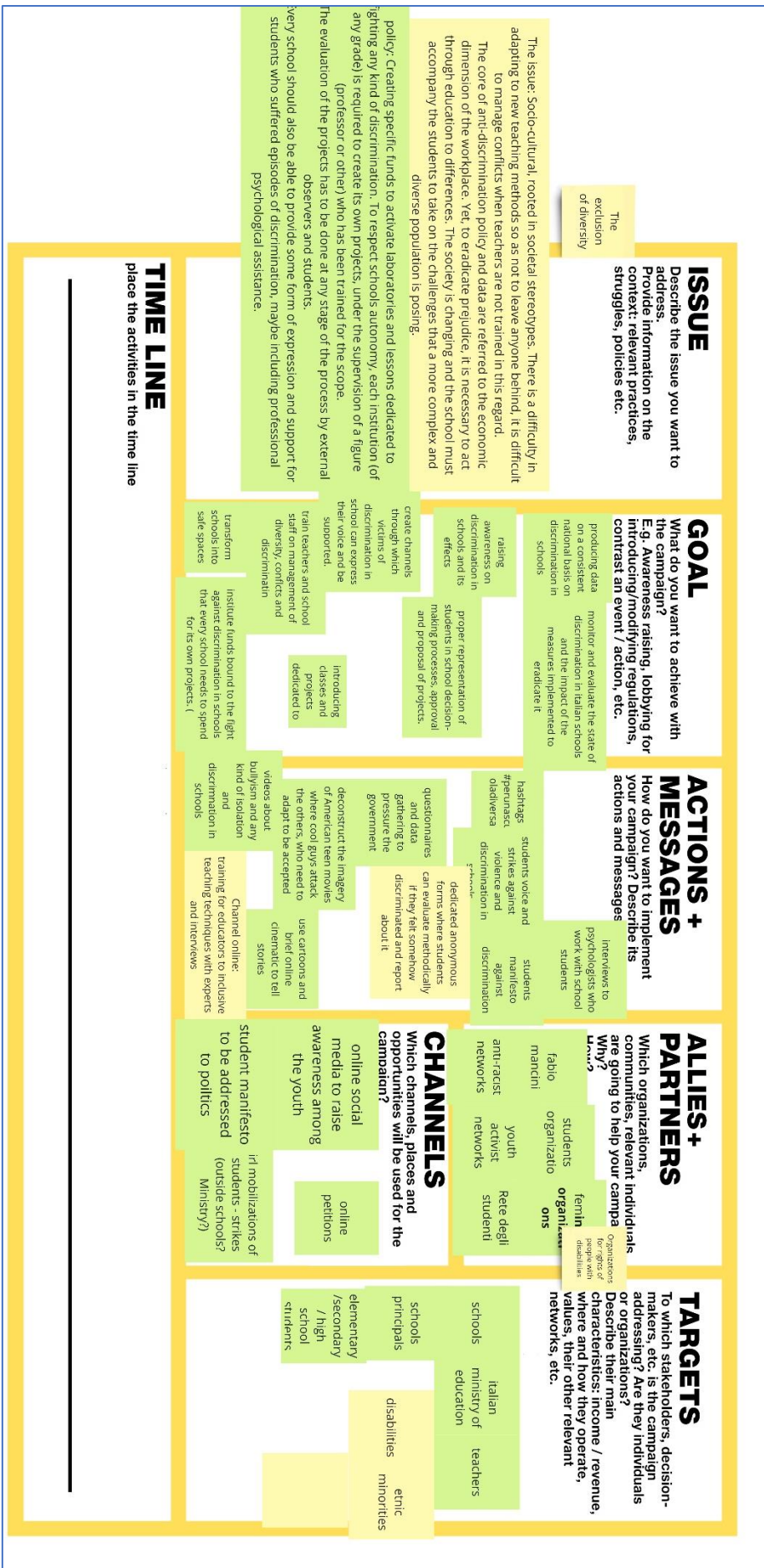
The group shifted from the gender equality, their first choice, to the wider topic of **diversity** as a dimension of the **education**. They haven't completed the assessment of level of education to be addressed. They would like to work on how diversity is taught by teachers; they discussed potential allies as students unions, teachers unions, influencers. They would like to work through social media.

Future steps could be to mobilize students with actions as strikes or similar demonstrations in specific locations like schools and public buildings.

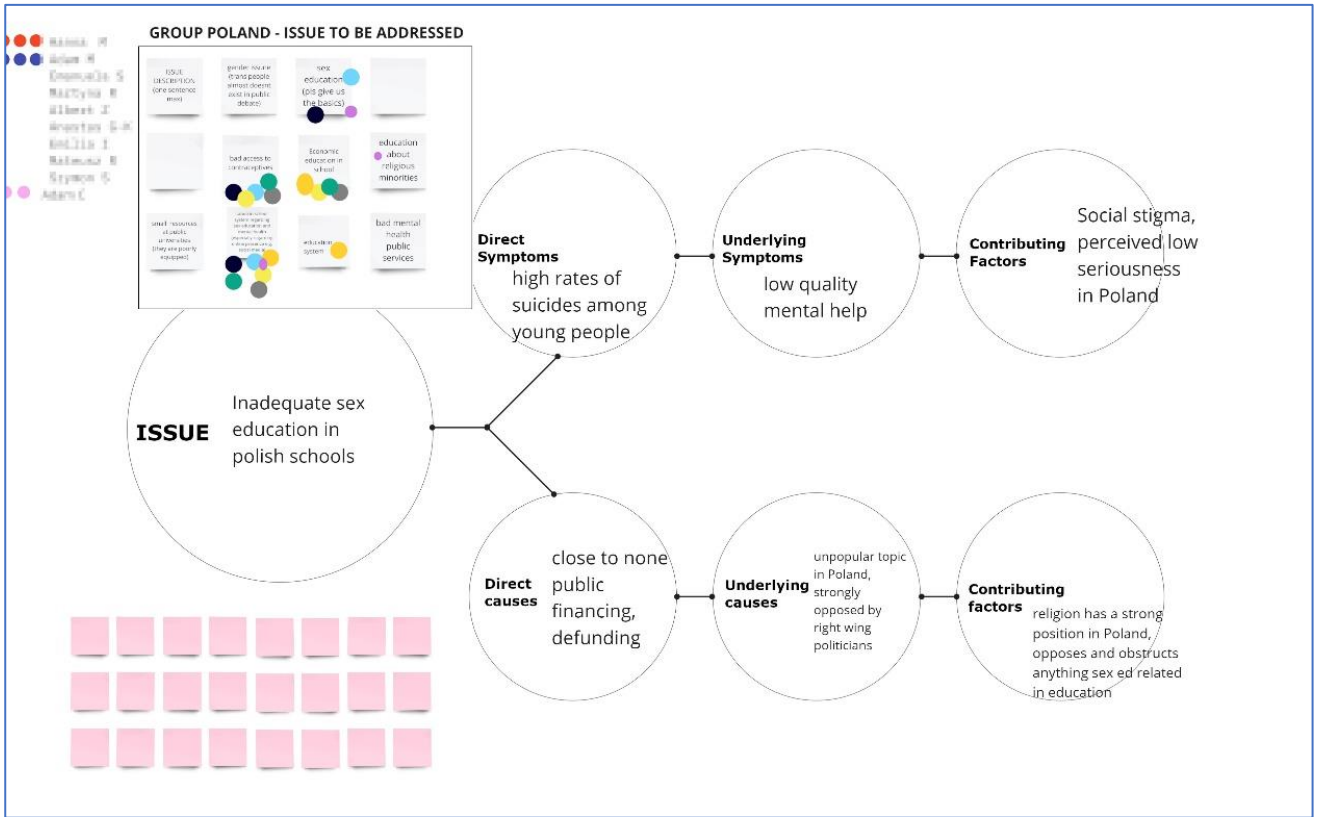
Also, once the students' population is perceived as mostly favorable to the request, they could show the support and our numbers to institutions through online petitions, or physical signatures.

Then we could start to construct documents guiding schools to activate anti-discriminations' projects.





# POLISH GROUP



## ISSUE

Describe the issue you want to address. Provide information on the context: relevant practices, struggles, policies etc.

The lack of comprehensive sexual education in Poland is a pressing issue that has drawn significant concern from both local and international organizations. The Polish education system does not have a standardized sexual education program, and there are no clear guidelines on how to teach the subject. As a result, the quality of sexual education varies greatly across the country, with some schools offering no information at all, while others provide outdated, biased, or inadequate information. The lack of sexual education in Poland has several consequences. First, it increases the risk of sexually transmitted infections (STIs), unwanted pregnancies, and unsafe abortions, especially among young people. According to the World Health Organization, Poland has one of the highest rates of teenage pregnancies in Europe, which can lead to social, economic, and health problems. Second, the lack of sexual education contributes to the perpetuation of gender stereotypes and reinforces the notion that sex is a taboo subject. This can lead to discrimination against LGBTQ+ individuals, and make it harder for people to access accurate information and support related to their sexual orientation or gender identity. Third, the lack of sexual education in Poland has led to the rise of alternative sources of information, such as the internet or peers, which may not provide reliable or accurate information. This can lead to misconceptions about sex, relationships, and consent, and can increase the risk of sexual exploitation, harassment, and violence. Overall, the lack of sexual education in Poland is a complex issue that requires a comprehensive solution involving policymakers, educators, parents, and communities. It is crucial to provide accurate, up-to-date, and unbiased information about sexuality and relationships to young people, so they can make informed decisions about their health and well-being.

## GOAL

What do you want to achieve with the campaign? E.g. Awareness raising, lobbying for introducing/modifying regulations, contrast an event / action, etc.

I think given current political climate in Poland it would be a win to even raise awareness about such issue. If we would get needed exposure and help by NGOs we could try to propose updating curriculum to modern standards

## ACTIONS + MESSAGES

How do you want to implement your campaign? Describe its actions and messages.

1. Advocacy: Local and international organizations can collaborate to develop public campaigns to raise awareness of the lack of sexual education in Poland. They can engage with media outlets, organize events, and use social media to spread their message.
2. Parental involvement: Schools can organize workshops or information sessions for parents to help them engage in conversations about sexuality and relationships with their children. Resources such as brochures or online materials can be provided to parents to assist them in these conversations.
3. Teacher training: Teacher training programs can be developed to provide teachers with the necessary skills and knowledge to deliver comprehensive sexual education. Professional development sessions can be organized to update teachers on the latest research, resources, and best practices.
4. Curriculum development: A working group of experts and stakeholders can be established to develop a standardized sexual education curriculum for all schools in Poland. This curriculum should be evidence-based, comprehensive, and inclusive of diverse perspectives.
5. Youth engagement: Young people can be involved in the development of sexual education programs by participating in focus groups, surveys, and other consultation activities. Schools can also establish student-led groups to promote sexual education and provide peer support.
6. Research and evaluation: Research studies can be conducted to assess the effectiveness of sexual education programs, identify areas for improvement, and inform policy decisions. Evaluation can be built into the design of the sexual education curriculum to monitor its implementation and outcomes.

## ALLIES + PARTNERS

Which organizations, communities, relevant individuals are going to help your campaign? Why? How?

1. Anja Rubik
  - Adam Szustak
  - Kasia Koczulap
2. They have a big impact on our target society, the elderly closely associated with the church
3. Anja and Kasia are already promoting sex education and holding workshops. Adam is very open-minded and by virtue of being a priest he is able to convince the most discouraged part of society, the elderly

## CHANNELS

Which channels, places and opportunities will be used for the campaign?

First step would be to create a petition among decent size of participants among all age groups to measure the perceived need/importance of the issue. Petition could have be digital, via e.g. google forms or traditional one. I believe the digital one would be better since we can reach to larger audience

## TARGETS

To which stakeholders, decision-makers, etc. is the campaign addressing? Are they individuals or organizations? Describe their main characteristics: income / revenue, where and how they operate, values, their other relevant networks, etc.

Certainly some media outlets, preferably left side leaning (much easier to convince to our cause) who can start motion to change and raise awareness of the issue

Ministry of national education: they create and modify the curriculum, so to add anything we need to advocate for changes in sex ed curriculum

Potential allies:  
Grupa Proxima (already engaged in informal sexual education). They perform the voluntary work in schools teaching about sex ed

## TIME LINE

place the activities in the time line

PETITION DRAFT

<b>Petition title</b>	Comprehensive Sex Education in Poland: Ensuring the Health and Safety of our Youth
<b>Petition Recipient</b> (Decision Makers)	government- minister of education
<b>Petition Body Text</b>	<i>Issue Definition</i>
<p>In Polish education system we don't have any special subject that could teach us about consent in relationships. young people are not getting equipped with knowledge about healthy relationships and boundaries. What's more there is little taught about std's and contraception which leads to rising numbers of unplanned pregnancies among youth.</p>	
<i>How the issue is currently addressed</i>	
<p>Firstly, there are various non-governmental organizations that are working to promote sexual education in Poland. Secondly, there have been some efforts to address the issue of lack of sexual education at the community level. Some schools and local organizations have started to offer sexual education workshops and seminars to young people and parents. The government has actually tried to take some steps and announced new educational programme in 2020 but due to the fact that conservative part of Polish society which is the main electorate of the government was in opposition to this programme. The programme was not implemented at all. Overall, the issue of lack of sexual education in Poland remains a contentious one, with ongoing debates and disagreements about the best way to address it. While some progress has been made, there is still much work to be done to ensure that all young people in Poland have access to accurate and comprehensive sexual education.</p>	
<i>Your proposal</i>	
<p>Firstly, there should be a process of educating people which will be teaching this subject, (sexual educators). They have to be well informed and be responsible. the change should be announced a long period before the date of start. for example one year. In this time there should be a social campaign, aimed to convince society that this is a good idea. Then the subject will be implemented in schools.</p> <p>We want to have sexual education as a mandatory subject in schools on every step of</p>	

education. The aim is to create a cohesive program that is being taught by competent professionals. From early stages in their life, children will be introduced to the WHO agenda of sexual education. Topics included: safe sex, consent in different forms, healthy communication, different type of relationships, various forms of contraceptives.

*Example or description of a picture or video to be included in the petition page*



### Strengths

- widely known need for thorough sex eduction in schools
- striving to implement EU standars nationwide
- hot topic, controversial & widely known

### Weaknesses

- main media outlets evade topic
- unlikely to convince large part of society
- negative look of cause in government media
- sex ed. used as ideologic problem in polish politics

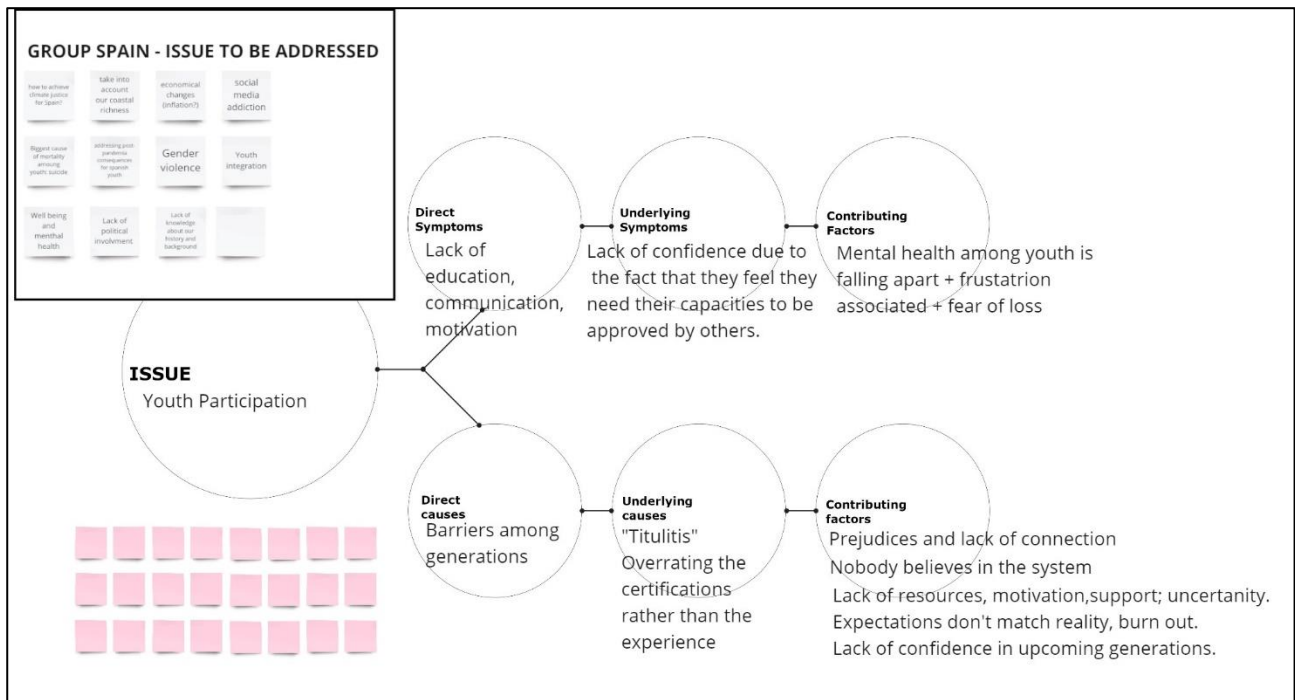
### Opportunities

- cooperation with city youth council
- stories- young peoples experience with lack of sex ed and it's impact
- involvement of representatives

### Threats

- contrmanifestation by far-right organisations and possible violence ( both verbal and physical)
- if approved: twisting the proposed changes by government
- disapproval of youth in school: another obligatory subject
- pushback by government

## SPANISH GROUP



### -INCLUSION FOR YOUTH PETITION

Since after the pandemic the education and personal development of youth people has become a global priority more than ever. National governments and European Agencies by equal share a common implication in this matter. From our side, we propose a national initiative based on the Spanish context, designed to improve and support our youth directly from the educational system itself.

Our main goal is to integrate non-formal education into the formal one; we intend to achieve this by taking a first step and developing a pilot project for a specific high school which has the willingness to integrate it in the current system.

Youngsters and young adults can improve their capacities and hidden abilities by merging into the actual educational structure other types of educational roots. With this merger, there is an actual possibility of finding solutions to those problems that can not be solved with the nowadays education; youngsters will be able to figure out problems in their local communities by their own initiative, something that would be useful for their future personal projects and personal development.

Formal education is dissociated from non-formal education, leaving the latter on a secondary level, associating it with extracurricular activities, often not accessible to all children and teenagers.

Integrating non-formal education within the school context, with education being compulsory up to the age of 16, ensures that the contents worked on can reach all students equally.

Therefore, we consider it essential to include non-formal education in the school curriculum through a subject that allows guiding and provides the necessary tools to young people and thus enables their participation in school life, extrapolating these results to future active involvement in society through a greater degree of autonomy and empowerment of the target people.

We also propose this project as a preventive measure against school failure, absenteeism and early school dropout rates, which in Spain are above the European average. Through this proposal, we intend to work on this problem by giving students the opportunity to be active participants in their own educational process.

Instead of making our youth feel like they do not belong to the system, that they are not capable enough if they are not good in math, we want to give them tools to let them know how competent they can be, not only in that field, but in others which they had never imagined. Not matching a specific profile does not mean that a young person is stupid or talentless; it means the inability to find his/her place, a lack of utensils to find it. And, we all share the responsibility to solve that issue. place.

As we stated, non-formal education is hardly found in the Spanish educational system. Nonetheless, this is different in other countries of our surroundings, countries that will be taken as a model: the ones who value lessons that can be taught outside the classroom and beside the manuals.

Finland, for instance, is widely regarded as one of the most successful education systems in the world, achieved through a combination of formal and non-formal education. Formal education in Finland follows a comprehensive system which starts at the age of seven and ends with students graduating from high school at the age of nineteen. The Finnish education system is designed to be inclusive, with students receiving free education regardless of their socio-economic background. Teachers are highly trained and respected professionals who are given a great deal of autonomy in the classroom.

International rankings have proved that a multidisciplinary learning methodology has a major impact on youngsters' ability to identify and solve issues related to their community. Furthermore, their performance confirms that formal and non-formal education can cooperate successfully to improve the country's development.

In fact, non-formal education is also highly valued in our nation country, Spain, where many programs and initiatives designed to supplement formal education have been created. One example of it is the "hobby schools", which offer a wide range of activities such as sports, music, and art. These schools are attended by children outside of regular school hours and are aimed at developing their interests and talents. Another example is the "Open University" system, which allows anyone to study at a university level without having to meet the formal entrance requirements. The Open University system offers a range of courses that can be taken online or in-person, and is designed to promote lifelong learning.

This is just one incredible example by which we can see that it works, a better system can be built a we want to support this process with our proposal. Let's make formal and no-formal education cohabit, and empower future generations of Spanish society. We are not looking for a replacement, we believe that formal education is important and it cannot be supplanted but to create a synergy with non-formal education in the same place will help individuals and society.

## I. Project design and structure

The project will be aimed at students in compulsory secondary education (1 to 4 ESO), being applied progressively in each course, starting in the early stages with an active methodology, where there is a reciprocity in the learning process "teacher" - student, in which the professional is a facilitator and transmitter of knowledge through the implementation of workshops where education in values, teamwork, decision making, peaceful conflict resolution, public speaking, motivation, tolerance to failure, equality, etc. are worked on so that the students themselves are able to apply the knowledge previously acquired in subsequent courses and therefore become a support/guide/mediator figure.

Learning by doing is the main idea of the non-formal education and the soft skills that the youngsters can acquire and that will help them once they finish their formal educational period. Once they can

go to the labor market they will know how to present themselves, how to write a CV and of course and very important is that they will be ready to work in a small or big group.

All those skills can be acquired or enhanced by the pilot program that we propose, where young people will be able to identify their own needs and the problems around them. We propose the following action plan:

To begin, youth workers or NGOs workers would be in charge of delivering workshops; it will be about guidance, the path will be set by them. They will help understand the wide quantity of tools available that sadly are being hidden by disinformation, the capacity of change is there, it just has to be shown. Young people can learn how to be more tolerant, how to develop critical thinking and communication skills, international communication, intercultural dialogue as well as decision making (toolkit).

After that first phase, the youth worker will continue monitoring the process that the youngsters decide by themselves to work on. This mentoring will enhance mutual understanding fighting against the current lack of confidence that exists inside every teenager and young adult. We have to make them believe they are capable, and worth it of being treated as professionals in the fields they were working on (during the project frame).

Empowering the future decision makers, the future NGO workers, will be the key to enhance many of the most sensitive topics that we are facing nowadays.

+ Aims of the activities:

- To strengthen the interest and motivation of students in the educational process and volunteering through the use of non-formal and informal methods and approaches.
- To encourage the initiativeness, creativity and self-expression of students.
- To create preconditions for increasing the personal and professional development of students.

## II. Communication plan : project achievement methodology

### COMMUNICATION PLAN. METHODOLOGY

Once the project design has been formalized and approved and the pilot program is ready to start, we propose a communication strategy to get the local community in a whole involved.

Regarding the actual situation with non-formal education in today's system, we will start with what it's called "spread the word" between our main target groups, in a regional level, which are:

- 1º Institutions, parents, associations (every organization related)
- 2º Teenagers, youngsters and organizations that work with them.

Having in mind that every target group will be reached in a different way and using different languages and channels, we have developed a communication plan in order to achieve our goal to be heard from all of them.

The tools used are going to be adjusted to the necessities and priorities of the people who compose the different groups. While the first one (Institutions, parents, associations) will be more connected with Facebook and email, the second one (young collectives) will be with Instagram and TikTok; every field will be covered up. Furthermore, we will create a website to be redirected by every social network used. However, no physical treatment with the group would be missed.

We will build a network with the Educational and Sport Counselors, and the Youth Council which are the civil servants that work directly with our target groups and associations related in Spain.

All this will be done always considering the risks associated, that are based on the effectiveness due to the possibility of lack of motivation of the workers and volunteers over a long-term period. A risk management plan will be implemented in the final proposal.

The range of disclose platforms is wide, passing through disclosure WhatsApp groups, informing volunteer agencies, meetings in high schools with both teachers and students, meetings with future teachers as a matter of prevention, "story telling" short videos published and linked with project, and creation of QRs taking into account the psychology of colors to make them more attractive to city dwellers.

A dissemination plan and calendar will be established, followed and adapted in every step of the project.

<b>Petition title</b>	NON-FORMAL YOUTH
<b>Petition Recipient</b> (Decision Makers)	Regional Education Youth Council(s)
<b>Petition Body Text</b>	<i>Issue Definition</i>
<p>Including non-formal education into the formal one.</p> <p>The main aim is to design a pilot project to develop a program based on non-formal education enhancing young adults to fully improve their capacities and hidden abilities by the actual system. They will be able to figure out problems in their local communities and find the proper way to solve them on their own (using the acquired knowledge).</p> <p>Address why young people do not have access to other formative opportunities rather than formal education- making them feel inadequate if they do not match a specific profile.</p> <p>Our main goal is to integrate non-formal education into the formal one, something that can be done by taking a first step and developing a pilot project for a specific high school which has the willingness to integrate it in the current system.</p> <p>Youngsters and young adults can improve their capacities and hidden abilities by merging into the actual educational structure other types of educational roots. With this merger, there is an actual possibility of finding solutions to those problems that can not be solved with the nowadays education; youngsters will be able to figure out problems in their local communities by their own initiative, something that would be useful for their future personal projects and personal development.</p> <p>Instead of making them feel like they don't belong to the system, that they are not capable enough if they are not good in math, we want to give them tools to let them know how competent they can be, not only in that field, but in others that they had never imagined. Not matching a specific profile doesn't mean talentless; means lack of utensils to find your place.</p>	
<i>How the issue is currently addressed</i>	

Currently, non-formal education is hardly found in our national education system. However, this is different in other countries of our surroundings where they value the lessons that can be taught outside the classroom and beside the manuals. International rankings have proved that a multidisciplinary learning methodology has a major impact on youngsters' ability to identify and solve issues related to their community. Furthermore, their performance confirms that formal and non-formal education can cooperate successfully to improve the country's development.

This is the case of Finland, A country widely regarded with one of the most successful education systems in the world, achieved through a combination of formal and non-formal education.

On the one hand, formal education in Finland follows a comprehensive system which starts at the age of seven and ends with students graduating from high school at the age of nineteen. The Finnish education system is designed to be inclusive, with students receiving free education regardless of their socio-economic background. Teachers are highly trained and respected professionals who are given a great deal of autonomy in the classroom.

On the other hand, non-formal education is also highly valued in this country, where many programs and initiatives designed to supplement formal education are created. One example of it is the "hobby schools", which offer a range of activities such as sports, music, and art. These schools are attended by children outside of regular school hours and are aimed at developing their interests and talents. Another example is the "Open University" system, which allows anyone to study at a university level without having to meet the formal entrance requirements. The Open University system offers a range of courses that can be taken online or in-person, and is designed to promote lifelong learning.

*Your proposal*

By creating a space in which formal and non-formal education could cohabit, contributing to the empowerment of the future generations of Spanish society.

We are not looking for a replacement between both types of education, we believe that the formal education is important and it cannot be replaced but to create a synergy with non-formal education in the same place will help to have better citizens. Learning by doing is the main idea of the non-formal education and the soft skills that the youngsters can acquire will help them once they finish their formal educational period. Once they can go to the labor market they will know how to present themselves, how to write a CV and of course and very important is that they will be ready to work in a small or big group. Through those pilot programs young people are going to be able to identify their needs and the problems around them. Also, the acquired knowledge is going to allow them to solve some of the problems that are being faced nowadays.

To begin, youth workers or NGOs workers would be in charge of delivering workshops; it will be about guidance, the path will be set by them. They will help understand the wide quantity of tools available that sadly are being hidden by disinformation, the capacity of change is there, it just has

to be shown. Young people can learn how to be more tolerant, how to develop critical thinking and communication skills, international communication, intercultural dialogue as well as decision making (toolkit).

After the first step, the youth worker will continue monitoring the process that the youngsters decide by themselves to work on. This mentoring will enhance mutual understanding fighting against the current lack of confidence that exists inside every teenager and young adult. We have to make them believe they are capable, and worth it of being treated as professionals in the fields they were working on (during the project frame). Empowering the future decision makers, the future NGO workers will be the key for many sensitive topics that we are facing every day.

*Example or description of a picture or video to be included in the petition page*

Aproximar las enseñanzas formales y las no formales: una confluencia necesaria  
 Bringing formal and non-formal education closer: an essential meeting point  
 Pilar Alegría Continente  
 Ministra de Educación y Formación Profesional

**EVENT DESCRIPTION SHEET**

PROJECT	
<b>Participant:</b>	ActionAid International Italia ETS - AAIT
<b>PIC number:</b>	947194137
<b>Project name and acronym:</b>	JUST EU and ME - JUST EU and ME

EVENT DESCRIPTION	
<b>Event number:</b>	Work package 07
<b>Event name:</b>	YOUTH ACTIVISTS PROJECT WORK IN ITALY
<b>Type:</b>	Workshop
<b>In situ/online:</b>	In situ and on-line
<b>Location:</b>	The WP has been articulated in several events in Sessa Aurunca, Milano, Nardò, Roma and Forli
<b>Date(s):</b>	<ul style="list-style-type: none"> <li>• Peer review session Monday 24<sup>th</sup> July 2023, 11.00 am - 1.00 pm, Nardo (ITALY)</li> <li>• Workshop #1 Monday 31 JULY 2023, 10.30 am - 12.30 pm, at Revolution Camp (at Cooperativa Al di là dei Sogni), Sessa Aurunca (ITALY)</li> <li>• Workshop #2 Saturday 18 NOVEMBER 2023, 2.00 - 6.00 pm, at Spazio Baroni85, Milano (ITALY)</li> <li>• Focus Group #1 Friday 19<sup>th</sup> January 2024, 5.00 - 7.00 pm (online)</li> <li>• Focus Group #2 Friday 23<sup>rd</sup> February 2024 5.30 - 7.30 pm (online)</li> <li>• National Event on Wednesday 24<sup>th</sup> APRIL 2024, 12.00 pm - 6.00 pm at Redazione di Scomodo, Rome (ITALY)</li> <li>• Workshop at European Youth Event (EYE) on Sunday 19<sup>th</sup> May 2024 in Forli (Italy)</li> <li>• Workshop at Educare alle Differenze on Saturday 28<sup>th</sup> September 2024 in Rome (Italy)</li> </ul>
<b>Website(s) (if any):</b>	<a href="https://morethanprojects.actionaid.it/en/projects/just-eu-and-me-empowering-youth-to-advocate-for-their-social-rights-in-the-eu/">https://morethanprojects.actionaid.it/en/projects/just-eu-and-me-empowering-youth-to-advocate-for-their-social-rights-in-the-eu/</a>
Participants	
Female:	59 (fifty nine)
Male:	24 (twenty four)
Non-binary:	7 (seven)
From country 1 [Italy]:	89 (eighty nine)
From country 2 [Serbia]	1 (one)

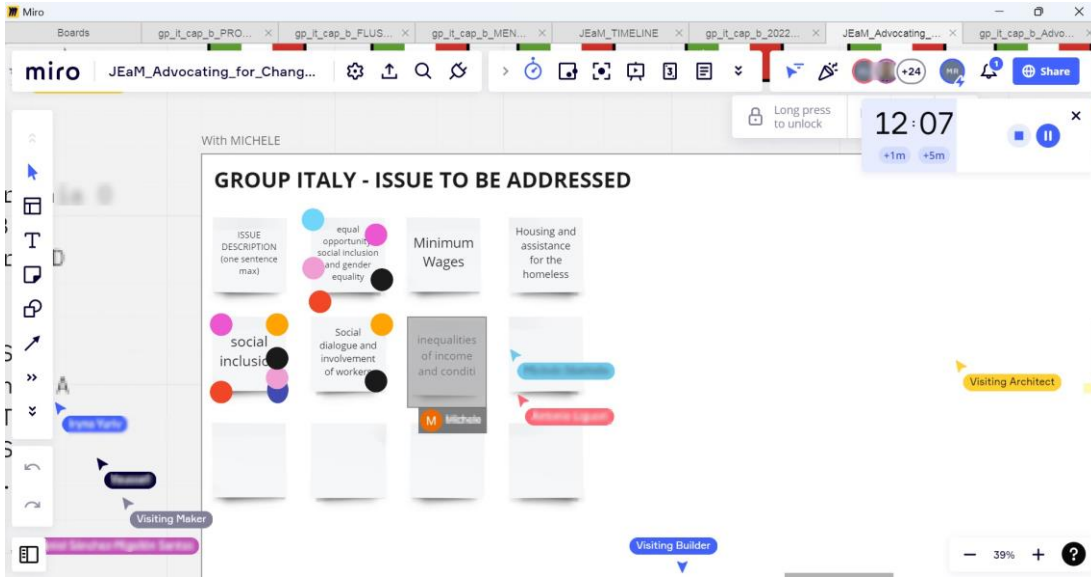
Total number of participants:	90 (ninety)	From total number of countries:	two
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**Description**  
Provide a short description of the event and its activities.

**ACTIVITIES DESCRIPTION**

The project work led by the group of Italian activists tapped on trainings the activists attended in the first work-packages (notably WP1 on European Pillar of Social Rights, WP2 on Advocacy and WP 3 on Theory of Change) that gave them the opportunity to discuss the social rights they felt as more urgent and that could have been more effectively addressed with an advocacy campaign.

From March 2023 to May 2023 ActionAid supported the group to review different issues related to the social experience of students during secondary schools, proposing them to narrow them and to consider best practices already in place, potential allies and relevant stakeholders to draft their work plan.



*The Group working on the issues' priority during the online preliminary session of WP 2 Advocating for Change, 22<sup>nd</sup> February 2023*

Being composed of youthworkers, educators, gender justice advocates and feminist activists based in different Italian cities, the group had to create a set of common rules and collaborative tools while at the same time had to discuss thoroughly the individual commitment, available effort and strategy proposals. In this stage some members left the group because of not complete alignment on the issue analysis and policy reviews and others joined in the following months.

In late May 2023 the group communicated to the AA team directly supporting them and to the policy experts on Gender Justice their final decision to address intersectional discrimination in secondary schools as the issue of their manifesto to be later finalized.

The group discussed their issue analysis draft in late June combining the issue analysis with research on relevant practices by stakeholders in Italy and policies proposals to be combined in a comprehensive set of requests and good practices. They started from this stage to consider their manifesto on one hand and foremost as a tool of advocacy towards members of the parliament and candidates to the European Parliament. But on the other hand as a tool for awareness raising for educators, Civil Society Organizations and schools, to help them understand the importance of an intersectional approach to counter discriminations impacting the increasingly diverse communities of students in the Italian secondary schools and the relevant practices already addressing specific discriminations.

From July 24<sup>th</sup> to July 28 2023 in Nardò (Italy) the group attended the ActionAid Italia Summer School on Activism where they had the opportunity to review their Theory of Change, analysed target and stakeholders needs and tested their workshop structure with other activists (a group of about 35 activists from across Italy), and at the same time they defined their identity and review the first mapping of stakeholders. In this context the group started to use the name PALS, that stands for *Pratiche Antidiscriminatorie nei luoghi del Sapere* (literally *Antidiscriminatory Practices in the Education Places*).



*PALS Team, ActionAid Italia Summer School, Nardò, 24<sup>th</sup> July 2023*

On July 31<sup>st</sup> 2023 the group hosted a workshop on the students experience of intersectional discriminations at Revolution Camp, the summer meeting of Rete degli Studenti Medi, the main Italian Secondary School Students Union and UDU, the main Italian University Students Union. The unions had invited the group to discuss their issue analysis with a relevant and diverse group of secondary schools students and young university students that were aware of students rights and their implementation through policies and local initiatives. The workshop, attended by 26 students' representatives of schools and Universities from all across Italy, provided useful feedback on the importance of addressing the curricula and the teachers' preparedness to detect discriminations with an intersectional approach.

After the summer break the group finalized a more advanced version of the manifesto thanks to the feedbacks received in the workshop and by other peers and AA Education Focal Point, widening the set of policies and good practices mapped in their manifesto.

At the same time the group organized a more operational workshop to review the first draft of their manifesto that was held in Milan on Saturday 18<sup>th</sup> November 2023. The group illustrated it with a digital presentation and paperboards their manifesto, discussed their first findings and the draft of their strategy with a group composed of ten representatives of antiracist organizations, LGBTQIA+ organizations, UDS (an Italian Secondary School Students Union) and AA staff.

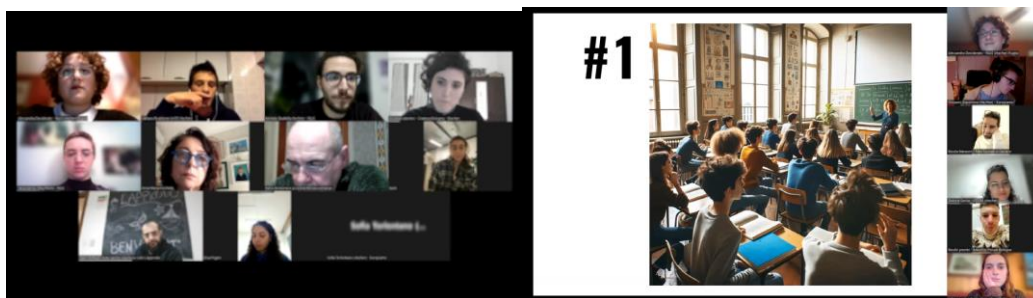
The participants contributed correcting some examples and providing new good practices, but also proposed more sources to support the issue analysis and offered their support to the outreach activity necessary for the following focus groups.



*PALS Team, workshop at Spazio Baroni85, 18<sup>th</sup> November 2023*

Later the group hosted two focus groups - on Friday 19<sup>th</sup> January 2024 and Friday 23<sup>rd</sup> February 2024 – with 16 participants from across Italy (educators, advocates of anti-racism and LGBTQIA+ rights, teachers and students' representatives). The total number of attendees is 25 as it includes the group of activists.

The activists from the Italian group led the discussion with participants, prompting a wide discussion on perspectives, data, experiences and proposals.



*PALS Team, focus group #1 and #2, 19-01-2024 and 23-02-2024*

In the first session the participants shared a sense of frustration for a school environment perceived as backward and non-inclusive: a "certain climate" of heteronormativity prevalent in schools, associated with a lack of inclusive perspectives. Cases of discrimination and racial micro-aggressions detected in schools through help-desks were also reported, underlining how even the physical structure of schools is often not accessible, thus highlighting the marginalization of people with disabilities. On the other hand, positive examples of collaboration between schools and associations were also made explicit, showing how this can bring about a climate of greater acceptance and openness.

On the second session the discussion shifted to more concrete educational practices and efforts to integrate more effective education on diversity: e.g. including the stories and experiences of transgender people in educational programs, using practices such as role-play games and theatre as a tool to address issues in a way that is more accessible to young people.

In general the need for a reform at a structural level was highlighted by several participants (notably redefine teachers training, adding diversity and inclusion issues in the curricula) while resistance to change and traditional structures clash with a growing need for inclusion and awareness of diversity. The experiences demonstrated how an intersectional, inclusive and dialogue-based education is essential for a learning environment that is fair and respectful of differences.

In March 2024 the group of activists summarized the feedback and suggestions provided in the final version of the manifesto.

The group at the same time scheduled the date for the public event to present and discuss the requests from the manifesto with Italian members of the parliament and stakeholders.

The public event was organized by the group on Wednesday 24<sup>th</sup> April 2024 in Rome (ITALY), hosted in the community hub of the youth media outlet Scomodo. Thanks to the support of AA policy experts and Scomodo newsroom, they selected a list of guests speakers from associations and national political parties already advocating for social rights and countering racism and LGBTQIA+ rights. Being the community hub a very relevant place to go for youth activists in Rome, many of them managed to join and contribute to the discussion along with the speakers and stakeholders invited by the group. The event was designed on one hand as an opportunity to present and discuss good practices and political requests to promote an intersectional approach to counter discriminations in secondary schools and at on the other hand as an opportunity for networking and informal discussion.

The event was attended by 67 participants.

The group also opened [its Instagram channel](#) to disseminate the event and present the manifesto.

In the first part of the event stakeholders and AA policy experts discussed the issue analysis and the relevant good practices presented in the manifesto with the activists. The printed version of the manifesto and its summary were available for the participants and hung on the walls of the room. Among the speakers that joined the debate there were representatives of associations whose initiatives (advocacy campaigns, educational practices, educational toolkits, etc.) were analysed in the manifesto, the national network of educators Educare alle Differenze, national associations as AGEDO and Maschile Plurale and ngo's as ACRA and Cospe. In the following part, the activists presented their political requests to Stefania Ascari (Five Star Movement) and Rachele Scarpa (Democratic Party) two Members of the Italian Chamber of Deputies Parliament that advocate for countering gender-based violence in schools. During the debate, facilitated by AA Education Focal Point Maria Sole Piccioli, the MPs agreed on the activists' request of having data on violence and discrimination, which the group highlights as lacking at ministerial level, and similarly, the MPs accepted the invitation to their parties to work at a European level so that the European Commission and the Euridyce network include intersectional violence as one of the 45 structural indicators, as a source of essential data for drafting the annual report of the European Commission "Education and Training Monitor". With regard to the

request to introduce sexual and emotional education, the MPs recognized that various proposals have been presented over the last 30 years, not always coherent or synergic, and that in the current scenario the possibility of proceeding is blocked by the different visions of values between the majority and opposition parties.

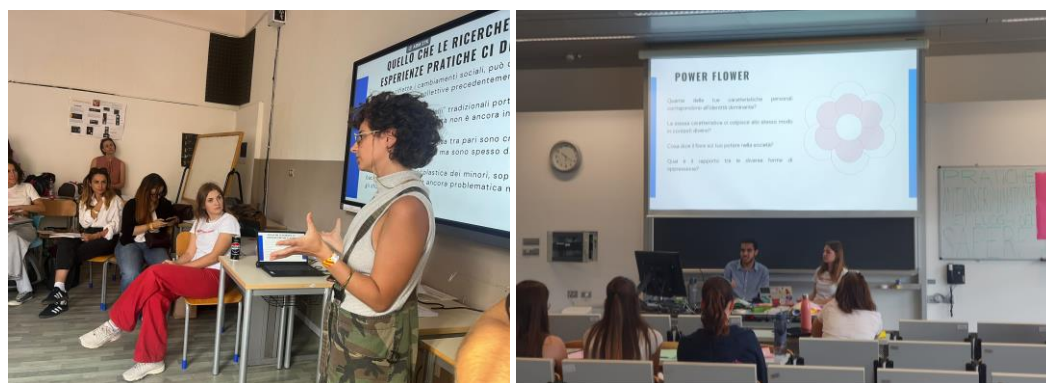
Likewise, the activists reminded the MPs the necessity to urge the Italian Minister of Education to review the National Plan for Education and Respect, dating back to 2017 and to reinstate the National Observatory for the monitoring and promotion of initiatives on gender equality and the fight against violence against women.



From right: activists Iryna Yuriv and Youssef Taby, Maria Sole Piccioli (AA) and MPs Rachele Scarpa and Stefania Ascari, Rome, Wed 23<sup>rd</sup> April 2024.

After the event the group sent the digital version of the manifesto to the participants and the Scomodo newsroom published a report on its [website](#) and its social media channels (that count thousands of single readers / active users per day).

In the following weeks the group kept on working to disseminate its request and decided to bring its manifesto analysis to other stakeholders.



From left: PALS workshops in Rome (September 2024) and Forlì (May 2024)

Among the events, the following ones are worth mentioning:

- *European Youth Event* (EYE) on Sunday 19<sup>th</sup> May 2024 in Forlì (Italy): where two PALS activists hosted a participatory workshop to discuss privilege and intersectional discrimination with twenty-five participants (mostly peers and youth workers) from all over Italy, focusing also on their advocacy experience and discussing the scenario of the European Elections to be held in the following month of June.
- *Educare alle Differenze* national meeting on Saturday 28<sup>th</sup> September 2024 in Rome (Italy): five PALS activists brought the manifesto in workshop for twenty educators, researchers and activists working on countering discrimination and inclusive curricula. The activists discussed their manifesto main features, illustrating their framework with participatory activities and later explaining the best practices presented in the manifesto. The workshop led to the activists actively discussing networking opportunities with the participants.

## PARTICIPANTS

Most of the participants were members of CSO's, social movements, unions, research centers, informal groups, political parties, etc.

The project work's activities have been attended by **90 (ninety) participants from two eligible countries** as indicated by the attendance register (available upon request).

Other participants (80 / eighty) were not registered as they attended secondary events without attendance register.

The participation to each session is detailed below:

- Peer review session Monday 24<sup>th</sup> July 2023, 11.00 am - 1.00 pm, Nardo (ITALY): thirty-five participants (no attendance register)
- Workshop #1 Monday 31 JULY 2023, 10.30 am - 12.30 pm, at Revolution Camp (at Cooperativa Al di là dei Sogni), Sessa Aurunca (ITALY): twenty six participants
- Workshop #2 Saturday 18 NOVEMBER 2023, 2.00 - 6.00 pm, at Spazio Baroni85, Milano (ITALY): fifteen participants
- Focus Group #1 Friday 19<sup>th</sup> January 2024, 5.00 - 7.00 pm (online): eleven participants
- Focus Group #2 Friday 23<sup>rd</sup> February 2024 5.30 - 7.30 pm (online): fourteen participants
- National Event on Wednesday 24<sup>th</sup> APRIL 2024, 12.00 pm - 6.00 pm at Redazione di Scomodo, Rome (ITALY): sixty seven participants
- Workshop at European Youth Event (EYE) on Sunday 19<sup>th</sup> May 2024 in Forlì (Italy): twenty-five participants (no attendance register)
- Workshop at Educare alle Differenze meeting on Saturday 28<sup>th</sup> September 2024 in Rome (Italy): twenty participants (no attendance register)
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Several participants attended more than one event and thus are counted once.

## EVALUATION

AA shared the Survey link with the participants and included the link in the follow-up e-mails as well but conversion was very low due to practical difficulties with accessing the webform. The number of people who completed the survey is nine (9). Overall, through the Survey and the conversations sparked during the event the assessment of the specific activities was generally positive, while participants appreciated the connection among the national and the European level of policy analysis and the opportunity to understand first-hand how actions at the national level can impact the EU level decision making.

The structure of the activities and its practical features were also generally appreciated.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).
2.0.	14.10.2024	First version by ActionAid Italia
3.0	09.12.2024	Updated version by ActionAid Italia

4.0	15.01.2024	Final version by ActionAid Italia
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## ENGLISH LANGUAGE VERSION

### PALS

## Anti-discriminatory practices in educational settings How to make high school a place for all

#Who we are

*"My English teacher encouraged me over the years and never denied the discrimination I faced. Furthermore, one of the best teachers was the history and philosophy teacher: he talked to us about colonialism, sexuality and rights."* [Colory.it Instagram profile 05-10-2023](#)

*"experiential learning was fundamental to work on the positionality of the participants [teachers, social workers, etc.] and develop an intersectional sensitivity."* [INGRID Project Manifesto \(REC Programme 2014-2020\)](#)

*"We need more and better training for the entire educational community [...] integrated into the number of school hours and structured over time."* [Manifesto on Gendered Education \(Stati Generali 2023\)](#)

We want to take action against discrimination and intersectional violence in high schools. We are young students and recent graduates and what we have in common is the experience of a type of school that struggles to be attentive to the dynamics of exclusion that we ourselves have experienced. Tapping on the tools acquired in the [JUST EU and ME project](#), we want to be able to significantly contribute to the creation of a more equal, inclusive and just society, in which discrimination based on any personal characteristic - such as gender, origin, sexual and/or romantic orientation, health status, socioeconomic context, religion, etc. - are reduced to a minimum or eliminated completely.

This is a principle that the European Union has identified in the European Pillar of Social Rights, in particular in principle 3, Equal Opportunities. *"Regardless of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, everyone has the right to equal treatment and opportunities in employment, social protection, education and access to*

*available goods and services to the public. Equal opportunities for under-represented groups are promoted.”<sup>1</sup>*

We are aware that in the current national political scenario, a request for legislative intervention to adapt school curricula or ministerial guidelines is not feasible. We therefore want to act in synergy with subjects such as teachers' groups and unions, associations active in combating discrimination and other research and activist subjects to systematise the indications already developed on the individual dimensions subject to discrimination. We place ourselves in continuity with the work already carried out by all those organizations and individuals who in recent years have tried to promote awareness among the educational, student and school community in the broadest sense. Consistent with the European Pillar of Social Rights we believe that promoting social justice requires access to adequate and inclusive education, and social and economic opportunities that do not discriminate based on physical ability, sexual orientation, gender or ethnic origin. To do this, we need the support of teachers and the educational community, thanks to their central role in the growth and socialization of students.

### *#What research tells us*

School is one of the first places where the effects of social change are felt. Personal and collective identities that have always been invisible are acquiring more and more representation and recognition within educational spaces. We are talking about people with multicultural and migratory backgrounds; people with gender identities and sexual, romantic and relational orientations that go beyond heteronormativity; people socialized as women gaining more and more self-determination; neurodivergent and neuroatypical people; people with bodies that do not conform to socially imposed standards; disabled people who demand accessibility and the social and political use of public spaces.

Every day, people who go beyond the expectations of the "model student" bring their needs and demands into the school. New generations of students are highlighting the obstacles that prevent high school from becoming an open and inclusive space. Obstacles that are difficult to recognise, especially if you limit the school environment to the building where you sit to learn.

In recent years, particularly following the closures caused by the pandemic, discrimination and peer violence have become even more "invisible" and even more difficult to recognise, manage and prevent. Already in 2018, the UNICEF report "An Everyday Lesson: #ENDviolence in Schools" stated how "half of students aged between 13 and 15 in the world" had reported "having suffered violence from their peers at school and outside". In the Italian case, from the ISTAT 2021 survey on secondary school pupils, it emerged that with the pandemic, 29.4% of students reported a worsening of their family's economic situation and that children of foreign origin "have experienced greater difficulty in accessing DAD" and more frequent worsening of family economic conditions <sup>2</sup>. The increase in the use of chat and social

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<sup>1</sup> "European Commission, Secretariat-General, *Pilastro europeo dei diritti sociali*, Publications Office, 2017, <https://data.europa.eu/doi/10.2792/332183>"

<sup>2</sup> [I ragazzi e la pandemia: primi risultati dell'indagine sugli alunni delle scuole secondarie. Istat, 4 maggio 2022.](#)

media to communicate (increased for 69.5% of children) has highlighted the need to understand and investigate peer violence online.

In the post-pandemic period, several researchers have questioned the socio-educational well-being of students in relation to the personal elements that constitute their identities. We know well how the experience of violence inside and outside of high school is different for each student, based on the intersection of factors such as gender identity, sexual and/or romantic orientation, health, the non-conformity of bodies, the origin and socio-economic context of origin. The complexity and multifaceted nature of school discrimination requires us to rethink the ways in which it is detected and addressed. Taking gender into consideration, it is well known that in Italy it is the basis of many forms of violence. Research conducted by Ipsos for ActionAid confirms that "four out of five young Italians believe that a woman can avoid sexual intercourse if she really doesn't want it, but one in five believes that girls can contribute to causing sexual violence if they show clothing or excessively provocative behavior." Gender also has to do with bullying: as a phenomenon, it has always been thought of in a "neutral" (and therefore masculine) form and in doing so has not allowed us to analyze the causes and articulations of female bullying<sup>3</sup>.

What research tells us is that it is increasingly necessary to adopt an **intersectional perspective** to understand the causes and consequences of discrimination and youth violence, so that it is possible to develop a multidimensional and effective approach to its prevention.

### *#What institutions (don't) do*

School is generally the second educational space that a girl encounters during her growth. In this sense, we believe that educational institutions, as spaces for collective knowledge sharing, can raise awareness of the culture of diversity among the people who pass through them.

Education about differences is a value recognized at European level in article 21 of the Charter of Fundamental Rights of the European Union and in article 14 of the European Convention on Human Rights. The European Council Recommendation (2018) on key competences for lifelong learning states that "education aimed at sustainable development and lifestyle, human rights, gender equality, the promotion of a peaceful culture and non-violent movement, global citizenship and the valorization of cultural diversity" is a necessary tool to ensure sustainable development<sup>4</sup> and inclusive and equitable education. Following various recommendations from the EU, legislative initiatives aimed at combating discrimination and violence have been adopted in various states; however, policies, when and if implemented, do not consider their complexity and systemic nature. Furthermore, education remains an area of competence of the Member States, resulting in significant differentiations "in content, delivery and organisation"<sup>5</sup> of anti-discrimination educational policies.

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<sup>3</sup> Vittori, F., De Vita, A., Burgio, G. *Il bullismo femminile a scuola*.

<sup>4</sup> [Raccomandazione del Consiglio del 22 maggio 2018 relativa alle competenze chiave per l'apprendimento permanente \(2018/C 189/01\)](#)

<sup>5</sup> 2023 YOUTH 4 LOVE Policy recommendations

In Italy the existence of numerous gaps in the educational sector is evident, starting from the quantity of resources allocated in the education sector. According to the National Statistical Agency, public spending on education in 2021 corresponds to 4.1% of GDP<sup>6</sup> (lower than the European average of 4.9%). This purely economic data makes us reflect on the economic maneuvers that precede the possibility of implementing certain policies. Regarding teaching, the introduction of sexual-affective education - which, according to UNESCO, can have positive effects on broader social issues<sup>7</sup> - is hindered by the discretion and optionality of each institution in deciding whether or not to include it in the teaching planning. Although some schools provide sexuality education courses, their concreteness depends on the will of school managers and often focuses on purely biological aspects, leaving out the psychological, social and emotional ones, the broader factors of sexuality education, as suggested by WHO and UNESCO<sup>8</sup>. As regards the prevention of violence, the national guidelines for schools have always and only focused on **bullying and cyberbullying**, some of the many forms in which peer violence can express itself, leaving aside all the other experiences of discrimination that adolescents they live inside and outside the school environment. With the 2017 "Guidelines for the prevention and combating of cyberbullying", each institute was called "to appoint (or reconfirm) up to two referee teachers, to support the strategies for preventing and combating bullying and cyberbullying"<sup>9</sup>. However, these figures are often not known within the school (not even by the teachers themselves) or are not adequately trained to intervene effectively. The only points of reference for the young person remain the police forces, while the anti-violence centres, transfeminist associations and allied organizations are not named. It is significant that in the guidelines for civic education introduced in 2020 as a compulsory subject, there is no specific focus on gender violence<sup>10</sup> and that the Observatory on gender violence within the Ministry of Education created in 2017<sup>11</sup> has not found any follow-up.

#### *#One, none, one hundred thousand shares*

There is no single solution to address the different forms of discrimination that cross the places of knowledge and which often escape superficial understanding. There are various entities that have long been committed to examining the topic of education in greater depth and are developing advocacy alliances that attempt to fill existing institutional gaps.

This is the case of the educational experimentation process that has been taking place since 2006 in the schools of the town of **Reggio Emilia**<sup>12</sup>, in collaboration with the Department of Education and Human Sciences of the University of Modena and Reggio Emilia. The objective of this approach is to train a group of primary school teachers (with some sporadic presence

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<sup>6</sup> "Istruzione". *Noi Italia 2023*.

<sup>7</sup> European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Picken, N., *Sexuality education across the European Union – An overview*, Publications Office, 2020, <https://data.europa.eu/doi/10.2767/869234>

<sup>8</sup> Ibidem

<sup>9</sup> <https://miur.gov.it/web/guest/piattaforma-elisa>

<sup>10</sup> "Allegato A. Linee guida per l'insegnamento dell'educazione civica", 6 giugno 2020.

<sup>11</sup> <https://www.miur.gov.it/-/scuola-online-l-avviso-per-la-costituzione-dell-osservatorio-nazionale-per-il-monitoraggio-e-la-promozione-di-iniziative-sulla-parita-tra-i-sessi-e-il>

<sup>12</sup> [https://interlingua.comune.re.it/?page\\_id=3516](https://interlingua.comune.re.it/?page_id=3516)

of lower secondary teachers) in effective and democratic language education, which is attentive to students' learning needs. cooperative rather than individual profit. Following this approach the **BEE project**<sup>13</sup>, carried out in 4 European Union countries (Italy, Romania, Cyprus and Lithuania) where gender disparities are still strong, saw the educational community as the protagonist: nursery educators\* and nursery and primary school teachers. The project provided training moments for those who work in early childhood schools, to recognize and deconstruct gender stereotypes, and produced the "Gender Toolkit" as a synthesis of those moments. The "Gender Toolkit" is proposed as a theoretical and operational tool to support the educational community in acquiring greater skills in addressing gender stereotypes in the school environment.

The meeting of the national network **Educare alle Differenze**<sup>14</sup>, which took place in Bergamo in 2021, produced a proposal for intervention strategies in school contexts aimed at combating gender violence in its various forms and outcomes - male violence against women, homo-lesbian-bi-trans- violence phobic, violence and gender normativeness. The text, divided into three sections, describes for each type of violence the possible scenarios that a teacher could face at school and, for each one, proposes keys to interpretation and intervention. The writing of the text took place in relation to a variety of subjects who experience school and educational contexts: teachers of schools of all levels, experts, LGBTQIA+ activists, feminists, operators of Anti-Violence Centres. The most important contribution was that given by high school students, mainly activists of transfeminist collectives or groups, who reported the gaps experienced in combating discrimination and intersectional violence.

We place ourselves in continuity with the work carried out in recent years by all those subjects and subjectivities who at a local, national and European level have promoted a path of awareness among the educational, student and school community in the broadest sense. We support the advocacy work carried out by the assembly of Stati Generali coalition, which led to the creation of the "Manifesto dell'Educazione Genderale " in May 2023, the result of the comparison, development and exchange of practices of the Education, School and University Table. We want more and better training "for the entire educational community: teachers, school staff, school psychologists, managers and administrative staff", which is "integrated into the number of school hours and structured over time" and not carried out in free time outside of school. teachers' working hours.

*#Why would it be more effective to act all together?*

We know that discrimination can stratify and make, in some cases, the lives of female students unsustainable. Therefore, adopting an intersectional approach to inclusiveness that recognizes the many facets that make up each person's identity may be a solution worth considering. In this context, teachers, school staff and experts in the topics described are allies we need to push towards concrete change. We want intersectional violence and discrimination

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<sup>13</sup> <https://www.cospe.org/progetti/61845/bee-boosting-gender-equality-in-education/>

<sup>14</sup> <http://www.educarealldifferenze.it/chi-siamo/educare-alle-differenze-nelle-scuole-di-ogni-ordine-e-grado-metodologia-e-approccio-educativo/#:~:text=L'educazione%20alle%20differenze%20non,alle%20provenienze%20culturali%20o%20religiose.>

to be addressed in their complexity and for institutional gaps to be filled through the sharing and strengthening of anti-discrimination practices.

In our manifesto, we will emphasize the need to act as an educating community to combat discrimination and violence in their complexity. Thanks to the awareness of the people involved, of whom we are "expressions" and with the collaboration of movements and expert subjects, useful practices for the purpose can be systematized and allow comparison between specific experiences. We believe, in fact, that only through mutual learning can the growth of a school community that is aware and committed to the fight against discrimination be encouraged.

In order to reach the largest group of educators interested in these issues, we intend to make full use of the potential of online platforms, capable of making accessible the knowledge necessary to prevent and combat discrimination and violence. We will strive to share online content that can help raise public awareness of issues of discrimination and promote a culture of respect and inclusion. Everything we do will happen in collaboration with a wide range of actors and subjectivities, including civil society organisations, associations, activist groups and any other interested parties who share our goal.

#### *The JUST EU and ME project*

Just EU and ME is a European project (CERV-2022-CITIZENS-CIV) aimed at young activists in Bulgaria, Italy, Poland, Spain and Greece to support them in developing skills for defending and implementing social rights at the local level and at European Union level. In each country activist' groups develop advocacy plans consistent with the European Pillar of Social Rights, in particular access to education, gender equality and the promotion of equal rights for marginalized groups, which will be presented before the European elections of June 2024.

SOME PICTURES OF THE ACTIVITIES THAT LED TO THE CREATION OF THE  
MANIFESTO

JUST EU AND ME

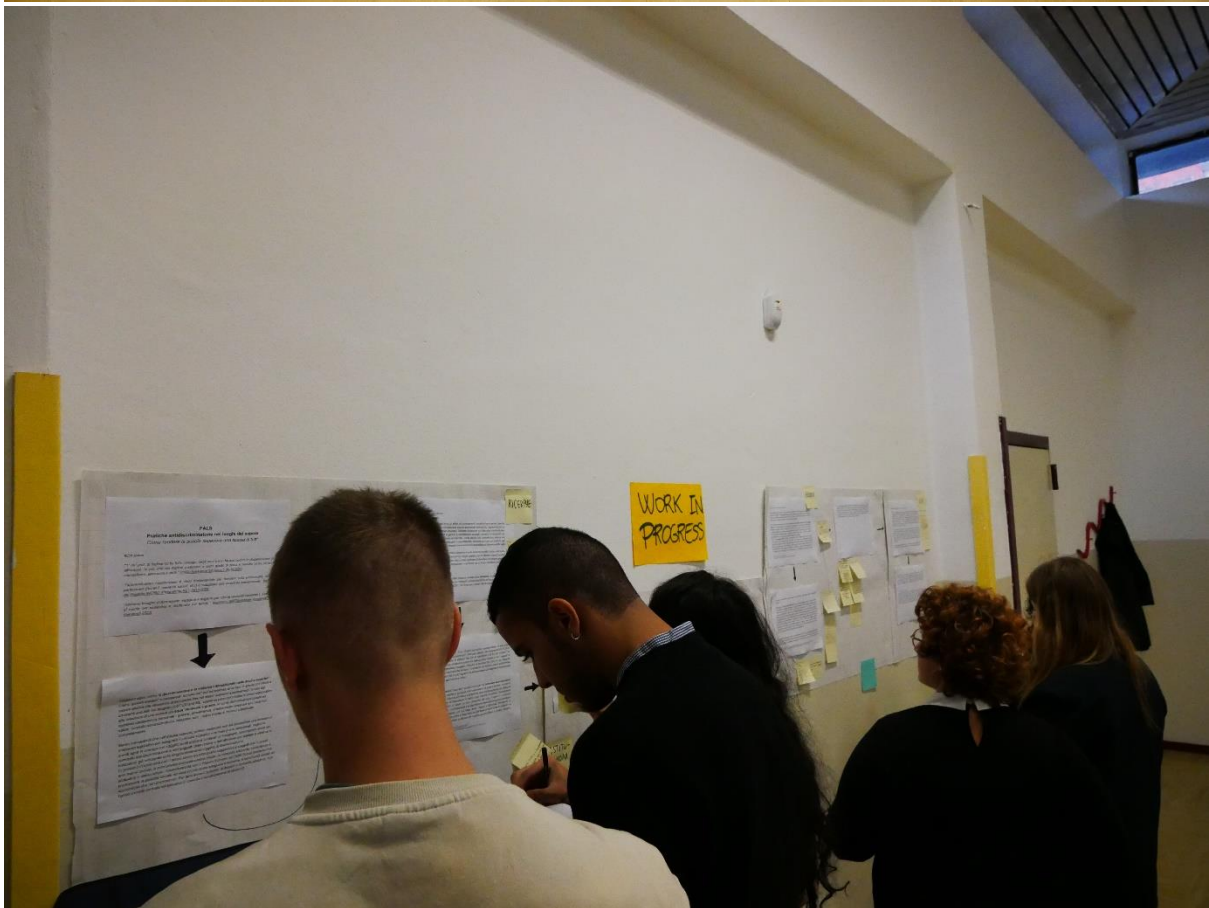
Funded by  
the European Union

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REALIZZA IL CAMBIAMENTO

# PALS MANIFESTO

PRATICHE ANTIDISCRIMINATORIE NEI  
LUOGHI DEL SAPERE









## ITALIAN LANGUAGE VERSION

### PALS

#### Pratiche antidiscriminatorie nei luoghi del sapere

*Come rendere la scuola superiore una scuola di tutt\**

#### #Chi siamo

*"\*I\* mi\* prof. di Inglese mi ha fatto coraggio negli anni e non ha mai negato le discriminazioni che affrontavo. In più, uno dei migliori professori è stato quello di storia e filosofia: ci ha parlato di colonialismo, sessualità e diritti." [Profilo Instagram @Colory.it 05-10-2023](#)*

*"l'apprendimento esperienziale è stato fondamentale per lavorare sulla posizionalità delle/dei partecipanti [docenti, operatori sociali, etc.] e sviluppare una sensibilità intersezionale." [Manifesto del Progetto INGRID \(Programma REC 2014-2020\)](#)*

*"Abbiamo bisogno di formazione maggiore e migliore per tutta la comunità educante [...] integrata al monte ore scolastico e strutturata nel tempo." [Manifesto dell'Educazione Genderale \(Stati Generali 2023\)](#)*

Vogliamo agire contro la **discriminazione e la violenza intersezionale nelle scuole superiori**. Siamo giovani student\* e neolaureat\* e quel che abbiamo in comune è l'esperienza di un tipo di scuola che fatica a essere attenta alle dinamiche di esclusione che noi stess\* abbiamo sperimentato. Grazie agli strumenti acquisiti nel progetto [JUST EU and ME](#), vogliamo poter contribuire in modo significativo alla creazione di una società più **equa, inclusiva e giusta**, in cui le discriminazioni basate su qualsiasi caratteristica personale - come genere, provenienza, orientamento sessuale e/o romantico, stato di salute, contesto socioeconomico, religione, ecc. - siano ridotte al minimo o eliminate completamente.

Si tratta di un principio che anche l'Unione Europea ha individuato nell'European Pillar of Social Rights, in particolare al principio 3, Pari Opportunità: *"A prescindere da sesso, razza o origine etnica, religione o convinzioni personali, disabilità, età o orientamento sessuale, ogni persona ha diritto alla parità di trattamento e di opportunità in materia di occupazione, protezione sociale, istruzione e accesso a beni e servizi disponibili al pubblico. Sono promosse le pari opportunità dei gruppi sottorappresentati."* <sup>15</sup>

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<sup>15</sup> "European Pillar of Social Rights <https://ec.europa.eu/social/main.jsp?catId=1226&langId=en>"

Siamo consapevoli che nell'attuale scenario politico nazionale non sia percorribile una richiesta di intervento legislativo per adeguare i curricula scolastici o le linee guida ministeriali. Vogliamo quindi agire in sinergia con soggetti quali gruppi e sindacati di insegnanti, associazioni attive nel contrasto alle discriminazioni e altri soggetti della ricerca e dell'attivismo per mettere a sistema le indicazioni già sviluppate sulle singole dimensioni oggetto di discriminazione. Ci poniamo in continuità con il lavoro già svolto da tutte quelle soggettività e soggetti che in questi anni hanno cercato di promuovere consapevolezza presso la comunità educante, studentesca e scolastica in senso ampio. Coerentemente con il Pilastro Europeo dei Diritti Sociali riteniamo che promuovere la giustizia sociale richieda l'accesso a un'istruzione adeguata e inclusiva, e opportunità sociali ed economiche che non discriminino per abilità fisiche, orientamento sessuale, genere o origine etnica. Per farlo serve il supporto docenti e comunità educante, grazie al loro ruolo centrale nel percorso di crescita e socializzazione di student<sup>3</sup>.

### *#Quello che le ricerche ci dicono*

La **scuola** è uno dei primi luoghi in cui gli effetti del cambiamento sociale si fanno sentire. Identità personali e collettive da sempre *invisibilizzate* stanno acquisendo sempre più rappresentazione e riconoscimento all'interno degli spazi educativi. Parliamo di persone con background multiculturale e migratorio; persone con identità di genere e orientamenti sessuali, romantici e relazionali che vanno oltre l'eteronormatività; persone socializzate come donne che acquisiscono sempre più autodeterminazione; persone neurodivergenti e neuroatipiche; persone con corpi non conformi agli standard socialmente imposti; persone disabili che rivendicano l'accessibilità e l'uso sociale e politico degli spazi pubblici.

Quotidianamente, persone che vanno oltre le aspettative "*dello studente modello*" portano all'interno della scuola i loro *bisogni* e le loro *rivendicazioni*. Nuove generazioni di student\* stanno facendo emergere gli **ostacoli** che non permettono alla scuola superiore di diventare uno spazio aperto e inclusivo. Ostacoli che si fa fatica a riconoscere, soprattutto se si limita l'ambiente scolastico all'edificio in cui ci si siede per imparare.

Negli ultimi anni, in particolare a seguito delle chiusure causate dalla **pandemia**, le discriminazioni e la violenza tra pari sono diventate ancora più "*invisibili*" e ancora più difficili da riconoscere, gestire e prevenire. Già nel 2018 il rapporto UNICEF "An Everyday Lesson: #ENDviolence in Schools", affermava come "metà degli studenti fra i 13 e i 15 anni nel mondo" avessero riferito "di aver subito violenza da parte dei loro coetanei a scuola e fuori"<sup>16</sup>. Nel caso italiano, dall'indagine dell'ISTAT 2021 sull\* alunn\* delle scuole secondarie, è emerso che con la pandemia il 29,4% de\* student\* ha segnalato un peggioramento della situazione economica della propria famiglia e che \* ragazz\* di origine straniera "hanno sperimentato maggiori difficoltà di accesso alla DAD" e più frequenti peggioramenti delle condizioni economiche familiari<sup>17</sup>. L' aumento del ricorso a chat e social media per comunicare (aumentato per il 69,5% de\* ragazz\*) ha fatto emergere la necessità di comprendere e approfondire la violenza tra pari in forma *online*.

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<sup>16</sup> [Metà degli adolescenti vittime di violenze nella scuola. Unicef, 6 settembre 2018.](#)

<sup>17</sup> [I ragazzi e la pandemia: primi risultati dell'indagine sugli alunni delle scuole secondarie. Istat, 4 maggio 2022.](#)

Nel periodo *post-pandemico* divers\* ricercator\* si sono interrogat\* sul **benessere socio-educativo** de\* student\* in relazione agli elementi personali che costituiscono le proprie identità. Sappiamo bene come l'esperienza della violenza all'interno e all'esterno della scuola superiore sia differente per ciascun\* student\*, in base all'intersezione di fattori quali *l'identità di genere, l'orientamento sessuale e/o romantico, lo stato di salute, la non conformità dei corpi, l'origine e il contesto socioeconomico di provenienza*. La complessità e la sfaccettatura della discriminazione scolastica ci impone di ripensare le modalità con cui essa viene rilevata e affrontata. Prendendo in considerazione il *genere*, è risaputo come in Italia esso sia alla base di molte forme di violenza. La ricerca condotta da **Ipsos** per ActionAid conferma che "quattro giovani italiani su cinque ritengono che una donna possa sottrarsi a un rapporto sessuale se davvero non lo vuole, ma uno su cinque crede che le ragazze possano contribuire a provocare la violenza sessuale se mostrano un abbigliamento o un comportamento eccessivamente provocante"<sup>18</sup>. Il genere ha a che fare anche con il bullismo: come fenomeno, è sempre stato pensato in forma "neutrale" (e dunque maschile) e così facendo non ha permesso di analizzare le cause e le articolazioni del *bullismo femminile*<sup>19</sup>.

Quello che le ricerche ci dicono è che sia sempre più necessario adottare un'**ottica intersezionale** alla comprensione delle cause e delle conseguenze della discriminazione e della violenza giovanile, affinché sia possibile sviluppare un approccio multidimensionale ed efficace nella sua *prevenzione*.

### *#Quello che le istituzioni (non) fanno*

Tendenzialmente la scuola è il secondo spazio educativo che un\* ragazz\* incontra durante la propria crescita. In tal senso, crediamo che le istituzioni educative, come spazi di condivisione collettiva delle conoscenze, possano sensibilizzare le persone che le attraversano alla cultura della diversità.

L'*educazione alle differenze* è un valore riconosciuto a livello europeo nell'articolo 21 della Carta dei Diritti Fondamentali dell'Unione Europea e nell'articolo 14 della Convenzione Europea dei Diritti Umani. La Raccomandazione del Consiglio europeo (2018) relativa alle competenze chiave per l'apprendimento permanente afferma che "un'educazione volta ad uno sviluppo e uno stile di vita sostenibili, ai diritti umani, alla parità di genere, alla promozione di una cultura pacifica e nonviolenta, alla cittadinanza globale e alla valorizzazione delle diversità culturali" sia uno strumento necessario al fine di garantire uno sviluppo sostenibile<sup>20</sup> e un'istruzione inclusiva ed equa. A seguito di varie raccomandazioni da parte dell'UE, in vari stati sono state adottate delle iniziative legislative volte al contrasto delle discriminazioni e delle violenze; tuttavia, le politiche, quando e se messe in atto, non considerano la loro complessità e natura sistemica. Inoltre, l'istruzione rimane un ambito di competenza degli Stati

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<sup>18</sup> [La violenza vista dagli adolescenti in Italia, l'indagine Ipsos per ActionAid. Ipsos, 12 settembre, 2023.](#)

<sup>19</sup> Vittori, F., De Vita, A., Burgio, G. *Il bullismo femminile a scuola*.

<sup>20</sup> [Raccomandazione del Consiglio del 22 maggio 2018 relativa alle competenze chiave per l'apprendimento permanente \(2018/C 189/01\)](#)

membri, determinando notevoli differenziazioni “nei contenuti, nell'erogazione e nell'organizzazione”<sup>21</sup> di politiche educative antidiscriminatorie.

In Italia è evidente l'esistenza di numerose lacune nell'ambito educativo, a partire dalla quantità di risorse allocate nel settore dell'istruzione. Secondo l'ISTAT, la spesa pubblica per istruzione dell'anno 2021 corrisponde al **4,1% del Pil**<sup>22</sup> (inferiore rispetto alla media europea del 4,9%). Questo dato meramente economico ci fa riflettere sulle manovre economiche che precedono la possibilità di attuare talune politiche. In merito alla didattica, l'introduzione dell'*educazione sesso-affettiva* - che, secondo l'UNESCO, può avere degli effetti positivi su questioni sociali più ampie<sup>23</sup> - è ostacolata dalla discrezionalità e facoltatività di ogni istituto nel decidere se inserirla o meno nella pianificazione didattica. Nonostante alcune scuole prevedono dei percorsi di educazione alla sessualità, la loro concretezza dipende dalla volontà de\* dirigenti scolastici e spesso si concentra sugli aspetti meramente biologici, tralasciando quelli psicologici, sociali ed emotivi, i fattori più ampi dell'educazione alla sessualità, come suggerito dall'OMS e dall'UNESCO<sup>24</sup>. Per quanto riguarda la prevenzione della violenza, le linee guida nazionali per le scuole si sono sempre e solo focalizzate sul **bullismo** e **cyberbullismo**, alcune delle tante forme in cui la violenza tra pari può esprimersi, tralasciando tutte le altre esperienze di discriminazione che l\* adolescenti vivono dentro e fuori l'ambiente scolastico. Con le “Linee di orientamento per la prevenzione e il contrasto del cyberbullismo” del 2017 ogni istituto è stato chiamato “a nominare (o riconfermare) fino a due docenti referenti, per sostenere le strategie di prevenzione e contrasto del bullismo e cyberbullismo”<sup>25</sup>. Tuttavia, queste figure spesso all'interno della scuola non sono conosciute (neppure da\* docenti stessi) oppure non sono formate adeguatamente per intervenire in maniera efficace. Gli unici punti di riferimento per l\* giovan\* restano le Forze dell'Ordine, mentre i Centri Antiviolenza, le associazioni transfemministe e soggettività alleate non vengono nominate. È significativo che nelle linee guida per l'educazione civica introdotta nel 2020 come materia obbligatoria, non vi sia alcun focus specifico sulla violenza di genere<sup>26</sup> e che l'Osservatorio sulla violenza di genere all'interno del Ministero dell'Istruzione creato nel 2017<sup>27</sup> non abbia trovato seguito.

### *#Una, nessuna, centomila azioni*

Non esiste una soluzione unica per affrontare le diverse forme di discriminazione che attraversano i luoghi del sapere e che spesso sfuggono a una comprensione superficiale. Diversi sono i soggetti da tempo impegnati ad approfondire il tema dell'educazione che stanno sviluppando alleanze di advocacy che tentano di colmare le lacune istituzionali esistenti.

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<sup>21</sup> 2023 YOUTH 4 LOVE Policy recommendations

<sup>22</sup> “Istruzione”. *Noi Italia 2023*.

<sup>23</sup> European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Picken, N., *Sexuality education across the European Union – An overview*, Publications Office, 2020, <https://data.europa.eu/doi/10.2767/869234>

<sup>24</sup> Ibidem

<sup>25</sup> <https://miur.gov.it/web/guest/piattaforma-elisa>

<sup>26</sup> “Allegato A. Linee guida per l'insegnamento dell'educazione civica”, 6 giugno 2020.

<sup>27</sup> <https://www.miur.gov.it/-/scuola-online-l-avviso-per-la-costituzione-dell-osservatorio-nazionale-per-il-monitoraggio-e-la-promozione-di-iniziativa-sulla-parita-tra-i-sessi-e-il>

E' il caso del percorso di *sperimentazione educativa* che si svolge dal 2006 nelle scuole di **Reggio Emilia**<sup>28</sup>, in collaborazione con il Dipartimento di Educazione e Scienze Umane dell'Università di Modena e Reggio Emilia. L'obiettivo di tale approccio è la formazione di un gruppo di docenti di scuola primaria (con qualche sporadica presenza di quelli della secondaria di primo grado) a un'educazione linguistica efficace e democratica, che si dimostri attenta ai bisogni de\* student\* nell'apprendimento cooperativo, piuttosto che nel profitto individuale.

Anche il **progetto BEE**<sup>29</sup>, realizzato in 4 paesi dell'Unione Europea (Italia, Romania, Cipro e Lituania) dove le disparità di genere sono ancora forti, ha visto come protagonista la comunità educativa: educator\* di nido e insegnanti della scuola dell'infanzia e primaria. Il progetto ha previsto momenti formativi per coloro che lavorano nelle scuole della prima infanzia, per riconoscere e decostruire gli stereotipi di genere, e ha prodotto come sintesi di quei momenti il "Gender Toolkit". Il "Gender Toolkit" si propone come strumento teorico e operativo per supportare la comunità educativa nell'acquisire maggiori capacità nell'affrontare gli stereotipi di genere nell'ambiente scolastico.

L'esperienza di **Educare alle Differenze**<sup>30</sup> che si è svolta a Bergamo nel 2021 ha prodotto una proposta di strategie di intervento nei contesti scolastici volta a contrastare la violenza di genere nelle sue varie forme ed esiti - la violenza maschile contro le donne, la violenza omosessobitranfobica, la violenza e la normatività del genere. Il testo, diviso in tre sezioni, descrive per ogni tipologia di violenza dei possibili scenari in cui un\* docente potrebbe trovarsi ad affrontare a scuola e, per ognuna, propone delle chiavi di lettura e d'intervento. La scrittura del testo è avvenuta in relazione con una molteplicità di soggetti che vivono la scuola e i contesti educativi: docenti di scuole di ogni ordine e grado, expert\*, activist\* LGBTQI+, femministe, operatrici dei Centri Antiviolenza. Il contributo più importante è stato quello dato da\* student\* della scuola superiore, principalmente activist\* di collettivi o gruppi transfemministi, che hanno riportato le lacune esperite nel contrasto alle discriminazioni e alle violenze intersezionali.

Ci poniamo in continuità con il lavoro svolto negli scorsi anni da tutti quei soggetti e soggettività che a livello locale, nazionale ed europeo, hanno promosso un percorso di consapevolezza in capo alla comunità educante, studentesca e scolastica in senso ampio. Sosteniamo il lavoro di advocacy svolto dall'assemblea degli **Stati Generali**, che ha portato nel maggio 2023 alla realizzazione del "Manifesto dell'Educazione Genderale", frutto del confronto, dell'elaborazione e dello scambio di pratiche del Tavolo Educazione, Scuola e Università. Vogliamo una maggiore e migliore formazione "per tutta la comunità educante: insegnanti, personale ata, psicolog3 scolastic3, dirigenti e personale amministrativo", che sia "integrata al monte ore scolastico e strutturata nel tempo" e non svolta nel tempo libero al di fuori dell'orario di lavoro de\* docenti.

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<sup>28</sup> [https://interlingua.comune.re.it/?page\\_id=3516](https://interlingua.comune.re.it/?page_id=3516)

<sup>29</sup> <https://www.cospe.org/progetti/61845/bee-boosting-gender-equality-in-education/>

<sup>30</sup> <http://www.educarealldifferenze.it/chi-siamo/educare-alle-differenze-nelle-scuole-di-ogni-ordine-e-grado-metodologia-e-approccio-educativo/#:~:text=L'educazione%20alle%20differenze%20non,alle%20provenienze%20culturali%20o%20religiose.>

*#Perché sarebbe più efficace agire tutt\* insieme?*

Sappiamo che le discriminazioni possono stratificarsi e rendere, in alcuni casi, la vita de\* student\* insostenibile. Pertanto, adottare un approccio intersezionale all'inclusività che riconosca le molteplici sfaccettature che compongono l'identità di ciascuna persona, può essere una soluzione da considerare. In questo contesto, l\* docenti, il personale scolastico e i soggetti esperti delle tematiche descritte sono \* alleat\* di cui abbiamo bisogno per spingere verso un cambiamento concreto. Vogliamo che la violenza e la discriminazione intersezionale vengano affrontate nella loro complessità e che le lacune istituzionali vengano colmate attraverso la messa in condivisione e il rafforzamento di *pratiche antidiscriminatorie*.

Nel nostro manifesto, andremo a porre l'accento sulla necessità di agire come [comunità educante per combattere le discriminazioni e la violenza nella loro complessità](#). Grazie alla consapevolezza delle persone interessate, di cui siamo "espressione" e con la collaborazione di movimenti e soggetti esperti, si possono mettere a sistema pratiche utili allo scopo e permettere il confronto tra esperienze specifiche. Crediamo, infatti, che solo attraverso l'apprendimento reciproco può essere incoraggiata la crescita di una comunità scolastica consapevole e impegnata nella lotta alle discriminazioni.

Al fine di raggiungere il più esteso gruppo di educator\* interessat\* a queste tematiche, intendiamo utilizzare appieno il potenziale delle piattaforme online, capaci di rendere accessibile la conoscenza necessaria a prevenire e contrastare la discriminazione e la violenza. Ci impegneremo a condividere contenuti online che possano contribuire a sensibilizzare il pubblico su questioni di discriminazione e a promuovere una cultura di rispetto e inclusione. Tutto ciò che facciamo avverrà in collaborazione con una vasta gamma di soggetti e soggettività, comprese organizzazioni della società civile, associazioni, gruppi di attivist\* e qualsiasi altra parte interessata che condivida il nostro obiettivo.

### *Il progetto JUST EU and ME*

Just EU and ME è un progetto europeo (CERV-2022-CITIZENS-CIV) rivolto a giovani attivist\* in Bulgaria, Italia, Polonia, Spagna e Grecia con l'obiettivo di far loro sviluppare competenze nella difesa e nell'attuazione dei **diritti sociali** a livello locale e a livello dell'Unione Europea. In ogni paese i gruppi di attivist\* sviluppano piani di advocacy coerenti con **Pilastro Europeo dei Diritti Sociali**, in particolare l'*accesso all'istruzione*, la *parità di genere* e la *promozione della parità dei diritti per i gruppi emarginati che saranno presentati prima delle elezioni europee del giugno 2024*.

**EVENT DESCRIPTION SHEET**

PROJECT	
Participant:	ActionAid International Italia ETS - AAIT
PIC number:	947194137
Project name and acronym:	JUST EU and ME - JUST EU and ME

EVENT DESCRIPTION	
Event number:	WP13
Event name:	EUROPEAN WORKSHOPS FOR YOUTH ACTIVISTS - GENDER, INTERSECTIONALITY AND NONDISCRIMINATION ONLINE WORKSHOP
Type:	Workshop
In situ/online:	On-line
Location:	none
Date(s):	<p>The workshop was held live in the following dates:</p> <ul style="list-style-type: none"> <li>- Thursday 11 January 2024 (2.00 pm – 5:00 pm CET);</li> <li>- Thursday 18 January 2024 (2.00 pm – 5:00 pm CET);</li> <li>- Thursday 25 January 2024 (2.00 pm – 5:00 pm CET);</li> </ul> <p>A reiteration of the workshop was held in the following dates:</p> <ul style="list-style-type: none"> <li>- Tuesday 16 January 2024 (10:00 am - 01:00 pm CET);</li> <li>- Tuesday 23 January 2024 (10:00 am - 01:00 pm CET);</li> <li>- Tuesday 30 January 2024 (10:00 am - 01:00 pm CET).</li> </ul>
Website(s) (if any):	<a href="https://morethanprojects.actionaid.it/en/projects/just-eu-and-me-empowering-youth-to-advocate-for-their-social-rights-in-the-eu/">https://morethanprojects.actionaid.it/en/projects/just-eu-and-me-empowering-youth-to-advocate-for-their-social-rights-in-the-eu/</a>
Participants	
Female:	81 (eighty - one)
Male:	29 (twenty - one)
Non-binary:	6 (six)
From country 1 [Albania]:	1 (one)
From country 2 [Belgium]	2 (two)
From country 3 [Bosnia And Herzegovina]	1 (one)
From country 4 [Bulgaria]	15 (fifteen)

From country 5 [Croatia]	1 (One)		
From country 6 [Denmark]	1 (One)		
From country 7 [France]	2 (Two)		
From country 8 [Greece]	16 (Sixteen)		
From country 9 [Italy]	29 (Twenty - nine)		
From country 10 [Malta]	1 (One)		
From country 11 [The Netherlands]	2 (Two)		
From country 12 [North-Macedonia]	1 (One)		
From country 13 [Poland]	18 (Eighteen)		
From country 14 [Romania]	1 (One)		
From country 15 [Spain]	15 (Fifteen)		
From not-eligible countries	10 (ten)		
Total number of participants:	116 (one-hundred-sixteen)	From total number of countries:	15 (fifteen)
<b>Description</b>			
<i>Provide a short description of the event and its activities.</i>			

The workshop trainers were coordinated by Isabella Orfano, Gender Rights Programme Expert at ActionAid Italia. They designed an on-line training covering relevant policies and best practices for understanding and addressing gender justice.

They decided to include policy documents and regulations, as well as participatory methodologies, from international organizations and local groups from all over the world. In addition to that, they included results, assessments and risks to provide a sound picture of the implementation opportunities either at the policy level and in the communities.

This was done having in mind that the participants could have very diverse backgrounds, and this was confirmed indeed: while about 90% of them were based in EU member states, slightly less than the 10% joined from Asia and Africa; half of participants were practitioners and activists, and half of them were researchers, policymakers and journalists.

The workshop was held in English, combining presentations, videos, energizers and quizzes, but also frequent group activities. This led to an effective participation and retention of the concepts, while at the same time prompting the participants to elaborate their views and experiences during the same sessions and sharing their reflections with trainers and other participants.

It consisted of three sessions of three hours each, with frontal theoretical explanations, group-works and testimonies from professionals working directly on these issues.

All materials used in the training have been shared at the end for further reading and learning.

A digital badge for **attendance** has been issued by ActionAid Italia via the platform [C-BOX IQC](#) for those attending more than the 70% of the workshop duration.

Several individuals enquired about a second iteration in a schedule more suitable according to their job/university agendas. Therefore a reiteration of all the sessions was held to include more participants.

#### SESSIONS' OVERVIEW

All sessions, run in English, combined frontal overview of scientific and legal concepts with quizzes, group activities and Q&A.

The workshop was meant to discuss the concepts and tools across different geographical and practical contexts. The diversity of the participants contributed to a wide exchange of experiences and perspectives across the sessions: either in the plenary parts and group-works the participants presented personal experiences, analytical views and concerns, tapping on the methodologies and frameworks to reconsider their assumptions but also to provide relevant examples, tools and perspectives.

The workshop included the following sessions:

- **The first session provided the legal and political framework of the main concepts** (equality, equity, gender, and empowerment) referring to the EU, UN and other organizations' policies, such as: EU Gender Equality Strategy 2020-2025, 2023 Report on Gender Equality in the EU, 2023 EU Gender Equality Index and UN Women's The Gender Snapshot 2023.



The participants were then divided in random groups to analyze either a raising awareness video or a policy implementation case. Subsequently they shared the results of each group work. In the end the trainers engaged them in a collaborative debriefing and a Q&A session.

## Exercise 1 – Gender awareness-raising

### Equality cannot wait



Watch the video [www.youtube.com/watch?v=ZolXT3FiaNk](https://www.youtube.com/watch?v=ZolXT3FiaNk) and answer the following questions:

- *Who is the target group? - General public, adults*  
**Adults (maybe a TV advert)**
- *What is the content of the message? - Obstacles that women face in their workplace and the inequality towards them. Also, the ending might show the power that women hold.*  
**Understanding better the obstacles women deal with at workplaces.**
- **The ending shows the power women hold**
- *Does it increase general understanding and knowledge about gender (inequality)? Why (not)? - It is easy to understand the general message even though it is a short video. The fact that the woman breaks the wall with the heels could be considered misogynistic.*
  - **Its too short to actually understand.**
  - **Yes, because questions shows what difficulties women face.**
  - **The video left a little confused as to what happened in the first part but the ending clearly shows what the message is.**
  - **Also that ur take about using heels to break the wall? Imo its a little misogynistic.**
  - **Her breaking the wall with her hands or smth would be a better choice - directly indicates the power that women holds. Instead of using her heels the woman could use her hands in order to directly indicate the power that women hold. Also the beginning is not very clear.**
- *What suggestions would you provide to improve the efficacy of the video?*
  - **Breaking the walls with hands or hammer.**
  - **A man does not enter the forest but an office as a company director**
  - **I would also try to make clearer what happened in the beginning**



## Exercise 2: Gender institutional transformation

### Is snow removal a gender equality issue?



- *Do you think that the schedule of snow removal affects equally or differently women and men starting off their day? Please explain why it does or doesn't.*
- YES BECAUSE**
- Snow removal does affect gender equality. It is known that most of the drivers are men (economic income influences the capability of owning a personal car) while women (if we consider classes troubles) tend to use public transportation or walk to work
  - Stereotypes and gender roles: women are more likely to have to get children to school-
  - Women may arrive late at the office because of what we mentioned (difficulty to bring the kids at schools, bus being delayed, etc.)
  - This sector is in majority led by men, they might not take into consideration women's priority when it snowed
  - *In case you think it does, what should a local municipality do to avoid any risk of gender inequality in its snow removal policy?*
  - They need to conduct a gender impact assessment of their snow removal policy
  - A local municipality should pay attention to those places and streets who are crossed by public transportation needs (by not, for instance, store the leftover snow in those important points)
  - Invite citizens to fill in questionnaires/express the issues they experience/build channels to express them and tackle them
  - *Are you aware of any institutional action or decision apparently "neutral" that actually a gender equality issue?*
  - It may start from how the municipality is composed and balanced in terms of gender - if a man (unfortunately, as this is the reality of things) is less likely to experience women's issues, these won't be put into the table when discussing local municipality. So I would say this is the first step - balancing the composition of the local municipality in terms of gender. Secondly, it should analyze and listen to all citizens' needs
  - For other fake neutral decision: any trade agreements. The nexus between gender and trade is most of the time overlooked.
  - There are probably many examples, but one could be the timetable of public means of transportation: if women are more likely to use them, it's a limitation for example to not have them during the night. Also, it often becomes a matter of safety when you travel at night, this is really a huge difference for men and women
  - *How would you tackle it to make sure gender is mainstreamed to ensure equality for all?*
  - More attention to promoting job posts in the city services and to the representation
  - Need to show statistics and make a campaign addressing the issues we highlighted, to construct awareness

- The second session was dedicated to exploring the origins of the concept of "intersectionality", starting from its origins (authors as Sojourner Truth and Kimberlé Crenshaw) and the current forms of intersectional feminism. It brought the participants to investigate their privileges (referring to practices as the privilege walk and the power flower). The trainers tapped on the participants feedback to discuss viable solutions for implementing an intersectional approach in public policies and organizational processes. In random break-rooms the participants discussed how to create schools (either a kindergarten and a secondary school) that would respect the principle of intersectionality.

**EXERCISE #1**  
An increasing number of children in Europe starts education at a young age thanks to nurseries or kindergartens. Now it's your turn to **plan a new nursery or kindergarten in your town!** Tapping on the learnings of the past session and taking into consideration the intersectional approach presented today, answer the following questions.

**1 WHICH NEEDS?**  
Which specific needs should be considered? Think of children, teachers, parents

- Children → Not to be discriminated based on their identity (which they are not aware of).
- Teachers → provide a diverse range of materials, books, and resources that reflect various cultures, languages, and backgrounds.
- Parents → Ensure that they are welcoming and inclusive.

**2 HOW TO DESIGN IT?**  
When planning the service which aspects you should look into? How to implement them?  
E.g. opening times, physical spaces, costs, activities, celebrations, etc.  
*Use as many boxes as necessary, eventually duplicate this slide from the top menu (Slide / Duplicate slide).*

**HOW TO DESIGN IT?**  
When planning the service which aspects you should look into?  
How to implement them?

- offer flexible opening hours to accommodate working parents (Provide early drop-off and late pick-up options for parents with demanding work hours)

**HOW TO DESIGN IT?**  
When planning the service which aspects you should look into?  
How to implement them?

- Build calming areas where children can retreat
- include a variety of inclusive play equipment that is not intersectional discriminative and different learning materials for children with different interests and learning styles

**HOW TO DESIGN IT?**  
When planning the service which aspects you should look into?  
How to implement them?

- Ensure that communication materials are available in multiple languages
- Tuition fees based on the background of each child, scholarships, and state funding
- Allow for personalization in classrooms, enabling children to contribute to their learning environment

**EXERCISE #2**  
Going to school during adolescence brings a new challenges and specific needs. Imagine to **set up a new high school** in your village or town! Tapping on learnings of the past session and taking into consideration the intersectional approach presented today, answer the following questions.

**1 WHICH NEEDS?**  
What are some of the specific needs of students in high school?

- Gender Equality and LGBTQ+ Inclusivity
- Culturally Responsive Education
- Career Guidance and Opportunities
- Socioeconomic Inclusion

**2 HOW TO DESIGN IT?**  
When planning the school which aspects you should look into? How to implement them?  
E.g. rooms, schedule, bathrooms, stairs, etc.  
*Use as many boxes as necessary, eventually duplicate this slide from the top menu (Slide / Duplicate slide).*

**HOW TO DESIGN IT?**  
When planning the school which aspects you should look into?  
How to implement them?

- Financial aid and scholarship programs to support students with financial issues
- Offer language support services and use gender neutral language

**HOW TO DESIGN IT?**  
When planning the school which aspects you should look into?  
How to implement them?

- Develop a curriculum based on the diversity of students' backgrounds and their learning styles
- Establish mental health support services

**HOW TO DESIGN IT?**  
When planning the school which aspects you should look into?  
How to implement them?

- Provide support for students with disabilities
- Gender-inclusive restrooms and facilities to accommodate the needs of transgender and non-binary students

- **The third session** was meant to summarize the concepts discussed in the previous sessions, prompting participants to reflect on how to implement them in their specific contexts. First trainers presented legal definitions of practices such as Female Genital Mutilation and discussed their root causes, using data from EU, Italy, Greece, Bulgaria, Poland, Spain, and Belgium. This frame was subsequently explored with the experience of a community trainer from Italy that presented and discussed thoroughly her experience and methodologies. Then the participants were requested to analyze the concepts working in groups to review the Position Paper 'FGM, Antiracism & Intersectionality' by the End FGM European Network.

GROUP NAME: **FOA 27**

Some guiding questions:

- How does an intersectional approach support FGM survivors in accessing services?  
It varies from one country to another. Victims can approach the social security centers and go to police station. Raising awareness, that we don't speak about it in some countries it doesn't mean it's not happening.  
I think an intersectional approach should have different parts:  
First of all understand the diverse experiences, each of them has a different cultural, religious and social context. So the service should be culturally sensitive, linguistically appropriate and relevant to the survivor context. We should avoid giving 'European' pitch.  
It's important also the collaboration across sector such as the healthcare, legal, social services and social/community organisations.
- How does racism intertwine with FGM?  
It prevents women to reach out, ask for and get help. also form what we had to read, -  
Eg from what we had to read: For healthcare, an example of this could be medical staff considering that people of colour need less medical treatment because they are thought to be immune to feeling pain.  
Interpersonal racism when it comes to FGM also happens when one asks intimate questions about the practice or a Survivor's sexual life.

Read and discuss the End FGM EU FGM, Antiracism & Intersectionality Position Paper ([link](#))

GROUP NAME: The Bulgarians

Some guiding questions:

- How does an intersectional approach support FGM survivors in accessing services?
  - Receive information
  - Receive psychological and emotional support
  - Communicate with people from a community where they feel safe and which belong to
  - Get empowered
  - Receive administrative and legal support
- How does racism intertwine with FGM?

Because those practices start in Africa being practiced by different tribes it is taken for granted that all black Muslim people do that.

- Choose one of the 5 principles mentioned in the paper and elaborate on how you could put that into practice.

Principle 1: Understand and acknowledge the challenges faced by people of colour and affected communities;

By informing and educating people that thereare certain communities facing such challenges we can attract more attention to the problem including CSOs, support centers, governmental institutions, etc..

## ATTENDANCE

Through the registration form 153 individuals signed up for the sessions.

The workshop was attended by 116 individuals from European countries, but also from Africa and Asia.

In details:

- 6 (six) participants from eligible countries attended 100% of the workshop's durations.
- 32 (thirty two) participants from eligible countries and one participant from not eligible country attended between 70-100% of the workshop.
- 24 (twenty four) people from eligible countries attended between 50-70% of the workshop.
- 9 (nine) people from eligible countries attended between **40-50%** of the workshop.
- 35 people from eligible countries and 9 people from not eligible countries attended less than 40% of the workshop.

Most of the participants actively participated either in the plenary parts and group-works.

Some participants that couldn't attend the group works, requested the materials and autonomously completed the activities and read the materials on their own.

Organizers of the workshop worked to mitigate the "zoom fatigue" by keeping the workshop engaging and interactive, but - due to the workshop's duration - holding people's attention proved to be challenging.

## EVALUATION

The feedback from the participants during the sessions and after the followup email message was definitely positive. They especially appreciated being provided with practical and in depth knowledge through a training they found meticulous and scientifically sound.

At the end of the third session organisers shared the Survey link with the participants.

The number of people who completed the survey is sixteen (16). Overall, through the Survey the overall assessment of the event was very positive (4,4 / 5), specifically for the knowledge and skills acquired (both more than 4/5). Participants also found the workshop relevant and adequate in terms of topics and methodology (both more than 4/5) and they significantly appreciated the trainers competence and methodologies (both more than 4/5).

## HISTORY OF CHANGES

VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).
2.0.	24 June 2024	Final version by ActionAid Italia

## DAY 1

11 January 2024

# GENDER EQUALITY

Isabella Orfano & Benedetta Balmaverde

ActionAid Italy



# WELCOME & INTRODUCTION



# Brief overview of the course

- Gender equality, gender equity, gender parity: what do these terms mean and why are they important?
- Intersectional approach – much talked about, rarely really applied
- Harmful practices and a special guest – Stella Okungbowa!
- Lots of group work, discussion and chance to ask questions

# Today's Agenda

- Welcome and introductions...  
Let's play a quick game together!
- Gender equality:  
What it is and why it matters
- Gender mainstreaming: Your turn to  
discuss gender equality in practice!
- Feedback on the exercise
- Q&A, feedback and check out

# **Helpful Tips** *for an engaging and meaningful training*



## **We'd love to see your face! But no pressure.**

Cameras on and cameras off are equally acceptable.

## **We'll conduct a few *polls* using Slido.**

We'll provide a QR code to scan and a link to click. Choose which access point you prefer. These are voluntarily and anonymous, but we would love your input.

## **We encourage you to Speak Up!**

We encourage to share your own experiences and questions in the chat or during the break room sessions.

## **Aretha Franklin Rule**

R-E-S-P-E-C-T. Validate and support the ideas, feelings, or experiences of others. Ask permission to ask questions about another person's identity or experience.

## **Disagree but don't debate**

Find points of agreement as well as points of disagreement. We are not here to debate or to establish who is right and who is wrong. Debating create barriers rather than bridges to open dialogue.

In 2023/4 the JUST EU and ME project supports five groups of **youth activists** in Bulgaria, Greece, Italy, Poland, and Spain, to **advocate for social rights and the implementation of the European Pillar of Social Rights** in the context of **2024 European elections**.

Each group is drafting a manifesto addressing rights related to **education and gender issues**.



The project is funded by the European Union's **Citizens, Equality, Rights and Values (CERV) Programme (2021-2027)**.



## PARTNERS:

- ActionAid Italia (Italy)
- European Movement International (Belgium)
- Foundation of Alternative Educational Initiatives (Poland)
- KMOP, Education and Innovation Hub (Greece)
- International Initiatives for Cooperation (Bulgaria)
- International Initiatives for Cooperation Galicia (Spain)
- Transitions (Czech Republic)

# Let's Get to Know Each Other a Bit Better!

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We will ask you a few questions.



If the answer is positive, you can raise your hand 🖐️ or send an emoji 🙄 of your choice by pressing the button on the **ZOOM** platform.

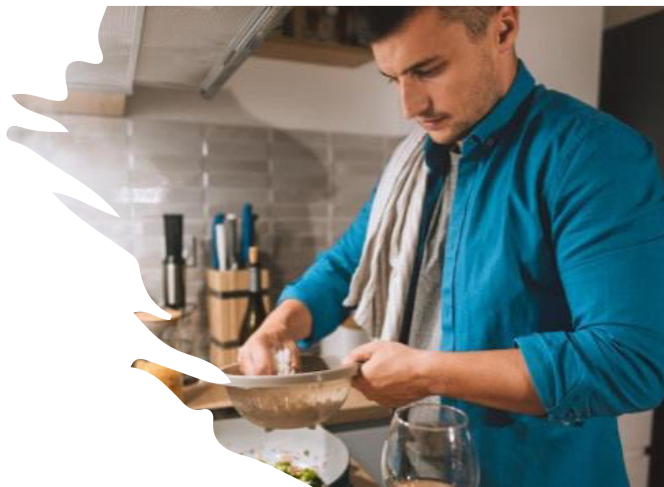
After each question, we shall ask you if one or more people would like to add any detail to their answer. *Feel free* to answer or stay silent, as you wish.





Who lives  
in a big city?

Who likes cooking?





Who believes that breakfast is the most important meal of the day?



Who has the SAME  
NUMBER of **girls** and  
**boys** in their  
university or  
workplace?





Who knows any **gender norms** in their own country?



Who loves dancing?



Who feels safe and happy when travelling around the world?



# GENDER EQUALITY: What it is and why it matters



# What Are We Talking About?



”The socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men.

*Council of Europe*

## GENDER

- It is the **social and cultural construction of norms and behaviours** attributed to people differently on the basis of their sex assigned at birth.
- It is **learned and internalised** by both women and men through socialisation.
- It is **not constant**: it varies within and across cultures and over time.
- Gender can **also** be understood **as an identity**. A person's innate sense of their own gender may or may not correspond to the sex they were assigned at birth, for example, transgender men and women and non-binary people, and people of other genders as differently expressed in different contexts and cultures.

*UN Women + Oxfam*

## GENDER PARITY



It is a **statistical measure** used to describe ratios between men and women, or boys and girls, in a given population. It is used to assess the state of gender equality within a group or organization. It is a descriptive measure only and does not involve value judgements or argue for policy changes in the way gender equality does. [UNESCO]

## WOMEN'S EMPOWERMENT

It concerns the **right of women to gain power and control over their own lives**. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality.

## GENDER EQUITY



It is the **process** of being fair to girls and boys, women and men by addressing any imbalances in terms of resources, opportunities, decision making. Because women have often historically been placed at a disadvantage, being fair can involve taking temporary measures to level the playing field for all genders. Gender equity, therefore, is the **means to achieve gender equality**. [UNESCO]

**Governments, the private sector, civil society and individuals have a responsibility to address the structural barriers** which deny women political, social, and economic justice. The **process** of empowerment is as important as the **goal**. [UN Women + Oxfam]

## GENDER EQUALITY

It refers to the **equal rights, responsibilities and opportunities** of women and men and girls and boys not only in terms of equality **in law**, but also **in practice** in all spheres of life.

Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, **recognizing the diversity** of different groups of women and men.

Gender equality can also refer to broader notions of equality in relation to gender identity and sexual orientation.

Gender equality is not a women's issue but should **concern and fully engage everybody**. [UN Women + Council of Europe]

# Different Approaches to **GENDER EQUALITY**



**Equality** BEFORE THE LAW



**EQUITY**  
(Positive actions)



**Equality** IN PRACTICE  
(Gender & intersectional mainstreaming)

”Gender equality entails equal rights for women and men, girls and boys, as well as the same visibility, empowerment, responsibility and participation, in all spheres of public and private life. It also implies equal access to, and distribution of resources between women and men.

(Council of Europe Gender Equality Strategy 2018-2023)

# Why is **GENDER EQUALITY** Important?

**Gender equality is vital to the realization of human rights for all.**

- A question of **social justice**
- A precondition for **democratic development**
- Increase **well-being** and **safety** of both men and women, girls and boys
- Key for **economic growth**
- A question of **good governance**
- Key for effectiveness, creating a more **sustainable society**.

**Equality exists when all genders are able to share equally in the distribution of power and influence;** have equal opportunities for financial independence through work or through setting up businesses; enjoy equal access to education and the opportunity to develop personal ambitions, interests and talents; share responsibility for the home and children and are completely free from coercion, intimidation and gender-based violence both at work and at home.

- ❖ Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- ❖ 1995 Beijing Declaration, the Platform for Action
- ❖ 2030 Agenda for Sustainable Development.
- ❖ 2011 Istanbul Convention, Council of Europe

# GENDER EQUALITY in the European Union

## Treaty on the European Union (TEU)

### Art. 2

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.

### Art. 3(3)

[...] It shall combat social exclusion and discrimination, and shall promote social justice and protection, **equality between women and men**, solidarity between generations and protection of the rights of the child. [...]

## EU Charter of Fundamental Rights

### Art. 21(1) – Non discrimination

Any discrimination based on any ground such as **sex**, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.

### Art. 23 - Equality between men and women

**Equality between men and women** must be ensured in all areas, including employment, work and pay. [...]

## Treaty on the Functioning of the European Union (TFEU)

### Art. 8

In all its activities, the Union shall aim to eliminate inequalities, and to promote **equality between men and women**.

### Art. 10

In defining and implementing its policies and activities, the Union shall aim to combat discrimination based on **sex**, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

### Art. 19(1)

Without prejudice to the other provisions of the Treaties and within the limits of the powers conferred by them upon the Union, the Council, acting unanimously in accordance with a special legislative procedure and after obtaining the consent of the European Parliament, may take appropriate action to combat discrimination based on **sex**, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

### Art. 157

Each Member State shall ensure that the principle of **equal pay** for male and female workers for **equal work** or work of equal value is applied.

[...]

# A Union of Equality: Gender Equality Strategy 2020-2025



It is the **roadmap** that sets out the EU's **policy objectives** and the **actions** make significant progress by 2025 towards a **gender-equal Europe**.

**MAIN GOAL:** A Union of Equality where women and men, girls and boys, in all their diversity, are free to pursue their chosen path in life, have equal opportunities to thrive in, participate in and lead the European society.

## KEY OBJECTIVES:

- Ending gender-based violence;
- Challenging gender stereotypes;
- Closing gender gaps in the labour market;
- Achieving equal participation across different sectors of the economy;
- Addressing the gender pay and pension gaps;
- Closing the gender care gap and achieving gender balance in decision-making and in politics.

The Strategy pursues a dual approach of **GENDER MAINSTREAMING** combined with targeted actions, and **INTERSECTIONALITY** as a horizontal principle for its implementation.

It is coherent with the EU's external policy on gender equality and women's empowerment.

# A Union of Equality: Gender Equality Strategy 2020-2025

KEY OBJECTIVES	2023 STATE-OF-THE-ART
Ending gender-based violence	<ul style="list-style-type: none"> <li>• <a href="#">Proposal for a Directive</a> of the European Parliament and of the Council on combating violence against women and domestic violence – <b>8 March 2022</b></li> <li>• Regulation (EU) 2022/2065 of the European Parliament and of the Council of <b>19 October 2022</b> on a Single Market For Digital Services (Digital Services Act)</li> <li>• EU accession to the Istanbul Convention – <b>21 February 2023</b></li> <li>• I Will Keep My Eyes Open: Awareness raising campaign on victims' rights and <a href="#">website</a> – launched in <b>2022</b></li> <li>• EU-wide survey on gender-based violence against women and other forms of interpersonal violence - <b>ongoing</b></li> </ul>
Challenging gender stereotypes	<ul style="list-style-type: none"> <li>• European Commission's <a href="#">campaign to challenge gender stereotypes</a> - <b>8 March 2023</b> #EndGenderStereotypes</li> <li>• Expert group on the promotion of supportive learning environments and well-being in school at the European and national levels – <b>30 March 2023</b></li> </ul>
Closing gender gaps in the labour market	<ul style="list-style-type: none"> <li>• <a href="#">European Pillar of Social Rights Action Plan</a></li> </ul>
Achieving equal participation across different sectors of the economy	<ul style="list-style-type: none"> <li>• <a href="#">European strategy for universities</a> – <b>18 January 2022</b></li> <li>• <a href="#">Digital Decade Policy Programme 2020</a> – <b>12 December 2022</b></li> <li>• <a href="#">Digital education action plan 2021-2027</a></li> <li>• <a href="#">EU STEM Coalition</a></li> <li>• <a href="#">Supernovas Programme</a></li> <li>• <a href="#">WEgate Platform</a></li> <li>• <a href="#">Women in Transport – EU Platform for Change</a></li> </ul>
Addressing the gender pay and pension gaps	<p><a href="#">Directive</a> (EU) 2023/970 of the European Parliament and of the Council of <b>10 May 2023</b> to strengthen the application of the principle of equal pay for equal work or work of equal value between men and women through pay transparency and enforcement mechanisms</p>
Closing the gender care gap and achieving gender balance in decision-making and in politics	<ul style="list-style-type: none"> <li>• <a href="#">European Care Strategy</a> – <b>7 September 2022</b></li> <li>• <a href="#">Directive</a> (EU) 2022/2381 of the European Parliament and of the Council of <b>23 November 2022</b> on improving the gender balance among directors of listed companies and related measures</li> <li>• <a href="#">Council Recommendation</a> of <b>8 December 2022</b> on early childhood education and care: the Barcelona targets for 2030</li> </ul>

# GENDER EQUALITY: A Reality Check



## GENDER INEQUALITY

is rooted in

## GENDER DISCRIMINATION

**Patriarchal systems** are built around **male privilege** and **dominant masculinities** that perpetuate **sexist and hierarchical power relationships**.


They legitimize the discrimination against and exclusion of women and gender non-conforming people through harmful social norms, policies and institutions.

*Oxfam*

Adapted from EIGE infographic


# GENDER INEQUALITY in Numbers



<b>0</b>	Countries with full women's empowerment or complete gender equality (all indexes)
<b>68.4%</b>	Global gender gap back to 2019 levels (World Economic Forum)
<b>2154</b>	Year of parity (World Economic Forum)
<b>110 million</b>	Girls and young women will be out of school in 2030 (UN Women)
<b>26,7%</b>	Parliamentary seats held by women (UN Women)
<b>28</b>	Countries lacking laws prohibiting direct and indirect discrimination against women
<b>67</b>	Countries lacking laws to grant women equal rights to enter marriage and initiate divorce (UN Women)
<b>24%</b>	Women are paid 24% less than men for comparable work, across all regions and sectors (World Economic Forum)
<b>28,2%</b>	Women who hold managerial positions in the paid economy (UN)
<b>5</b>	Despite improvements, women still spend five fewer hours per week in paid work than men (OECD)
<b>77</b>	Women earn 77 cents for every dollar earned by men (UN Women)
<b>1 in 3</b>	<b>Women and girls over 15 experience physical or sexual violence in their lifetime (Eurostat)</b> 
<b>44% / 61%</b>	Lesbians and bisexual women experience IPV compared to 35% of heterosexual women (CDC)
<b>360 billion</b>	USD necessary to close the gender gaps.

# GENDER INEQUALITY in Numbers

**HANDLE WITH CARE**

47%	Women more likely to suffer severe injuries in car crashes because safety features are designed for men (World Economic Forum)
9%	By 2060, closing gaps in labour force participation and working hours could boost GDP by over 9% across OECD countries (OECD)
34%	The idea that “family life suffers when a woman works full-time” is supported in 34% (OECD)
25%	“The idea of a woman earning more income than her husband” is unacceptable in 25% (OECD)
60%	Women public employees, but they make up less than 40% of managers in public employment
61.4%	Prime working age women are in the labour force, compared to 90% of prime working age men (UN Women)
169	Years for the Economic Participation and Opportunity gender gap to close (World Economic Forum)
61.5%	Mothers of children under age 12 were nearly three times as likely as fathers (22.4%) to take on most or all of the additional unpaid care work related to school or childcare facility closures during the pandemic.
33%	<b>Films featured sole female protagonists in U.S. top grossing films in 2022 (SDSU)</b> 
93%	Female childcare workers and teachers' aides out of total people employed in this occupation (Eurostat)
15	Countries restrict a woman's ability to travel outside the home to look for a job and run errands (World Bank)

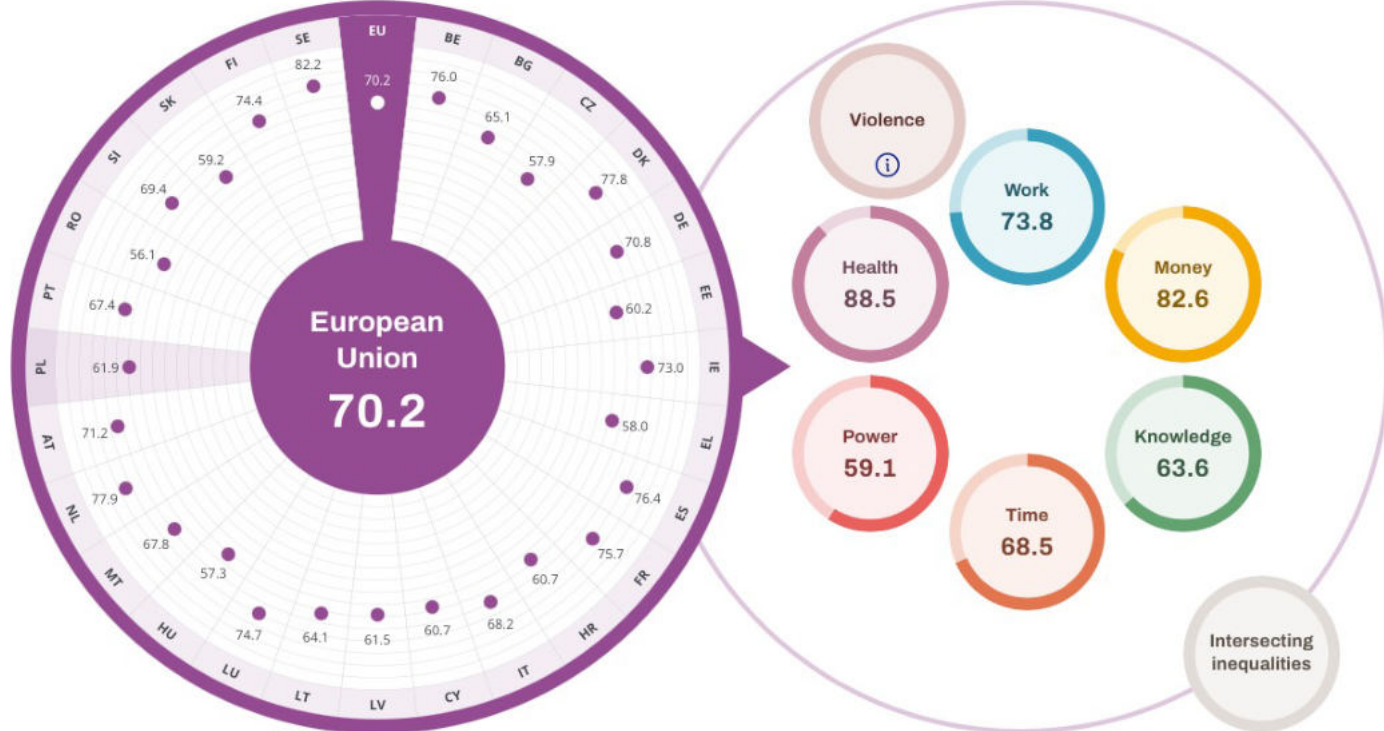
# MONITORING PROGRESS

NAME	WHO	DOMAINS	SINCE/ LATEST
<b>The Gender Equality Index</b>	<b>EIGE</b>	<ol style="list-style-type: none"> <li>1. Work</li> <li>2. Money</li> <li>3. Knowledge</li> <li>4. Time</li> <li>5. Power</li> <li>6. Health</li> <li>7. Violence against women</li> <li>8. Intersecting inequalities</li> </ol>	<p>2013</p> <p>2023</p>
<b>Global Gender Gap Report</b>	World Economic Forum	<ol style="list-style-type: none"> <li>1. Economic Participation and Opportunity</li> <li>2. Educational Attainment</li> <li>3. Health and Survival</li> <li>4. Political Empowerment</li> </ol>	<p>2006</p> <p>2023</p>
<b>The Gender Snapshot</b>	UN Women UN Desa	17 Sustainable Development Goals (SDGs)	<p>2019</p> <p>2023</p>
<b>Global Gender Parity Index (GGPI)</b>	UNDP	<ol style="list-style-type: none"> <li>1. Life and good health</li> <li>2. Education, skill-building, and knowledge</li> <li>3. Labour and financial inclusion</li> <li>4. Participation in decision-making</li> </ol>	<p>2006</p> <p>2023</p>
<b>Women's Empowerment Index (WEI)</b>	UNDP UN Women	<ol style="list-style-type: none"> <li>1. Life and good health</li> <li>2. Education, skill-building, and knowledge</li> <li>3. Labour and financial inclusion</li> <li>4. Participation in decision-making</li> <li>5. Freedom from violence</li> </ol>	2023
<b>Gender Inequality Index (GII)</b>	UNDP	<ol style="list-style-type: none"> <li>1. Reproductive health</li> <li>2. Empowerment</li> <li>3. Labour market</li> </ol>	<p>1990</p> <p>2021</p>

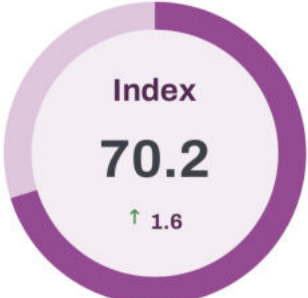
# GENDER EQUALITY INDEX 2023

The data for 2023 Index is mostly from 2021 and 2022.

The Gender Equality Index gives the EU and the Member States a score from 1 to 100. A score of 100 would mean that a country had reached full equality between women and men.



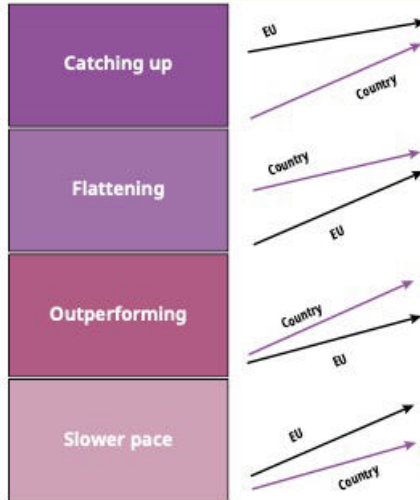
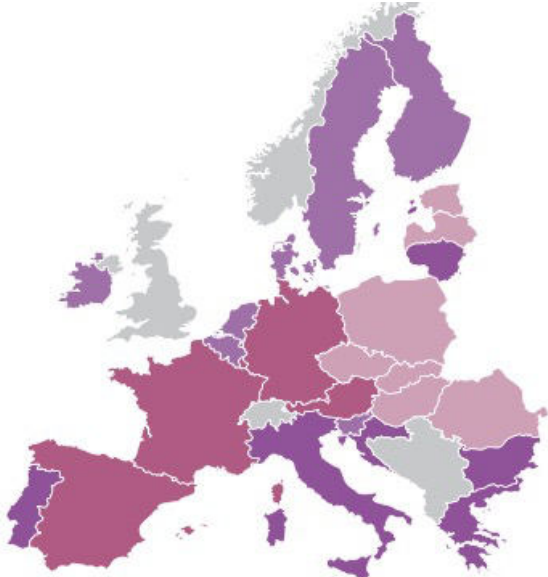
Progress since 2022



Comparing scores across **JUST EU AND ME** countries



SE	82.2
ES	76.4
BE	76.0
EU	70.2
IT	68.2
BG	65.1
PL	61.9
EL	58.0
CZ	57.9



Patterns of convergence in the Gender Equality Index by EU Member States, 2010-2021

# KEY FINDINGS

With 70.2 points out of 100, the **EU still has much to do to reach gender equality**. The increase in the EU's score since 2020 is mainly due to progress in gender equality in the domains of time (+ 3.6 points) and work (+ 2.1 points). Since 2010, the EU's score has increased by 7.1 points, primarily driven by advances in the domain of power (+ 17.2 points).

## BEST PERFORMANCE

The EU is closest to gender equality in the domain of **HEALTH** (88.5 points), especially in the sub-domain of access to health services (97.3 points).

## BIGGEST IMPROVEMENT

Since 2020, the biggest improvement in the EU's score has been in the domain of **TIME** (+ 3.6 points), in which it now scores 68.5 points. An improvement in the sub-domain of care activities (+ 9.6 points) has been the key driver of this change. However, this increase is primarily due to women's lower engagement in unpaid care and housework overall, rather than men's higher participation in such activities.

## MOST ROOM FOR IMPROVEMENT

Gender inequalities are most pronounced in the domain of **POWER** (59.1 points). Despite overall improvements, setbacks in the domain of power took place in 8 countries compared with the last Gender Equality Index (BG, CY, EE, FI, HR, LV, RO, SK). The sub-domain of economic decision-making is the second-lowest scoring of all sub-domains across the EU, with a score of 54.7 points.

## A STEP BACKWARDS

The domain of **MONEY** remains the EU's second-highest ranked domain, with a score of 82.6 points. After years of standstill, this domain shows signs of regression in gender equality with regard to economic situation (- 0.4 points) since 2020. This reflects the setbacks predicted as a result of the COVID-19 pandemic, but also serves as a warning of possibly longer-lasting consequences for gender inequalities in income.

## 2023 Index Highlights



### Unpaid care: still uneven between women and men

The gender care gap is shrinking not because men are doing more of the care work, but because women are doing less. Though technology and increased female employment may have played a part, technology alone cannot bring about the structural changes required to go the last mile.

### Pushing for power: company boards versus national parliaments

Legislative changes have played a significant role in the increased representation of women in leadership positions on company boards. Regarding the political sphere, more targeted action is needed to speed up progress.

### Ten years unchanged: gender segregation in the labour market

Despite progress, the labour market remains as gender segregated today as it was 10 years ago. The green and digital transition calls for upskilling and reskilling. Women risk being sidelined because of their lower representation in STEM. This will contribute to the gender gap in labour opportunities.

# What does your life look like?

Enter your gender and country of birth to see how your life could turn out.

As a **Woman** ▾

from  **Spain** ▾

## INDEX GAME 2023



As a **woman** from **Spain**, you are likely to live **6 year(s) longer** than a **man** from your country.



In your national parliament, **42%** of decision-makers are **women**.



You have a **34%** chance of graduating from university, compared to **32%** for **men**.



During your life, you will work **3 year(s) less** than an average **man** in **Spain**



At work, women earn **33% less** than men. ⓘ



You are **20 percentage points\* more** likely to do housework or cook every day, compared to **men**.



You live in a country where **50%** of women have experienced sexual harassment.

## THE PATHS TO EQUAL

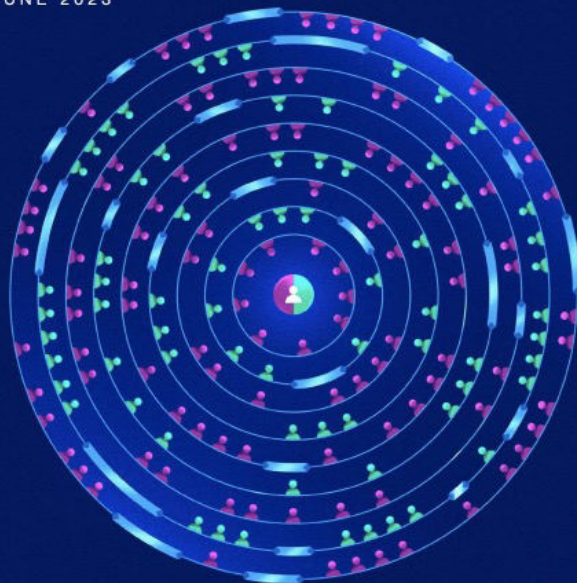
Twin indices on women's empowerment and gender equality



## Global Gender Gap Report 2023

INSIGHT REPORT  
JUNE 2023

WORLD  
ECONOMIC  
FORUM



## PROGRESS ON THE SUSTAINABLE DEVELOPMENT GOALS THE GENDER SNAPSHOT 2023

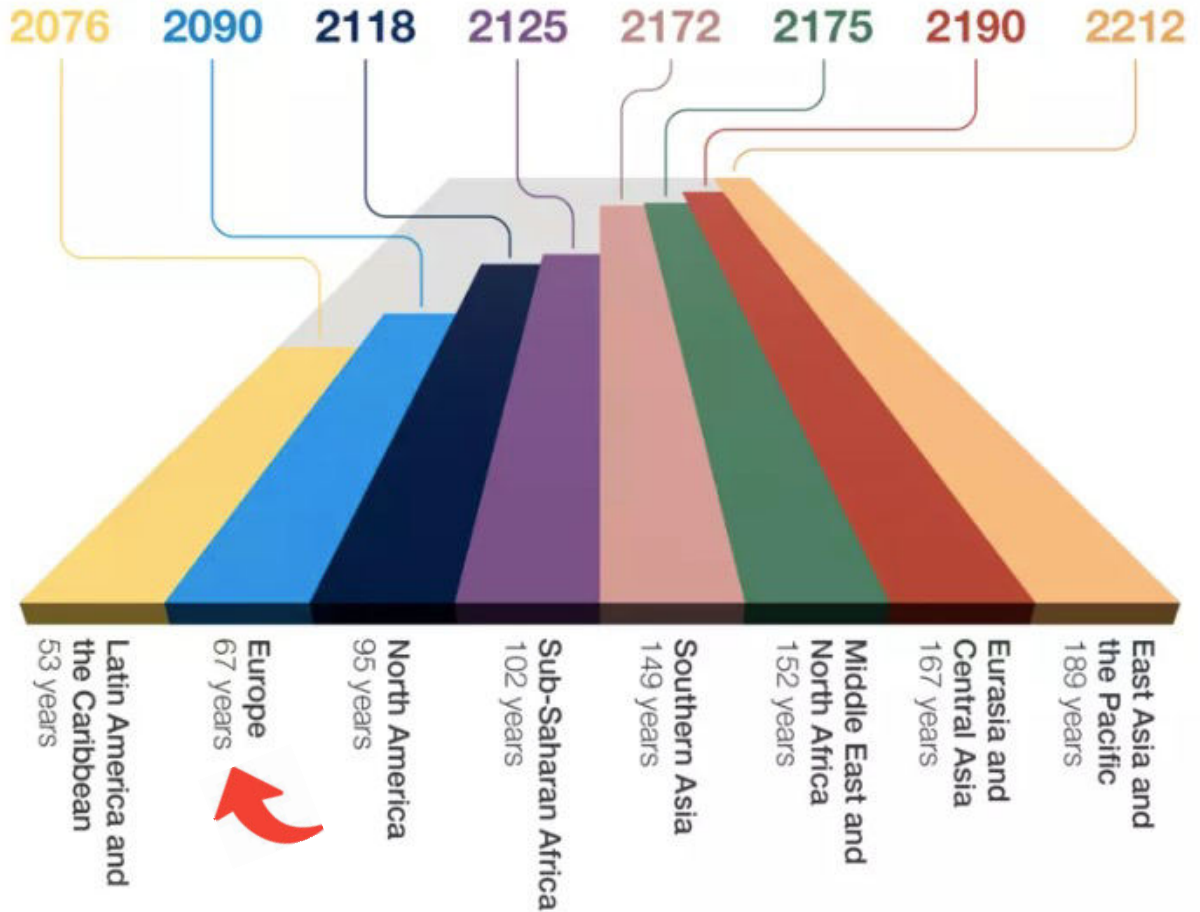


# INTERNATIONAL MONITORING TOOLS

# At current pace, WHEN are the REGIONS likely to close the GENDER GAP?

**GENDER GAP:** Gap in any area between women and men in terms of their levels of participation, access, rights, remuneration or benefits.

It indicates **GENDER INEQUALITY**.

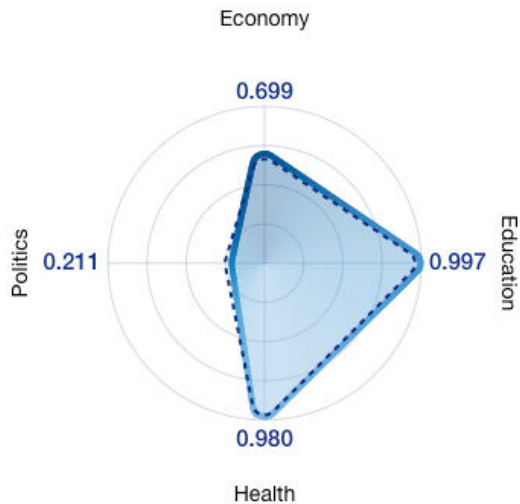


Source: Global Gender Gap Report 2023



## Global Gender Gap Index 2023 Edition

■ Poland score  
⋮ average score



## Overview

## Index and Subindex

Score

Rank

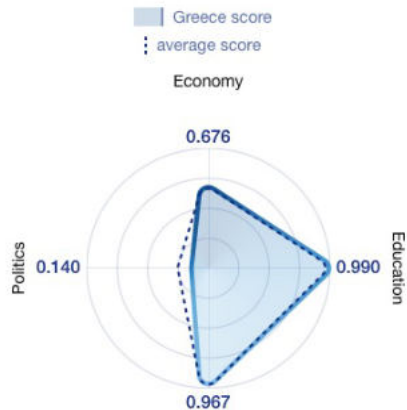
## Global Gender Gap Index

	0.722	60th
Economic Participation and Opportunity	0.699	64th
Educational Attainment	0.997	50th
Health and Survival	0.980	1st
Political Empowerment	0.211	73rd

## Greece

Score  
(imparity = 0, parity = 1)  
**0.693**

Rank  
(out of 146 countries)  
**93rd**



Score  
**0.693**

Rank  
**93rd**

### Economic Participation and Opportunity

Score  
**0.676**

Rank  
**82nd**

### Educational Attainment

Score  
**0.990**

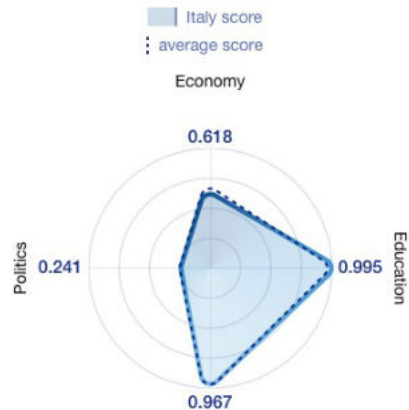
Rank  
**81st**

### Health and Survival

## Italy

Score  
(imparity = 0, parity = 1)  
**0.705**

Rank  
(out of 146 countries)  
**79th**



Score  
**0.705**

Rank  
**79th**

### Economic Participation and Opportunity

Score  
**0.618**

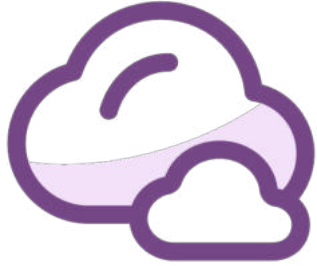
Rank  
**104th**

### Educational Attainment

Score  
**0.995**

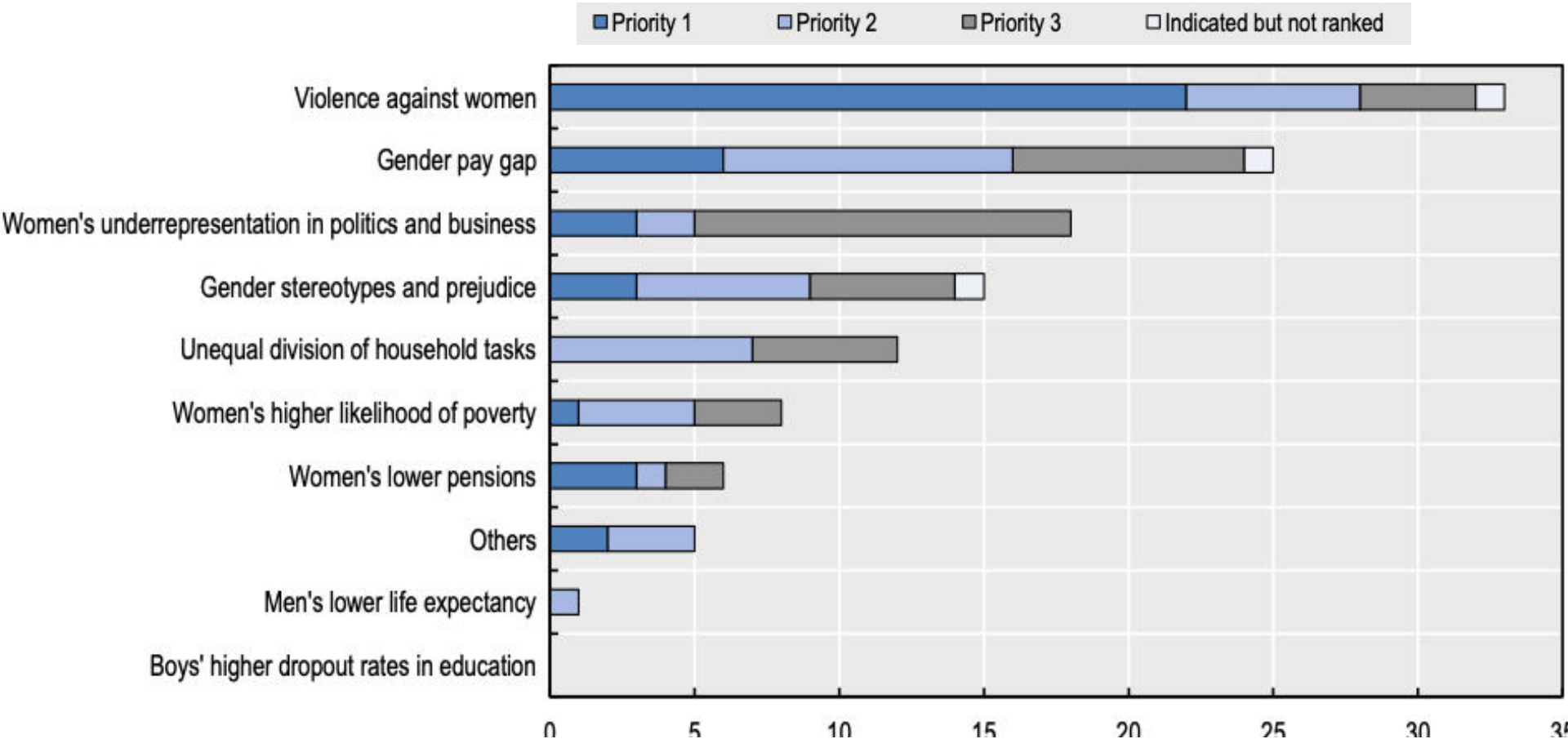
Rank  
**60th**

### Health and Survival



What are the most pressing  
**GENDER EQUALITY** issues that  
your country faces?

# Priority Issues in GENDER EQUALITY Identified by OECD Countries (2022)



NOTE: "Other" include "Unequal labour force participation", "Health difference between genders", "Underevaluation of female dominated jobs, "Women's safety".

**Figure 3.11** Global estimates of violence against women and girls

**736** million in their  
lifetime.



ever-married/partnered women and girls  
ages 15 years and older subjected to intimate  
partner violence and/or nonpartner sexual violence



**245** million in the  
last 12 months.



ever-married/partnered women and girls  
ages 15 years and older subjected to  
physical and/or sexual intimate partner violence

True prevalence of intimate partner violence is likely much **HIGHER**.  
Stigma and fear of blame or retaliation often lead women to **STAY SILENT**.



**Source:** Authors' elaborations based on WHO, on behalf of the United Nations Inter-Agency Working Group on Violence Against Women Estimation and Data (2021).



The [GSNI](#) measures the **prevalence of biased social norms that impede gender equality.**

## Breaking Down Gender Biases

Shifting social norms towards gender equality



**Figure 3** Biases are prevalent across all dimensions of gender social norms



**Gender norms** are the culturally held ideals and expectations of behaviour and the different roles of men and women in society. Gender norms are **important to our understanding of inequality** because in every country in the world, they **lead to the devaluing of women.**

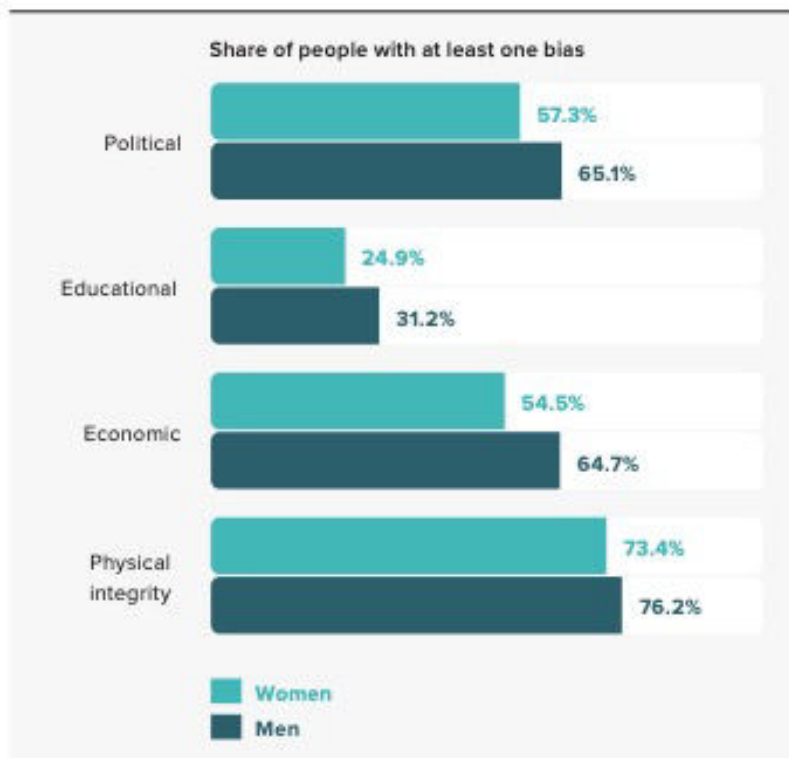
**Table 1** A decade of stagnation in Gender Social Normal Index value at the global level

Group	Share of people with at least one bias		
	Percent		Change (percentage points)
	2010–2014	2017–2022	
Women	84.4	83.0	–1.5
Men	89.5	86.5	–3.0
Total	86.9	84.6	–2.3

**Note:** Based on 38 countries and territories with data from both wave 6 (2010–2014) and wave 7 (2017–2022) of the World Values Survey, accounting for 47 percent of the global population.

**Source:** Human Development Report Office using data from the World Values Survey.

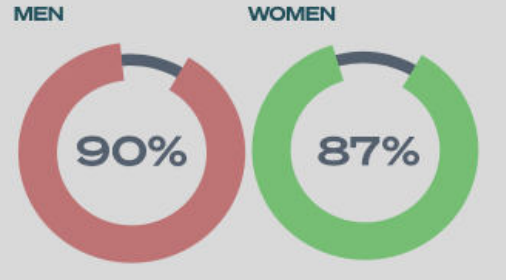
**Figure 2** Biases in gender social norms are prevalent among both men and women



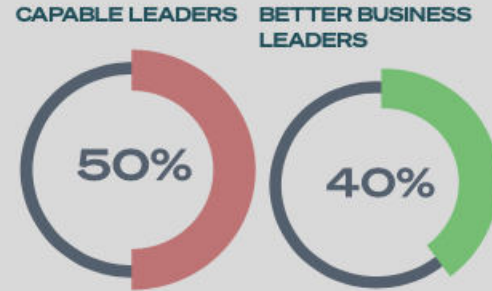
**Note:** Based on 80 countries and territories with data from wave 6 (2010–2014) or wave 7 (2017–2022) of the World Values Survey, accounting for 85 percent of the global population.

**Source:** Human Development Report Office using data from the World Values Survey.

AROUND **90 PERCENT OF MEN** AND **87 PERCENT OF WOMEN** HOLD INTERNAL BIASES AGAINST WOMEN—ROUGHLY THE SAME NUMBERS AS A DECADE AGO.



HALF THE WORLD STILL BELIEVES THAT **MEN ARE MORE CAPABLE LEADERS**. OVER FORTY PERCENT BELIEVE **MEN MAKE BETTER BUSINESS LEADERS**.



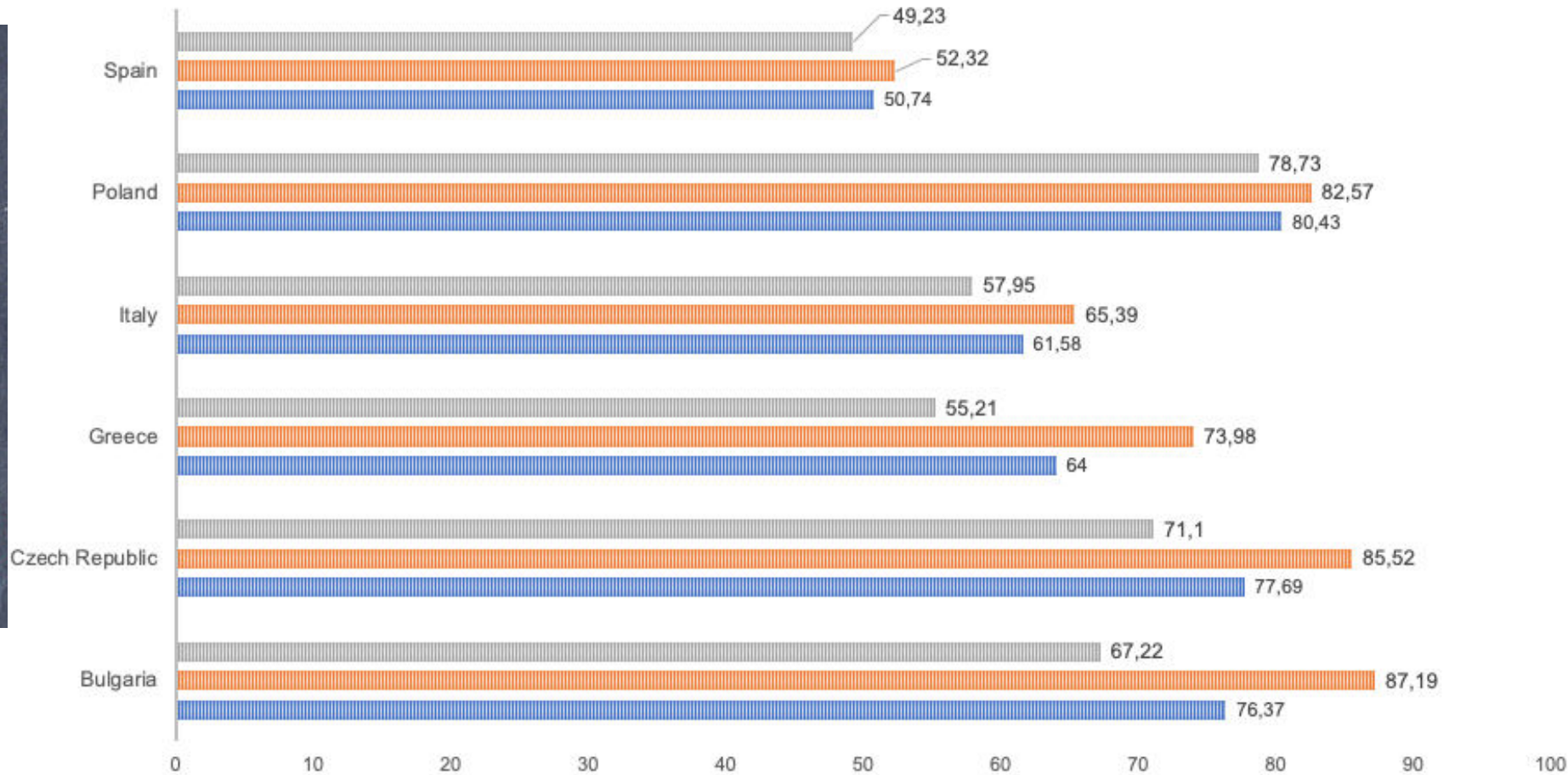
More than a quarter of the world believes that **it's okay for a man to beat his wife.**



# PERCENTAGE OF PEOPLE WITH BIAS BY GENDER IN

JUST EU AND ME COUNTRIES

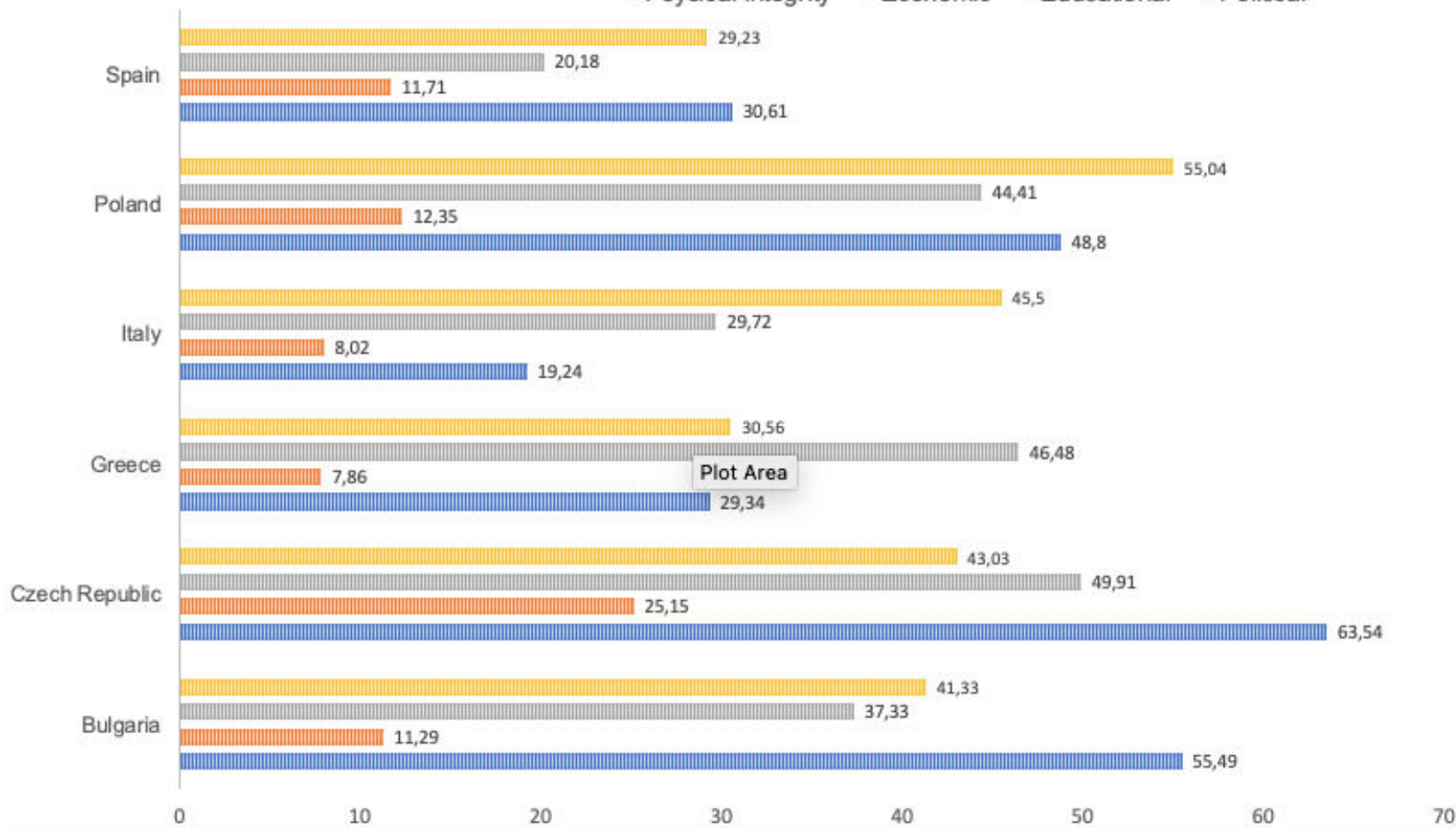
Women Men Percentage of people with bias



# PERCENTAGE OF PEOPLE WITH BIAS BY DIMENSION IN

JUST EU AND ME COUNTRIES

■ Psysical integrity ■ Economic ■ Educational ■ Political



The background of the entire page is a stylized illustration of a mechanical system. It features several interlocking gears of various sizes and colors, including shades of brown, orange, red, teal, and white. A prominent white female symbol (a circle with a vertical line and a horizontal crossbar) is positioned in the lower-left and lower-right areas. The gears are connected by yellow shafts and are set against a light beige background. The overall aesthetic is clean and modern, using flat colors and simple geometric shapes.

## GENDER EQUALITY MACHINERY

**BODIES MANDATED TO PROMOTE GENDER EQUALITY** and support mainstreaming of gender equality into general policies in all areas, usually consisting of the **CENTRAL GOVERNMENT** body complemented with an inter-ministerial coordinating gender mainstreaming structure and contact persons or focal points responsible for gender mainstreaming in ministries.

The overall structure may include bodies at various levels of governance – **NATIONAL, REGIONAL AND LOCAL** – and other state **INSTITUTIONS BEYOND GOVERNMENTS**, particularly at parliamentary level, as well as independent agencies and other bodies, such as gender equality bodies and/or ombudspersons, which may be either **SPECIFIC TO GENDER EQUALITY OR MORE GENERAL IN NATURE**, with competence to receive and analyse complaints concerning discrimination on the basis of sex and gender.

*Source: Council of Europe*

KEY  
TOOLS



# Gender Mainstreaming: The Origins



## 1995: UN BEIJING PLATFORM for ACTION

"... the United Nations system and all other relevant organisations should promote an active and visible policy of mainstreaming a gender perspective, inter alia, in the monitoring and evaluation of all policies and programmes."

UN Institutional Mechanisms, 1995, para. 292



## 1995: EUROPEAN COMMISSION

"... mobilising all general policies and measures specifically for the purpose of achieving equality by actively and openly taking into account at the planning stage their possible effects on the respective situations of men and women (gender perspective)."

COM(g6) 67 final

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

## 1998: COUNCIL of EUROPE

"Gender mainstreaming is the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies, at all levels and at all stages, by the actors normally involved in policymaking."

EG-S-MS (g8) 2rev.: 15

# Gender Mainstreaming: Definitions & Must-Haves

Gender mainstreaming is **both a long-term and comprehensive strategy and a process** to combat discrimination and achieve gender equality and the empowerment of women.

It involves the **systematic integration of gender perspective** into the preparation, design, implementation, monitoring and evaluation of legislation, policies, programmes, projects, budgets, structures and functions of institutions, in all areas and at all levels.

It moves gender equality and the empowerment of women **from the margins to the mainstream of decision-making**.

## Requirements:

- Political commitment
- Compatible legal framework
- Gender equality body, units, and focal points with a clear mandate, properly staffed and funded
- Clear action plan: concrete objectives, targets, methods & tools, human and economic resources, time
- Gender expertise
- Practical skills
- Change in attitude and behaviour
- Stakeholder involvement
- Knowledge generation
- Accountability mechanism
- Monitoring & evaluation

### *Whose **responsibility** is it?*

- **First and foremost:** Public authorities and institutions at local, regional, national, EU, and international level.
- Then, everybody else: Private sector, CSO, citizens, and so on.

# Gender Mainstreaming in a Nutshell

- It is based on the **recognition that women and men have different needs and living conditions**, including unequal access to, and control over, power and decision making, physical integrity, economic activity, money and other resources, human rights and justice.
- It **implies looking at the impact of any activity, highlighting the inequalities and differences** between women and men as well as among women and among men and **ALL GENDERS**.
- It allows for the **identification of the potential distinct impact of policies/activities** on both women and men in their diversity.
- It leads to **designing policies** that are more likely to benefit girls and boys, women and men equally in their **diversity**.
- It is not an end in itself, but an **instrument** towards the ultimate goal of achieving equality between women and men and **ALL GENDERS**.
- Its **ULTIMATE GOAL** is **to transform society positively** through the redress of gender inequality and elimination of discriminatory laws, norms, power structures, cultural values, policies, and practices that limit women's and girls' voices, choices, and opportunities and impede them from achieving their full potential.

## GENDER MAINSTREAMING STRATEGY

Political Commitment

Legal Framework

## DIMENSIONS

Equal Representation of women and men

Gender Perspective in the content of policies

## CONDITIONS

Implementation plan

Structures

Resources

Accountability mechanisms

Knowledge generation

Gender expertise

Stakeholders involvement

## METHODS AND TOOLS

Gender Analysis

Gender Audit

Gender Awareness-raising

Gender Budgeting

Gender Equality Training

Gender Evaluation

Gender Impact Assessment

Gender Indicators

Gender Monitoring

Gender Planning

## RESULTS

Better policy making

Better-Functioning institutions

More effective processes

Gender Procurement

Gender Statistics

Gender-sensitive Stakeholder Consultation

Institutional Transformation

# Gender Mainstreaming Cycle

## Define

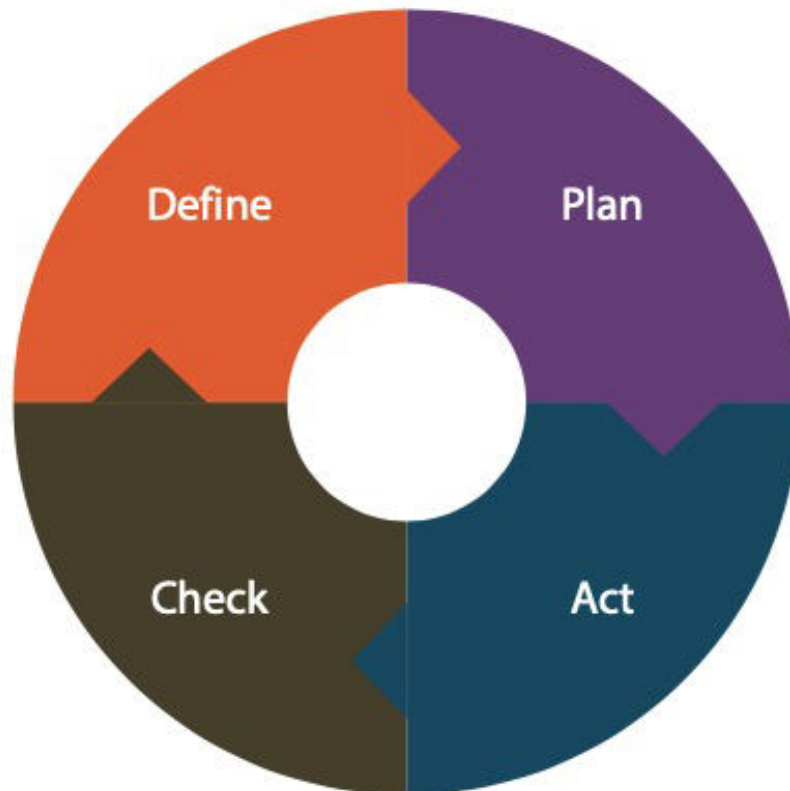
### Methods and tools

- Gender statistics
- Gender analysis
- Gender impact assessment
- Gender stakeholders consultation

## Plan

### Methods and tools

- Gender budgeting
- Gender procurement
- Gender indicators



## Check

### Methods and tools

- Gender monitoring
- Gender evaluation

## Act

### Methods and tools

- Gender equality training
- Gender-sensitive institutional transformation
- Gender awareness raising

# Gender Mainstreaming Tools & Methods

<b>GENDER AWARENESS</b>	<p>It aims at increasing general sensitivity, understanding and knowledge about gender (in)equality. It is a process that helps to facilitate the exchange of ideas, improve mutual understanding and develop competencies and skills necessary for societal change. It is crucial for integrating a gender perspective into policies, programmes, projects, and services that respond to the different needs of women and men.</p>
<b>GENDER TRAINING</b>	<p>It is a tool, strategy, and means to effect individual and collective transformation towards gender equality through consciousness raising, empowering learning, knowledge building, and skill development.</p>
<b>GENDER ANALYSIS</b>	<p>It provides the necessary data and information to integrate a gender perspective into policies, programmes and projects. As a starting point for gender mainstreaming, it identifies the differences between and among women and men in terms of their relative position in society and the distribution of resources, opportunities, constraints and power in a given context. Conducting a gender analysis allows for the development of interventions that address gender inequalities and meet the different needs of women and men.</p>
<b>GENDER STATISTICS</b>	<ul style="list-style-type: none"><li>▪ Data are collected and presented disaggregated by sex as a primary and overall classification;</li><li>▪ Data reflect gender issues – questions, problems and concerns related to all aspects of women's and men's lives, including their specific needs, opportunities or contributions to society;</li><li>▪ Data are based on concepts and definitions that adequately reflect the diversity of women and men and capture all aspects of their lives; and (d) data collection methods take into account stereotypes and social and cultural factors that may induce gender biases.</li></ul>
<b>GENDER AUDIT</b>	<p>It is a "social audit", and it belongs to the category of "quality audits", to assess and check the institutionalisation of gender equality into organisations, including in their policies, programmes, projects and/or provision of services, structures, proceedings and budgets.</p>
<b>GENDER BUDGETING</b>	<p>It is the use of analytical tools, as a routine part of the budget process, so that the budget is more effective at helping to meet gender equality goals.</p>

<b>GENDER-RESPONSIVE PUBLIC PROCUREMENT</b>	It promotes gender equality through the purchase of works, supplies or services by public sector bodies. This means that buyers and suppliers look at the impact of all of the contracted activities related to women's and men's interests and concerns and design and deliver contracts in a way that reduces gender inequalities.
<b>GENDER IMPACT ASSESSMENT</b>	It is an ex-ante evaluation, analysis or assessment of a law, policy or programme that makes it possible to estimate in a preventative way the likelihood of a given decision to have positive, negative or neutral consequences for the state of equality between women and men.
<b>GENDER PLANNING</b>	It refers to the process of planning and designing the implementation phase of policies, programmes, or projects from a gender perspective.
<b>GENDER MONITORING</b>	It is a systematic and objective assessment of the design and planning (objectives, results pursued, activities planned), the implementation and results of an ongoing activity, project, programme or policy from a gender perspective.
<b>GENDER-RESPONSIVE EVALUATION</b>	It consists of objective assessment of a project, programme or policy at all of its stages, i.e. planning, implementation and measurement of gender mainstreaming outcomes.
<b>GENDER STAKEHOLDER CONSULTATION</b>	It is the process of engaging and ensuring the meaningful participation of women and men, including civil society organisations and gender experts, in the policymaking process.
<b>GENDER INSTITUTIONAL TRANSFORMATION</b>	It encompasses gender-related changes in the basic values and beliefs that are dominant in a certain institution, as well as changes in the rules and regulations that lead to certain working results.

# Gender Mainstreaming: A Matter of Right Questions and Proper Answers

Does the programme have a different impact on women and men?

Is there communication and knowledge about gender equality and how an institution is to implement gender mainstreaming?

Does the project explicitly address a gender issue or issues?

Who's participating to the decision-making process? Who's left out?



Are all statistics produced or used by the organisation gender disaggregated?

Are there differences between women and men in this policy field with regards to rights, resources, participation, values, and norms related to gender?

What are the distinct needs of women as to the access of the service?

What information is needed but missing?

Is gender knowledge part of human resources development in terms of competence development?

Are resources for gender equality available and is gender taken into account in the institution's budget planning?

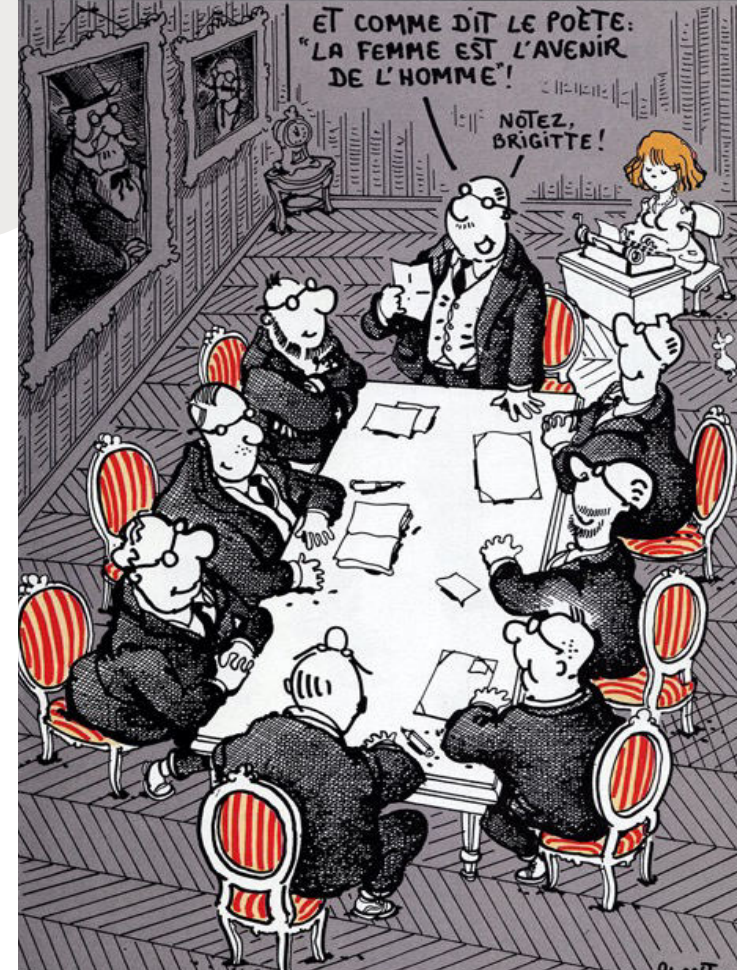
Is gender equality part of the quality management process and are gender aspects included in management tools like project cycle management, research and evaluation?

Do job descriptions include gender competence according to the respective task and do performance assessments also cover relevant gender competences?

# Gender Mainstreaming is NOT:

- **“Adding women and stirring”**: ensuring the equal participation of women and men in decision making ensuring the equal participation of women and men in decision making or in different activities is a necessary first step and an objective on its own. However, the presence of women does not mean that a gender mainstreaming exercise was undertaken, and it does not automatically lead to qualitative change towards gender equality in a specific policy, programme or activity.
- **Including an introductory paragraph** in a document stating that a gender equality perspective will be integrated or simply mentioning “women and men” in the text. The aim is to include a gender equality perspective throughout the policy measures, documents or programmes.
- **Speaking of “THE women” and “THE men”**, which do not exist because they are not homogeneous groups with single aims and needs: it is necessary to take into account women and men's multiple identities in terms of age, ethnicity, sexual orientation, gender identity, social status or (dis)ability - to name a few characteristics.

Source: Council of Europe



*And, as the poet said: "Women are the future of manhood".  
Write that down, Brigitte.*

# The GENDER EQUALITY CONTINUUM Tool

helps identify transformative change and what type of impact legislation, policies, programmes, projects, budgets may have.

Does your intervention have impacts that are:



Gender Negative	Gender Neutral	Gender Sensitive	Gender Positive	Gender Transformative
Gender inequalities are reinforced to achieve desired development outcomes.	Gender is not considered relevant to development outcome.	Gender is a means to reach set development goals.	Gender is central to achieving positive development outcomes.	Gender is central to promoting gender equality and achieving positive development outcomes.
Uses gender norms, roles, and stereotypes that reinforce gender inequalities.	Gender norms, roles, and relations are not affected (worsened or improved).	Addressing gender norms, roles, and access to resources in so far as needed to reach project goals.	Changing gender norms, roles, and access to resources a key component of project outcomes.	Transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment.

## ALWAYS REMEMBER:

- Do not reinforce existing gender inequalities (Gender Neutral)
- Attempt to redress existing gender inequalities (Gender Sensitive)
- Attempt to re-define women and men's gender roles and relations (Gender Positive / Transformative)

**BREAK TIME:**



# GENDER EQUALITY: From theory to practice



# GENDER MAINSTREAMING: YOUR TURN TO DISCUSS GENDER EQUALITY IN PRACTICE!

## Exercise 1: Gender awareness-raising

*Equality cannot wait (La parità non può aspettare)*



## Exercise 2: Gender institutional transformation

*Is snow removal a gender equality issue?*

## Exercise 1 – Gender awareness-raising

# Equality cannot wait



Watch this video <https://www.youtube.com/watch?v=ZolXT3FjaNk> and answer the following questions:

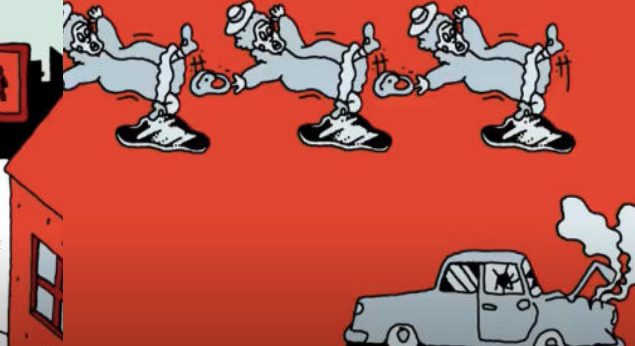
- *Who is the target group?*
- *What is the content of the message?*
- *In your opinion, does it increase general understanding and knowledge about gender (in)equality? Please explain how or, if it doesn't, why not.*
- *What suggestions would you provide to improve the efficacy of the video?*

# Is snow removal a gender equality issue?



Imagine living in a Northern European country, where it regularly snows. After the snow falls, the municipality cleans the streets and squares so that people can go through. What does it have to do with gender equality? Look at the pictures of the slide and think of the distinct impact that such a weather phenomenon may have in the everyday life of women and men, especially in the morning when they start their daily routine. In doing so, please answer the following questions:

- *Do you think that the schedule of snow removal affects equally or differently women and men starting off their day? Please explain why it does or doesn't.*
- *In case you think it does, what should a local municipality do to avoid any risk of gender inequality in its snow removal policy?*
- *Are you aware of any institutional action or decision apparently "neutral" that actually a gender equality issue?*
- *How would you tackle it to make sure gender is mainstreamed to ensure equality for all?*



**Gender analysis of local snow removal**

**Tips for Exercise 2**



# FEEDBACK on the EXERCISES





Questions?  
Feedback!  
Suggestions.



# KEY TAKEAWAYS

1. Progress towards gender equality requires **policies and behaviours that eliminate male privilege and gender-unequal powers.**
2. Real progress can only be achieved through a **mainstreamed policy approach in all sectors.**
3. Gender equality is **everybody's responsibility.**

# TEST YOUR KNOWLEDGE ON GENDER IN/EQUALITY

Gender parity and gender equality can be used as synonyms:

- Yes       **No**       Sometimes

At current pace, Europe will likely close the gender gap in:

- 2076       **2090**       2118       2142

Percentage of women in the European Parliament:

- 19,8%       26,7%       **39,3%**       41,4%

In the EU, one in ... women from the age of 15 upwards has experienced physical or sexual violence in their lifetime:

- Three**       Four       Five       Six

In 2022, in the United States, ... of top grossing movies featured sole female protagonists:

- 18%       27%       **33%**       43%

QUIZ  
TIME!

---

Quick **feedback** for us – it's anonymous!

Go on [www.menti.com](https://www.menti.com) and insert code:

4579 5364





Thank you  
for your  
attention.

And **ALWAYS**  
**REMEMBER** that:





## DAY 2

WP13 - WORKSHOP ON GENDER,  
INTERSECTIONALITY AND NON-DISCRIMINATION

18 January 2024

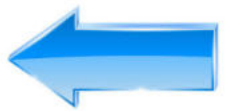
# INTERSECTIONALITY

Isabella Orfano & Benedetta Balmaverde  
ActionAid Italy

# Course Overview

- Gender equality, gender equity, gender parity: what do these terms mean and why are they important?
- Intersectional approach – much talked about, rarely really applied
- Harmful practices and a special guest – Stella Okungbowa!

TODAY



Lots of group work, discussion and chance to ask questions.



# Today's Agenda

- Welcome remarks and main takeaways from Day 1
- Let's start with a Power walk
- Got privilege? Time to find it out!
- Intersectionality: What it is and why it matters
- BREAK TIME
- Your turn to discuss intersectionality in practice!
- Feedback on the exercise
- Q&A, feedback and check out

# for an engaging and meaningful training

## Helpful Tips

### Introductions

In the chat box, please put the following: Name, Pronoun, Country and the last thing you ate.

### We'd love to see your face! But no pressure.

Cameras on and cameras off are equally acceptable.

### We encourage you to Speak Up!

We encourage to share your own experiences and questions in the chat or during the break room sessions.

### Aretha Franklin Rule

R-E-S-P-E-C-T. Validate and support the ideas, feelings, or experiences of others. Ask permission to ask questions about another person's identity or experience.

### Disagree but don't debate

Find points of agreement as well as points of disagreement. We are not here to debate or to establish who is right and who is wrong. Debating create barriers rather than bridges to open dialogue.

# for an engaging and meaningful training

## Helpful Tips

### Introductions

In the chat box, please put the following: Name, Pronoun, Country and your fav singer.

### We'll conduct a few polls using Slido.

We'll provide a QR code to scan and a link to click. Choose which access point you prefer. These are voluntarily and anonymous, but we would love your input.

### We'd love to see your face! But no pressure.

Cameras on and cameras off are equally acceptable.

### We encourage you to Speak Up!

We encourage to share your own experiences and questions in the chat or during the break-room sessions.

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## Choose 2 words to describe what you learnt today

20 responses



Let's start with  
a Power walk!



got privilege?

TIME TO FIND OUT!



# ALWAYS KEEP IN MIND:

Source: Oxfam,  
*Inclusive Language  
Guide*, 2023.



## ✓ PRIVILEGE

**i** 'An unearned advantage that is available to some people because of their social status, such as being male, white, of a certain nationality, heterosexual, cisgender, non-disabled or wealthy. Privilege confers benefits with respect to access to resources, social rewards and the power to shape the norms and values of society. This should be something that all people have in a just society. People with privilege become the norm against which others are defined, hence those with privilege are considered 'individuals', while those without are defined by their socially constructed categories such as race, nationality or gender.'<sup>59</sup> When privilege is hoarded, for example, with an unnecessary level of resources being more likely to be owned by one group over another, it reproduces unequal systems.<sup>60</sup>

## ? WHY

Until we acknowledge privilege and the way in which forms of or lack of privilege intersect, we will not be effective in addressing or eliminating inequality. Privilege was previously only associated with people who have economic wealth and not understood as a multifarious thing and that we might be privileged in one sense but not in another (see also 'kyriarchy').

If you don't  
have to think about it,  
**it's a privilege.**

## CHECK YOUR PRIVILEGE:

- WHITE
- MALE
- CLASS
- CHRISTIAN
- CISGENDER\*
- ABLE-BODIED
- HETEROSEXUAL

privilege: unearned access to social power based on membership in a dominant social group

\*CISGENDER: a description for a person whose gender identity, gender expression and biological sex all align

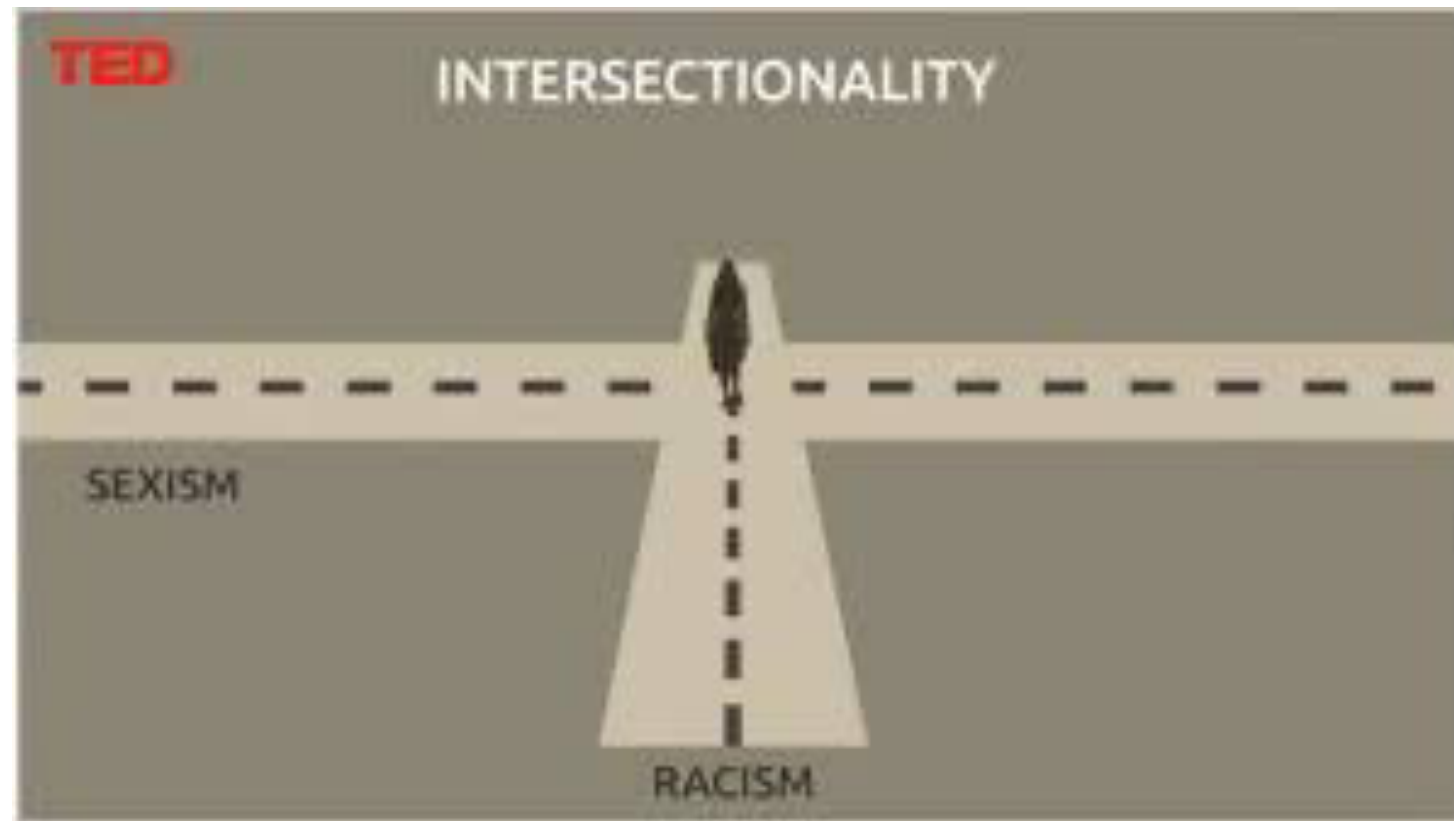
*Developed at the University of San Francisco by Dr. Walker (Psychology), Dr. Poole (School of Management, Marketing), Professor Murray (Design), and Student Life. Original poster designs by Camille Esposito, Ray Choi, Veronica Cabanayan and Cat Bagg.*



# INTERSECTIONALITY: What it is and why it matters

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## Kimberlé Crenshaw

*"Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Anti-discrimination Doctrine Feminist Theory and Antiracist Politics"*, 1989

### DeGraffenreid v. General Motors (1977)

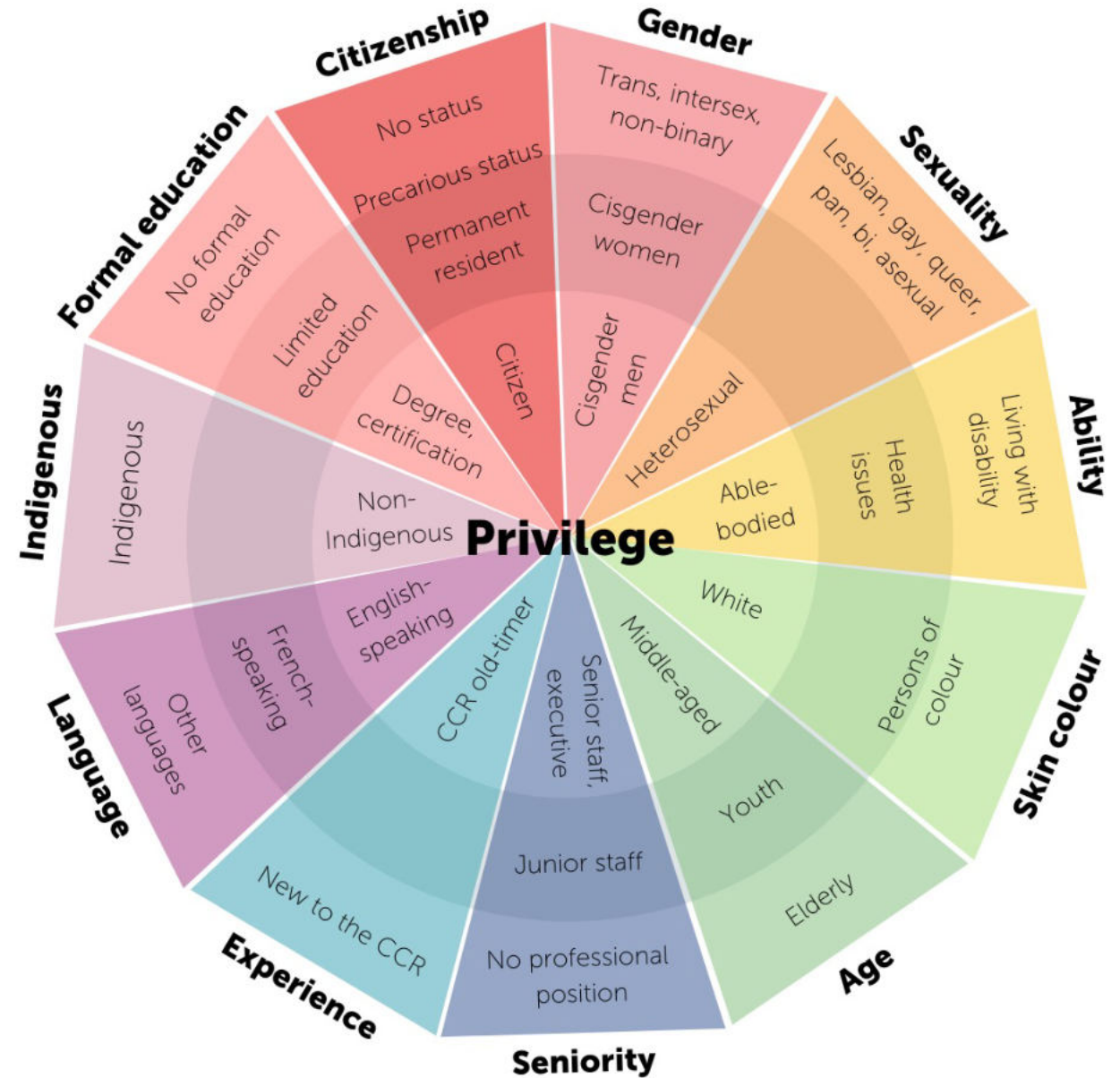
"Consider an analogy to traffic in an intersection, coming and going in all four directions. Discrimination, like traffic through an intersection, may flow in one direction, and it may flow in another. If an accident happens in an intersection, it can be caused by cars traveling from any number of directions and, sometimes, from all of them."

"Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects."

## INTERSECTIONALITY

It is a concept and an analytical framework for understanding how **various parts of our identity** – like gender, sexuality, class, age, ability, citizenship, language, health status, and so on – **overlap to create individual or group unique experiences of oppression and privilege** shaped – inter alia – by sexism, racism, colonialism, homo-bi-lesbo-transphobia, ableism, patriarchy, and the specific context we live in.

All forms of discrimination are the result of intersecting power structures (e.g. laws, policies, political institutions, economic stakeholders, religious institutions, media, and so on).





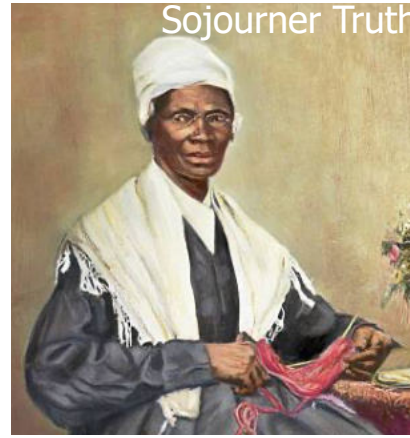
bell hooks



Mirta Vidal



Audre Lorde



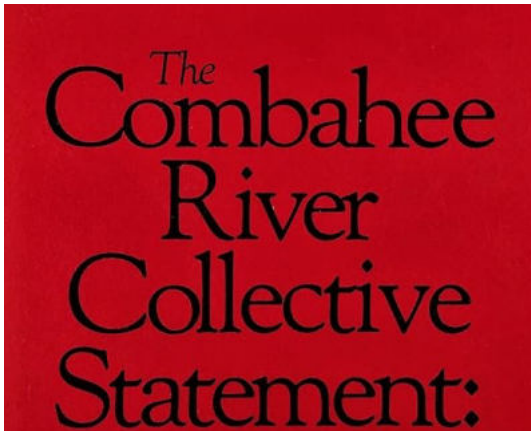
Sojourner Truth



Mitsuye Yamada



Gloria Anzaldúa



The  
Combahee  
River  
Collective  
Statement:



Chandra Talpade Mohanty



Anna J. Cooper



Angela Davis

## Origins of intersectionality

1851

1892

1972

1977

1979

1980

1984

1988



"The struggle to end sexist oppression that focuses on destroying the cultural basis for such domination strengthens other liberation struggles. Individuals who fight for the eradication of sexism without struggles to end racism or classism undermine their own efforts. Individuals who fight for the eradication of racism or classism while supporting sexist oppression are helping to maintain the cultural basis of all forms of group oppression."

~ BELL HOOKS



The colored woman of to-day occupies, one may say, a unique position in this country. In a period of itself transitional and unsettled, her status seems one of the least ascertainable and definitive of all the forces which make for our civilization. She is confronted by both a woman question and a race problem.

— Anna Julia Cooper —



Living on borders and in margins, keeping intact one's shifting and multiple identity and integrity, is like trying to swim in a new element, an "alien" element.

— Gloria E. Anzaldúa —

AZ QUOTES

"That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place!

And ain't I a woman?

Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me!

And ain't I a woman?"

— Sojourner Truth

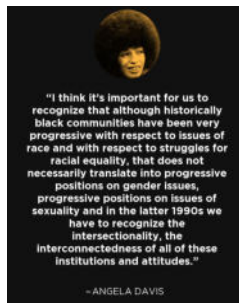


"There is no such thing as a single-issue struggle because we do not live single-issue lives"

— Audre Lorde

"We... find it difficult to separate race from class from sex oppression because in our lives they are most often experienced simultaneously."

- Combahee River Collective (1977)



"I think it's important for us to recognize that although historically black communities have been very progressive with respect to issues of race and with respect to struggles for racial equality, that does not necessarily translate into progressive positions on gender issues, progressive positions on issues of sexuality and in the latter 1990s we have to recognize the intersectionality, the interconnectedness of all of these institutions and attitudes."

— ANGELA DAVIS



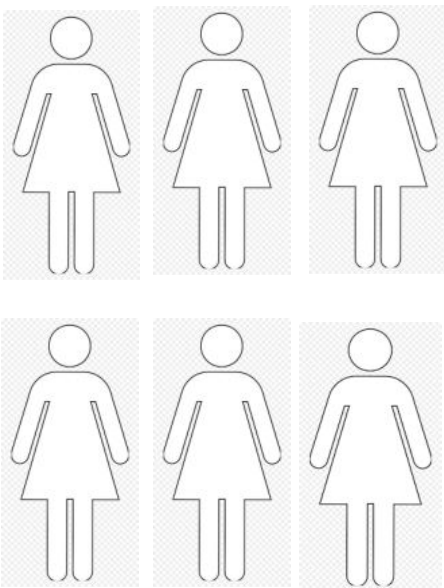
When feminism does not explicitly oppose racism, and when antiracism does not incorporate opposition to patriarchy, race and gender politics often end up being antagonistic to each other and both interests lose.

— Kimberlé Williams Crenshaw

AZ QUOTES

# WOMEN

## NON-INTERSECTIONAL APPROACH



VS.

## INTERSECTIONAL APPROACH



## SOME FACTS

- In **Australia**, aboriginal women are 32 times more likely to be hospitalised as a result of family violence than other women.
- In the **UK**, Muslim women are three times as likely as women generally, to be unemployed and looking for a job.
- In **Brazil**, in 2019 the pay gap was 26% between white men and white women. This gap reached 56% between white men and Black women.
- In the **USA**, in 2019, white women held approximately 32% of management positions while Latina women, Black women, and Asian women made up 4.3%, 4%, and 2.5% respectively.
- In the **UK**, in 2018-2019, more than half of LGBT women experience unwanted sexual jokes, more than a third experienced unwanted touching, and more than one fifth experienced sexual assault in the workplace.
- In **Canada**, in 2016, the unemployment rates among Black women were approximately twice that of non-racialized women. Black Canadian women are more likely to be represented in low-paid precarious and part-time work, and experience long periods of unemployment and difficulty advancing in their careers.
- Only 8% of working women in **low-income countries** are in formal employment.

In the **EU**:

- Only 20% of women with disability are in full-time employment, and only 13% have a university degree compared with 29% of women without disability.
- 26% of trans women have experiences homelessness at some time in their lives.
- In some Member States, Black women are four times as likely and Asian women twice as likely to die in childbirth compared with White women.
- 16% of lesbian or bisexual women reported episodes of discrimination when accessing healthcare or social services.

Source: European Parliament, 2023

Sources: CORE; WEP; ILO, 2022

# INTERSECTIONAL APPROACH



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Recognizes the various layers of the identity of individuals or groups.

---

Acknowledges historic or systemic discrimination associated with different identity groups which impacts access to, and control over, power and decision making, physical integrity, economic activity, money and other resources, human rights and justice.

---

Incorporates this knowledge in services, programmes, plans & policies that impact the individual/group.

# What INTERSECTIONALITY is and isn't\*

Focus of intersectionality	What it is...	What it isn't...
Social inequality	Mutually constituted and intersecting social categories	Adding up advantages and subtracting disadvantages
Dynamic nature of inequality	Inequalities as dynamic relationships	A static and siloed examination of inequalities
Contextual dependency	Understanding that power configurations are time- and location-dependent	Assumptions regarding the importance of any one or multiple social categories
Structural and political context	Structural and political factors that shape inequalities	Focus on individual behaviour without consideration of structural and political constraints
Power relations	An exploration on how social inequalities are shaped by power relations	Ignorance of the impact of power relations on social inequalities
Implications for most disadvantaged	Focus on implications for those most marginalised within a group	Focus on implications for those whose status is protected or elevated within a group
Reflexivity	Practitioners' reflection on how their own background identities shape the research process and interpretation of results	Practitioners' attempt to completely remove themselves from the research and analysis process

Source: UN Women, UN Prpd, Intersectionality Resource Guide and Toolkit, 2021.

# INTERSECTIONALITY: Even More Questions for Even More Complex Answers



Do I critically reflect on how my biases, attitudes and beliefs influence my opinions and actions?

Who is present by choice and absent by design?

How does my privilege directly or indirectly disadvantage others? What can I do to address this?

Does your counselling centre offer culture mediation?

Are social protection schemes available to all persons facing intersectional discrimination?

Have your staff undertaken unconscious bias training?

Who holds power and in what circumstances? Who makes decisions? How are they accountable?

Have you identified and addressed barriers for women from intersectional backgrounds accessing your services?

What information is needed but missing?

Is the communication inclusive and does it consider the diversity of the population?

Are any unequal power dynamics identified? For example, what is the relationship between implementer and end-users?

Does your organisational culture support inclusion? How?

Does the project explicitly address the intersectional needs of the participants?

Do these practices address causes of exclusion?

Is a precise language being used that avoids stereotypes and sexist, racist or homophobic images or expressions?

Can (and do) all relevant people participate in all stages of the project? Are they active? Are their decisions accepted and incorporated?


What are the results that go beyond practical needs and contribute to transformative change, addressing e.g., social norms?

Are your facilities welcoming and accessible to everyone?

What are the specific initiatives or actions needed to a) remove these barriers and b) empower those most marginalised?

How well are the most marginalised in your context able to access different livelihood options (formal, informal) compared to their peers?

What are the intersecting identities of the people we engage with? Who is missing?

A magnifying glass with a blue handle is positioned over a cluster of the word 'question' written in various orientations. The word 'answer' is prominently displayed in red text within the lens of the magnifying glass.

# Gender Mainstreaming Cycle → → → Intersectional Mainstreaming Cycle!!!!

## Define

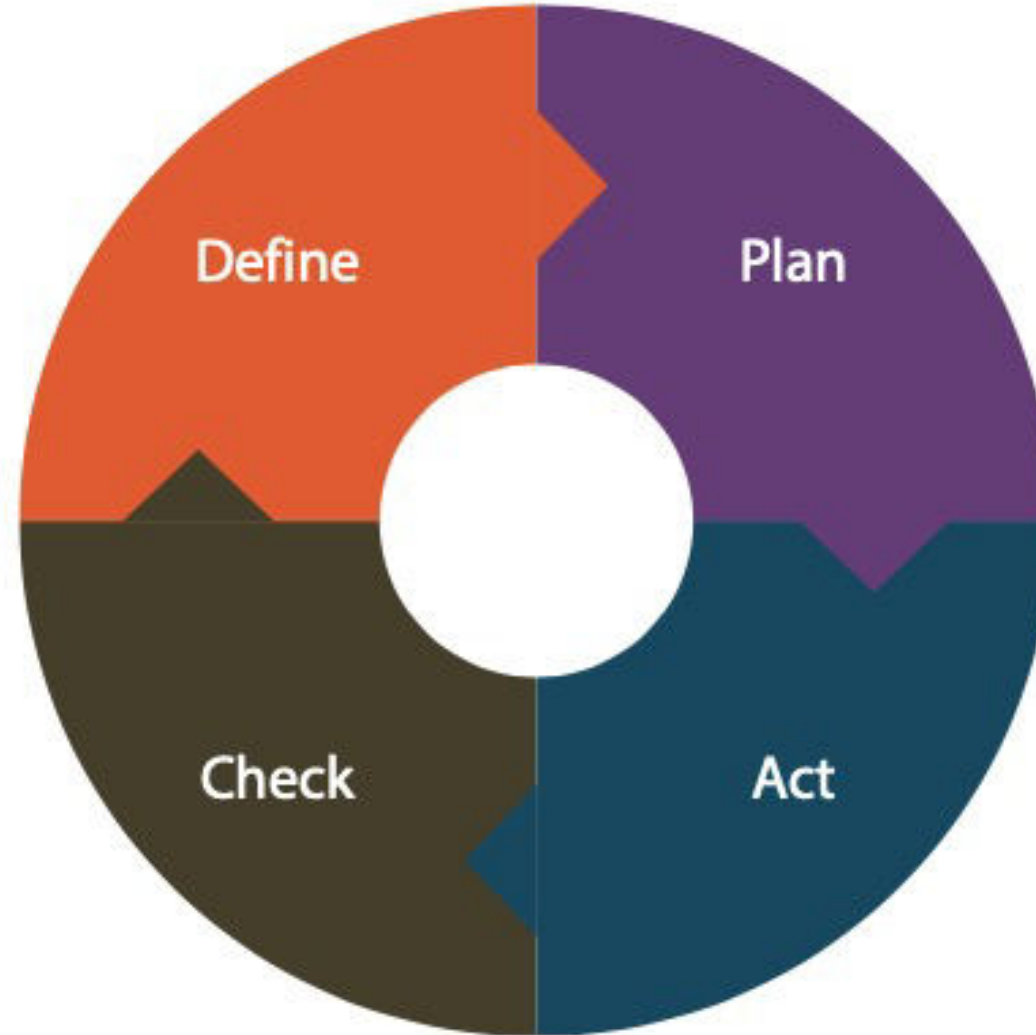
Methods and tools

- Gender statistics
- Gender analysis
- Gender impact assessment
- Gender stakeholders consultation

## Plan

Methods and tools

- Gender budgeting
- Gender procurement
- Gender indicators



## Check

Methods and tools

- Gender monitoring
- Gender evaluation

## Act

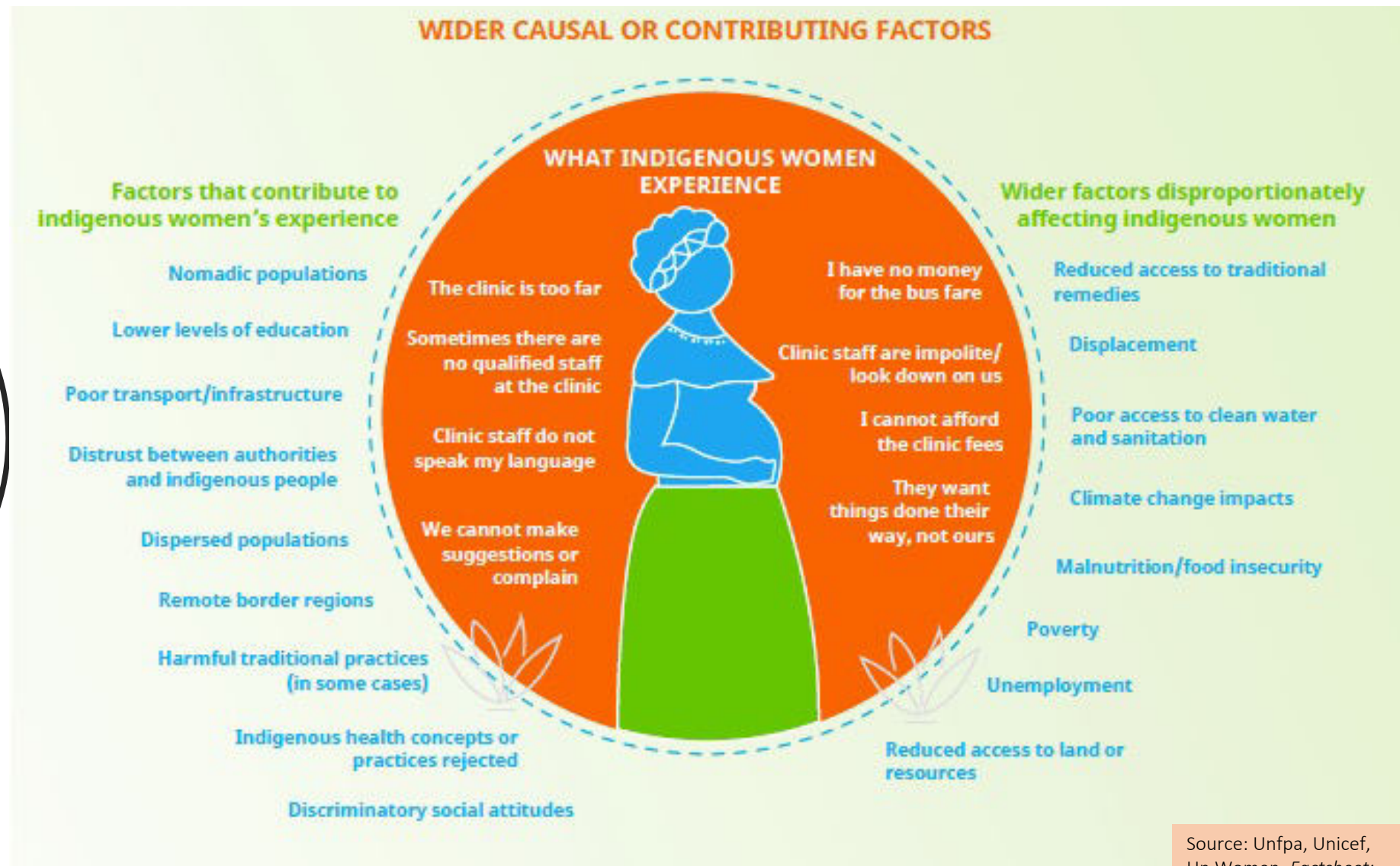
Methods and tools

- Gender equality training
- Gender-sensitive institutional transformation
- Gender awareness raising

Source: Eige, 2016

# A Practical Example

Why do indigenous women have worse material health outcome?



Source: Unfpa, Unicef, Un Women, *Factsheet: Indigenous Women's Maternal Health and Maternal Mortality*, 2018.

# INTERSECTIONALITY into local policies



## E9. Participative diagnosis in the health field, Madrid (Spain)

In order to determine and act on the main barriers in access to sexual and reproductive health and the Madrid TLGBQI population's right to exercise their identity, the Madrid City Council conducted an exploratory study through the autonomous organisation Madrid Salud. The research was conducted using a participative tool that served to involve the TLGBQI population in the definition of the problems and the recommendations required to deal with these. A group made up of independent activists and organisations was created, which actively participated in the research design.

The study sought to show some of the places or "enclaves" in which individuals' experience is strongly marked by the intersection of diverse social factors. Thus, for example, it collects some of the obstacles of migrant trans people and of female trans sex workers (many of whom are migrants); cis lesbian women of gypsy origin or cis gay and bisexual men aged over 55 and cis gay men with bodily mobility that differs from the standard, who use wheelchairs. In all of these, reference is made to precariousness and socioeconomic class as core issues defining the LGBTphobic experience.



## E20. Women we see, London (United Kingdom)

At the beginning of 2018, the London City Council commissioned a study to explore the experiences of women in relation to the advertising that appeared in public spaces in London. The research collected the stories of 38 women and adolescents, and 2,012 women and men were surveyed. This research revealed that Londoners do not feel represented by the adverts in the city.



## E11. Strategy against the feminisation of poverty, Barcelona (Spain)

With a view to reducing female poverty in the city, the Barcelona City Council designed and implemented a Strategy Against the Feminisation of Poverty and Precariousness (2016-2024). The document was written by the Department of Feminism and LGTBI and the Board against the feminisation of poverty, which comprises associations, entities, NGOs, syndicates and institutions.

The municipal action highlights both the roots of the process behind the feminisation of poverty and precariousness, and the instruments and measures to combat the most structural aspects. It includes two cross-cutting principles: on the one hand, the intersectionality of gender with other categories of inequality and, on the other hand, the empowerment and socio-political participation of women.

Data on poverty in Barcelona show, for example, that the poverty risk of women, compared to men, varies when they are more than 65 years of age, have a functional diversity, are a single parent or are migrant women. Therefore, the strategy seeks to address the specific situations that determine the poverty risk of these diverse women, without stigmatising or excluding possible situations that have not been considered.

Excerpts from: igualtats Connectades, *Toolkit to incorporate intersectionality into local policies*, 2018.

[EU funded project: REC-PP-2016-2-776043]

With a view to changing this trend, the London City Council and transport network launched an advertising competition in which creative agencies and brands were asked to question gender stereotypes, increase diversity and create more positive and inclusive campaigns. The prize for the winning campaign was 500,000 pounds in advertising spaces on the London transport network.



# Why is **INTERSECTIONALITY** important?

- It helps us recognise our differences and understand how they shape our experiences in the world.
  - It makes us conscious of power and privilege – who has it and who does not – and explains the complexity of individual and group experiences.
  - It makes overlapping vulnerabilities visible, while understanding their effects on specific groups of people.
    - It identifies hidden structural barriers and supports an understanding of how individuals differ, even within already marginalised and underrepresented groups.
      - It helps to transform systems of oppression and minoritisation that impede persons to achieve their full potential and access their rights.
        - It helps to ensure more inclusive and responsive policy making and service delivery.
          - It makes better use of resources: improved stakeholder collaboration builds a better understanding of the context, solutions, and results in more tailored services.
          - It contributes to achieve substantive equality that leaves no one behind.



# INTERSECTIONALITY and the international legal framework

There is no international definition of intersectionality agreed upon.



**2006** UN Convention on the Rights of Persons with Disabilities: first human rights treaty to recognise multiple and intersecting forms of discrimination.

**2018:** General Comment No. 6 on Equality and Non-Discrimination- Committee on the Rights of Persons with Disabilities (2018) further defined it:

*“Intersectional discrimination” occurs when a person with a disability or associated to disability suffers discrimination of any form on the basis of disability, combined with colour, sex, language, religion, ethnic, gender or other status. Intersectional discrimination can appear as direct or indirect discrimination, denial of reasonable accommodation or harassment. For example, while denial of access to general health-related information due to inaccessible format affects all persons on the basis of disability, the denial to a blind woman of access to family planning services restricts her rights based on the intersection of her gender and disability... States parties must address multiple and intersectional discrimination against persons with disabilities.”*



**2022:** EU Resolution of 6 July 2022 on intersectional discrimination in the EU: socio-economic situation of African, Middle-Eastern, Latin American and Asian decent

*“E. whereas the achievement of gender equality cannot occur if all multiples types of discrimination, intentional and unintentional, in their individual, structural, institutional and historical forms, have not been eradicated; whereas applying an intersectional approach aims to examine the intersections between **racism/colonialism**, economic inequality and **patriarchy**; whereas traditional anti-discrimination laws fail to combat all forms of discrimination and their compounded negative effects on the women concerned and not all Member States explicitly cover multiple discrimination and intersectional discrimination in their national legislation;”*

# Intersectionality everywhere...



## What is the impact of intersectionality in schools?

Here are some examples of how children with multiple identities are impacted by intersectionality.



## Intersectional Health

Intersectional health research, methods, and policy



American Planning Association

*Creating Great Communities for All*

## Applying Intersectionality as Planners to Combat Health Inequities



## Creating the new normal: intersectionality in the film industry



## Intersectionality in psychology: A rainbow perspective



## Fueling intersectionality in brand marketing

*Understanding discrimination*



# Intersectionality..... A boosted interest....

## A growing interest in intersectionality and health

Intersectionality is currently something of a buzzword. A search of the scientific literature reveals an explosion in interest, with an eight-fold increase in papers mentioning the term in the last ten years, and a twenty-fold increase for those mentioning both 'intersectionality' and 'health':

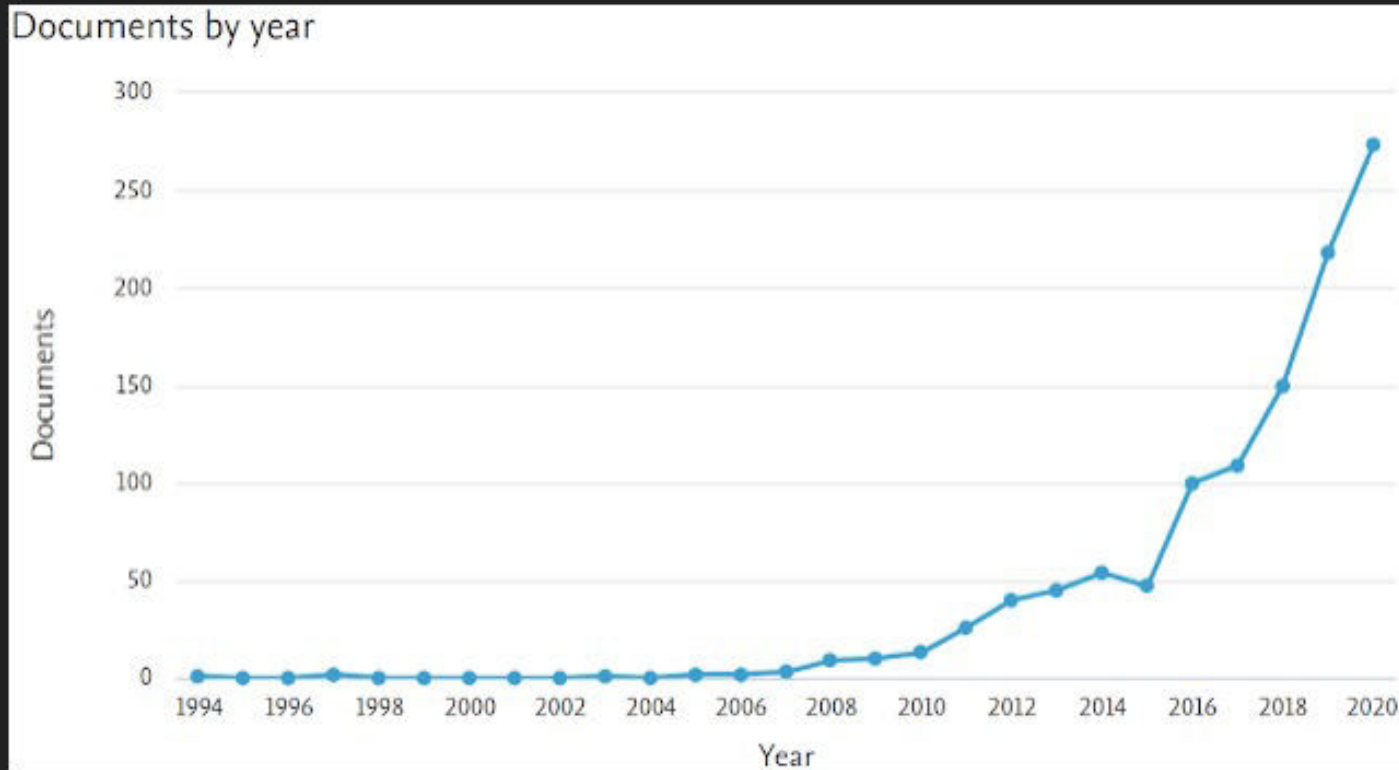


Figure 1 - SCOPUS documents mentioning both 'intersectionality' and 'health' in title, abstract or keywords





**BREAK TIME!**

# INTERSECTIONALITY

YOUR TURN TO  
DISCUSS IT IN  
PRACTICE!



# Applying the intersectional lens to everyday life

## NURSERY (0-3) and KINDERGARTEN (3-6 years old)

An increasing number of children in Europe starts education at a young age thanks to nurseries or kindergartens. Imagine planning a new nursery or kindergarten in your village or town, taking into consideration the following questions:

- What are the specific needs that should be taken into account (children, teachers, parents)?
- What aspects should you look at when planning the service (think about opening times, building structure, cost of the service, activities offered, celebrations, etc.)?



## HIGH SCHOOL (14-18 years old)

Going to school during adolescence brings a new set of challenges and specific needs. Imagine to set up a new high school in your village or town, taking into consideration the following questions:

- What are some of the specific needs of students in high school?
- What aspects of the school building would you look at (classrooms, bathrooms, stairs, etc.)?



# INTERSECTIONALITY into Practice in Our Daily Life

- **CHECK YOUR PRIVILEGE:** And look beyond just skin colour. Middle class? University level education? Able-bodied? Cis-gender? All your social identities play into your 'privilege', even if you didn't ask for it. Reflect on these and consider how this impacts the forms of discrimination you do and don't experience.
- **LISTEN, LEARN, and REFLECT:** At its very core, intersectionality is about learning and understanding views from other persons. Listen to, include and meaningfully collaborate with diverse groups of people. But remember it's not the responsibility of marginalised groups to do all the work in educating people on their experiences. This often takes up lots of emotional labour and should never be taken for granted so be prepared to help undertake some of the labour by doing your own research.
- **MAKE SPACE:** Ask yourself if you're the right person to take up space or speak on certain issues. Centre stories and actions on those with the lived experiences. Don't speak for them, don't speak over them.
- **WATCH YOUR LANGUAGE:** So many of the words we use every day are ableist, exclusionary, and downright offensive to marginalised communities. When was the last time you said "ah, that's so lame!" when you were annoyed about something? Consider how someone with a physical impairment might hear this. Recognise and correct your use of such terms. Accept criticism and call others out. As we become more intersectional and better at understanding differences, our language evolve to simply reflecting experiences from people of a singular identity.

# INTERSECTIONALITY into Practice in Our Work or School: A Few Hints

**DISAGGREGATED DATA:** Ensure that data collection does not overlook the experiences of individuals with intersectional identities.

**INTERSECTING ISSUES & CROSS-ISSUES:** Be open to thinking creatively about social justice issues, assessing how issues connect with seemingly unrelated topics, and considering how they may have unintended consequences for other areas.

**COLLABORATION:** Strive to collaborate with people and/or provide resources for people from different communities, issue areas, and sectors to promote transformative change by investing equally in each other's issues, narrative goals, and policy agendas. Building alliances, coalitions, and looking out for each other will help solve problems.

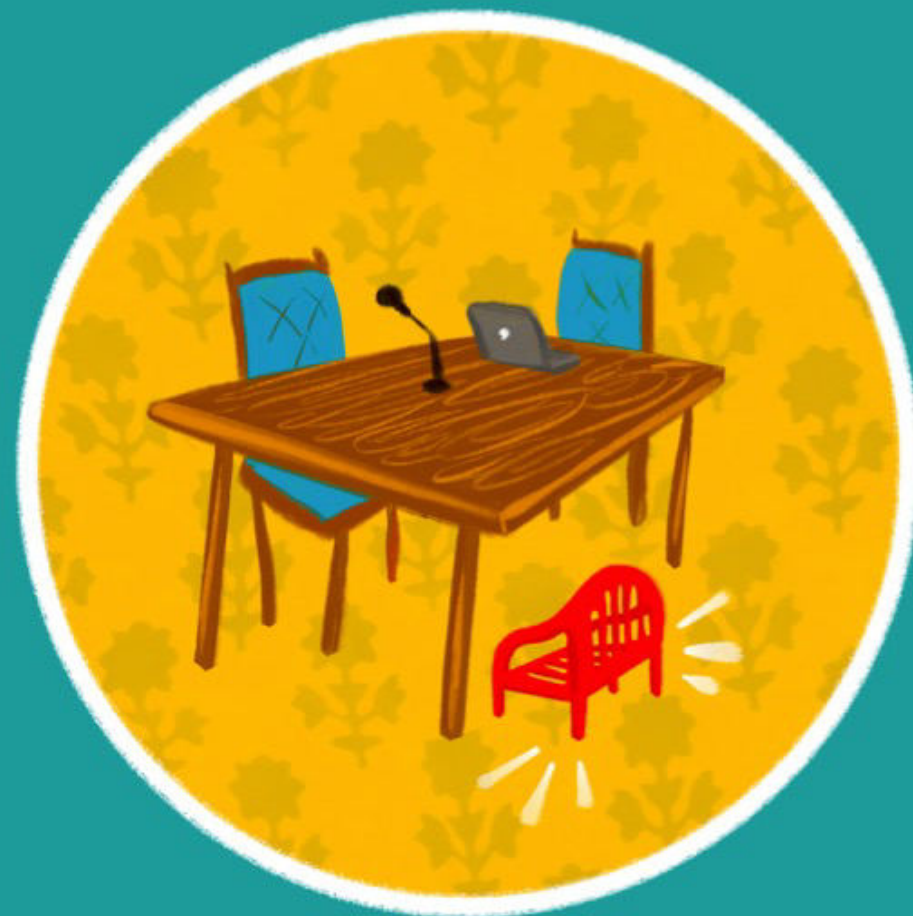
**INCLUSION POLICY:** Make sure your organisation or school protect and support minority identities while also enhancing their full participation within the organisation or school.

**REPRESENTATIVE MEMBERSHIP:** Make sure to include a broad range of identities to be truly representative and avoid speaking on behalf of others who are not included. Having members with multiple backgrounds ensures that your organisation or school is aware of the multitude of realities that people face.

**REPRESENTATIVE LEADERSHIP:** Encourage and support to take up positions those who are often left out of leadership positions (women, ethnic and racial minorities, people of colour, people with (dis)abilities, gender variant people, etc.).

# MEANINGFUL PARTICIPATION

Representation at the table is not adequate. Meaningful participation would need to address power, whose issues are being addressed, who can come to the table and who chooses not to be present.



---

Quick feedback for us.  
It's anonymous!

Go on [www.menti.com](http://www.menti.com) and  
insert code:  
7821 0426



# KEY TAKEAWAYS



Intersectionality is a **person's reality**, not just an issue or a problem to address.



Intersectionality is about:



Intersectionality is **not easy**, it takes **time, commitment, ongoing changes**, but it is **crucial!**



Intersectionality promotes **equality to leave no one behind!**

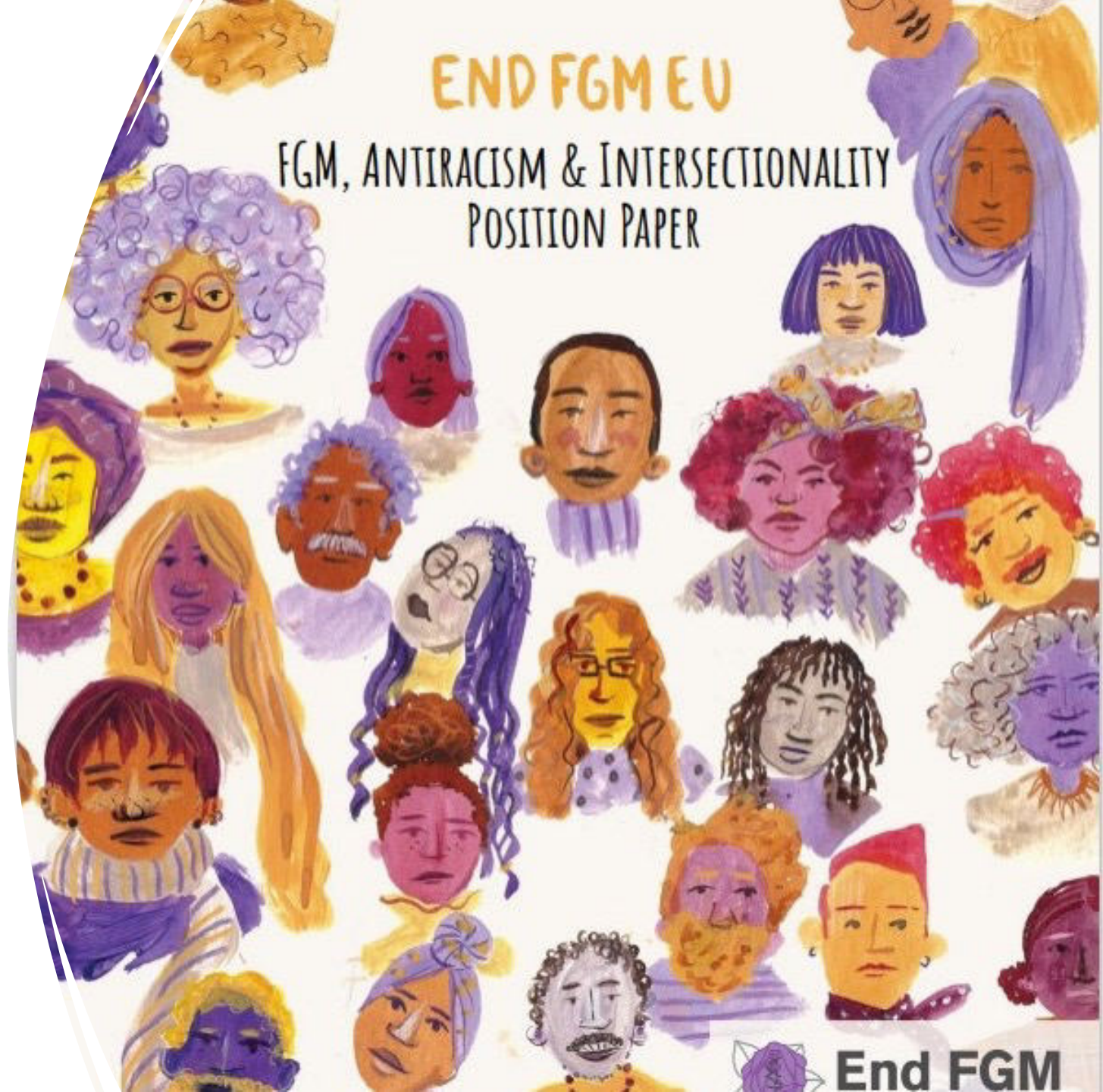
# HOMework TIME!

---

For next week, please read:

[FGM antiracism paper Web-version.pdf \(endfgm.eu\)](https://endfgm.eu/FGM_antiracism_paper_Web-version.pdf)

It will be shared via email following today's workshop.





Thank you  
for your  
attention.

And ALWAYS  
REMEMBER that:



## DAY 3

WP13 - WORKSHOP ON GENDER,  
INTERSECTIONALITY AND NON-  
DISCRIMINATION

25 January 2024

### FEMALE GENITAL MUTILATION and EARLY and FORCED MARRIAGE: How to apply gender equality and intersectionality to harmful practices

Isabella Orfano

Benedetta Balmaverde

Stella Okungbowa

ActionAid Italy



# Course Overview

- Gender equality, gender equity, gender parity: what do these terms mean and why are they important?
- Intersectional approach – much talked about, rarely really applied
- Harmful practices and a special guest: Stella Okungbowa!

TODAY



Lots of group work, discussion and chance to ask questions.



## Today's Agenda

- Welcome remarks and key takeaways from Day 2
- Let's test your knowledge!
- FGM and EFM: harmful practices
- BREAK TIME
- Working on the ground: The story of a Community Trainer in Milan
- Your turn to discuss FGM, anti-racism and intersectionality!
- Q&A, feedback and check out

# for an engaging and meaningful training

## Helpful Tips

### Introductions

In the chat box, please put the following: Name, Pronoun, Country and your fav singer.

### We'll conduct a few polls using Slido.

We'll provide a QR code to scan and a link to click. Choose which access point you prefer. These are voluntarily and anonymous, but we would love your input.

### We'd love to see your face! But no pressure.

Cameras on and cameras off are equally acceptable.

### We encourage you to Speak Up!

We encourage to share your own experiences and questions in the chat or during the break-room sessions.

### Aretha Franklin Rule

R-E-S-P-E-C-T. Validate and support the ideas, feelings, or experiences of others. Ask permission to ask questions about another person's identity or experience.

### Disagree but don't debate

Find points of agreement as well as points of disagreement. We are not here to debate or to establish who is right and who is wrong. Debating create barriers rather than bridges to open dialogue.

**TRIGGER  
WARNING**

Today we will discuss **topics** and show **graphics** that might cause you discomfort.

There will be mentions of violence as we will talk about gender-based violence and genital cutting.



If anything mentioned is disturbing, **PLEASE REMEMBER:**

- 👉 You can keep your **CAMERA OFF**;
- 👉 You can take a **BREAK**, walk away from the screen and take some time;
- 👉 We are available for a **DEBRIEF** following today's session, feel free to reach out.

describe what you learnt today

privilege

meaningful participation

intersectionality-complex

new metaphors 2 expressit

intersctionality

**intersectionality**

pobór of view loved it

difficult new concepts

deconstruct

privilege responsibility

lame unlearning

responsability

# WHAT

do you know about

FEMALE GENITAL  
MUTILATION

and

EARLY AND FORCED  
MARRIAGE



# What are we talking about?



**Harmful practices** are persistent practices and behaviours that are grounded on **discrimination** on the basis of **sex, gender, age** and other grounds as well as multiple and/or intersecting forms of **discrimination** that often involve **violence** and cause **physical and/or psychological harm or suffering**.

- Female genital mutilation
- Early and forced marriage
- Honour-related crimes
- Dowry-related violence
- Breast flattening
- Sex selective abortion
- Polygamy
- Fattening
- Facial scarring
- Virginity testing
- Wife inheritance
- Maltreatment of widows
- Witchcraft persecution
- Stove burning
- Stoning
- Neck elongation, lip discs

They are strongly connected to and reinforce socially constructed gender roles and systems of **patriarchal power relations**.

# Harmful practices

Deny children their  
dignity and/or  
integrity and violate  
their human rights



Grounded in  
discrimination on  
the basis of sex,  
gender, age and  
other factors



Can be traditional,  
re-emerging or  
emerging practices



Can cause emotional  
or physical harm,  
impairing the  
recognition, enjoyment  
and exercise of human  
rights



Have a negative impact on a person's dignity, physical, psycho-social, and moral integrity and development, participation, health, education, economic and social status.



### The main 10 myths about FGM

- 1) Some types of FGM are less harmful than others.
- 2) FGM is acceptable in some situations.
- 3) It is a matter that only concerns women.
- 4) FGM is required by certain religions.
- 5) FGM is an African problem. It does not happen in Europe.
- 6) People who practice FGM are “barbarians” and “irrational”.
- 7) A woman who has undergone FGM is a passive victim.
- 8) Performing FGM in hospitals reduces the risk.
- 9) Male and female circumcision are the same thing.
- 10) Women who have undergone FGM do not experience sexual pleasure.

*Sources: European Commission (2021); End FGM EU Network (2020)*

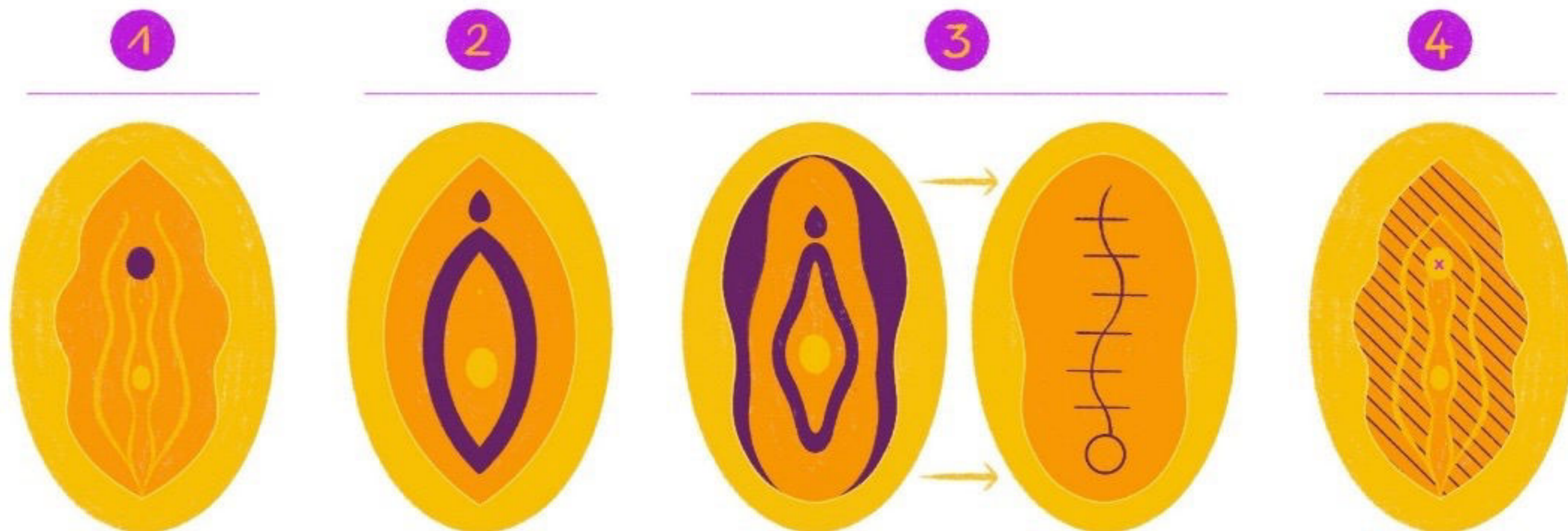
# Female Genital Mutilation

“All procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.”

World Health Organization

# Types of Female Genital Mutilation

WHO distinguishes four types:



REMOVAL    
  STITCHES    
  PUNCTURE    
  ANY OTHER INJURY INCLUDING PRICKING, PIERCING, INCISING, SCRAPING, BURNING AND CAUTERIZING THE GENITAL AREA

**TYPE 1**  
(Clitoridectomy)  
Partial or total removal of the clitoris and/or clitoral hood.

**TYPE 2**  
(Excision)  
Partial or total removal of the clitoris and labia minora, with or without excision of the labia maiora.

**TYPE 3**  
(Infibulation)  
Narrowing of the vaginal orifice by excision and repositioning of the previously cut labia minora and/or labia maiora, sometimes by suturing, with or without excision of the clitoris.

**TYPE 4**  
Any other procedure to the detriment of the female genitals performed for non-therapeutic purposes, such as drilling, piercing, incision, scratching or cautery.



## Immediate or short-term

- Severe pain
- Haemorrhage
- Shock
- Infections (Tetanus)
- Urine retention
- Injury to adjacent tissues and organs
- Keloid scar formation
- Bones' fractures or dislocations
- Death



## Long-term

- Scars and pain in the vulva
- Dysmenorrhea
- Hematocolpos
- Pelvic and urinary tract infections
- HIV and/or hepatitis B and C virus infections
- Retention cyst or abscess
- Infertility urinary and faecal fistulas
- Painful sexual intercourse
- Obstruction in case of spontaneous abortions
- Complication in child delivery
- Depression and post-natal depression
- Neonatal asphyxia
- Post-traumatic stress disorder

# FGM: Some data



**4 MILLION GIRLS** annually are at risk of undergoing FGM. Most girls are cut before they reach the **AGE OF 15**.

In Egypt,

**92%** of women and girls between **15** and **49** years of age have experienced **Female Genital Mutilation**.



15 YEARS

49 YEARS

**IN THE UNITED STATES**

**507,000 WOMEN AND GIRLS**

HAVE UNDERGONE OR ARE AT RISK OF FGM/C

It is estimated that there are over 600.000 FGM survivors living in Europe and around 190.000 are at risk in 17 countries alone.

- Ibi
- Tahoor
- Khitan
- Gudnii
- Sunna
- Halalays
- Bondo
- Absum
- Kutairi
- Cutting
- Circumcision
- Being closed



At least

**200 million**

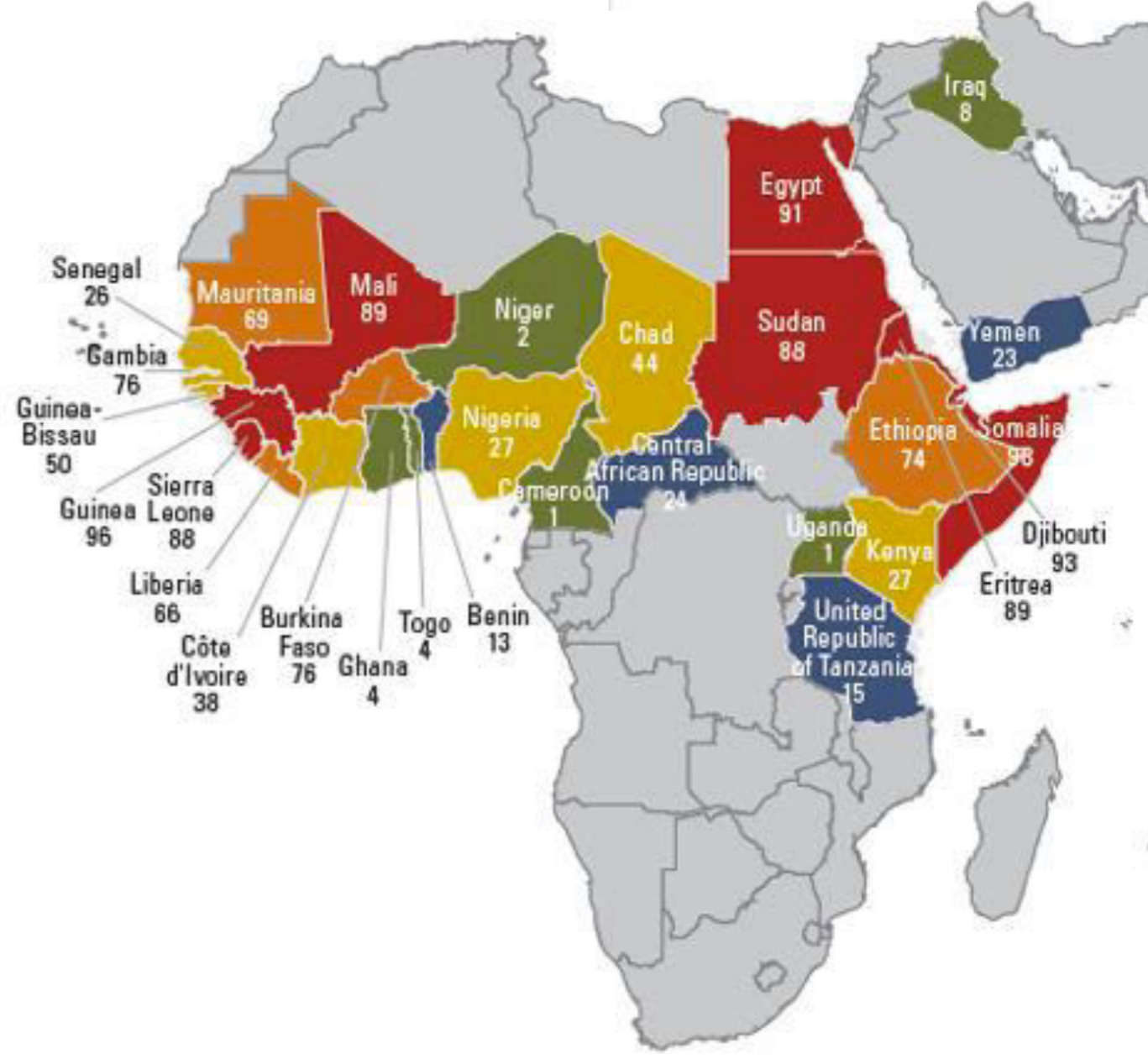
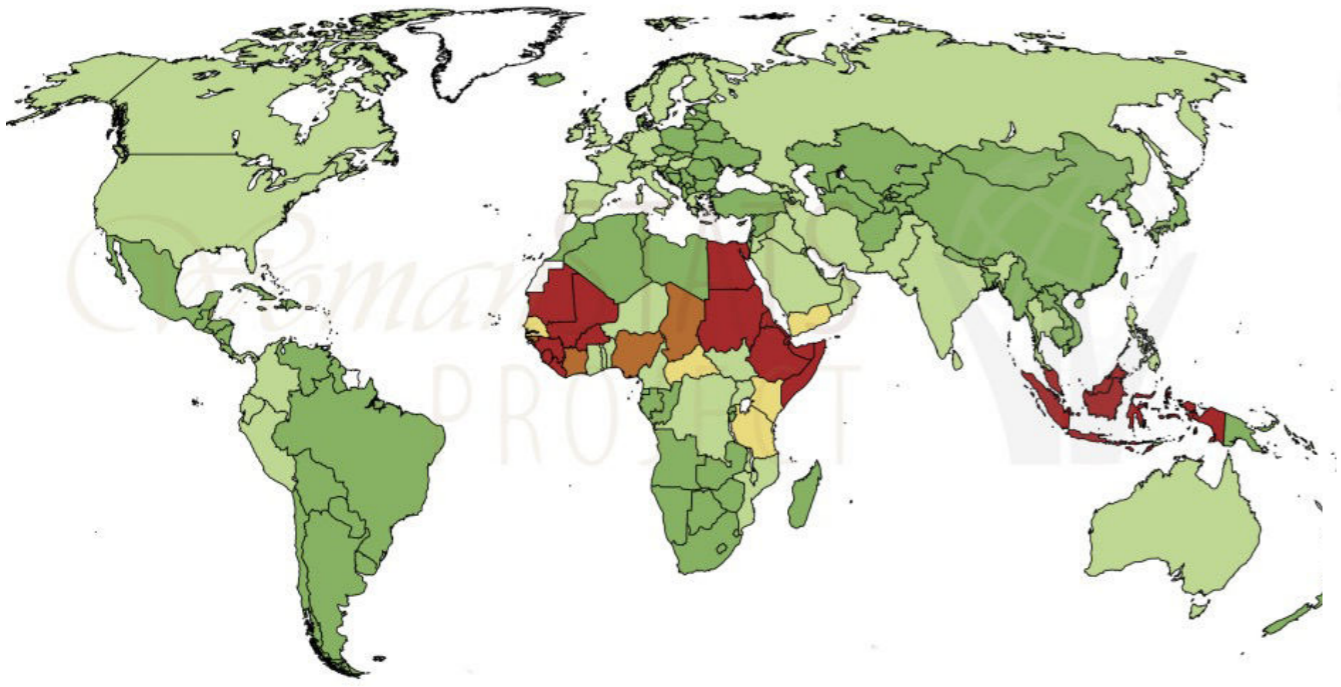
women and girls alive today have undergone FGM in 30 countries where representative data is available.

**Age 5**

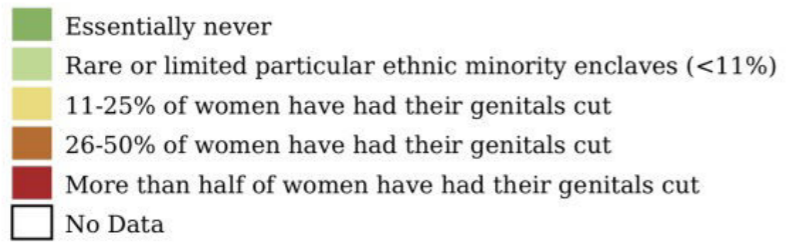
In most of these countries, the majority of girls were cut before age 5.

# WHERE FGM is practiced

Evidence suggests FGM is practiced in at least **90 COUNTRIES** worldwide.

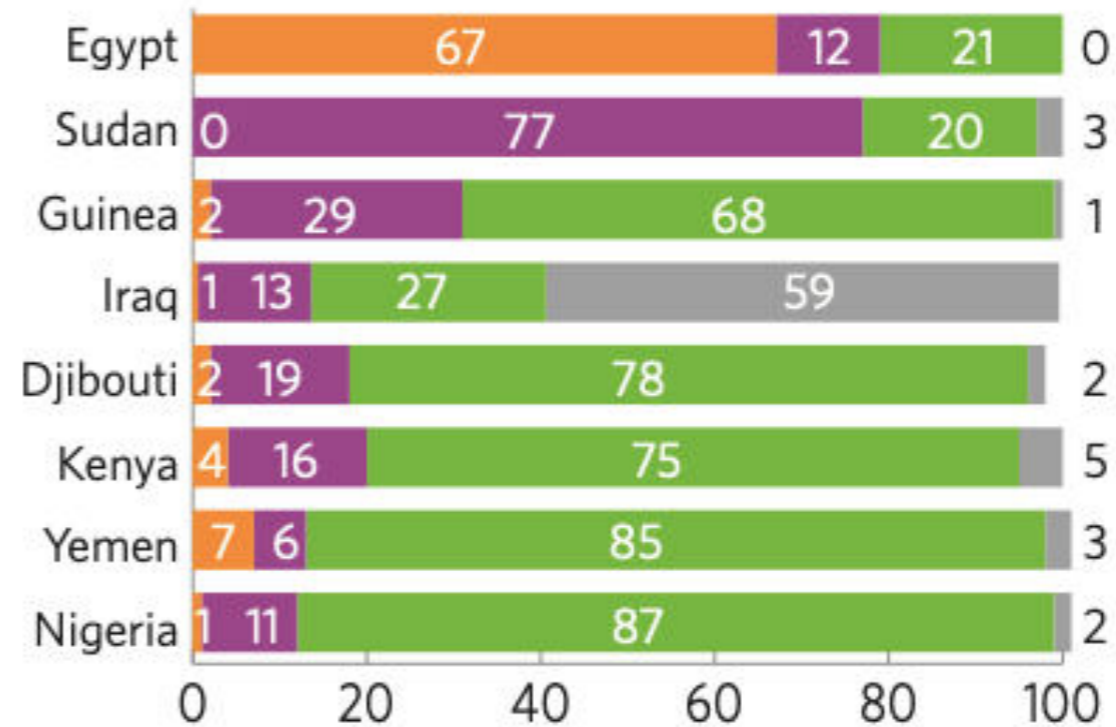


**WOMAN STATS PROJECT**  
 INFIB-SCALE-1  
 Data The WomanStats Project  
<http://womanstats.org>



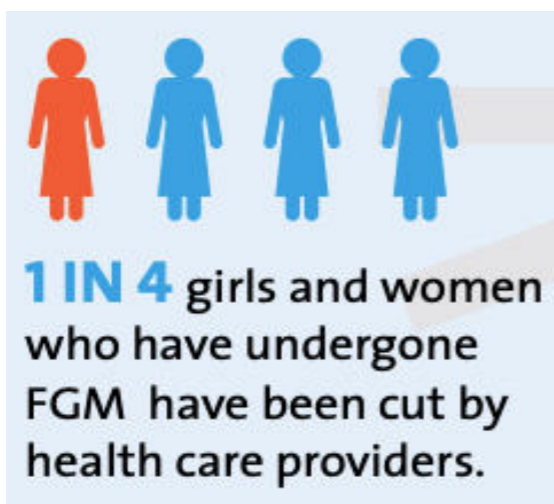
**FGM/C IS GLOBAL**  
 but so is the movement to end it





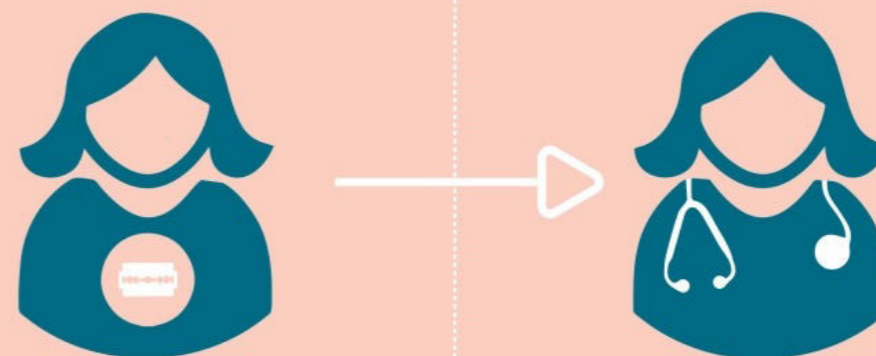
Source: UNICEF Global databases, 2018

## By WHOM is it practiced?



### MEDICALIZATION of Female Genital Cutting

The process in which Female Genital Cutting is **performed by a doctor** or healthcare provider instead of a traditional cutter. This is alarming because **medicalisation promotes the false belief that FGC is safe**. Cutting a child's genitals for non-medical reasons also violates medical ethics.

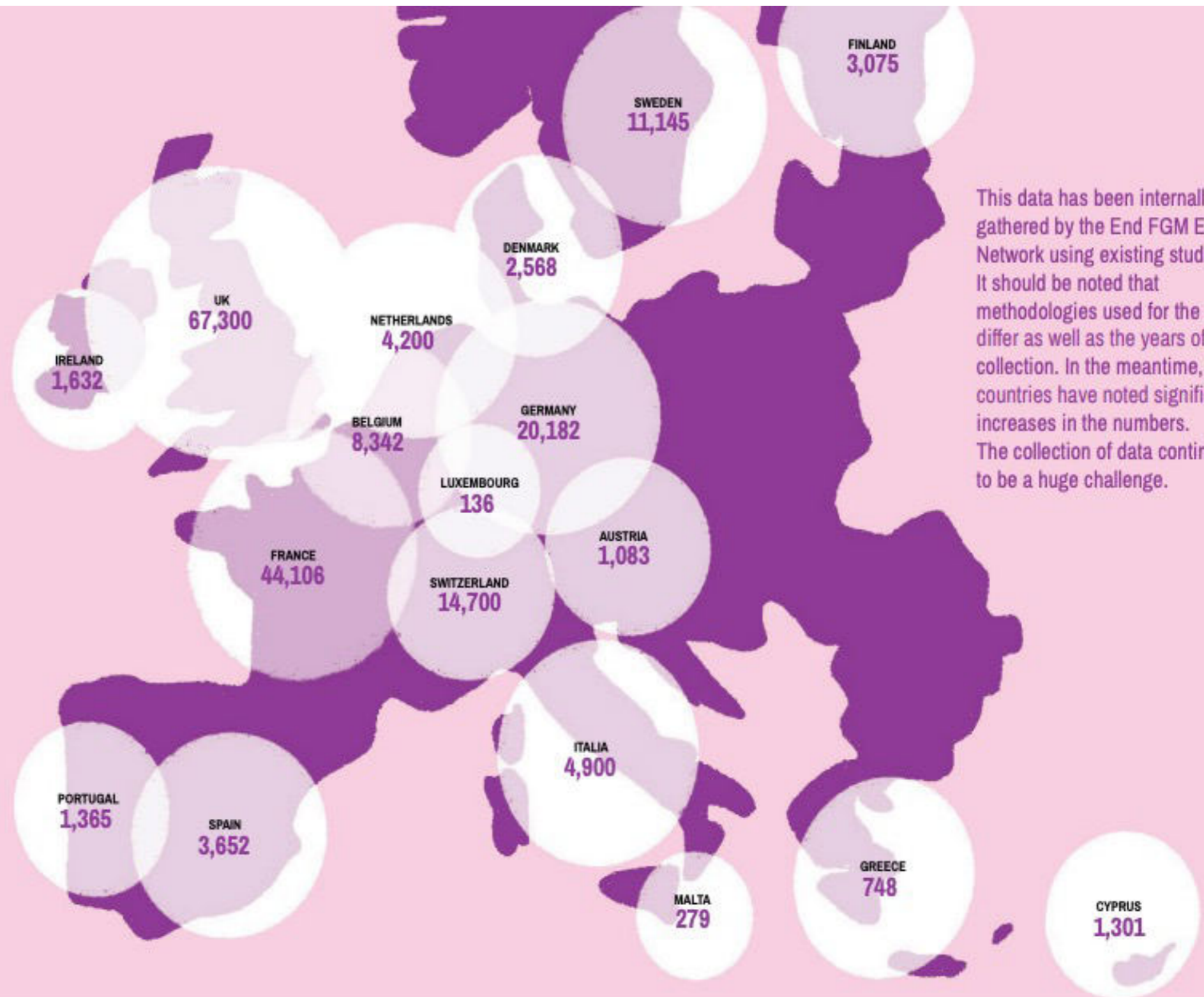


# EUROPE

## GIRLS AT RISK

At least 200 million women and girls alive today have undergone FGM and 4.1 million have been subjected to FGM only in 2020.

It is estimated that there are over 600.000 FGM survivors living in Europe and around 190.000 are at risk in 17 countries alone.

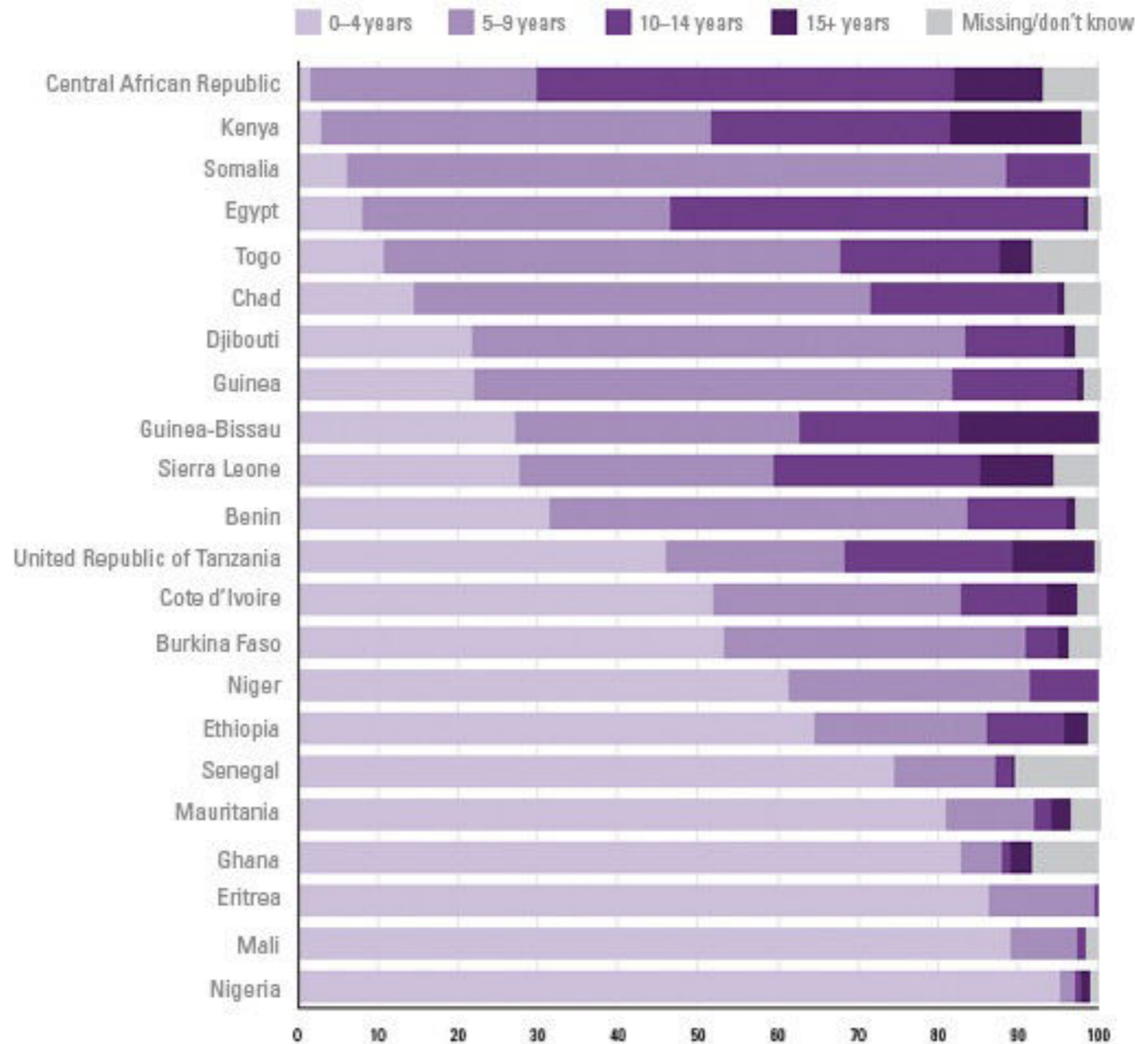


This data has been internally gathered by the End FGM European Network using existing studies. It should be noted that methodologies used for the studies differ as well as the years of data collection. In the meantime, some countries have noted significant increases in the numbers. The collection of data continues to be a huge challenge.

## SOURCES

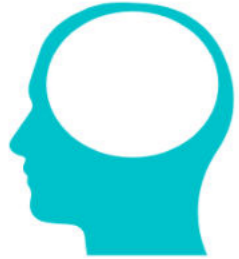
- BELGIUM: Estimation de la prévalence des filles et femmes ayant subi ou à risque de subir une mutilation génitale féminine vivant en Belgique (2018)
- FINLAND: Action plan for the prevention of female genital mutilation (2019)
- FRANCE: Estime de adult women with female genital mutilation living in France (2019)
- GERMANY: Dunkelzifferstatistik zu weiblicher Genitalverstümmelung in Deutschland, Terre des Femmes (2020)
- IRELAND: AKDWA estimations based on Ireland's Central Statistics Office (2016)
- ITALY: Stima del numero di donne portatrici di mutilazioni genitali, delle bambine a rischio e dell'attitudine nei confronti della pratica (2019)
- NETHERLANDS: Vrouwelijke Genitale Verminking Omvang en risico in Nederland (2019)
- PORTUGAL: Mutilação Genital Feminina: prevalências, dinâmicas socioculturais e recomendações para a sua eliminação (2015)
- RUSSIA: The practice of female genital mutilation in Dagestan: strategies for its elimination(2018)
- SPAIN: La Mutilación Genital Femenina en España (2020)
- SWITZERLAND: Mutilations génitales féminines : recommandations pratiques, Obstétrica 11/2019
- UK: Prevalence of Female Genital Mutilation in England and Wales: National and local estimates (2015)
- Estimates of first-generation women and girls with female genital mutilation in the European Union, Norway and Switzerland (2016)
- EIGE, Estimation of girls at risk of female genital mutilation in the European Union - Ireland, Portugal and Sweden (2015)
- EIGE, Estimation of girls at risk of female genital mutilation in the European Union

Percentage distribution of girls who have undergone FGM/C (as reported by their mothers), by age at which cutting occurred



At what  
AGE is FGM  
performed  
?

# Reasons why FGM is practiced



## 1. Psychosexual

To control women's sexuality, ensure they are virgins prior to marriage and stay faithful during marriage. Also said to increase male sexual pleasure.



## 2. Religious

No religion endorses FGM, but many believe it to be justified by Christian or Islamic doctrines.



## 3. Socio-Economic

Often a prerequisite for marriage and inheritance, it can also raise a girl's bride price, which is usually an economic necessity for survival.



## 4. Hygiene & Aesthetic

Some believe external female genitalia are dirty or ugly, and remove them to supposedly increase their hygiene and aesthetic appeal.



## 5. Sociological & Cultural

FGM is a rite of passage for girls into womanhood, where she becomes a part of the community. Also, there are several myths surrounding female genitalia that serve to perpetuate its practice.

# What are the signs that FGM has occurred?

- Prolonged absence from schools
- Frequent need to go to the toilet
- Long break to urinate
- Urinary tract infections
- Noticeable behaviour change
- Talk of something somebody did to them that they are not allowed to talk about
- Change of dress from tight to loose fitting clothing
- Menstrual problems
- Difficulty in sitting down comfortably
- Complain about pain between their legs.



Developing excellence  
in response to FGM and  
other harmful practices

## Possible signs for teachers to look out for that indicate a girl may be at risk of FGM...

The parents are being **evasive** about why/where/who the girl is going on holiday with.



The girl has been asked to keep the holiday a **secret** by her parents.



The girl mentions she is attending a **special ceremony** or "going to become a woman".



If you are concerned a girl is at risk follow your normal safeguarding procedures.  
If the girl is in immediate risk (i.e. leaving the country in the next 24hrs) please alert the police.

For more information on affected communities head to <http://nationalfgmcentre.org.uk/world-fgm-prevalence-map/>

LOOKING TOWARD A

# FUTURE WITHOUT FGM/C

LESSONS LEARNED FROM 20 YEARS OF INTERVENTIONS

HOLISTIC  
APPROACHES

HUMAN  
RIGHTS  
FRAMEWORK

WIDE  
RANGE OF  
ACTORS

EMPOWER  
WOMEN AND  
GIRLS

EVALUATIONS

POLITICAL  
WILL

DONOR  
INVESTMENT

APPROPRIATE  
HEALTH CARE  
FOR WOMEN

## 5 WAYS MEN AND BOYS CAN TAKE ACTION TO END FEMALE GENITAL MUTILATION (FGM)



Report cases of FGM



Support their sisters and daughters



Speak up against harmful social norms



Raise awareness about FGM online and offline



Foster a safe environment for women and girls

- Forms of **gender-based violence** and the result of **gender inequalities**;
- **Violation of basic human rights** and the sexual and reproductive rights of women;
- Aim is to **control** the body, behavior, and autonomy of girls and women by men;
- Possible serious **health and psychological consequences** on the girls and women who have been affected by these practices;
- Often linked to **traditional aspects** and **religious beliefs** (e.g. preparing the girl for the role of wife and mother, ensuring her virginity until marriage, obtaining respect and recognition within her own community).

WHAT LINKS  
FGM WITH  
EARLY AND  
FORCED  
MARRIAGE?

# HUMAN RIGHTS VIOLATIONS



---

Right to life

---

Right to physical integrity

---

Right to highest attainable standard of health

---

Right to equality

---

Right to equal protection under the law

---

Right to be free from violence

---

Right to non-discrimination

---

Right not to be subjected to torture, or other cruel, inhuman or degrading treatment or punishment

---

Right to self-determination

---

Right to express freely one's view

---

Rights to freely choose a spouse, to marry, to establish a family

---

Right to liberty, security and integrity

---

Right to physical and mental well-being

---

Right to sexual and reproductive health, and reproductive rights

---

Right to freedom of thought, belief and religion

---

Right to education on the basis of equal opportunities

---

Right to health and access to health services, and to be protected from harmful practices

---

Right to intellectual and social development

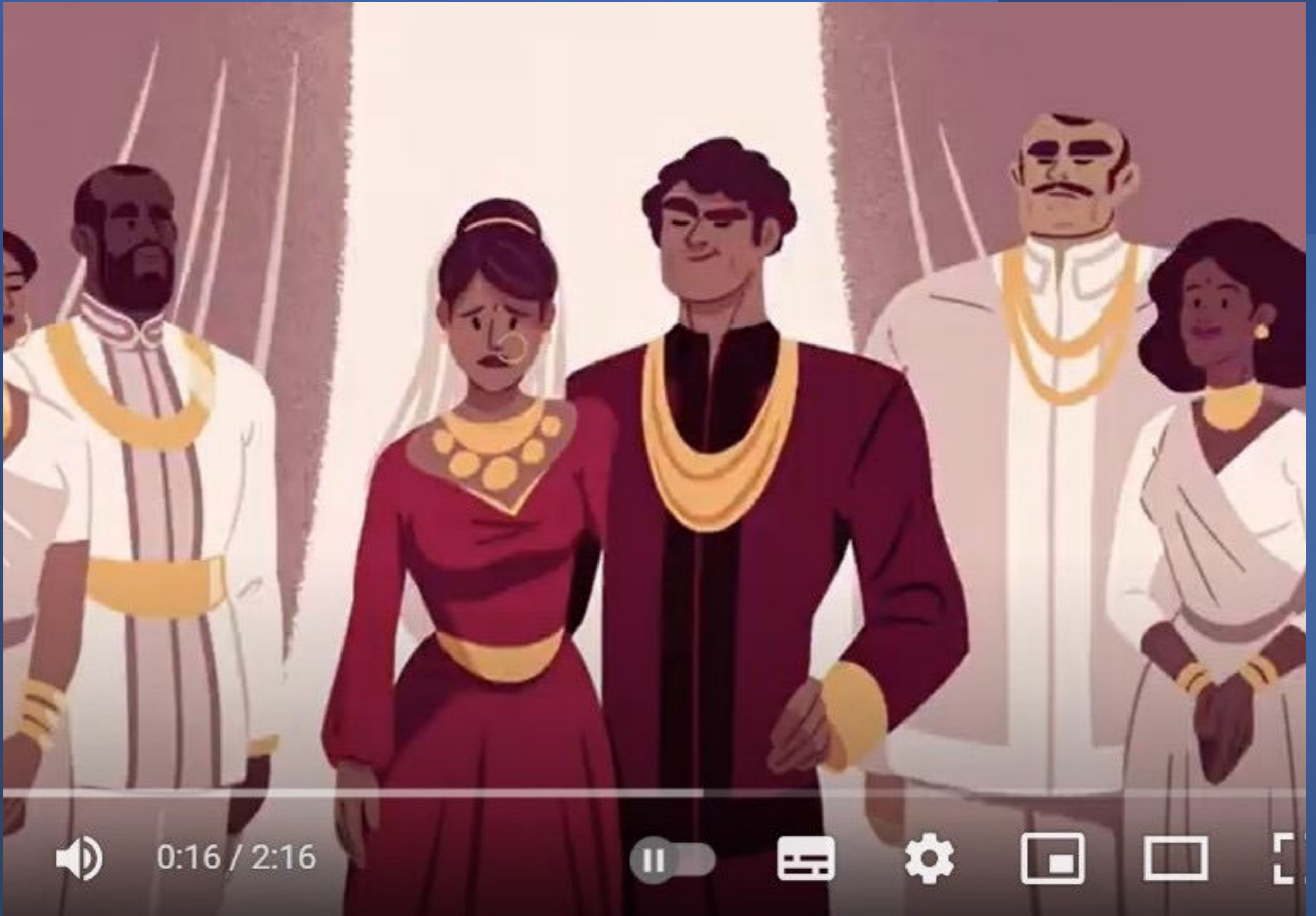
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Right to protection from all forms of sexual exploitation and abuse

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Right to assistance and protection

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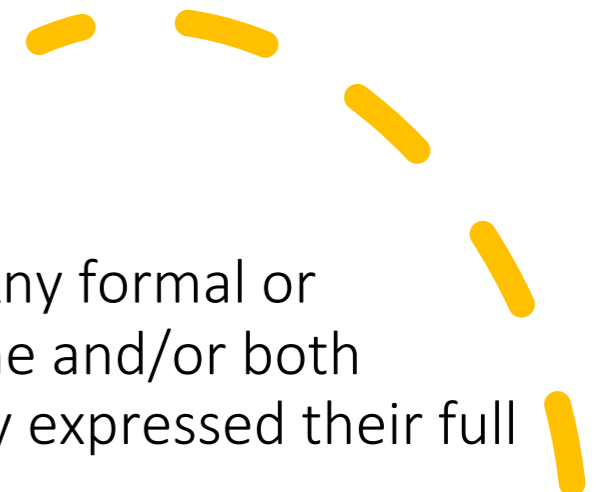




### The 10 main myths about EFM

- 1) Forced marriage is rare in Europe.
- 2) This cultural tradition must be respected.
- 3) It only happens to girls.
- 4) The best place for a girl is her family, and the best way to resolve the situation is through family counselling, mediation, arbitration and reconciliation.
- 5) Only monsters can allow their daughters to marry early or force them into marriage.
- 6) This is actually a family and cultural issue.
- 7) These girls must be completely helpless.
- 8) Only harsh sanctions can put an end to this practice.
- 9) The question of forced and early marriage does not concern me.
- 10) Not accepting marriage is against religion.

*Source: EU FEM Roadmap (2017)*



**FORCED MARRIAGE:** Any formal or informal union in which one and/or both parties have not personally expressed their full and free consent.

**CHILD MARRIAGE:** Any formal or informal union involving at least one partner under the age of 18.

**EARLY MARRIAGE:** Formal or informal union where at least one partner has not achieved the needed personal and social development to give full consent and to make a decision on the union. Often considered synonym of child marriage but has broader connotation.

**ARRANGED MARRIAGE:** A union that involves an introduction by a third party or a family member of one or both potential spouses. The latter are free to decide whether to accept the arrangement.

# Child Marriage Globally

Before their **18<sup>th</sup>** birthday  
**15,000,000 girls**  
 get married.

Every **24** hours  
**41,000 girls**  
 get married.

Every **01 MIN**  
**28 girls**  
 get married.

Every **2sec**  
**1 girl**  
 get married.

**Each year, 12 million girls are married worldwide before the age of 18.**

Child marriage is slowly declining but progress is not happening fast enough



Almost **39,000** girls under the age of 18 become brides every day.



That is **23 girls every minute**, nearly 1 every 2 seconds.



More than **650,000,000** women alive today were married before their 18th birthday.

This is equivalent to **10% of the world's population** (approximately 7,250,000,000 currently)

with around **1 in 3** (about 250,000,000) entering into the union before the age of 15.



**92,000,000 men** alive today were married before the age of 18



**23,000,000 men** alive today were married before the age of 15

Source: unicef.org

# Child marriage occurs around the world, and cuts across countries, cultures, religions and ethnicities

Percentage of 20-24 year old girls married before 18:



**45%**

in South Asia



**39%**

in sub-Saharan Africa



**23%**

in Latin America and the Caribbean



**18%**

in the Middle East and North Africa.

Child marriage also persists in some communities in Europe and North America



# Risk factors for early and forced marriage

Instability and insecurity (e.g. conflicts)

Poverty

Socio-cultural pressures

Patriarchal culture

Virginity and sexuality control

Strengthening of family ties and properties

Sexual orientation and gender identity "to be corrected"

Documentation (e.g. to get a residence permit)



# CONSEQUENCES

## POVERTY

Child brides do not receive the educational and economic opportunities that help lift them and their family out of poverty. **THEY ARE MORE LIKELY TO BE POOR AND REMAIN POOR.**



## EDUCATION

Child brides are likely to **DROP OUT OF SCHOOL**, hindering their personal development, preparation for adulthood and their ability to contribute to their family and community.



## INEQUALITY

Child brides normally have **LITTLE SAY IN WHEN OR WHOM THEY WILL MARRY**. Marriage often ends girls' opportunities for education, better paid work outside the home and decision making roles in their communities.



## HEALTH

Child brides face high risk of death or injury: girls who give birth before the age of 15 are **5 TIMES MORE LIKELY TO DIE IN CHILDBIRTH** than girls in their early 20s. Their children are less likely to live beyond their 1st birthday.



## HIV/AIDS

Child brides lack the knowledge or power to abstain from sex or negotiate safe sexual practices, leaving them at increased **RISK OF HIV/AIDS AND OTHER SEXUALLY TRANSMITTED DISEASES.**



## VIOLENCE

Child marriage puts women and girls at increased risk of violence throughout their lives. Child brides are **MORE LIKELY TO DESCRIBE THEIR FIRST SEXUAL EXPERIENCE AS FORCED.**



# WHAT CAN WE DO?



- ▶ **EMPOWER** girls at risk of Child, Early, and Forced Marriage and support already married girls
- ▶ Keep girls in **SCHOOL**
- ▶ **SHIFT ATTITUDES** via community mobilization and outreach
- ▶ **INTEGRATE** prevention and mitigation efforts within and across sectors
- ▶ **ENACT AND ENFORCE LAWS** and policies that delay marriage



**BREAK  
TIME!**

# Working on the ground: The story of a Community Trainer in Milan



Stella Okungbowa





Working with the communities

# FGM, ANTI-RACISM and INTERSECTIONALITY

Your turn to discuss!

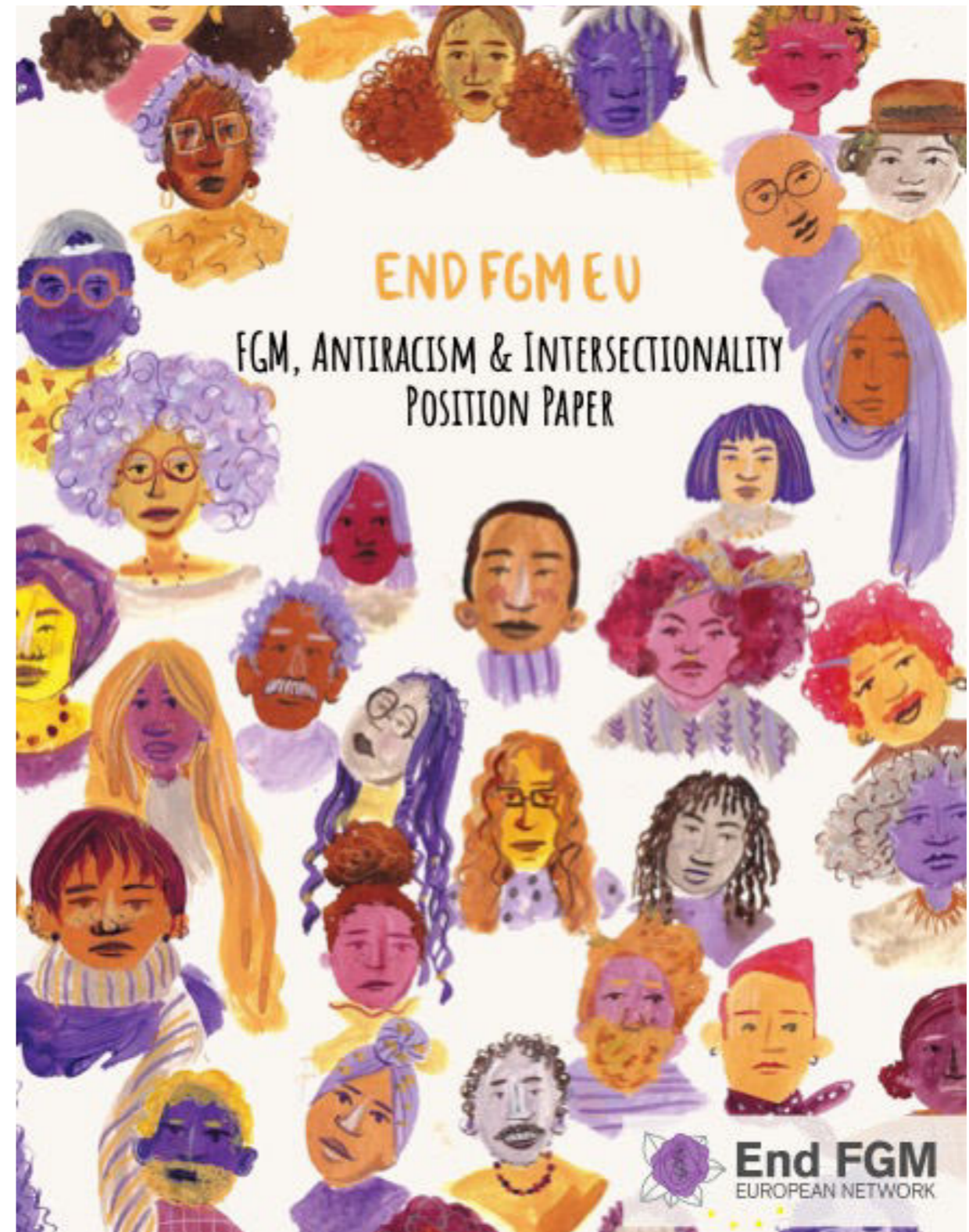


# From theory to practice

## INSTRUCTIONS

In break rooms participants will read and discuss the End FGM EU *FGM, Antiracism & Intersectionality Position Paper* with some guiding questions:

- How does an intersectional approach support FGM survivors in accessing services?
- How does racism intertwine with FGM?
- Choose one of the 5 principles mentioned in the paper and elaborate on how you could put that into practice.



# EVALUATION SURVEY

Time for a quick and anonymous survey!

In your web-browser visit  
[BIT.LY/CERV\\_SURVEY](https://bit.ly/CERV_SURVEY)  
or  
scan the QR code below



## HOW?

In the first page you please put this information:

- 1.1 REFERENCE OF THE PROJECT: **101081227**
- 1.2 TYPE OF ACTIVITY: **Training**
- 1.3 TITLE OF THE EVENT: **Workshop on gender, intersectionality and non-discrimination**
- 1.4 DATE OF THE EVENT: **25/01/2024**
- 1.5 DURATION OF THE EVENT IN DAYS: **1.1** ( . is a dot not a comma)
- 1.6 DID THE EVENT TAKE PLACE PHYSICALLY OR ONLINE? Choose "**Online event**"

Just to help us monitor its completion, in the last section note down your country.

- A quick **final quiz** to see what we take with us after these three sessions together.



- Any **final doubts or issues** to discuss further?





Thank you  
for your  
attention.

And ALWAYS  
REMEMBER that:

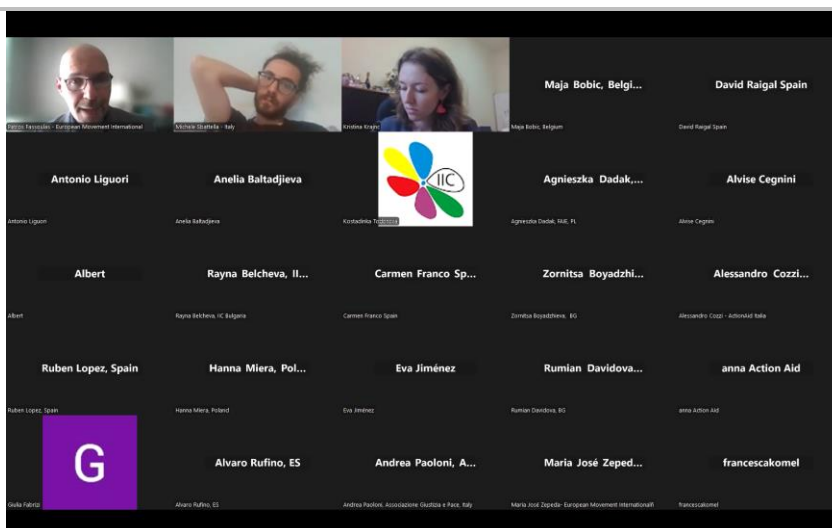


## EVENT DESCRIPTION SHEET

PROJECT	
Participant:	ActionAid International Italia ETS - AAIT
PIC number:	947194137
Project name and acronym:	JUST EU and ME - JUST EU and ME

EVENT DESCRIPTION	
Event number:	WP16
Event name:	EU Youth Roundtable
Type:	Other
In situ/online:	On-line
Location:	none
Date(s):	The workshop was held on the following dates: Monday June 17th, 2024 14:00 - 18.00 (CEST) Monday June 24th, 2024 14:00 - 18.00 (CEST) Monday July 1st, 2024 14:00 - 18.00 (CEST) Monday July 8th, 2024 14:00 - 18.00 (CEST)
Website(s) (if any):	<a href="https://morethanprojects.actionaid.it/en/projects/just-eu-and-me-empowering-youth-to-advocate-for-their-social-rights-in-the-eu/">https://morethanprojects.actionaid.it/en/projects/just-eu-and-me-empowering-youth-to-advocate-for-their-social-rights-in-the-eu/</a>
Participants	
Female:	67 (sixty-seven)
Male:	33 (thirty-three)
Non-binary:	3 (three)
From country 1 [Albania]:	1 (one)
From country 2 [Belgium]	4 (four)
From country 3 [Bulgaria]	11 (eleven)
From country 4 [Greece]	11 (eleven)
From country 5 [Italy]	51 (fifty-one)

From country 6 [Netherlands]	1 (One)		
From country 7 [Poland]	14 (fourteen)		
From country 8 [Serbia]	1 (one)		
From country 9 [Slovenia]	1 (one)		
From country 10 [Spain]	8 (eight)		
Total number of participants:	103 (one-hundred-three)	From total number of countries:	10 (ten)
<b>Description</b>			
<i>Provide a short description of the event and its activities.</i>			
<p><b>OVERVIEW</b></p> <p>The event was meant to enable the activists from the national groups to present their findings in national project works and meet stakeholders from the European and national contexts, in order to elaborate a common manifesto of requests addressing the European Pillar of Social Rights. The manifesto had to be presented in the last project event to newly elected Members of the European Parliament, activists and representatives of Civil Society Organizations.</p> <p>To better prepare the activists to this crucial stage of the project partners agreed to take the opportunity of the meeting in Spain for WP 14 (Saturday 25<sup>th</sup> May 2024 and Sunday 26<sup>th</sup> May 2024) to invite the activists to reflect on their experiences and lessons learnt in the national project works and to let them elaborate a first draft of the common manifesto.</p> <p>Tapping on this alignment, the four sessions of the WP 16 were designed to combine reflection on the given issue (the lack of Critical Thinking in secondary education) with specific training and testimonies that could help them to finalize the manifesto and subsequently present it to stakeholders during the last project event.</p> <p>The workshop was held in English, combining presentations, videos, energizers and quizzes, but also frequent group activities.</p> <p><b>SESSIONS' OVERVIEW</b></p> <p>The workshop included the following sessions:</p> <p>The first session – held on Monday June 17<sup>th</sup> - was dedicated to let activists from each national group's discuss their experience of local advocacy and relevant tactics to be applied in the context of the common manifesto, first through separate breakout rooms' sessions for each group and secondly discussed in plenary. The session led to the a first draft of the manifesto and to appointing the groups to specific parts of the manifesto.</p> <p>Specific groups were assigned to each part: the analysis of the issue was assigned to the Bulgarian and Spanish groups; the paragraph on symptoms and impact was assigned the Italian and Polish groups; while the review of Good Practices was assigned to the Greek group.</p>			

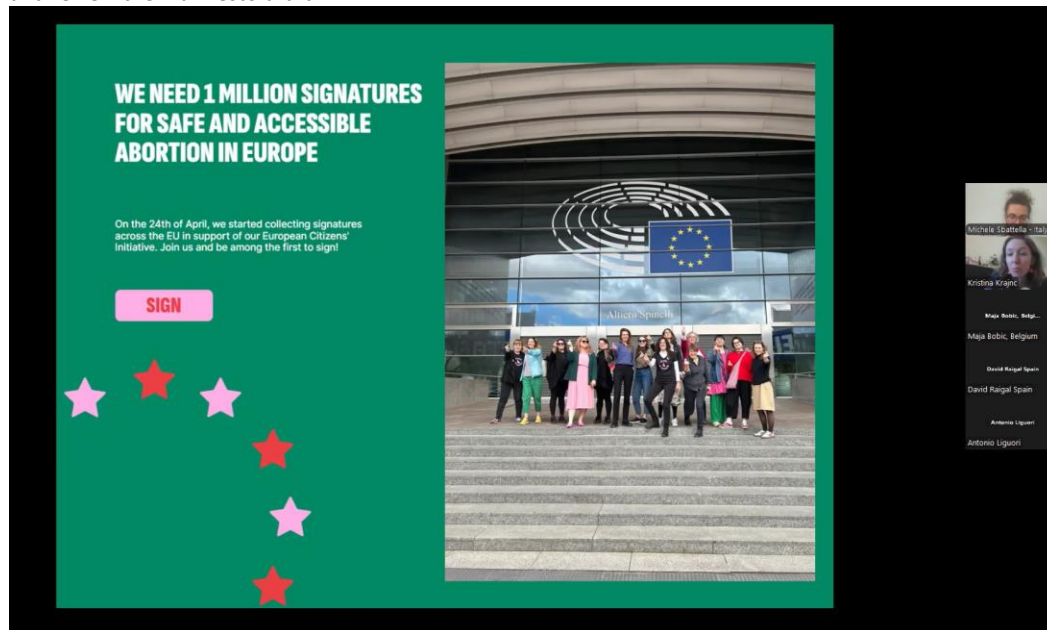


The second session – held on June 24<sup>th</sup> - was meant to support the drafting of the manifesto with an analysis of the current post electoral scenario and relevant examples of campaigns.

In the first part the activists worked mostly in breakout rooms to review the structure and the contents of the Manifesto, focusing primarily on the issue analysis and the final requests. After this work, the participants move in the general room for the plenary part of the session, dedicated to the analysis of the post-electoral situation in the EU and two presentations by trans-national campaigns. This part began with an analysis on the state of political debate and likely scenarios following the early June elections. It was curated by Petros Fassoulas, Secretary General of European Movement International, that reflected on long term trends of political participation, risks of the representative democratic model and the opportunities of the participatory democracy methodologies to foster participation, especially among youth. As emerged in a preliminary poll, the youth participants confirmed their concerns for a regression of civic rights in the current scenario.

After this analysis Kristina Krajnc, Communication Lead for [My Voice My Choice](#), the European Citizens' Initiative to make abortion safe and accessible, discussed the strategy of their campaign, started in late April 2024. Krajnc presented the coalition strategy, starting from the definition of their objective then covering the composition of the coalition that supports the campaign - made mostly by civil society organizations and activists – and the opportunities of bottom-up mobilizations for advocacy initiatives. The second campaign presented was [Justice Is Everybody's Business](#), promoted in the last two years by a European coalition of trade unions, NGO's and civil society organizations advocating for new rules for big corporations to identify and mitigate risks to human rights and the environment. The results of the campaign with the approval of the Corporate Sustainability Due Diligence Directive (CSDDD) by the European Union, were discussed by Cristiano Maugeri, Policy Expert and Antonio Liguori, Italian campaign lead, that presented the opportunities and the challenges of international coalitions and lobbying.

After the presentations group sessions were opened to let participants elaborate on the insights provided and review the manifesto draft.



The third session – held on Monday July 1<sup>st</sup> – begun with the activists working in groups to advance with the finalization of the manifesto, especially defining the requests and target. The session went on with the presentation of another European successful campaign, the [Right to Repair Europe](#), led by Cristina Ganapini, coordinator of the coalition, that presented the campaign and its results, mainly the [approval of a Eu Directive on the repair of electronic devices](#). Their presentation highlighted the reasons for a civil society initiative to create alliances with businesses and movements to foster its issue analysis and impact proposal, the good practices for engaging EU MPs and create effective contents either for dissemination and for offering a wide and sound issue analysis for politicians to tap on, but also presented the risks of the national implementation of the directive.



After this presentation the session continued with a training on Public Speaking for political activism led by [Anna Montalenti](#), Creative Public Speaking Coach, that started with an interactive presentation of the main practical aspects (breathing, notes, rhythm, tone of voice, etc.) and then analyzed the strategical and narrative choices. These concepts were subsequently applied by the participants in a final exercise on public speaking for campaigning. After this training the activists moved to breakout rooms reviewed their tasks for implementing the manifesto parts.

The final session - held on Monday July 8<sup>th</sup> – was then used to have the participants review the structure of the manifesto, finalize its findings and requests and get ready for its presentation in October. Specifically in national groups they organized for the presentation, while considering opportunities to connect the manifesto requests with the specific national contexts.

**ATTENDANCE**

Through the registration form 137 individuals signed up for the sessions. The workshop was attended by 103 individuals from ten European countries. Some participants actively participated in the plenary parts and group-works but most of the participants attended specifically the plenary sessions on campaigns and public speaking.

**EVALUATION**

The feedback from the participants during the sessions and after the follow-up email message was definitely positive, especially for the opportunity to hear and discuss relevant campaigns and have insights on how to prepare and run interventions and speeches.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).
2.0.	20.12.2024	Final version by ActionAid Italia

JUST EU and ME- WP 16

**EUROPEAN YOUTH MANIFESTO - ENGLISH VERSION**

<b>Who we are: our path and priorities</b>	<b>2</b>
<b>Issue Analysis</b>	<b>5</b>
<b>Good practices and policies</b>	<b>7</b>
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# Who we are: our path and priorities

We are a group of about fifty youth activists, social workers and university students, from 20 to 30 years old, from Bulgaria, Greece, Italy, Poland and Spain.

In 2023 and 2024 we took part in the JUST EU and ME project, with the aim to advocate for youth priorities within the framework of the [European Pillar of Social Rights \(EPSR\)](#), specifically principles 1 (quality and inclusive education, training and life-long learning), 2 (gender equality) and 3 (equal opportunities).

In 2023 the project started with six **trainings and workshops** to analyse and advocate for social and gender rights: the first session focused on EPSR and the European decision-making cycle, then activities addressed the issue analysis and the design of effective and consistent advocacy campaigns, coupled with other workshops, specifically on the role of solutions-based journalism and intercultural dialogue in bringing change in the society. The last three workshops were held in 2024 covering participatory research, gender justice and community empowerment, and opportunities and risks of Artificial Intelligence in the news cycle.



Late 2023 **each national group started to identify and analyse a specific issue** within the framework of principles 1, 2 and 3 of EPSR and delved deep into that significant quantitative and qualitative data.

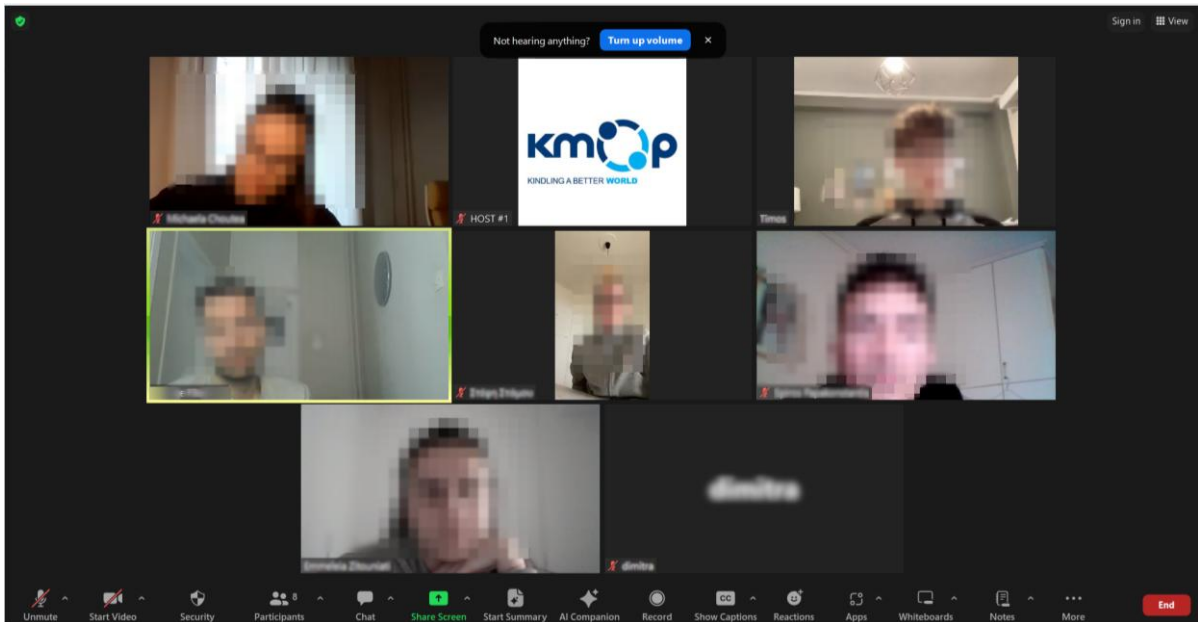
In **Bulgaria** the group defined a campaign on the necessity of **reviewing textbooks and assessments** in secondary schools.

In **Greece** the activists defined a manifesto analysing the issue of **undeclared work**, especially among youth in the Attica Region, coupled with specific policy recommendations and awareness raising proposals.

In **Italy** the group, through their manifesto, defined an intersectional proposal to **counter discrimination in secondary schools**, identifying specific policy reforms and educational practices.

In **Poland** the activists' manifesto tackled the disparity in accessing **training and international exchanges** to widen youth educational opportunities.

In **Spain** the group advocated at the local level with secondary schools for the urgency of introducing **non-formal education** activities in their curricula.



Notably each group conducted one or more workshops with peers and stakeholders to check the urgency of the chosen issue and subsequently conducted national research with peers and stakeholders on their perception and direct experience. The information gathered was organised in **a national manifesto presenting the youth viewpoint on specific social rights**, where the analysis conducted was matched with a set of political requests to be presented to local and national decision makers.



At the end of the national activities, in May 2024 the activists met in Spain for an in-situ workshop to share and discuss their national activities, the lessons learnt and the main challenges.

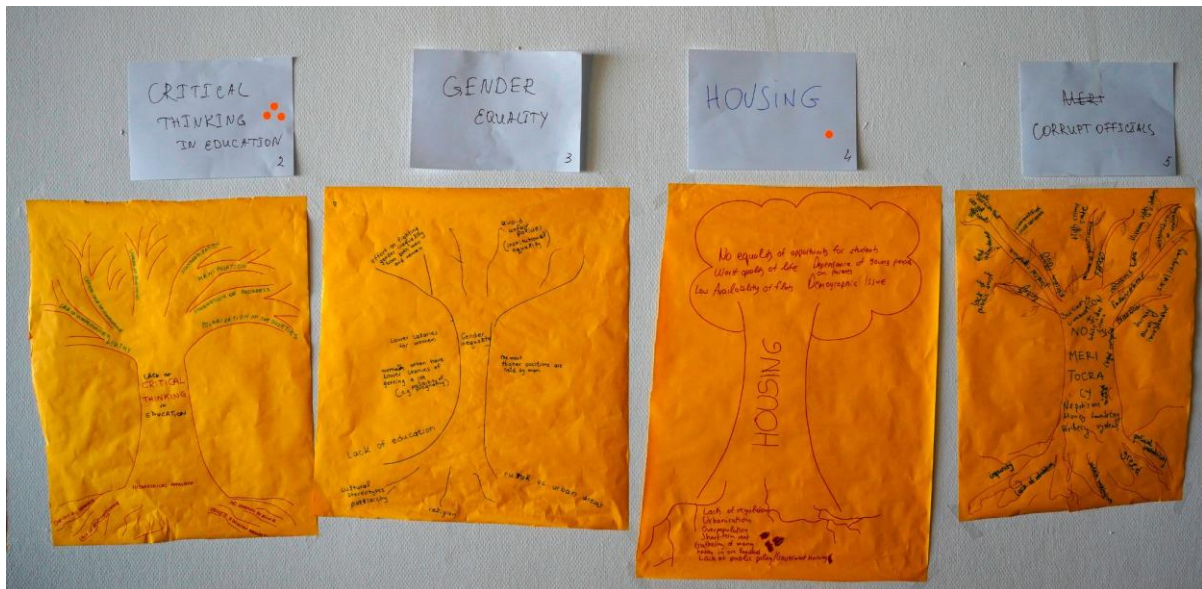
Their major **key findings** were as below:

- presenting the specific experience of the youth in the manifesto increases its impact and efficacy;

- conducting a preliminary benchmark analysis can provide inspirations and networking opportunities;
- reviewing the policies implementation in other countries can inspire strategic choices.

In total more than **700 persons participated in the national activities** (activists, researchers, youth-workers, students from secondary schools and universities, MPs, etc.). The national activities comprised **more than six focus groups, a series of structured interviews, more than ten participatory workshops and eight public events for the dissemination of the manifestos.**

The final in situ meeting proved to be useful to find a common issue for the present manifesto tapping on the participants personal experiences in secondary schools and societal dimension in the different countries.



The participants agreed on addressing the **lack of critical thinking in upper secondary education** (ISCED 3) that - during the following project activities - was analysed and addressed with the present manifesto that includes a preliminary analysis and policy requests for Members of the European Parliament and stakeholders at different level.

# Issue Analysis

In secondary schools in EU member states, despite their efforts on the introduction of Critical Thinking (CT) and existing relevant European recommendations, students report a context where subjects and pedagogy are still based on a hierarchical approach instead of a participative one; moreover the school evaluation system still focuses on notions' instead on the assessment of their ability to learn and discuss knowledge and facts.

CT can be summarised as the capability to actively analyse different sources and facts and elaborate one's own opinion.

Its relevance for enabling lifelong-learning competences as active citizenship and media literacy was promoted since late 90's by researchers, European<sup>1</sup> and international institutions as WHO and UNESCO, listing critical thinking as one of core life skills that can improve student academic performance, their participation in society and active and responsible citizenship.

CT was at the heart of the '*Paris Declaration*'<sup>2</sup>, adopted in 2015 by the European Union's Ministers of Education, committing to enhance '*critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to all forms of discrimination and indoctrination*'.

On one hand CT is recognized for its positive impact on Lifelong Learning, as the European LifeComp framework<sup>3</sup> notes that CT enables the assessment of information and arguments to support reasoned conclusions and develop innovative solutions.

Furthermore CT is deemed as a necessary skill in promoting sustainable economic growth and social inclusion, being one of the skills that can - as requested by the European Pillar of Social Rights, notably in Principle 1 "Education, training and life-long learning" - enable citizens to participate fully in society and manage successfully transitions in the labour market, in a context characterised by growing automatization, use of AI<sup>4</sup> and socio-political tensions amplified in the contemporary media-sphere (hate speech, misinformation and fake news)<sup>5</sup>.

*"In a digital world, in which a multiplicity of views, theories, facts, and challenges to all those, critical*

<sup>1</sup> Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [OJ L 394, 30.12.2006, p. 13-14](#).

<sup>2</sup> European Education and Culture Executive Agency: Eurydice, *Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education – Overview of education policy developments in Europe following the Paris Declaration of 17 March 2015*, Publications Office, 2016, <https://data.europa.eu/doi/10.2797/396908>

<sup>3</sup> Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., *LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence*, EUR 30246 EN, Publications Office of the European Union, Luxembourg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

<sup>4</sup> European Commission: Directorate-General for Employment, Social Affairs and Inclusion, *Transversal skills*, Publications Office of the European Union, 2024, <https://data.europa.eu/doi/10.2767/06401>

<sup>5</sup> [OJ C 212, 14.6.2016, p. 5–7](#)

*thinking has become even more important to make a judgement on the multiplicity of information available on social networks (see Machete & Turpin, 2020)<sup>6</sup>.*

As Eurydice reported in 2017 - and it's still today valid - CT is part of the education goals of civic education<sup>7</sup>, which is related to interacting effectively and constructively with others, acting in a socially responsible manner, democratically and thinking critically.

For promoting CT the EU went on setting programmes and guidelines for its implementation in education and job places, on one hand suggesting to convey it through citizenship or civic education subjects across all levels<sup>8</sup>, and on the other hand recommending a multidisciplinary approach and participative ways<sup>9</sup>.

It's worth noting that there are significant differences between countries' policies in the field of civic education. As of 2017 *"nearly half of the countries still have no regulations or recommendations on the development of prospective teachers' citizenship education competences through initial teacher education (ITE) [...] Education authorities have also not systematically issued guidelines for teachers on how to assess students in citizenship education. [...] education authorities give less attention to citizenship education in school-based initial vocational education and training (IVET) in comparison with general education"*<sup>10</sup>.

As of 2023 in EU *"cross-curricular learning where all subjects or subject areas have to include cross-curricular topics is most widespread in primary education and least so in upper secondary general education."*<sup>11</sup>

What youth across Europe experience as now is that, despite being recognized as a central topic of the curricula, in upper secondary schools its implementation is diverse between countries but also between regions and educational curricula. At the same time, it still requires adequate training and support for Teachers and school heads in order for them to provide adequate lessons to convey the skill across subjects, also using informal and non-formal learning. The diversity of approaches and the lack of training for teachers, amplify the difficulty to understand and evaluate its impact as a direct consequence of the absence of specific indicators and this data in report: although 22 EU countries support transversal learning, only 12 EU education systems set quality criteria for cross-curricular learning<sup>12</sup>.

Despite several years of policy efforts at the European and national level, students - especially in upper secondary schools - thus still miss sound opportunities to master CT.

Specifically in the countries where the activists are based it is still common to experience a

<sup>6</sup> Vincent-Lancrin, Stéphan, Skills for Life: Fostering Critical Thinking, 2021 <https://publications.iadb.org/en/skills-life-fostering-critical-thinking>

<sup>7</sup> European Commission: European Education and Culture Executive Agency, *Citizenship education at school in Europe, 2017*, Publications Office, 2017, pag. <https://data.europa.eu/doi/10.2797/536166>

<sup>8</sup> See Action 7 of [European Skills Agenda](#)

<sup>9</sup> [OJ C 212, 14.6.2016, p. 8](#)

<sup>10</sup> European Commission: European Education and Culture Executive Agency, *Citizenship education at school in Europe, 2017*, Publications Office, 2017, pag.10

<sup>11</sup> European Education and Culture Executive Agency: Eurydice, *Structural indicators for monitoring education and training systems in Europe 2023 – Key competences at school*, Publications Office of the European Union, 2023, <https://data.europa.eu/doi/10.2797/621068>

<sup>12</sup> European Commission: Directorate-General for Education, Youth, Sport and Culture, *Education and training monitor 2023 – Comparative report*, Publications Office of the European Union, 2023, <https://data.europa.eu/doi/10.2766/936303>

hierarchical approach in schools, either in the class setting and in decision making. Notably they see difficult to address and question societal norms and discuss cultural differences, and feel the need to master skills adequate to navigate the current information scenario and deal with its challenges.

Moreover, critical thinking is reinforced when youth take part in school governance. Although The majority of European education systems require that students participate in decision-making at school, a recent Eurydice report highlighted that “*only around half of all education systems make sure that students provide input in quality assurance activities*”<sup>13</sup> without mentioning the difference between being heard in a quality assurance process and actual participation in the decision making.

## Good practices and policies

There are various national and local initiatives and policies that actively promote and enhance critical thinking through different approaches.

Institutions promoted methodologies for teaching and assessing CT in primary and secondary education, in 2019 as the OECD released a study<sup>14</sup> based on participatory design and assessment of them that engaged schools in 11 countries, that demonstrated the impact of specific didactical and assessment tools for enhancing CT, including it in subjects as mathematics, science, visual arts, music and language arts.

Locally there are several initiatives brought by networks of associations, as the “Teachers4Europe: setting an Agora for Democratic Culture” (T4E) initiative in Greece aims to establish a cross-border, sustainable, and ongoing teachers network, which will enhance students social and civic skills, promote democratic values, fundamental rights, intercultural understanding, and encourage a sense of ownership of these principles. The T4E initiative seeks to foster critical thinking and collaborative learning among students and provide teachers with the necessary tools and skills to support their students towards this process. In order to achieve these goals, trainings, seminars and meetings are held regularly around Greece, extending accessibility to people who wouldn’t otherwise be able to participate.

As for Greece, in Italy the Movimento di Cooperazione Educativa operates as a free and autonomous group of teachers who think of themselves as culture builders, organic intellectuals attentive to the valorisation of the cultures of which the students are bearers. They work to create in the classroom climates favourable to listening and authentic communication, to the exploration and knowledge of spaces and of the various languages that coexist in reality, to the development of a real political democracy. For them, scientific learning is fundamental to forming a conscious, critical citizenship; to providing the ability to analyse, to discern information; to escape from false convictions, beliefs and mystifications.

<sup>13</sup> European Commission, EACEA, Eurydice, *Structural indicators for monitoring education and training systems in Europe – 2023: Key competences at school*, Luxembourg 2023, p. 13

<sup>14</sup> Vincent-Lancrin, S. et al. (2019), *Fostering Students’ Creativity and Critical Thinking: What it Means in School*, Educational Research and Innovation, OECD Publishing, Paris, <https://doi.org/10.1787/62212c37-en>.

At the EU level, it is worth mentioning the many programs that the EU funds aim at enhancing students' mobility and promoting critical thinking among them. Programs such as Erasmus, Erasmus+, and the European Solidarity Corps provide opportunities for students to study, train, work, volunteer and gain experience abroad, exposing them to diverse cultures and educational systems. By travelling, studying, and/or working abroad, young people cultivate a plethora of personal and interpersonal skills, including critical thinking.

Another worth mentioning initiative is the European Qualifications Framework (EQF), which supports cross-border mobility of learners and workers and promotes lifelong learning and professional development across Europe. By providing a clear and consistent framework for qualifications, the EQF encourages learners to critically assess their skills and engage in continuous learning.

Finally, it's worth mentioning the Working Group on Promoting Common Values and Inclusive Education, who operated within the context of the 2018-2020 mandate contributing to the implementation of the above mentioned 2018 [Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching](#)<sup>15</sup>.

Taking all the above into consideration, it is evident that there are efforts and initiatives aimed at cultivating critical thinking among young people. These initiatives not only provide direct educational benefits but also create a broader understanding of democratic values, intercultural awareness, and social responsibility.

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<sup>15</sup> <https://wikis.ec.europa.eu/display/EAC/ET+2020+Common+Values>

# Recommendations

Taking into account the above we call on:

- the **European Parliament and the Council** to promote critical thinking in education policies, as a part of broader frameworks aimed at a) **strengthening youth participation** in school governance, at all levels and different areas (including quality assessment, curricula definition, etc.) and b) **reinforcing civic education**.
- the **European Commission** to put critical thinking, youth participation in school governance and civic education at the centre of the **European Education Area strategic framework working groups**, looking at the 2026-2030 cycle. We also call to make accessible training materials on the topics.
- the **Member States** for the implementation of Action 14 included in Priority Area 1 - Quality, equity, inclusion and success in education and training, as per the resolution of the Council of the European Union, concerning the enhancement of critical thinking. In particular, applicants should insist on the **implementation of a regular monitoring system** - already envisaged by the European Commission - also with regard to the **development and effects of critical thinking**.<sup>16</sup>

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<sup>16</sup> Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) 2021/C 66/01 (OJ C, C/66, 26.02.2021, p. 1, CELEX: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021G0226(01)))

## The JUST EU and ME project

The European project JUST EU and ME (CERV-2022-CITIZENS-CIV) has supported young activists in Bulgaria, Italy, Poland, Spain and Greece to develop skills in advocacy and implementation of **social rights** at the local and EU levels.

In each country, activists' groups developed advocacy plans consistent with the European Pillar of Social Rights, particularly access to education, gender equality and promotion of equal rights for marginalized groups. Each activists group created a manifesto of political requests, presented in the context of the national debate ahead of the European elections in June 2024. The project is coordinated by ActionAid Italy and involves six other European organizations: European Movement International (Belgium), Foundation of Alternative Educational Initiative (Poland), International Initiatives for Cooperation (Bulgaria), International Initiatives for Cooperation Galicia (Spain), KMOP Hub (Greece) and Transitions (Czech Republic).

The project is funded by the European Union's Citizens, Equality, Rights and Values (CERV) Program (2021 - 2027).

*Funded by the European Union. However, the views and opinions expressed are those solely of the authors and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the European Education and Culture Executive Agency (EACEA) can be held responsible.*

JUST EU and ME- WP 16  
EUROPEAN YOUTH MANIFESTO – BULGARIAN VERSION

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# Кои сме ние: нашият път и приоритети

Ние сме група от около петдесет младежи активисти, социални работници и студенти, на възраст от 20 до 30 години, от България, Гърция, Италия, Полша и Испания.

През 2023 г. и 2024 г. участвахме в проекта JUST EU and ME с цел да се застъпим за младежките приоритети в рамките на [Европейския стълб на социалните права](#), по-конкретно за принципите 1 (качествено и приобщаващо образование, обучение и учене през целия живот), 2 (равенство между половете) и 3 (равни възможности).

През 2023 г. проектът започна с шест обучения и работни срещи за анализиране и застъпничество за социални права и права на пола: първата сесия беше фокусирана върху (EPSR) и европейския цикъл на вземане на решения, след това дейностите бяха насочени към анализа на проблема и дизайна на ефективни и последователни кампании за застъпничество, в съчетание с други семинари, по-специално за ролята на базираната на решения журналистика и межкултурния диалог за внасяне на промяна в обществото. Последните три семинара бяха проведени през 2024 г. и обхващаха изследвания с участие, справедливост по отношение на пола и овластяване на общността, както и възможности и рискове от изкуствения интелект в новинарския цикъл.



В края на 2023 г. **всяка национална група започна да идентифицира и анализира конкретен проблем** в рамките на принципите 1, 2 и 3 на Европейския стълб на социалните права (ЕССП) и навлезе дълбоко в тази значима количествена и качествена информация.

В **България** групата определи кампания за необходимостта от **преразглеждане на съдържанието на учебниците и оценяването** в средните училища.

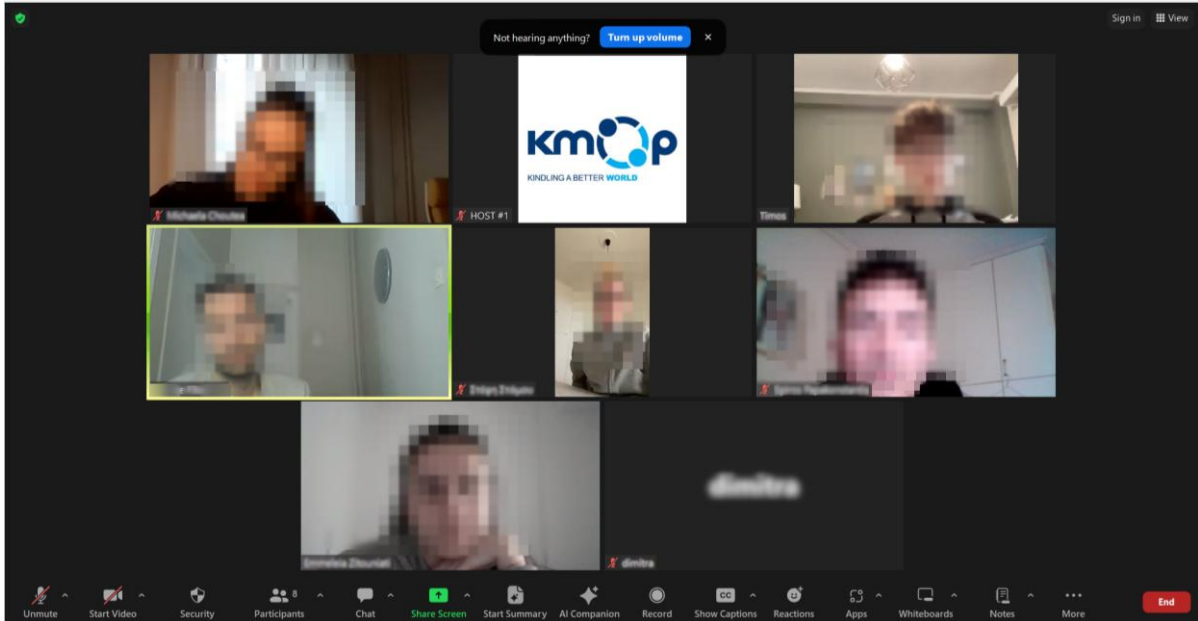
В **Гърция** активистите идентифицираха проблем, анализиращ въпроса за **недекларирания труд**, особено сред младежите в област Атика, придружен от конкретни препоръки за политиката и предложения за повишаване на осведомеността.

В **Италия** групата чрез своя манифест определи междусекторно предложение за **противодействие на дискриминацията в средните училища**, като посочи конкретни

политически реформи и образователни практики.

В **Полша** манифестът на активистите се засегна различията в достъпа до **обучение и международен обмен** с цел разширяване на образователните възможности на младите хора.

В **Испания** групата се застъпи на местно ниво пред средните училища за спешното въвеждане на дейности по **неформално образование** в учебните програми.



Всяка група проведе една или повече работни срещи с колеги и заинтересовани страни, за да провери спешността на избрания проблем, а впоследствие проведе национално проучване с колеги и заинтересовани страни относно тяхното възприятие и пряк опит. Събраната информация беше систематизирана в **национален манифест, представящ гледната точка на младежите по отношение на конкретни социални права**, където извършеният анализ беше съпоставен с набор от политически искания, които да бъдат представени на местните и националните заинтересовани страни, вземащи решения.



В края на националните дейности, през май 2024 г., активистите се срещнаха в Испания по време на семинара, проведен на място, за да споделят и обсъдят националните си дейности, научените уроци и основните предизвикателства.

Основните им **ключови изводи** бяха представени по-долу:

- представянето на специфичния опит на младежите в манифеста увеличава неговото въздействие и ефикасност;
- провеждането на предварителен сравнителен анализ може да осигури вдъхновение и възможности за работа в мрежа;
- прегледът на политиките, прилагани в други страни, може да вдъхнови стратегическия избор.

Общо над **700 души участваха в националните дейности** (активисти, изследователи, младежи, ученици от средни училища и университети, депутати и др.). Националните дейности включваха повече от шест фокус групи, серия от структурирани интервюта, повече от десет семинара за участие и осем публични събития за разпространение на манифестите.

Заклучителната среща се оказа полезна за намиране на общ въпрос за настоящия манифест, като се опира на личния опит на участниците в средните училища и общественото измерение в различните страни.



Участниците се съгласиха, че трябва да се обърне внимание на **липсата на критично мислене в горните класове на средното образование (ISCED 3)**, което по време на последващите дейности по проекта беше анализирано и разгледано в настоящия манифест, включващ предварителен анализ и искания за прилагане на политики към членовете на Европейския парламент и заинтересованите страни на различни нива.

# Анализ на проблема

В средните училища в държавите членки на ЕС, въпреки усилията им за въвеждане на критично мислене (КМ) и съществуващите съответни европейски препоръки, учениците съобщават за контекст, в който предметите и педагогиката все още се основават на йерархичен подход, а не на подход, основан на участието; освен това училищната система за оценяване все още се фокусира върху понятията, а не върху оценката на способността им да учат и да обсъждат знания и факти.

КТ може да се обобщи като способност активно да се анализират различни източници и факти и да се изгражда собствено мнение.

Значението му за формиране на умения за учене през целия живот като активно гражданство и медийна грамотност се насърчава от края на 90-те години на миналия век от изследователи, европейски<sup>1</sup> и международни институции като СЗО и ЮНЕСКО, които посочват критичното мислене като едно от основните умения за живот, които могат да подобрят академичните резултати на учениците, тяхното участие в обществото и активното и отговорно гражданство.

КМ е в основата на *"Парижката декларация"*<sup>2</sup>, приета през 2015 г. от министрите на образованието на Европейския съюз, в която се поема ангажимент за повишаване на *"критичното мислене и медийната грамотност, особено при използването на интернет и социалните медии, за да се развие устойчивост срещу всички форми на дискриминация и индоктринация"*.

От една страна, критичното мислене е признато за положителното му въздействие върху ученето през целия живот, тъй като Европейската рамка LifeComp<sup>3</sup> отбелязва, че КТ дава възможност за оценка на информация и аргументи в подкрепа на обосновани заключения и разработване на иновативни решения.

Освен това компютърната грамотност се счита за необходимо умение за насърчаване на устойчив икономически растеж и социално приобщаване, като едно от уменията, които могат - както се изисква от Европейския стълб на социалните права, по-специално в принцип 1 *"Образование, обучение и учене през целия живот"* - да позволят на гражданите да участват пълноценно в обществото и да управляват успешно прехода на пазара на труда в контекст, характеризиращ се с нарастваща автоматизация, използване на изкуствен интелект<sup>4</sup> и социално-политическо напрежение, засилващо се в съвременната медийна сфера (реч на омразата, дезинформация и фалшиви новини)<sup>5</sup>.

<sup>1</sup> Препоръка на Европейския парламент и на Съвета от 18 декември 2006 г. относно ключовите компетентности за учене през целия живот, [ОБ L 394, 30.12.2006 г., стр. 13-14](#).

<sup>2</sup> Изпълнителна агенция за европейско образование и култура: Eurydice, *Насърчаване на гражданството и общите ценности на свобода, толерантност и недискриминация чрез образование - преглед на развитието на образователната политика в Европа след Парижката декларация от 17 март 2015 г.*, Отдел „Публикации“, 2016 г., <https://data.europa.eu/doi/10.2797/396908>

<sup>3</sup> Sala, A., Punie, Y., Garkov, V. и Cabrera Giraldez, M., *LifeComp: Европейската рамка за личностни, социални и обучителни ключови компетентности*, EUR 30246 EN, Отдел „Публикации на Европейския съюз“, Люксембург, 2020 г., ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

<sup>4</sup> Европейска комисия: Генерална дирекция "Заетост, социални въпроси и приобщаване", *"Междусекторни умения"*, Служба за публикации на Европейския съюз, 2024 г., <https://data.europa.eu/doi/10.2767/06401>

<sup>5</sup> [ОБ C 212, 14.6.2016 г., стр. 5-7](#)

*"В дигиталния свят, в който има множество гледни точки, теории, факти и предизвикателства към всички тях, критичното мислене става още по-важно за преценката на обема от информация, налична в социалните мрежи (вж. Machete & Turpin, 2020)"<sup>6</sup>.*

Както Eurydice съобщи през 2017 г. и това е валидно и днес, КМ е част от образователните цели на гражданското образование<sup>7</sup>, което е свързано с ефективното и конструктивно взаимодействие с другите, с действията по социално отговорен начин, с демократичността и с критичното мислене.

За популяризирането на КМ ЕС продължи да определя програми и насоки за прилагането му в образованието и на работните места, като от една страна предлага той да се предава чрез предметите за гражданско или гражданско образование на всички нива<sup>8</sup>, а от друга страна препоръчва мултидисциплинарен подход и начини за участие<sup>9</sup>.

Струва си да се отбележи, че съществуват значителни различия между политиките на държавите в областта на гражданското образование. Към 2017 г. *"почти половината от страните все още нямат разпоредби или препоръки за развиване на компетентностите на бъдещите учители в областта на гражданското образование чрез първоначалното обучение на учителите (ПУО) [...] Образователните власти също така не са издавали систематично насоки за учителите как да оценяват учениците в областта на гражданското образование. [...] образователните органи отделят по-малко внимание на гражданското образование в училищното първоначално професионално образование и обучение (ППОО) в сравнение с общото образование"*<sup>10</sup>.

Към 2023 г. в ЕС *"междупредметното обучение, при което всички предмети или предметни области трябва да включват междупредметни теми, е най-разпространено в началното образование и най-малко - в горния курс на средното общо образование"*.<sup>11</sup>

Това, което младежите в цяла Европа изпитват сега, е, че въпреки че е признато за централна тема на учебните програми, в горните класове на средните училища прилагането му е разнообразно в различните държави, но също и в различните региони и образователни програми. В същото време то все още изисква адекватно обучение и подкрепа за учителите и директорите на училищата, за да могат те да осигурят подходящи уроци за предаване на уменията по различни предмети, като използват и неформалното и самостоятелното учене. Разнообразието от подходи и липсата на обучение за учителите засилват трудността за разбиране и оценка на неговото въздействие като пряко следствие от липсата на конкретни показатели и тези данни в доклада *"въпреки че 22 държави от ЕС подкрепят*

<sup>6</sup> Vincent-Lancrin, Stéphan, Умения за живот: Подхранване на критичното мислене, 2021 <https://publications.iadb.org/en/skills-life-fostering-critical-thinking>

<sup>7</sup> Европейска комисия: Изпълнителна агенция "Образование и култура", *Citizenship education at school in Europe, 2017 г.*, Отдел „Публикации“, 2017 г., стр. <https://data.europa.eu/doi/10.2797/536166>

<sup>8</sup> Вж. действие 7 от [Европейската програма за умения](#)

<sup>9</sup> [ОВ С 212, 14.6.2016 г., стр. 8](#)

<sup>10</sup> Европейска комисия: Изпълнителна агенция "Образование и култура", *Гражданско образование в училище в Европа, 2017 г.*, Служба „Публикации“, 2017 г., стр.10

<sup>11</sup> Изпълнителна агенция за европейско образование и култура: Eurydice, *Структурни показатели за мониторинг на системите за образование и обучение в Европа 2023 - Ключови компетентности в училище*, Отдел „Публикации на Европейския съюз“, 2023 г., <https://data.europa.eu/doi/10.2797/621068>

междупредметното обучение, само 12 образователни системи на ЕС определят критерии за качество на междупредметното обучение<sup>12</sup>.

По този начин, въпреки няколкогодишните политически усилия на европейско и национално равнище, учениците, особено в горните класове на средните училища, все още пропускат солидни възможности за овладяване на КТ.

Конкретно в страните, в които са базирани активистите, все още е обичайно да се наблюдава йерархичен подход в училищата, както в класната стая, така и при вземането на решения.

Особено те смятат, че е трудно да се разглеждат и поставят под въпрос обществените норми и да се обсъждат културните различия, и изпитват необходимост от овладяване на умения, подходящи за ориентиране в настоящия информационен сценарий и справяне с неговите предизвикателства.

Освен това критичното мислене се засилва, когато младежите участват в управлението на училището. Въпреки че повечето европейски образователни системи изискват от учениците да участват в процеса на вземане на решения в училище, в неотдавнашен доклад на Eurydice се подчертава, че *"само около половината от всички образователни системи се уверяват, че учениците дават своя принос в дейностите по осигуряване на качеството"*<sup>13</sup>, без да се споменава разликата между това да бъдеш изслушан в процеса на осигуряване на качеството и действителното участие в процеса на вземане на решения.

## Добри практики и политики

Съществуват различни национални и местни инициативи и политики, които активно насърчават и подобряват критичното мислене чрез различни подходи.

Институциите насърчават методиките за преподаване и оценяване на КМ в основното и средното образование, като през 2019 г. ОИСП публикува проучване<sup>14</sup>, основано на проектиране и оценяване с участието на всички заинтересовани страни, в което участват училища от 11 държави и което демонстрира въздействието на конкретни дидактически инструменти и инструменти за оценяване за повишаване на КМ, включително в предмети като математика, природни науки, изобразително изкуство, музика и езиково изкуство.

На местно ниво има няколко инициативи, подети от мрежи от асоциации, като инициативата "Teachers4Europe: създаване на агора за демократична култура" (Т4Е) в Гърция има за цел да създаде трансгранична, устойчива и постоянна мрежа от учители, която да подобри социалните и гражданските умения на учениците, да насърчи демократичните ценности, основните права, межкултурното разбирателство и да поощри чувството за съпричастност към тези принципи. Инициативата Т4Е се стреми да насърчи критичното мислене и

<sup>12</sup> Европейска комисия: Генерална дирекция "Образование, младеж, спорт и култура", *Монитор на образованието и обучението 2023 г. - Сравнителен доклад*, Отдел „Публикации на Европейския съюз, 2023 г., <https://data.europa.eu/doi/10.2766/936303>

<sup>13</sup> Европейска комисия, ЕАСЕА, Eurydice, *Структурни показатели за мониторинг на системите за образование и обучение в Европа - 2023 г: Ключови компетентности в училище*, Люксембург, 2023 г., стр. 13

<sup>14</sup> Vincent-Lancrin, S. et al. (2019), *Fostering Students' Creativity and Critical Thinking: Изследвания и иновации в областта на образованието*, Издателство на ОИСП, Париж, <https://doi.org/10.1787/62212c37-en>.

съвместното учене сред учениците и да предостави на учителите необходимите инструменти и умения, за да подкрепят своите ученици в този процес. За да се постигнат тези цели, в цяла Гърция редовно се провеждат обучения, семинари и срещи, като се разширява достъпът до тях за хора, които иначе не биха могли да участват.

В Италия Movimento di Cooperazione Educativa е свободна и автономна група от учители, които считат себе си като строители на култура, органични интелектуалци, които се грижат за утвърждаването на културите, чиито носители са учениците. Те работят за създаване в класната стая на атмосфера, благоприятна за слушане и автентично общуване, за изследване и опознаване на пространствата и на различните езици, които съжителстват в реалността, за развитие на истинска политическа демокрация. За тях научното обучение е от основно значение за формирането на съзнателно и критично гражданско съзнание; за осигуряването на способност за анализ, за разпознаване на информацията; за избягване на фалшиви убеждения, вярвания и мистификации.

На ниво ЕС си струва да се споменат многобройните програми, които ЕС финансира, с цел да се повиши мобилността на студентите и да се насърчи критичното мислене сред тях. Програми като "Еразъм", "Еразъм+" и Европейския корпус за солидарност предоставят на студентите възможности да учат, да се обучават, да работят, да извършват доброволческа дейност и да трупат опит в чужбина, като ги запознават с различни култури и образователни системи. Пътувайки, учейки и/или работейки в чужбина, младите хора развиват множество лични и междуличностни умения, включително критично мислене.

Друга инициатива, която заслужава да бъде спомената, е Европейската квалификационна рамка (ЕКР), която подкрепя трансграничната мобилност на учащи се и работници и насърчава ученето през целия живот и професионалното развитие в Европа. Като предоставя ясна и последователна рамка за квалификациите, ЕКР насърчава учащите се да оценяват критично своите умения и да се ангажират с непрекъснато учене.

И накрая, заслужава да се спомене работната група за насърчаване на общите ценности и приобщаващото образование, която работи в контекста на мандата за 2018-2020 г., допринасяйки за изпълнението на гореспоменатата [препоръка на Съвета от 2018 г. относно насърчаването на общите ценности, приобщаващото образование и европейското измерение на преподаването](#)<sup>15</sup>.

Като се има предвид всичко гореизложено, очевидно е, че има усилия и инициативи, насочени към възпитаване на критично мислене сред младите хора. Тези инициативи не само осигуряват преки образователни ползи, но и създават по-широко разбиране за демократичните ценности, межкултурното съзнание и социалната отговорност.

<sup>15</sup> <https://wikis.ec.europa.eu/display/EAC/ET+2020+Общи+ценности>

# Препоръки

Предвид гореизложеното призоваваме:

- **Европейския парламент и Съвета** да насърчават критичното мислене в образователните политики като част от по-широки рамки, насочени към: а) **засилване на участието на младите хора** в управлението на училищата на всички равнища и в различни области (включително оценка на качеството, определяне на учебните програми и т.н.) и б) **укрепване на гражданското образование**.
- **Европейската комисия** да постави критичното мислене, участието на младите хора в управлението на училищата и гражданското образование в центъра на **работните групи по стратегическата рамка на Европейското образователно пространство**, при разглеждане на цикълът 2026-2030 г. Призоваваме също така да се осигурят достъпни материали за обучение по тези теми.
- **държавите членки** за изпълнението на действие 14, включено в приоритетна област 1 - Качество, равенство, приобщаване и успех в образованието и обучението, съгласно резолюцията на Съвета на Европейския съюз, да работят относно засилването на критичното мислене. По-специално, кандидатите следва да настояват за **въвеждането на редовна система за мониторинг**, вече предвидена от Европейската комисия, както и по отношение на **развитието и ефекта от критичното мислене**.<sup>16</sup>

<sup>16</sup> Резолюция на Съвета относно стратегическа рамка за европейско сътрудничество в областта на образованието и обучението към Европейското образователно пространство и след това (2021-2030 г.) 2021/C 66/01 (ОВ С, С/66, 26.2.2021 г., стр. 1, CELEX: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021G0226(01)))

## Проектът JUST EU and ME

Европейският проект JUST EU and ME (CERV-2022-CITIZENS-CIV) подкрепи млади активисти в България, Италия, Полша, Испания и Гърция да развият умения за застъпничество и прилагане на **социални права** на местно ниво и на ниво ЕС.

Във всяка страна групите на активисти разработиха планове за застъпничество в съответствие с Европейския стълб на социалните права, по-специално достъп до образование, равенство между половете и насърчаване на равни права за маргинализирани групи. Всяка група активисти създаде манифест с политически искания, представени в контекста на националния дебат преди европейските избори през юни 2024 г. Проектът се координира от ActionAid Италия и включва още шест европейски организации: Международно европейско движение (Белгия), Фондация "Алтернативна образователна инициатива" (Полша), Международни инициативи за сътрудничество (България), Международни инициативи за сътрудничество Галисия (Испания), КМОП Хъб (Гърция) и Transitions (Чехия).

Проектът се финансира по програма "Граждани, равенство, права и ценности" (CERV) на Европейския съюз (2021-2027 г.).

*Финансирано от Европейския съюз. Изразените възгледи и мнения обаче принадлежат изцяло на техния(ите) автор(и) и не отразяват непременно възгледите и мненията на Европейския съюз или на Европейската изпълнителна агенция за образование и култура (EACEA). За тях не носи отговорност нито Европейският съюз, нито EACEA.*

JUST EU and ME- WP 16

EUROPEAN YOUTH MANIFESTO - GREEK VERSION

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# Ποιοι είμαστε: η πορεία και οι προτεραιότητές μας

Είμαστε μια ομάδα πενήντα περίπου νέων ακτιβιστών/ριών, κοινωνικών λειτουργών και φοιτητών/τριών, ηλικίας 20 έως 30 ετών, από τη Βουλγαρία, την Ελλάδα, την Ιταλία, την Πολωνία και την Ισπανία.

Από το 2023 ως το 2024 λάβαμε μέρος στο πρόγραμμα JUST EU and ME, με στόχο να υποστηρίξουμε τις προτεραιότητες της νεολαίας στο πλαίσιο του [ευρωπαϊκού πυλώνα κοινωνικών δικαιωμάτων](#), και συγκεκριμένα τις αρχές 1 (ποιοτική και χωρίς αποκλεισμούς εκπαίδευση, κατάρτιση και δια βίου μάθηση), 2 (ισότητα των φύλων) και 3 (ίσες ευκαιρίες).

Το 2023 το έργο ξεκίνησε με έξι **εκπαιδεύσεις και εργαστήρια** για την ανάλυση και την υπεράσπιση των κοινωνικών δικαιωμάτων και των δικαιωμάτων του φύλου: η πρώτη συνεδρία επικεντρώθηκε στο EPSR και τον ευρωπαϊκό κύκλο λήψης αποφάσεων, στη συνέχεια οι δραστηριότητες αφορούσαν την ανάλυση ζητημάτων και τον σχεδιασμό αποτελεσματικών και συνεπών εκστρατειών υπεράσπισης. σε συνδυασμό με άλλα εργαστήρια, ειδικά για το ρόλο της δημοσιογραφίας που βασίζεται σε λύσεις και του διαπολιτισμικού διαλόγου στην αλλαγή στην κοινωνία. Τα τρία τελευταία εργαστήρια πραγματοποιήθηκαν το 2024 και κάλυπταν τη συμμετοχική έρευνα, τη δικαιοσύνη των φύλων και την ενδυνάμωση της κοινότητας, καθώς και τις ευκαιρίες και τους κινδύνους της Τεχνητής Νοημοσύνης στον κύκλο των ειδήσεων.



Στα τέλη του 2023 **κάθε εθνική ομάδα άρχισε να εντοπίζει και να αναλύει ένα συγκεκριμένο θέμα** στο πλαίσιο των αρχών 1, 2 και 3 του EPSR και εμβάθυνε σε αυτό με ποσοτικά και ποιοτικά δεδομένα.

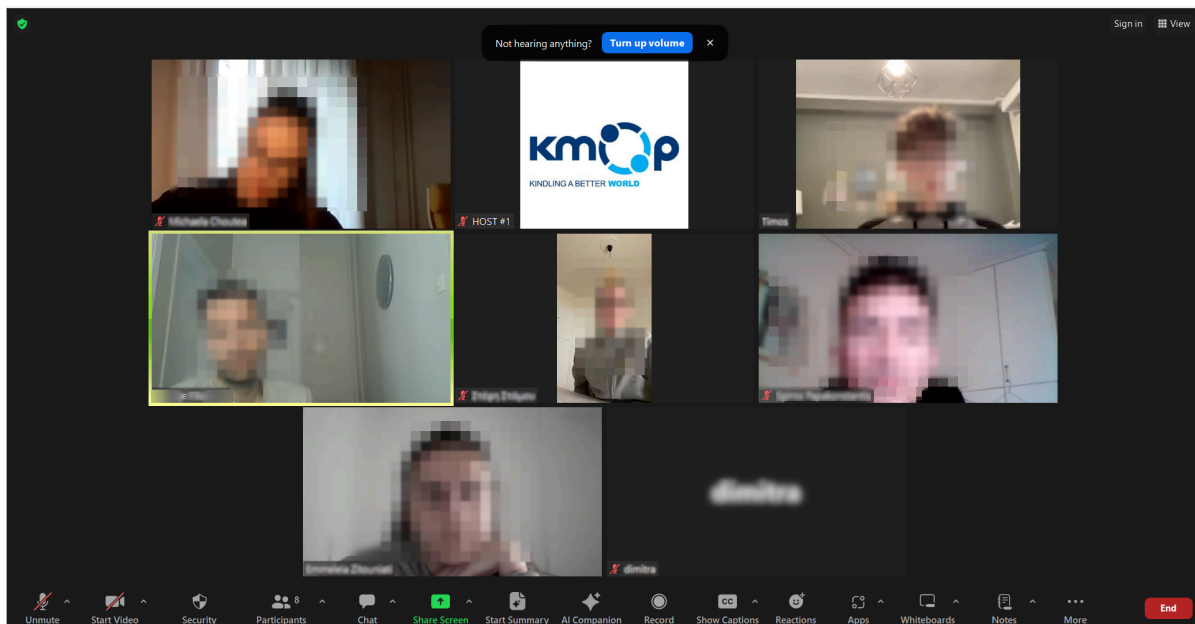
Στη **Βουλγαρία** η ομάδα υλοποίησε μια εκστρατεία σχετικά με την αναγκαιότητα **αναθεώρησης των σχολικών βιβλίων και των αξιολογήσεων** στα σχολεία της δευτεροβάθμιας εκπαίδευσης.

Στην **Ελλάδα** οι ακτιβιστές συνέταξαν ένα μανιφέστο το οποίο ανέλυε το ζήτημα της **αδήλωτης εργασίας**, ιδίως μεταξύ των νέων στην Περιφέρεια Αττικής, σε συνδυασμό με συγκεκριμένες συστάσεις πολιτικής και προτάσεις ευαισθητοποίησης.

Στην **Ιταλία** η ομάδα, μέσω του μανιφέστου της, καθόρισε μια διατομεακή πρόταση για την **αντιμετώπιση των διακρίσεων στα σχολεία δευτεροβάθμιας εκπαίδευσης**, προσδιορίζοντας συγκεκριμένες μεταρρυθμίσεις πολιτικής και εκπαιδευτικές πρακτικές.

Στην **Πολωνία** το μανιφέστο των ακτιβιστών έθιξε τις ανισότητες στην πρόσβαση **στην κατάρτιση και τις διεθνείς ανταλλαγές** για τη διεύρυνση των εκπαιδευτικών ευκαιριών των νέων.

Στην **Ισπανία** η ομάδα υποστήριξε σε τοπικό επίπεδο σε συνεργασία με τα σχολεία δευτεροβάθμιας εκπαίδευσης την επείγουσα ανάγκη εισαγωγής δραστηριοτήτων **μη τυπικής εκπαίδευσης** στα προγράμματα σπουδών τους.



Ειδικότερα, κάθε ομάδα διεξήγαγε ένα ή περισσότερα εργαστήρια με ομοτίμους και ενδιαφερόμενους φορείς για να ελέγξει τον επείγοντα χαρακτήρα του επιλεγμένου θέματος, και στη συνέχεια διεξήγαγε εθνική έρευνα με ομοτίμους και ενδιαφερόμενους φορείς σχετικά με την αντίληψη και την άμεση εμπειρία τους. Οι πληροφορίες που συγκεντρώθηκαν οργανώθηκαν σε **ένα εθνικό μανιφέστο το οποίο παρουσιάζει τις απόψεις των νέων για συγκεκριμένα κοινωνικά δικαιώματα**, και η ανάλυση που πραγματοποιήθηκε αντιστοιχεί σε ένα σύνολο πολιτικών αιτημάτων τα οποία παρουσιάστηκαν στους τοπικούς και εθνικούς φορείς λήψης αποφάσεων.



Στο τέλος των εθνικών δραστηριοτήτων, τον Μάιο του 2024, οι ακτιβιστές/ριες συναντήθηκαν στην Ισπανία σε ένα δια ζώσης εργαστήριο για να μοιραστούν και να συζητήσουν τις εθνικές τους δραστηριότητες, τα διδάγματα που αποκόμισαν και τις κύριες προκλήσεις.

Τα σημαντικότερα **βασικά συμπεράσματα** ήταν τα ακόλουθα:

- η παρουσίαση της συγκεκριμένης εμπειρίας των νέων στο μανιφέστο αυξάνει τον αντίκτυπο και την αποτελεσματικότητά του,
- η διενέργεια προκαταρκτικής συγκριτικής αξιολόγησης μπορεί να προσφέρει έμπνευση και ευκαιρίες δικτύωσης,
- η επισκόπηση της εφαρμογής των πολιτικών σε άλλες χώρες μπορεί να εμπνεύσει στρατηγικές επιλογές.

Συνολικά περισσότερα από **700 άτομα συμμετείχαν στις εθνικές δραστηριότητες** (ακτιβιστές/ριες, ερευνητές/ριες, εργαζόμενοι/ες στη νεολαία, μαθητές/ριες από σχολεία δευτεροβάθμιας εκπαίδευσης και πανεπιστήμια, βουλευτές κ.λπ.). Οι εθνικές δραστηριότητες περιελάμβαναν περισσότερες από **έξι ομάδες εστίασης, μια σειρά από δομημένες συνεντεύξεις, περισσότερα από δέκα συμμετοχικά εργαστήρια και οκτώ δημόσιες εκδηλώσεις για τη διάδοση των μανιφέστων.**

Η τελική δια ζώσης συνάντηση αποδείχθηκε χρήσιμη για την εξεύρεση ενός κοινού θέματος για το παρόν μανιφέστο, με βάση τις προσωπικές εμπειρίες των συμμετεχόντων στα σχολεία δευτεροβάθμιας εκπαίδευσης και την κοινωνική διάσταση στις διάφορες χώρες.



Οι συμμετέχοντες/ουσες συμφώνησαν στην αντιμετώπιση της **έλλειψης κριτικής σκέψης στην ανώτερη δευτεροβάθμια εκπαίδευση (ISCED 3)**, η οποία - κατά τη διάρκεια των ακόλουθων δραστηριοτήτων του έργου - αναλύθηκε και αντιμετωπίστηκε με το παρόν μανιφέστο που περιλαμβάνει μια προκαταρκτική ανάλυση και αιτήματα πολιτικής για τα μέλη του Ευρωπαϊκού Κοινοβουλίου και τους ενδιαφερόμενους φορείς σε διάφορα επίπεδα.

# Ανάλυση ζητήματος

Στα σχολεία δευτεροβάθμιας εκπαίδευσης των κρατών μελών της ΕΕ, παρά τις προσπάθειές τους για την εισαγωγή της Κριτικής Σκέψης (ΚΣ) και τις υπάρχουσες σχετικές ευρωπαϊκές συστάσεις, οι μαθητές/ριες αναφέρουν ένα πλαίσιο όπου τα μαθήματα και η παιδαγωγική εξακολουθούν να βασίζονται σε μια ιεραρχική προσέγγιση αντί για μια συμμετοχική. Επιπλέον, το σχολικό σύστημα αξιολόγησης εξακολουθεί να επικεντρώνεται στις έννοιες αντί να αξιολογεί τις ικανότητές τους να μαθαίνουν και να συζητούν γεγονότα.

Η ΚΤ μπορεί να συνοψιστεί ως η ικανότητα να αναλύει κανείς ενεργά διαφορετικές πηγές και γεγονότα και να αναπτύσσει τη δική του/της γνώμη.

Η σημασία της για την ανάπτυξη ικανοτήτων δια βίου μάθησης, όπως η ενεργός πολιτότητα και ο γραμματισμός στα μέσα ενημέρωσης, προωθήθηκε από τα τέλη της δεκαετίας του '90 από ερευνητές/ριες, την ευρωπαϊκή ιστοσελίδα<sup>1</sup> και διεθνείς οργανισμούς όπως ο ΠΟΥ και η UNESCO, καταγράφοντας την κριτική σκέψη ως μία από τις βασικές δεξιότητες στη ζωή η οποία μπορεί να βελτιώσει τις ακαδημαϊκές επιδόσεις των μαθητών/ριών, τη συμμετοχή τους στην κοινωνία και την ενεργό και υπεύθυνη πολιτότητα.

Η ΚΣ βρέθηκε στο επίκεντρο της "Διακήρυξης των Παρισίων"<sup>2</sup>, που υιοθετήθηκε το 2015 από τους Υπουργούς Παιδείας της Ευρωπαϊκής Ένωσης, δεσμευόμενοι/ες να ενισχύσουν "την κριτική σκέψη και τον γραμματισμό στα μέσα ενημέρωσης, ιδίως στη χρήση του διαδικτύου και των μέσων κοινωνικής δικτύωσης, ώστε να αναπτύξουν αντίσταση σε κάθε μορφή διακρίσεων και κατήχησης". Από τη μια πλευρά, η Κριτική Σκέψη αναγνωρίζεται για τον θετικό της αντίκτυπο στη Δια Βίου Μάθηση, καθώς το Ευρωπαϊκό πλαίσιο LifeComp<sup>3</sup> επισημαίνει ότι η ΚΤ επιτρέπει την αξιολόγηση πληροφοριών και επιχειρημάτων για την υποστήριξη αιτιολογημένων συμπερασμάτων και την ανάπτυξη καινοτόμων λύσεων.

Επιπλέον, η ΚΣ θεωρείται απαραίτητη δεξιότητα για την προώθηση της βιώσιμης οικονομικής ανάπτυξης και της κοινωνικής ένταξης, καθώς είναι μία από τις δεξιότητες που μπορούν - όπως ζητείται από τον Ευρωπαϊκό Πυλώνα Κοινωνικών Δικαιωμάτων, ιδίως στην Αρχή 1 "Εκπαίδευση, κατάρτιση και δια βίου μάθηση" - να επιτρέψουν στους πολίτες να συμμετέχουν πλήρως στην κοινωνία και να διαχειρίζονται με επιτυχία τις μεταβάσεις στην αγορά εργασίας, σε ένα πλαίσιο που χαρακτηρίζεται από την αυξανόμενη αυτοματοποίηση, τη χρήση της τεχνητής νοημοσύνης<sup>4</sup> και τις κοινωνικοπολιτικές εντάσεις που ενισχύονται στη σύγχρονη σφαίρα των μέσων ενημέρωσης (ρητορική μίσους, παραπληροφόρηση και ψευδείς ειδήσεις)<sup>5</sup>.

<sup>1</sup> Σύσταση του Ευρωπαϊκού Κοινοβουλίου και του Συμβουλίου, της 18ης Δεκεμβρίου 2006, σχετικά με τις βασικές ικανότητες για τη διά βίου μάθηση [EE L 394 της 30.12.2006, σ. 13-14](https://eur-lex.europa.eu/eli/reg/2006/18/2006-12-18/01/eng).

<sup>2</sup> Ευρωπαϊκός Εκτελεστικός Οργανισμός Εκπαίδευσης και Πολιτισμού: Ευρυδίκη, *Προώθηση της ιδιότητας του πολίτη και των κοινωνικών αξιών της ελευθερίας, της ανεκτικότητας και της μη διάκρισης μέσω της εκπαίδευσης - Επισκόπηση των εξελίξεων της εκπαιδευτικής πολιτικής στην Ευρώπη μετά τη Διακήρυξη των Παρισίων της 17ης Μαρτίου 2015*, Υπηρεσία Εκδόσεων, 2016, <https://data.europa.eu/doi/10.2797/396908>.

<sup>3</sup> Sala, A., Punie, Y., Garkov, V. and Cabrera Giraldez, M., *LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence*, EUR 30246 EN, Υπηρεσία Εκδόσεων της Ευρωπαϊκής Ένωσης, Λουξεμβούργο, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

<sup>4</sup> Ευρωπαϊκή Επιτροπή: Γενική Διεύθυνση Απασχόλησης, Κοινωνικών Υποθέσεων και Ένταξης, *Οριζόντιες δεξιότητες*, Υπηρεσία Εκδόσεων της Ευρωπαϊκής Ένωσης, 2024, <https://data.europa.eu/doi/10.2767/06401>.

<sup>5</sup> [EE C 212 της 14.6.2016, σ. 5-7](https://eur-lex.europa.eu/eli/reg/2016/113/2016-06-14/01/eng).

"Σε έναν ψηφιακό κόσμο, στον οποίο υπάρχει μια πληθώρα απόψεων, θεωριών, γεγονότων και προκλήσεων για όλους, η κριτική σκέψη έχει γίνει ακόμη πιο σημαντική για να κρίνει κανείς το πλήθος των πληροφοριών που είναι διαθέσιμες στα κοινωνικά δίκτυα (βλ. Machete & Turpin, 2020)"<sup>6</sup>.

Όπως αναφέρεται στο Eurymdice το 2017 - και εξακολουθεί να ισχύει και σήμερα - η ΚΣ αποτελεί μέρος των εκπαιδευτικών στόχων της αγωγής του πολίτη<sup>7</sup>, η οποία σχετίζεται με την αποτελεσματική και εποικοδομητική αλληλεπίδραση με τους άλλους, τη δράση με κοινωνικά υπεύθυνο τρόπο, τη δημοκρατικότητα και την κριτική σκέψη.

Για την προώθηση της ΚΣ η ΕΕ προχώρησε στον καθορισμό προγραμμάτων και κατευθυντήριων γραμμών για την εφαρμογή της στην εκπαίδευση και στους χώρους εργασίας, προτείνοντας αφενός τη μετάδοσή της μέσω των μαθημάτων της αγωγής του πολίτη ή της εκπαίδευσης του πολίτη σε όλα τα επίπεδα<sup>8</sup>, και αφετέρου συνιστώντας διεπιστημονική προσέγγιση και συμμετοχικούς τρόπους<sup>9</sup>.

Αξίζει να σημειωθεί ότι υπάρχουν σημαντικές διαφορές μεταξύ των πολιτικών των χωρών στον τομέα της αγωγής του πολίτη. Από το 2017 "σχεδόν οι μισές χώρες εξακολουθούν να μην έχουν κανονισμούς ή συστάσεις σχετικά με την ανάπτυξη των ικανοτήτων των μελλοντικών εκπαιδευτικών στην αγωγή του πολίτη μέσω της αρχικής εκπαίδευσης των εκπαιδευτικών (ΙΤΕ) [...] Οι εκπαιδευτικές αρχές δεν έχουν επίσης συστηματικά εκδώσει κατευθυντήριες γραμμές για τους/τις εκπαιδευτικούς σχετικά με τον τρόπο αξιολόγησης των μαθητών/ριών στην αγωγή του πολίτη. [...] οι εκπαιδευτικές αρχές δίνουν λιγότερη προσοχή στην αγωγή του πολίτη και στη σχολική αρχική επαγγελματική εκπαίδευση και κατάρτιση (ΙΕΕΚ) σε σύγκριση με τη γενική εκπαίδευση"<sup>10</sup>.

Από το 2023 στην ΕΕ "η διαθεματική μάθηση όπου όλα τα μαθήματα ή οι θεματικές ενότητες πρέπει να περιλαμβάνουν διαθεματικά θέματα είναι περισσότερο διαδεδομένη στην πρωτοβάθμια εκπαίδευση και λιγότερο στην ανώτερη δευτεροβάθμια γενική εκπαίδευση".<sup>11</sup>

Αυτό που βιώνουν οι νέοι/ες σε όλη την Ευρώπη ως τώρα είναι ότι, παρά το γεγονός ότι η ΚΣ αναγνωρίζεται ως κεντρικό θέμα των αναλυτικών προγραμμάτων, στα σχολεία της ανώτερης δευτεροβάθμιας εκπαίδευσης, η εφαρμογή της ποικίλλει μεταξύ των χωρών αλλά και μεταξύ των περιφερειών και των εκπαιδευτικών προγραμμάτων. Ταυτόχρονα, εξακολουθεί να απαιτεί επαρκή κατάρτιση και υποστήριξη για τους/τις εκπαιδευτικούς και τους/τις διευθυντές/ριες των σχολείων, προκειμένου να παρέχουν επαρκή μαθήματα για τη μετάδοση της δεξιοτήτας σε όλα τα μαθήματα, χρησιμοποιώντας επίσης την άτυπη και μη τυπική μάθηση. Η ποικιλομορφία των προσεγγίσεων και η έλλειψη κατάρτισης για τους/τις εκπαιδευτικούς, ενισχύουν τη δυσκολία κατανόησης και αξιολόγησης του αντίκτυπού της, ως άμεση συνέπεια της απουσίας συγκεκριμένων δεικτών και αυτών των δεδομένων στην έκθεση: αν και 22 χώρες της ΕΕ υποστηρίζουν τη διαθεματική μάθηση, μόνο 12 εκπαιδευτικά συστήματα της ΕΕ έχουν θέσει κριτήρια ποιότητας για τη διαθεματική

<sup>6</sup> Vincent-Lancrin, Stéphan, Δεξιότητες για τη ζωή: 2021 <https://publications.iadb.org/en/skills-life-fostering-critical-thinking>

<sup>7</sup> Ευρωπαϊκή Επιτροπή: Εκτελεστικός Οργανισμός για την Ευρωπαϊκή Εκπαίδευση και τον Πολιτισμό, *Citizenship education at school in Europe, 2017*, Υπηρεσία Εκδόσεων, 2017, pag. <https://data.europa.eu/doi/10.2797/536166>

<sup>8</sup> Βλέπε δράση 7 του [ευρωπαϊκού](#) θεματολογίου για [τις δεξιότητες](#)

<sup>9</sup> [EE C 212 της 14.6.2016, σ. 8.](#)

<sup>10</sup> Ευρωπαϊκή Επιτροπή: Εκτελεστικός Οργανισμός για την Ευρωπαϊκή Εκπαίδευση και τον Πολιτισμό, *Citizenship education at school in Europe, 2017*, Υπηρεσία Εκδόσεων, 2017, pag.10

<sup>11</sup> Ευρωπαϊκός Εκτελεστικός Οργανισμός Εκπαίδευσης και Πολιτισμού: Ευρυδίκη, *Διαρθρωτικοί δείκτες για την παρακολούθηση των συστημάτων εκπαίδευσης και κατάρτισης στην Ευρώπη 2023 - Βασικές ικανότητες στο σχολείο*, Υπηρεσία Εκδόσεων της Ευρωπαϊκής Ένωσης, 2023, <https://data.europa.eu/doi/10.2797/621068>.

μάθηση<sup>12</sup>.

Παρά τις πολυετείς προσπάθειες πολιτικής σε ευρωπαϊκό και εθνικό επίπεδο, οι μαθητές/ριες -ιδιαίτερα στα σχολεία της ανώτερης δευτεροβάθμιας εκπαίδευσης- εξακολουθούν να χάνουν καλές ευκαιρίες για την εκμάθηση της ΚΣ.

Ειδικότερα στις χώρες όπου εδρεύουν οι ακτιβιστές/ριες είναι ακόμη σύνηθες να βιώνουν μια ιεραρχική προσέγγιση στα σχολεία, είτε στο πλαίσιο της τάξης είτε στη λήψη αποφάσεων.

Συγκεκριμένα, θεωρούν δύσκολο να αντιμετωπίσουν και να αμφισβητήσουν τους κοινωνικούς κανόνες και να συζητήσουν τις πολιτισμικές διαφορές και αισθάνονται την ανάγκη να κατακτήσουν κατάλληλες δεξιότητες για να πλοηγηθούν στο σημερινό σενάριο πληροφόρησης και να αντιμετωπίσουν τις προκλήσεις του.

Επιπλέον, η κριτική σκέψη ενισχύεται όταν οι νέοι/ες συμμετέχουν στη σχολική διακυβέρνηση. Παρόλο που η πλειοψηφία των ευρωπαϊκών εκπαιδευτικών συστημάτων απαιτεί τη συμμετοχή των μαθητών/ριών στη λήψη αποφάσεων στο σχολείο, μια πρόσφατη έκθεση του Eurydice υπογράμμισε ότι "μόνο τα μισά περίπου από όλα τα εκπαιδευτικά συστήματα διασφαλίζουν ότι οι μαθητές/ριες παρέχουν συμβολή σε δραστηριότητες διασφάλισης ποιότητας"<sup>13</sup> χωρίς να αναφέρεται η διαφορά μεταξύ του να ακούγονται σε μια διαδικασία διασφάλισης ποιότητας και της πραγματικής συμμετοχής στη λήψη αποφάσεων.

## Καλές πρακτικές και πολιτικές

Υπάρχουν διάφορες εθνικές και τοπικές πρωτοβουλίες και πολιτικές που προωθούν και ενισχύουν ενεργά την κριτική σκέψη μέσω διαφορετικών προσεγγίσεων.

Οι θεσμοί προώθησαν μεθοδολογίες για τη διδασκαλία και την αξιολόγηση της ΚΣ στην πρωτοβάθμια και δευτεροβάθμια εκπαίδευση, το 2019, καθώς ο ΟΟΣΑ δημοσίευσε μια μελέτη<sup>14</sup> βασισμένη σε συμμετοχικό σχεδιασμό και αξιολόγησή τους, στην οποία συμμετείχαν σχολεία από 11 χώρες. Η μελέτη κατέδειξε τον αντίκτυπο συγκεκριμένων διδακτικών και αξιολογικών εργαλείων για την ενίσχυση της ΚΣ, συμπεριλαμβανομένης σε μαθήματα όπως τα μαθηματικά, οι φυσικές επιστήμες, οι εικαστικές τέχνες, η μουσική και τα μαθήματα γλωσσολογίας.

Σε τοπικό επίπεδο υπάρχουν αρκετές πρωτοβουλίες που έχουν αναληφθεί από δίκτυα ενώσεων, όπως η πρωτοβουλία "Teachers4Europe: setting a Agora for Democratic Culture" (T4E) στην Ελλάδα, η οποία αποσκοπεί στη δημιουργία ενός διασυνοριακού, βιώσιμου και μακροχρόνιου δικτύου εκπαιδευτικών, το οποίο θα ενισχύσει τις κοινωνικές και πολιτικές δεξιότητες των μαθητών/ριών, θα προωθήσει τις δημοκρατικές αξίες, τα θεμελιώδη δικαιώματα, τη διαπολιτισμική κατανόηση και θα ενθαρρύνει την αίσθηση της ιδιοκτησίας αυτών των αρχών. Η πρωτοβουλία T4E επιδιώκει να προωθήσει την κριτική σκέψη και τη συνεργατική μάθηση μεταξύ των μαθητών/ριών και να παρέχει στους/στις εκπαιδευτικούς τα απαραίτητα εργαλεία και τις δεξιότητες για να υποστηρίξουν τους/τις μαθητές/ριες τους προς αυτή τη διαδικασία. Προκειμένου να επιτευχθούν

<sup>12</sup> Ευρωπαϊκή Επιτροπή: Γενική Διεύθυνση Εκπαίδευσης, Νεολαίας, Αθλητισμού και Πολιτισμού, *Education and training monitor 2023 - Comparative report*, Υπηρεσία Εκδόσεων της Ευρωπαϊκής Ένωσης, 2023, <https://data.europa.eu/doi/10.2766/936303>.

<sup>13</sup> Ευρωπαϊκή Επιτροπή, EACEA, Eurydice, *Διαθρησκευτικοί δείκτες για την παρακολούθηση των συστημάτων εκπαίδευσης και κατάρτισης στην Ευρώπη - 2023*: Λουξεμβούργο 2023, σ. 13.

<sup>14</sup> Vincent-Lancrin, S. et al. (2019), *Fostering Students' Creativity and Critical Thinking: What it Means in School*, Educational Research and Innovation, OECD Publishing, Παρίσι, <https://doi.org/10.1787/62212c37-en>.

αυτοί οι στόχοι, εκπαιδεύσεις, σεμινάρια και συναντήσεις πραγματοποιούνται τακτικά σε όλη την Ελλάδα, επεκτείνοντας την προσβασιμότητα σε άτομα που διαφορετικά δεν θα μπορούσαν να συμμετάσχουν.

Όσον αφορά την Ιταλία, το Movimento di Cooperazione Educativa, είναι μια ελεύθερη και αυτόνομη ομάδα εκπαιδευτικών που θεωρούν τους εαυτούς τους ως οικοδόμους πολιτισμού, οργανικούς διανοούμενους που φροντίζουν για την αξιοποίηση των πολιτισμών των οποίων οι μαθητές/ριες είναι φορείς. Εργάζονται για να δημιουργήσουν στην τάξη κλίμα ευνοϊκό για την ακρόαση και την αυθεντική επικοινωνία, για την εξερεύνηση και τη γνώση των χώρων και των διαφόρων γλωσσών που συνυπάρχουν στην πραγματικότητα, για την ανάπτυξη μιας πραγματικής πολιτικής δημοκρατίας. Γι' αυτούς, η επιστημονική μάθηση είναι θεμελιώδης για τη διαμόρφωση μιας συνειδητής, κριτικής ιδιότητας του πολίτη- για την παροχή της ικανότητας ανάλυσης, της διάκρισης των πληροφοριών- για τη διαφυγή από λανθασμένες πεποιθήσεις, δοξασίες και μυστικοποιήσεις.

Σε επίπεδο ΕΕ, αξίζει να αναφερθούν τα πολλά προγράμματα που χρηματοδοτεί η ΕΕ με στόχο την ενίσχυση της κινητικότητας των μαθητών και την προώθηση της κριτικής σκέψης μεταξύ τους. Προγράμματα όπως το Erasmus, το Erasmus+ και το Ευρωπαϊκό Σώμα Αλληλεγγύης παρέχουν ευκαιρίες στους/στις φοιτητές/ριες να σπουδάσουν, να εκπαιδευτούν, να εργαστούν, να προσφέρουν εθελοντική εργασία και να αποκτήσουν εμπειρία στο εξωτερικό, εκθέτοντάς τους/τις σε διαφορετικούς πολιτισμούς και εκπαιδευτικά συστήματα. Ταξιδεύοντας, σπουδάζοντας ή/και εργαζόμενοι/ες στο εξωτερικό, οι νέοι/ες καλλιεργούν πληθώρα προσωπικών και διαπροσωπικών δεξιοτήτων, συμπεριλαμβανομένης της κριτικής σκέψης.

Μια άλλη πρωτοβουλία που αξίζει να αναφερθεί είναι το Ευρωπαϊκό Πλαίσιο Επαγγελματικών Προσόντων (ΕΠΕΠ), το οποίο υποστηρίζει τη διασυννοριακή κινητικότητα των εκπαιδευομένων και των εργαζομένων και προωθεί τη δια βίου μάθηση και την επαγγελματική ανάπτυξη σε ολόκληρη την Ευρώπη. Παρέχοντας ένα σαφές και συνεκτικό πλαίσιο για τα προσόντα, το ΕΠΕΠ ενθαρρύνει τους/τις εκπαιδευόμενους/ες να αξιολογούν κριτικά τις δεξιότητές τους και να συμμετέχουν σε συνεχή μάθηση.

Τέλος, αξίζει να αναφερθεί η ομάδα εργασίας για την προώθηση των κοινών αξιών και της εκπαίδευσης [χωρίς αποκλεισμούς](#), η οποία λειτούργησε στο πλαίσιο της εντολής 2018-2020 συμβάλλοντας στην εφαρμογή της προαναφερθείσας [σύστασης του Συμβουλίου του 2018 για την προώθηση των κοινών αξιών, την εκπαίδευση χωρίς αποκλεισμούς και την ευρωπαϊκή διάσταση της διδασκαλίας<sup>15</sup>](#).

Λαμβάνοντας υπόψη όλα τα παραπάνω, είναι προφανές ότι υπάρχουν προσπάθειες και πρωτοβουλίες που αποσκοπούν στην καλλιέργεια της κριτικής σκέψης των νέων. Οι πρωτοβουλίες αυτές δεν παρέχουν μόνο άμεσα εκπαιδευτικά οφέλη, αλλά δημιουργούν επίσης μια ευρύτερη κατανόηση των δημοκρατικών αξιών, της διαπολιτισμικής συνείδησης και της κοινωνικής ευθύνης.

<sup>15</sup> <https://wikis.ec.europa.eu/display/EAC/ET+2020+Κοινές+Αξίες>

# Συστάσεις

Λαμβάνοντας υπόψη τα παραπάνω, καλούμε:

- το **Ευρωπαϊκό Κοινοβούλιο και το Συμβούλιο** να προωθήσουν την κριτική σκέψη στις εκπαιδευτικές πολιτικές, ως μέρος ευρύτερων πλαισίων που αποσκοπούν α) **στην ενίσχυση της συμμετοχής των νέων** στη σχολική διακυβέρνηση, σε όλα τα επίπεδα και σε διάφορους τομείς (συμπεριλαμβανομένης της αξιολόγησης της ποιότητας, του καθορισμού των προγραμμάτων σπουδών κ.λπ.) και β) **στην ενίσχυσή της αγωγής του πολίτη**.
- την **Ευρωπαϊκή Επιτροπή** να θέσει την κριτική σκέψη, τη συμμετοχή των νέων στη σχολική διακυβέρνηση και την αγωγή του πολίτη στο επίκεντρο των **ομάδων εργασίας του στρατηγικού πλαισίου του Ευρωπαϊκού Εκπαιδευτικού Χώρου**, εξετάζοντας τον κύκλο 2026-2030. Καλούμε επίσης να καταστήσουν προσιτό το εκπαιδευτικό υλικό για τα θέματα αυτά.
- τα **κράτη μέλη** για την εφαρμογή της δράσης 14 που περιλαμβάνεται στον τομέα προτεραιότητας 1 - Ποιότητα, ισότητα, ένταξη και επιτυχία στην εκπαίδευση και κατάρτιση, σύμφωνα με το ψήφισμα του Συμβουλίου της Ευρωπαϊκής Ένωσης, σχετικά με την ενίσχυση της κριτικής σκέψης. Ειδικότερα, οι αιτούντες/ούσες θα πρέπει να επιμείνουν στην **εφαρμογή ενός τακτικού συστήματος παρακολούθησης** -που έχει ήδη προβλεφθεί από την Ευρωπαϊκή Επιτροπή- και όσον αφορά την **ανάπτυξη και τα αποτελέσματα της κριτικής σκέψης**.<sup>16</sup>

<sup>16</sup> Ψήφισμα του Συμβουλίου σχετικά με ένα στρατηγικό πλαίσιο για την ευρωπαϊκή συνεργασία στον τομέα της εκπαίδευσης και της κατάρτισης με στόχο τον Ευρωπαϊκό Χώρο Εκπαίδευσης και πέραν αυτού (2021-2030) 2021/C 66/01 (ΕΕ C, C/66 της 26.02.2021, σ. 1, CELEX: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021G0226\(01\)\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021G0226(01)))

## Το έργο JUST EU and ME

Το ευρωπαϊκό πρόγραμμα JUST EU and ME (CERV-2022-CITIZENS-CIV) υποστήριξε νέους/ες ακτιβιστές/ριες στη Βουλγαρία, την Ιταλία, την Πολωνία, την Ισπανία και την Ελλάδα για να αναπτύξουν δεξιότητες στην υπεράσπιση και την εφαρμογή των **κοινωνικών** δικαιωμάτων σε τοπικό και ευρωπαϊκό επίπεδο.

Σε κάθε χώρα, ομάδες ακτιβιστών ανέπτυξαν σχέδια υπεράσπισης σύμφωνα με τον **Ευρωπαϊκό Πυλώνα Κοινωνικών Δικαιωμάτων**, ιδιαίτερα την πρόσβαση στην εκπαίδευση, την ισότητα των φύλων και την προώθηση των ίσων δικαιωμάτων για τις περιθωριοποιημένες ομάδες. Κάθε ομάδα ακτιβιστών δημιούργησε ένα μανιφέστο πολιτικών αιτημάτων, που παρουσιάστηκαν στο πλαίσιο της εθνικής συζήτησης ενόψει των ευρωπαϊκών εκλογών τον Ιούνιο του 2024. Το έργο συντονίζεται από την ActionAid Ιταλίας και συμμετέχουν άλλες έξι ευρωπαϊκές οργανώσεις: European Movement International (Βέλγιο), Foundation of Alternative Educational Initiative (Πολωνία), International Initiatives for Cooperation (Βουλγαρία), International Initiatives for Cooperation Galicia (Ισπανία), KMOP Education and Innovation Hub (Ελλάδα) και Transitions (Τσεχική Δημοκρατία).

Το έργο χρηματοδοτείται από το πρόγραμμα "Πολίτες, Ισότητα, Δικαιώματα και Αξίες" (CERV) της Ευρωπαϊκής Ένωσης (2021 - 2027).

*Με τη χρηματοδότηση της Ευρωπαϊκής Ένωσης. Οι απόψεις και οι γνώμες που διατυπώνονται εκφράζουν αποκλειστικά τις απόψεις των συντακτών και δεν αντιπροσωπεύουν κατ'ανάγκη τις απόψεις της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (EACEA). Η Ευρωπαϊκή Ένωση και ο EACEA δεν μπορούν να θεωρηθούν υπεύθυνοι για τις εκφραζόμενες απόψεις.*

JUST EU and ME - WP 16

**EUROPEAN YOUTH MANIFESTO – SPANISH VERSION**

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# Quiénes somos: nuestra trayectoria y nuestras prioridades

Somos un grupo de unos cincuenta activistas juveniles, trabajadores sociales y estudiantes universitarios, de entre 20 y 30 años, procedentes de Bulgaria, Grecia, Italia, Polonia y España. En 2023 y 2024 participamos en el proyecto JUST EU and ME, con el objetivo de defender las prioridades de la juventud en el marco del [Pilar Europeo de Derechos Sociales \(EPSR\)](#), concretamente los principios 1 (educación, formación y aprendizaje permanente de calidad e inclusivos), 2 (igualdad de género) y 3 (igualdad de oportunidades).

En 2023, el proyecto comenzó con seis **formaciones y talleres** de análisis y defensa de los derechos sociales y de género: la primera sesión se centró en el EPSR y el ciclo europeo de toma de decisiones; a continuación, las actividades abordaron el análisis de problemas y el diseño de campañas de defensa eficaces y coherentes, junto con otros talleres, en concreto sobre el papel del periodismo basado en soluciones y el diálogo intercultural para lograr cambios en la sociedad. Las tres últimas formaciones se celebraron en 2024 y abordaron la justicia de género y el empoderamiento de la comunidad, la investigación participativa, y las oportunidades y riesgos de la Inteligencia Artificial en el ciclo de noticias.



A finales de 2023, **cada grupo nacional comenzó a identificar y analizar una cuestión específica** en el marco de los principios 1, 2 y 3 de EPSR y profundizó en esos importantes datos cuantitativos y cualitativos.

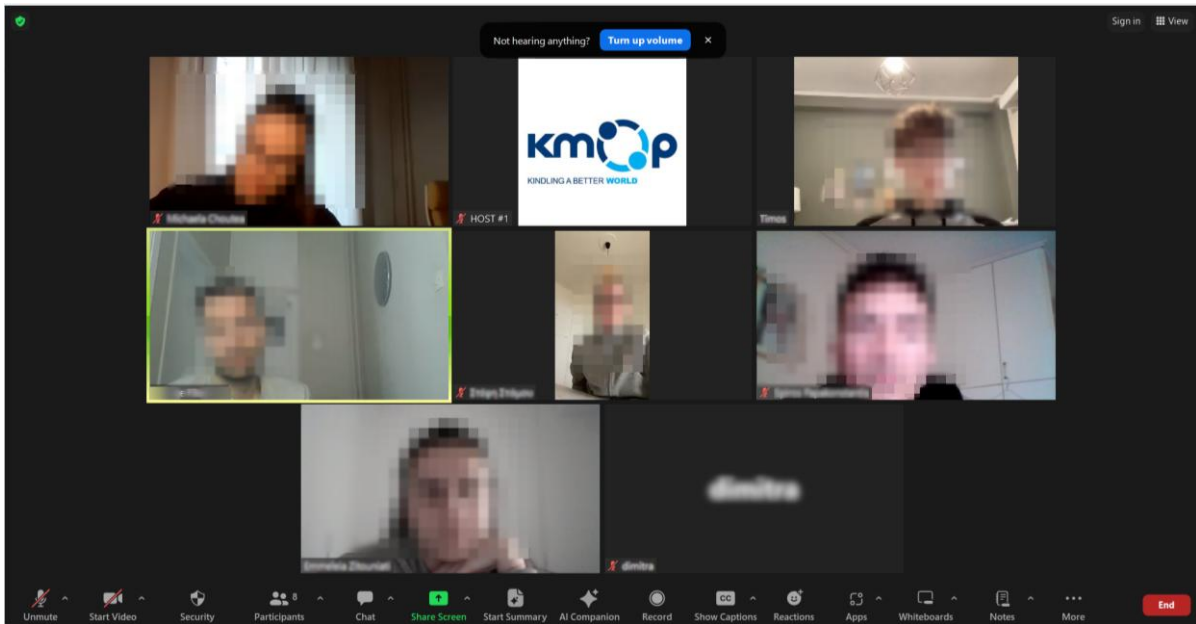
En **Bulgaria**, el grupo definió una campaña sobre la necesidad de **revisar los libros de texto y las evaluaciones** en la enseñanza secundaria.

En **Grecia**, los activistas definieron un manifiesto en el que se analizaba la cuestión **del trabajo no declarado**, especialmente entre los jóvenes de la región del Ática, junto con recomendaciones políticas específicas y propuestas de sensibilización.

En **Italia**, el grupo, a través de su manifiesto, definió una propuesta interseccional para **contrarrestar la discriminación en las escuelas secundarias**, identificando reformas políticas y prácticas educativas específicas.

En **Polonia**, el manifiesto de los activistas abordó la disparidad en el acceso a **la formación y los intercambios internacionales** para ampliar las oportunidades educativas de los jóvenes.

En **España**, el grupo abogó a nivel local ante los centros de enseñanza secundaria por la urgencia de introducir actividades **de educación no formal** en sus planes de estudio.



En particular, cada grupo organizó uno o varios talleres con compañeros y partes interesadas para comprobar la urgencia de la cuestión elegida y, posteriormente, llevó a cabo una investigación nacional sobre su percepción y experiencia directa. La información recopilada se organizó en **un manifiesto nacional en el que se presentaba el punto de vista de los jóvenes sobre derechos sociales específicos**, y en el que el análisis realizado se correspondía con una serie de peticiones políticas que se presentarían a los responsables de la toma de decisiones locales y nacionales.



Al final de las actividades nacionales, en mayo de 2024, los activistas se reunieron en España en un taller in situ para compartir y debatir sus actividades nacionales, las lecciones aprendidas y los principales retos.

A continuación se exponen sus **principales conclusiones**:

- Presentar la experiencia específica de los jóvenes en el manifiesto aumenta su impacto y eficacia;
- La realización de un análisis comparativo preliminar puede servir de inspiración y ofrecer oportunidades para establecer contactos;
- El examen de las políticas aplicadas en otros países puede inspirar decisiones estratégicas.

En total, más de **700 personas participaron en las actividades nacionales** (activistas, investigadores, jóvenes trabajadores, estudiantes de secundaria y universidades, diputados, etc.). Las actividades nacionales incluyeron **más de seis grupos focales, una serie de entrevistas estructuradas, más de diez talleres participativos y ocho eventos públicos para la difusión de los manifiestos.**

La reunión final in situ, resultó útil para encontrar un tema común para el presente manifiesto, aprovechando las experiencias personales de los participantes en los centros de enseñanza secundaria y la dimensión social de los distintos países.



Los participantes acordaron abordar la **falta de pensamiento crítico en la educación superior** (CINE 3) que - durante las siguientes actividades del proyecto - se analizó y abordó con el presente manifiesto que incluye un análisis preliminar y peticiones políticas para los miembros del Parlamento Europeo y las partes interesadas a diferentes niveles.

# Análisis de problemas

En los centros de enseñanza secundaria de los Estados miembros de la UE, a pesar de sus esfuerzos por introducir el Pensamiento Crítico (PC) y de las recomendaciones europeas existentes al respecto, los estudiantes denuncian un contexto en el que las asignaturas y la pedagogía siguen basándose en un enfoque jerárquico en lugar de participativo; además, el sistema de evaluación escolar sigue centrándose en las "nociones" en lugar de en la evaluación de su capacidad para aprender y debatir conocimientos y hechos.

El PC puede resumirse como la capacidad de analizar activamente diferentes fuentes y hechos y elaborar una opinión propia.

Desde finales de los años 90, investigadores, la página web europea<sup>1</sup> e instituciones internacionales como la OMS y la UNESCO vienen promoviendo su importancia para el aprendizaje permanente de competencias como la ciudadanía activa y la alfabetización mediática, al considerar el pensamiento crítico como una de las principales habilidades vitales que pueden mejorar el rendimiento académico de los estudiantes, su participación en la sociedad y su ciudadanía activa y responsable.

El pensamiento crítico ocupó un lugar central en la "*Declaración de París*"<sup>2</sup>, adoptada en 2015 por los ministros de educación de la Unión Europea, en la que se comprometían a mejorar "*el pensamiento crítico y la alfabetización mediática, en particular en el uso de Internet y los medios sociales, a fin de desarrollar la resistencia a todas las formas de discriminación y adoctrinamiento*". Por un lado, se reconoce el impacto positivo del PC en el aprendizaje permanente, formando parte del marco " Personal, Social y Aprender a Aprender" - el marco europeo LifeComp<sup>3</sup>, que señala que el PC permite evaluar la información y los argumentos para fundamentar conclusiones razonadas y desarrollar soluciones innovadoras.

Además, el PC se considera una competencia necesaria para promover el crecimiento económico sostenible y la inclusión social, siendo una de las competencias que pueden - tal como se solicita en el Pilar Europeo de Derechos Sociales, en particular en el Principio 1 "Educación, formación y aprendizaje permanente" - permitir a los ciudadanos participar plenamente en la sociedad y gestionar con éxito las transiciones en el mercado laboral, en un contexto caracterizado por la creciente automatización, el uso de la IA<sup>4</sup> y las tensiones sociopolíticas amplificadas en la esfera mediática contemporánea (discurso de odio, desinformación y fake news)<sup>5</sup>.

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<sup>1</sup> Recomendación del Parlamento Europeo y del Consejo, de 18 de diciembre de 2006, sobre las competencias clave para el aprendizaje permanente [DO L 394 de 30.12.2006, p. 13-14](https://eur-lex.europa.eu/eli/dir/2006/12/18/oj).

<sup>2</sup> Agencia Ejecutiva en el ámbito Educativo y Cultural Europeo: Eurydice, *Promover la ciudadanía y los valores comunes de libertad, tolerancia y no discriminación a través de la educación - Panorama de la evolución de la política educativa en Europa tras la Declaración de París de 17 de marzo de 2015*, Oficina de Publicaciones, 2016, <https://data.europa.eu/doi/10.2797/396908>

<sup>3</sup> Sala, A., Punie, Y., Garkov, V. y Cabrera Giraldez, M., *LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence*, EUR 30246 ES, Oficina de Publicaciones de la Unión Europea, Luxemburgo, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

<sup>4</sup> Comisión Europea: Dirección General de Empleo, Asuntos Sociales e Inclusión, *Competencias transversales*, Oficina de Publicaciones de la Unión Europea, 2024, <https://data.europa.eu/doi/10.2767/06401>

<sup>5</sup> [DO C 212 de 14.6.2016, pp. 5-7](https://eur-lex.europa.eu/eli/dir/2016/06/14/oj).

*"En un mundo digital, en el que una multiplicidad de puntos de vista, teorías, hechos y desafíos a todos aquellos, el pensamiento crítico se ha vuelto aún más importante para emitir un juicio sobre la multiplicidad de información disponible en las redes sociales (véase Machete & Turpin, 2020)"<sup>6</sup>.*

Como informó Eurydice en 2017 - y sigue siendo válido hoy en día – el PC forma parte de los objetivos educativos de la educación cívica<sup>7</sup>, que está relacionada con la interacción eficaz y constructiva con los demás, la actuación socialmente responsable, democrática y el pensamiento crítico.

Para promover la educación cívica, la UE ha seguido estableciendo programas y directrices para su aplicación en la educación y en los lugares de trabajo, sugiriendo, por un lado, transmitirla a través de asignaturas de educación cívica o ciudadana en todos los niveles<sup>8</sup>, y recomendando, por otro lado, un enfoque multidisciplinar y formas participativas<sup>9</sup>.

Cabe señalar que existen diferencias significativas entre las políticas de los países en el ámbito de la educación cívica. A fecha de 2017 *"casi la mitad de los países aún no cuentan con normativas o recomendaciones sobre el desarrollo de las competencias en educación para la ciudadanía de los futuros profesores a través de la formación inicial del profesorado (ITE) [...] Las autoridades educativas tampoco han publicado sistemáticamente directrices para los profesores sobre cómo evaluar a los alumnos en educación para la ciudadanía. [...] las autoridades educativas prestan menos atención a la educación para la ciudadanía en la educación y formación profesional inicial (EFPI) escolar en comparación con la educación general"*<sup>10</sup>.

A partir de 2023 en la UE *"el aprendizaje transversal en el que todas las asignaturas o áreas temáticas deben incluir temas transversales está más extendido en la educación primaria y menos en la educación secundaria superior general"*.<sup>11</sup>

Lo que los jóvenes de toda Europa experimentan en la actualidad es que, a pesar de estar reconocido como un tema central de los planes de estudios, en los centros de secundaria superior su aplicación es diversa entre países, pero también entre regiones y planes de estudios. Al mismo tiempo, sigue siendo necesaria una formación y un apoyo adecuados para los profesores y los directores de los centros, a fin de que puedan impartir clases adecuadas para transmitir la habilidad en todas las asignaturas, utilizando también el aprendizaje informal y no formal. La diversidad de enfoques y la falta de formación de los profesores amplifican la dificultad de comprender y evaluar su impacto como consecuencia directa de la ausencia de indicadores específicos y de estos datos en los informes: aunque 22 países de la UE apoyan el aprendizaje transversal, sólo 12 sistemas

<sup>6</sup> Vincent-Lancrin, Stéphan, *Habilidades para la vida: Fomentar el pensamiento crítico*, 2021 <https://publications.iadb.org/en/skills-life-fostering-critical-thinking>

<sup>7</sup> Comisión Europea: Agencia Ejecutiva Europea para la Educación y la Cultura, *Citizenship education at school in Europe*, 2017, Oficina de Publicaciones, 2017, pag. <https://data.europa.eu/doi/10.2797/536166>

<sup>8</sup> Véase la acción 7 de la Agenda [Europa](#) de [Capacidades](#)

<sup>9</sup> [DO C 212 de 14.6.2016, p. 8.](#)

<sup>10</sup> Comisión Europea: Agencia Ejecutiva Europea para la Educación y la Cultura, *Citizenship education at school in Europe*, 2017, Oficina de Publicaciones, 2017, pag.10

<sup>11</sup> Agencia Ejecutiva en el ámbito Educativo y Cultural: Eurydice, *Indicadores estructurales para el seguimiento de los sistemas de educación y formación en Europa 2023 - Competencias clave en la escuela*, Oficina de Publicaciones de la Unión Europea, 2023, <https://data.europa.eu/doi/10.2797/621068>

educativos de la UE establecen criterios de calidad para el aprendizaje transversal<sup>12</sup> .

A pesar de varios años de esfuerzos políticos a escala europea y nacional, los estudiantes - especialmente los de secundaria superior - siguen perdiendo así buenas oportunidades de dominar el PC.

Concretamente, en los países en los que se encuentran los activistas, sigue siendo habitual experimentar un enfoque jerárquico en los centros escolares, tanto en las clases como en la toma de decisiones.

En particular, ven difícil abordar y cuestionar las normas sociales y debatir las diferencias culturales, y sienten la necesidad de dominar habilidades adecuadas para navegar por el escenario informativo actual y hacer frente a sus retos.

Además, el pensamiento crítico se refuerza cuando los jóvenes participan en la toma de decisiones a nivel escolar. Aunque la mayoría de los sistemas educativos europeos exigen que los estudiantes participen en la toma de decisiones en la escuela, un reciente informe de Eurydice destacaba que "sólo alrededor de la mitad de los sistemas educativos se aseguran de que los estudiantes realizan aportaciones en las actividades de garantía de calidad"<sup>13</sup> sin mencionar la diferencia entre ser escuchado en un proceso de garantía de calidad y la participación real en la toma de decisiones.

## Buenas prácticas y políticas

Existen diversas iniciativas y políticas nacionales y locales que promueven y potencian activamente el pensamiento crítico a través de diferentes enfoques.

Las instituciones promovieron metodologías para enseñar y evaluar el pensamiento crítico en la educación primaria y secundaria, en 2019 la OCDE publicó un estudio<sup>14</sup> basado en el diseño participativo y la evaluación de los mismos que involucró a escuelas de 11 países, que demostró el impacto de herramientas didácticas y de evaluación específicas para mejorar el pensamiento crítico, incluyéndolo en asignaturas como matemáticas, ciencias, artes visuales, música y lenguaje.

A nivel local existen varias iniciativas llevadas a cabo por redes de asociaciones, como la iniciativa "Teachers4Europe: setting an Agora for Democratic Culture" (T4E) en Grecia, cuyo objetivo es establecer una red de profesores transfronteriza, sostenible y permanente, que mejore las competencias sociales y cívicas de los estudiantes, promueva los valores democráticos, los derechos fundamentales y el entendimiento intercultural, y fomente un sentimiento de apropiación de estos principios. La iniciativa T4E pretende fomentar el pensamiento crítico y el aprendizaje colaborativo entre los estudiantes y proporcionar a los profesores las herramientas y habilidades necesarias para apoyar a sus alumnos en este proceso. Para lograr estos objetivos, se celebran periódicamente cursos de formación, seminarios y reuniones en toda Grecia, ampliando la accesibilidad a personas que de otro modo no podrían participar.

<sup>12</sup> Comisión Europea: Dirección General de Educación, Juventud, Deporte y Cultura, *Seguimiento de la educación y la formación 2023 - Informe comparativo*, Oficina de Publicaciones de la Unión Europea, 2023, <https://data.europa.eu/doi/10.2766/936303>.

<sup>13</sup> Comisión Europea, EACEA, Eurydice, *Indicadores estructurales para el seguimiento de los sistemas de educación y formación en Europa - 2023: Competencias clave en la escuela*, Luxemburgo 2023, p. 13

<sup>14</sup> Vincent-Lancrin, S. et al. (2019), *Fomentar la creatividad y el pensamiento crítico de los estudiantes: What it Means in School*, Educational Research and Innovation, OECD Publishing, París, <https://doi.org/10.1787/62212c37-en>.

En cuanto a Grecia, en Italia el Movimento di Cooperazione Educativa, es un grupo libre y autónomo de profesores que se consideran constructores de cultura, intelectuales orgánicos atentos a la valoración de las culturas de las que son portadores los alumnos. Trabajan para crear en las aulas climas favorables a la escucha y a la comunicación auténtica, a la exploración y al conocimiento de los espacios y de los diversos lenguajes que coexisten en la realidad, al desarrollo de una verdadera democracia política. Para ellos, el aprendizaje científico es fundamental para formar una ciudadanía consciente y crítica; para proporcionar la capacidad de analizar, de discernir la información; para huir de falsas convicciones, creencias y mistificaciones.

En el ámbito de la UE, cabe mencionar los numerosos programas que financia para mejorar la movilidad de los estudiantes y fomentar entre ellos el pensamiento crítico. Programas como Erasmus, Erasmus+ y el Cuerpo Europeo de Solidaridad ofrecen a los estudiantes la oportunidad de estudiar, formarse, trabajar, hacer voluntariado y adquirir experiencia en el extranjero, exponiéndolos a diversas culturas y sistemas educativos. Al viajar, estudiar y/o trabajar en el extranjero, los jóvenes cultivan una plétora de aptitudes personales e interpersonales, entre ellas el pensamiento crítico.

Otra iniciativa digna de mención es el Marco Europeo de Cualificaciones (MEC), que apoya la movilidad transfronteriza de estudiantes y trabajadores y promueve el aprendizaje permanente y el desarrollo profesional en toda Europa. Al proporcionar un marco claro y coherente para las cualificaciones, el MEC anima a los alumnos a evaluar críticamente sus capacidades y a comprometerse con el aprendizaje continuo.

Por último, cabe mencionar al Grupo de Trabajo sobre [\*Promoción de Valores Comunes y Educación Inclusiva\*](#), que funcionó en el contexto del mandato 2018-2020 contribuyendo a la aplicación de la citada [\*Recomendación del Consejo de 2018 sobre la promoción de valores comunes, la educación inclusiva y la dimensión europea de la enseñanza\*](#)<sup>15</sup>.

Teniendo en cuenta todo lo anterior, es evidente que existen esfuerzos e iniciativas destinados a cultivar el pensamiento crítico entre los jóvenes. Estas iniciativas no sólo aportan beneficios educativos directos, sino que también crean una comprensión más amplia de los valores democráticos, la conciencia intercultural y la responsabilidad social.

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<sup>15</sup> <https://wikis.ec.europa.eu/display/EAC/ET+2020+Valores+comunes>

# Recomendaciones

Teniendo en cuenta lo anterior hacemos un llamamiento:

- al **Parlamento Europeo y al Consejo** que promuevan el pensamiento crítico en las políticas educativas, como parte de marcos más amplios destinados a) **reforzar la participación de los jóvenes** en la toma de decisiones a nivel escolar, a todos los niveles y en diferentes ámbitos (incluida la evaluación de la calidad, la definición de los planes de estudios, etc.) y b) **reforzar la educación cívica**.
- a la **Comisión Europea** que sitúe el pensamiento crítico, la participación de los jóvenes en la toma de decisiones a nivel escolar y la educación cívica en el centro de los **grupos de trabajo del marco estratégico del Espacio Europeo de Educación**, con vistas al ciclo 2026-2030. También pedimos que se haga accesible el material de formación sobre estos temas.
- a los **Estados miembros** para la aplicación de la acción 14 incluida en el ámbito prioritario 1 - Calidad, equidad, inclusión y éxito en la educación y la formación, según la resolución del Consejo de la Unión Europea, relativa a la mejora del pensamiento crítico. En particular, los solicitantes deberían insistir en la **aplicación de un sistema de seguimiento periódico** -ya previsto por la Comisión Europea- también en lo que respecta al **desarrollo y los efectos del pensamiento crítico**.<sup>16</sup>

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<sup>16</sup> Resolución del Consejo relativa a un marco estratégico para la cooperación europea en el ámbito de la educación y la formación, hacia el Espacio Europeo de Educación y más allá (2021-2030) 2021/C 66/01 (DO C, C/66, 26.02.2021, p. 1, CELEX: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021G0226(01)))

## El proyecto JUST EU and ME

El proyecto europeo JUST EU and ME (CERV-2022-CITIZENS-CIV) ha apoyado a jóvenes activistas de Bulgaria, Italia, Polonia, España y Grecia para que desarrollen capacidades de defensa y aplicación de los **derechos sociales** a escala local y de la UE.

En cada país, los grupos de activistas elaboraron planes de incidencia en consonancia con el EPSR, en particular en materia de acceso a la educación, igualdad de género y promoción de la igualdad de derechos para los grupos marginados. Cada grupo de activistas elaboró un manifiesto de peticiones políticas, presentado en el contexto del debate nacional de cara a las elecciones europeas de junio de 2024. El proyecto está coordinado por ActionAid Italia y cuenta con la participación de otras seis organizaciones europeas: [European Movement International](#) (Belgium), [Foundation of Alternative Educational Initiative](#) (Poland), [International Initiatives for Cooperation](#) (Bulgaria), [International Initiatives for Cooperation Galicia](#) (España), [KMOP Hub](#) (Grecia) and [Transitions](#) (República Checa).

El proyecto está financiado por el Programa Ciudadanos, Igualdad, Derechos y Valores (CERV) de la Unión Europea (2021 - 2027).

*Financiado por la Unión Europea. Las opiniones y puntos de vista expresados solo comprometen a su(s) autor(es) y no reflejan necesariamente los de la Unión Europea o los de la Agencia Ejecutiva Europea de Educación y Cultura (EACEA). Ni la Unión Europea ni la EACEA pueden ser considerados responsables de ellos.*

JUST EU and ME - WP 16

**EUROPEAN YOUTH MANIFESTO - VERSIONE ITALIANA**

<b>Chi siamo: il nostro percorso e le nostre priorità</b>	<b>2</b>
<b>Analisi del problema</b>	<b>5</b>
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# Chi siamo: il nostro percorso e le nostre priorità

Siamo un gruppo di circa cinquanta giovani attivisti, operatori sociali e studenti universitari, di età compresa tra i 20 e i 30 anni, provenienti da Bulgaria, Grecia, Italia, Polonia e Spagna.

Nel 2023 e nel 2024 abbiamo partecipato al progetto JUST EU e ME, con l'obiettivo di sostenere le priorità dei giovani nel quadro del [Pilastro Europeo dei Diritti Sociali \(EPSR\)](#), in particolare i principi 1 (istruzione, formazione e apprendimento permanente), 2 (parità di genere) e 3 (pari opportunità).

Nel 2023 il progetto è iniziato con sei **incontri di formazione e workshop** per l'analisi e la difesa dei diritti sociali e di genere: la prima sessione si è concentrata sull'EPSR e sul ciclo decisionale europeo, poi le attività successive sono state dedicate all'analisi dei problemi e alla progettazione di campagne di advocacy efficaci, insieme ad altri workshop, in particolare sul ruolo del giornalismo basato sulle soluzioni e sul dialogo interculturale nel portare cambiamenti nella società. Gli ultimi tre workshop si sono tenuti nel 2024 e hanno affrontato la ricerca partecipativa, la giustizia di genere e l'empowerment delle comunità, e le opportunità e i rischi dell'intelligenza artificiale nel ciclo delle notizie.



Alla fine del 2023 **ogni gruppo nazionale ha iniziato a identificare e analizzare una questione specifica** nell'ambito dei principi 1, 2 e 3 dell'EPSR, approfondendo i dati quantitativi e qualitativi.

In **Bulgaria** il gruppo ha definito una campagna sulla necessità di **rivedere i libri di testo e le valutazioni** nelle scuole secondarie.

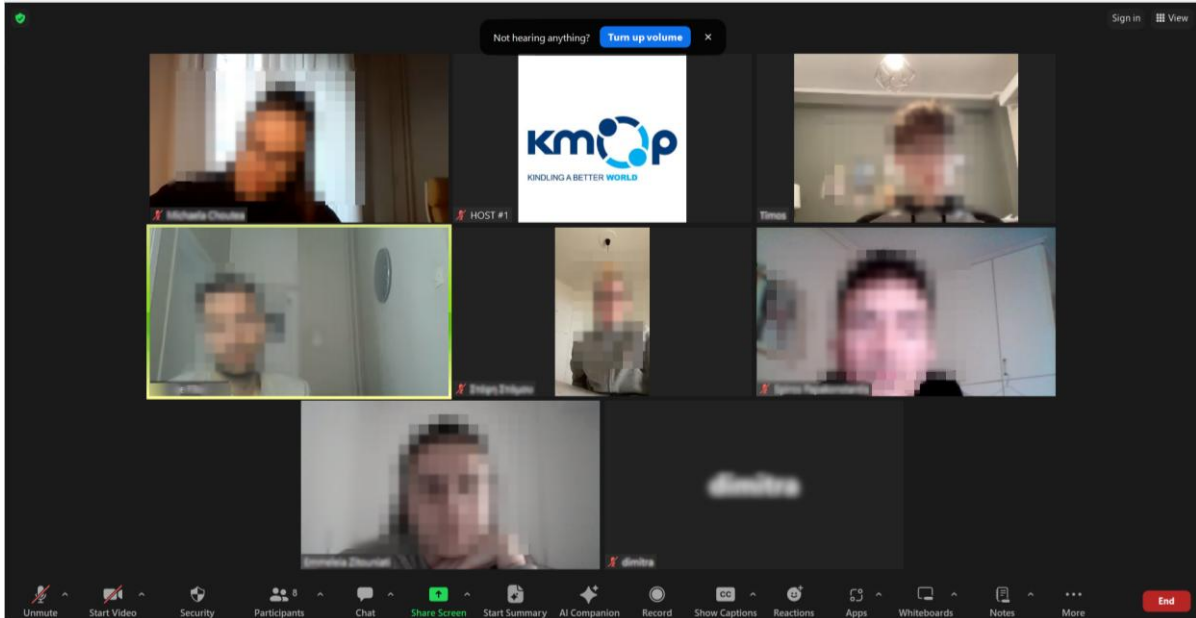
In **Grecia** gli attivisti hanno definito un manifesto che analizza la questione del **lavoro sommerso**, soprattutto tra giovani della regione dell'Attica, insieme a specifiche raccomandazioni politiche e proposte di sensibilizzazione.

In **Italia** il gruppo, attraverso il proprio manifesto, ha definito una proposta intersezionale per **contrastare la discriminazione nelle scuole secondarie**, identificando specifiche riforme politiche

e pratiche educative.

In **Polonia** il manifesto degli attivisti ha affrontato la disparità nell'accesso alla **formazione e agli scambi internazionali** per ampliare le opportunità educative dei giovani.

In **Spagna** il gruppo ha sostenuto a livello locale, presso le scuole secondarie, l'urgenza di introdurre attività **di educazione non formale** nei curricula.



In particolare, ogni gruppo ha condotto uno o più workshop con coetanei e stakeholder per verificare l'urgenza della questione scelta e successivamente ha condotto una ricerca nazionale con coetanei e stakeholder sulla loro percezione ed esperienza diretta. Le informazioni raccolte sono state organizzate in **un manifesto nazionale che presentasse il punto di vista dei giovani su specifici diritti sociali**, dove l'analisi condotta è stata abbinata a una serie di richieste politiche da presentare ai decisori locali e nazionali.



Al termine delle attività nazionali, nel maggio 2024 gli attivisti si sono riuniti in Spagna per un workshop in loco per condividere e discutere le attività nazionali, le lezioni apprese e le principali

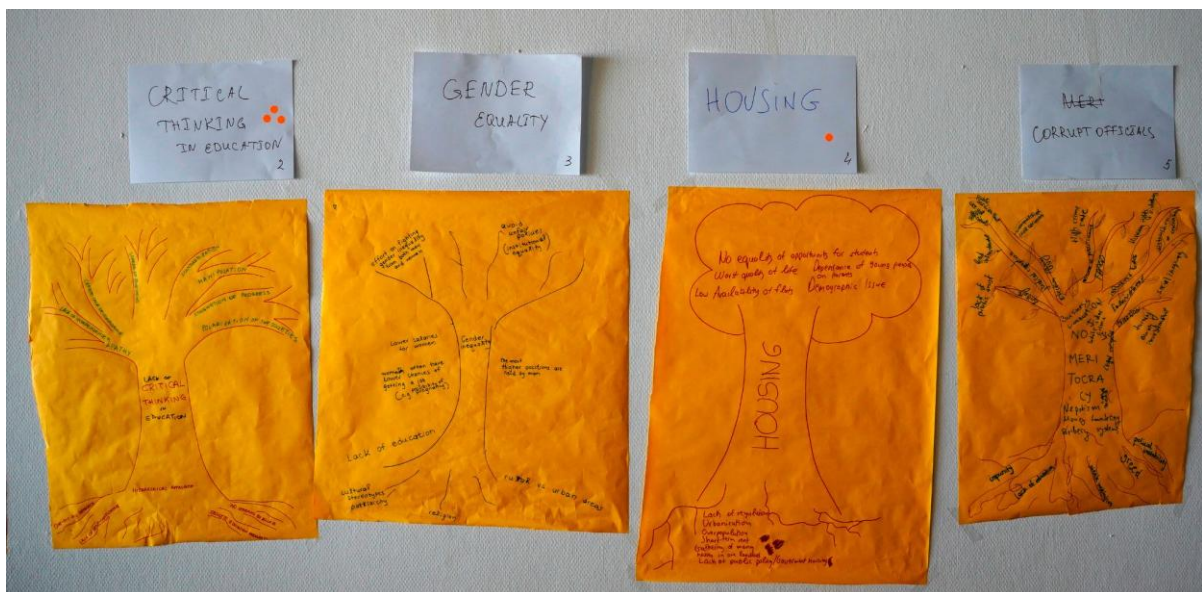
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I principali **risultati chiave** sono stati i seguenti:

- presentare l'esperienza specifica dei giovani nel manifesto ne aumenta l'impatto e l'efficacia;
- condurre un'analisi di benchmark preliminare può fornire ispirazione e opportunità di networking;
- l'esame delle politiche attuate in altri Paesi può ispirare le scelte strategiche.

In totale, più di **700 persone hanno partecipato alle attività nazionali** (attivisti, ricercatori, operatori giovanili, studenti di scuole secondarie e università, parlamentari, ecc.). Le attività nazionali hanno incluso più di **sei focus group, un ciclo di interviste strutturate, più di dieci workshop partecipativi e otto eventi pubblici di restituzione dei manifesti**.

L'incontro finale in situ si è rivelato utile per trovare un tema comune per il presente manifesto, attingendo alle esperienze personali dei partecipanti nelle scuole secondarie e alla dimensione sociale nei diversi Paesi.



I partecipanti hanno concordato di affrontare la **mancanza di un approccio che valorizzi il pensiero critico nell'istruzione secondaria superiore (ISCED 3)**, problema che - durante le successive attività di progetto - è stata analizzato e discusso per portare i risultati nel manifesto: in particolare un'analisi preliminare e richieste politiche per i membri del Parlamento europeo e gli stakeholder a diversi livelli.

# Analisi del problema

Nelle scuole secondarie degli Stati membri dell'UE, nonostante gli sforzi compiuti per introdurre un approccio di Pensiero Critico e le raccomandazioni europee esistenti, gli studenti riferiscono di un contesto in cui le materie e la pedagogia sono ancora basate su un approccio gerarchico anziché partecipativo; inoltre, il sistema di valutazione scolastica si concentra ancora sulle nozioni anziché sulla valutazione della capacità di apprendere e discutere conoscenze e fatti.

Il Pensiero Critico può essere riassunto come la capacità di analizzare attivamente fonti e fatti diversi e di elaborare la propria opinione.

La sua importanza per l'acquisizione di competenze di apprendimento lungo tutto l'arco della vita, come la cittadinanza attiva e l'alfabetizzazione mediatica, è stata promossa fin dalla fine degli anni '90 da ricercatori, istituzioni europee<sup>1</sup> e internazionali come l'OMS e l'UNESCO, che hanno indicato il pensiero critico come una delle competenze fondamentali per la vita, in grado di migliorare il rendimento scolastico degli studenti, la loro partecipazione alla società e la cittadinanza attiva e responsabile.

Il pensiero critico è stato messo al centro della *"Dichiarazione di Parigi"*<sup>2</sup>, adottata nel 2015 dai ministri dell'Istruzione dell'Unione Europea, che si impegnano a migliorare *"il pensiero critico e l'alfabetizzazione mediatica, in particolare nell'uso di Internet e dei social media, in modo da sviluppare la resistenza a tutte le forme di discriminazione e indottrinamento"*.

Da un lato, il pensiero critico è riconosciuto per il suo impatto positivo sull'Apprendimento Permanente in quanto - come sottolinea il quadro europeo LifeComp<sup>3</sup> - consente la valutazione di informazioni e argomentazioni a supporto di conclusioni ragionate e di sviluppare soluzioni innovative.

Inoltre, il pensiero critico è considerato una competenza necessaria per promuovere la crescita economica sostenibile e l'inclusione sociale, essendo una delle competenze che - come richiesto dal EPSR, in particolare nel Principio 1 "Istruzione, formazione e apprendimento permanente" - può consentire ai cittadini di partecipare pienamente alla società e di gestire con successo le transizioni nel mercato del lavoro, in un contesto caratterizzato da una crescente automatizzazione, dall'uso dell'IA<sup>4</sup> e da tensioni socio-politiche amplificate nella sfera mediatica contemporanea (hate speech, disinformazione e fake news)<sup>5</sup>.

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<sup>1</sup> Raccomandazione del Parlamento europeo e del Consiglio del 18 dicembre 2006 relativa a competenze chiave per l'apprendimento permanente, [GU L 394 del 30.12.2006, pagg. 13-14](#).

<sup>2</sup> Agenzia esecutiva europea per l'istruzione e la cultura: Eurydice, *Promuovere la cittadinanza e i valori comuni di libertà, tolleranza e non discriminazione attraverso l'istruzione - Panoramica degli sviluppi delle politiche educative in Europa a seguito della Dichiarazione di Parigi del 17 marzo 2015*, Ufficio delle pubblicazioni, 2016, <https://data.europa.eu/doi/10.2797/396908>

<sup>3</sup> Sala, A., Punie, Y., Garkov, V. e Cabrera Giraldez, M., *LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence*, EUR 30246 IT, Ufficio delle pubblicazioni dell'Unione europea, Lussemburgo, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

<sup>4</sup> Commissione europea: Direzione generale per l'Occupazione, gli affari sociali e l'inclusione, *Competenze trasversali*, Ufficio delle pubblicazioni dell'Unione europea, 2024, <https://data.europa.eu/doi/10.2767/06401>.

<sup>5</sup> [GU C 212 del 14.6.2016, pagg. 5-7](#).

*"In un mondo digitale, in cui si moltiplicano i punti di vista, le teorie, i fatti e le sfide a tutti questi, il pensiero critico è diventato ancora più importante per esprimere un giudizio sulla molteplicità di informazioni disponibili sui social network (cfr. Machete & Turpin, 2020)"<sup>6</sup>.*

Come riportato da Eurydice nel 2017 - e tuttora valido – il pensiero critico fa parte degli obiettivi educativi dell'educazione civica<sup>7</sup>, che riguarda l'interazione efficace e costruttiva con gli altri, l'agire in modo socialmente responsabile, democratico e il pensare in modo critico.

Per promuovere il pensiero critico l'UE ha definito programmi e linee guida per la sua attuazione nei luoghi di istruzione e di lavoro, suggerendo da un lato di trasmetterla attraverso materie di educazione alla cittadinanza o civica a tutti i livelli<sup>8</sup>, e dall'altro raccomandando un approccio multidisciplinare e modalità partecipative<sup>9</sup>.

Vale la pena notare che esistono differenze significative tra le politiche dei vari Paesi nel campo dell'educazione civica. Al 2017 *"quasi la metà dei Paesi non ha ancora regolamenti o raccomandazioni sullo sviluppo delle competenze di educazione alla cittadinanza dei futuri insegnanti attraverso la formazione iniziale degli insegnanti (ITE) [...] Le autorità educative non hanno nemmeno emanato sistematicamente linee guida per gli insegnanti su come valutare gli studenti nell'educazione alla cittadinanza. [...] le autorità educative prestano meno attenzione all'educazione alla cittadinanza nell'ambito dell'istruzione e formazione professionale iniziale (IVET) rispetto all'istruzione generale"*<sup>10</sup>.

A partire dal 2023 nell'UE *"l'apprendimento trasversale in cui tutte le materie o aree disciplinari devono includere argomenti trasversali è più diffuso nell'istruzione primaria e meno nell'istruzione secondaria superiore generale"*.<sup>11</sup>

Ciò che i giovani di tutta Europa sperimentano è che, nonostante sia riconosciuto come argomento centrale dei curricula, nelle scuole secondarie superiori la sua attuazione è diversa tra i Paesi, ma anche tra le regioni e i curricula educativi. Allo stesso tempo, richiede ancora una formazione e un supporto adeguati per insegnanti e dirigenti scolastici, affinché possano creare formazioni adeguate per trasmettere le competenze in tutte le materie, utilizzando anche l'apprendimento informale e non formale. La diversità degli approcci e la mancanza di formazione per gli insegnanti amplificano la difficoltà di comprenderne e valutarne l'impatto, come diretta conseguenza dell'assenza di indicatori specifici e di questi dati nel rapporto: sebbene 22 Paesi dell'UE sostengano l'apprendimento trasversale, solo 12 sistemi educativi dell'UE stabiliscono criteri di qualità per l'apprendimento trasversale<sup>12</sup>.

<sup>6</sup> Vincent-Lancrin, Stéphan, Competenze per la vita: Promuovere il pensiero critico, 2021 <https://publications.iadb.org/en/skills-life-fostering-critical-thinking>

<sup>7</sup> Commissione europea: Agenzia esecutiva per l'istruzione e la cultura europea, *Educazione alla cittadinanza a scuola in Europa, 2017*, Ufficio delle pubblicazioni, 2017, pag. <https://data.europa.eu/doi/10.2797/536166>

<sup>8</sup> Vedi Azione 7 dell'Agenda [europea delle competenze](#)

<sup>9</sup> [GU C 212 del 14.6.2016, pag. 8.](#)

<sup>10</sup> Commissione europea: Agenzia esecutiva europea per l'istruzione e la cultura, *Educazione alla cittadinanza a scuola in Europa, 2017*, Ufficio delle pubblicazioni, 2017, pag.10

<sup>11</sup> Agenzia esecutiva europea per l'istruzione e la cultura: Eurydice, *Indicatori strutturali per il monitoraggio dei sistemi di istruzione e formazione in Europa 2023 - Competenze chiave a scuola*, Ufficio delle pubblicazioni dell'Unione europea, 2023, <https://data.europa.eu/doi/10.2797/621068>

<sup>12</sup> Commissione europea: Direzione generale dell'Istruzione, della gioventù, dello sport e della cultura, *Education and training monitor 2023 - Comparative report*, Ufficio delle pubblicazioni dell'Unione europea, 2023, <https://data.europa.eu/doi/10.2766/936303>.

Nonostante gli sforzi politici compiuti per diversi anni a livello europeo e nazionale, gli studenti - soprattutto quelli delle scuole secondarie superiori - continuano a non avere la possibilità di padroneggiare il pensiero critico.

In particolare, nei Paesi in cui hanno operato le attiviste, è ancora comune sperimentare un approccio gerarchico nelle scuole, sia nell'impostazione delle classi che nel processo decisionale. In particolare, vedono difficile affrontare e mettere in discussione le norme sociali e discutere le differenze culturali, e sentono la necessità di acquisire competenze adeguate per affrontare l'attuale scenario informativo e le sue sfide.

Inoltre, il pensiero critico viene rafforzato quando i giovani partecipano alla governance scolastica. Sebbene la maggior parte dei sistemi educativi europei richieda che gli studenti partecipino al processo decisionale a scuola, un recente rapporto di Eurydice ha evidenziato che *"solo circa la metà dei sistemi educativi si assicura che gli studenti diano un contributo alle attività di garanzia della qualità"*<sup>13</sup> senza menzionare la differenza tra l'essere ascoltati in un processo di garanzia della qualità e l'effettiva partecipazione al processo decisionale.

## Buone pratiche e politiche

Esistono varie iniziative e politiche nazionali e locali che promuovono e valorizzano attivamente il pensiero critico attraverso diversi approcci.

Le istituzioni hanno promosso metodologie per l'insegnamento e la valutazione del pensiero critico nell'istruzione primaria e secondaria, come l'OCSE che nel 2019 ha pubblicato uno studio<sup>14</sup> basato sulla progettazione e la valutazione partecipata che ha coinvolto le scuole di 11 paesi, che ha dimostrato l'impatto di specifici strumenti didattici e di valutazione per migliorare il pensiero critico, includendolo in materie come la matematica, le scienze, le arti visive, la musica e le lingue straniere.

A livello locale ci sono diverse iniziative portate avanti da reti di associazioni, come l'iniziativa "Teachers4Europe: setting an Agora for Democratic Culture" (T4E) in Grecia, che mira a creare una rete transfrontaliera, sostenibile e continuativa di insegnanti, che migliorerà le competenze sociali e civiche degli studenti, promuoverà i valori democratici, i diritti fondamentali, la comprensione interculturale e incoraggerà un senso di appartenenza a questi principi. L'iniziativa T4E mira a promuovere il pensiero critico e l'apprendimento collaborativo tra gli studenti e a fornire agli insegnanti gli strumenti e le competenze necessarie per sostenere i loro studenti in questo processo. Per raggiungere questi obiettivi, vengono organizzati regolarmente corsi di formazione, seminari e incontri in tutta la Grecia, estendendo l'accessibilità a persone che altrimenti non sarebbero in grado di partecipare.

Come per la Grecia, in Italia opera il Movimento di Cooperazione Educativa, un gruppo libero e autonomo di insegnanti che si considerano costruttori di cultura, intellettuali organici attenti alla valorizzazione delle culture di cui gli studenti sono portatori. Lavorano per creare in classe il clima favorevole all'ascolto e alla comunicazione autentica, all'esplorazione e alla conoscenza degli spazi e dei diversi linguaggi che convivono nella realtà, allo sviluppo di una vera democrazia politica. Per

<sup>13</sup> Commissione europea, EACEA, Eurydice, *Indicatori strutturali per il monitoraggio dei sistemi di istruzione e formazione in Europa - 2023: Competenze chiave a scuola*, Lussemburgo 2023, p. 13

<sup>14</sup> Vincent-Lancrin, S. et al. (2019), *Fostering Students' Creativity and Critical Thinking: What it Means in School*, Educational Research and Innovation, OECD Publishing, Paris, <https://doi.org/10.1787/62212c37-en>.

loro, l'apprendimento scientifico è fondamentale per formare una cittadinanza consapevole e critica, per fornire la capacità di analizzare e discernere le informazioni, e per uscire da false convinzioni, credenze e mistificazioni.

A livello europeo, vale la pena menzionare i numerosi programmi finanziati dall'UE che mirano a migliorare la mobilità degli studenti e a promuovere il pensiero critico tra di loro. Programmi come Erasmus, Erasmus+ e il Corpo Europeo di Solidarietà offrono agli studenti l'opportunità di studiare, formarsi, lavorare, fare volontariato e fare esperienza all'estero, esponendoli a culture e sistemi educativi diversi. Viaggiando, studiando e/o lavorando all'estero, i giovani coltivano un ampio set di competenze personali e interpersonali, tra cui il pensiero critico.

Un'altra iniziativa degna di nota è il Quadro Europeo delle Qualifiche (EQF), che sostiene la mobilità transfrontaliera di studenti e lavoratori e promuove l'apprendimento permanente e lo sviluppo professionale in tutta Europa. Fornendo un quadro chiaro e coerente per le qualifiche, l'EQF incoraggia i discenti a valutare criticamente le proprie competenze e a impegnarsi nell'apprendimento continuo.

Infine, vale la pena menzionare il Gruppo di lavoro sulla Promozione dei Valori Comuni e dell'Istruzione Inclusiva, che ha operato nell'ambito del mandato 2018-2020 contribuendo all'attuazione della suddetta [Raccomandazione del Consiglio del 2018 sulla promozione dei valori comuni, dell'istruzione inclusiva e della dimensione europea dell'insegnamento](#)<sup>15</sup>.

Tenendo conto di tutto ciò, è evidente che esistono sforzi e iniziative volte a coltivare il pensiero critico tra i giovani. Queste iniziative non solo forniscono benefici educativi diretti, ma creano anche una comprensione più ampia dei valori democratici, della consapevolezza interculturale e della responsabilità sociale.

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<sup>15</sup> <https://wikis.ec.europa.eu/display/EAC/ET+2020+Valori+comuni>

# Raccomandazioni

Tenendo conto di quanto sopra, invitiamo a:

- il **Parlamento europeo e il Consiglio** a promuovere il pensiero critico nelle politiche educative, come parte di un quadro più ampio volto a **rafforzare la partecipazione dei giovani** alla governance della scuola, a tutti i livelli e in diversi ambiti (tra cui la valutazione della qualità, la definizione dei curricula, ecc).
- la **Commissione europea** a mettere il pensiero critico, la partecipazione dei giovani alla governance scolastica e l'educazione civica al centro dei **gruppi di lavoro del quadro strategico dello Spazio Europeo dell'Istruzione** per il ciclo 2026-2030. Chiediamo inoltre di rendere accessibili i materiali di formazione su questi temi.
- gli **Stati membri** all'attuazione dell'Azione 14 inclusa nell'Area prioritaria 1 - Qualità, Equità, Inclusione e Successo nell'istruzione e nella Formazione, come da Risoluzione del Consiglio dell'Unione Europea, relativa al potenziamento del pensiero critico. In particolare, i candidati dovrebbero insistere sull'**attuazione di un sistema di monitoraggio regolare** - già previsto dalla Commissione europea - anche per quanto riguarda lo **sviluppo e gli effetti del pensiero critico**.<sup>16</sup>

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<sup>16</sup> Risoluzione del Consiglio su un quadro strategico per la cooperazione europea nel settore dell'istruzione e della formazione verso lo Spazio europeo dell'istruzione e oltre (2021-2030) 2021/C 66/01 (GU C, C/66, 26.02.2021, pag. 1, CELEX: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021G0226(01)))

## Il progetto JUST UE e ME

Il progetto europeo JUST EU and ME (CERV-2022-CITIZENS-CIV) ha sostenuto giovani attiviste in Bulgaria, Italia, Polonia, Spagna e Grecia nello sviluppo di competenze in materia di advocacy e attuazione dei **diritti sociali** a livello locale e comunitario.

In ogni Paese, i gruppi di attiviste hanno sviluppato piani di advocacy coerenti con il **Pilastro Europeo Dei Diritti Sociali**, in particolare l'accesso all'istruzione, l'uguaglianza di genere e la promozione della parità di diritti per i gruppi emarginati. Ogni gruppo ha sviluppato un manifesto di richieste politiche presentato nel contesto del dibattito nazionale per le elezioni europee del giugno 2024.

Il progetto è coordinato da ActionAid Italia e coinvolge altre sei organizzazioni europee: European Movement International (Belgio), Foundation of Alternative Educational Initiative (Polonia), International Initiatives for Cooperation (Bulgaria), International Initiatives for Cooperation Galicia (Spagna), KMOP Hub (Grecia) e Transitions (Repubblica Ceca).

Il progetto è finanziato dal Programma Cittadini, Uguaglianza, Diritti e Valori (CERV) dell'Unione Europea (2021 - 2027).

*Finanziato dall'Unione europea. Tuttavia, i punti di vista e le opinioni espressi sono esclusivamente quelli degli autori e non riflettono necessariamente quelli dell'Unione europea o dell'Agenzia esecutiva per l'istruzione e la cultura (EACEA). Né l'Unione Europea né l'Agenzia esecutiva per l'istruzione e la cultura (EACEA) possono essere ritenute responsabili.*

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# Kim jesteśmy: nasza droga w projekcie i priorytety

Jesteśmy grupą około pięćdziesięciu aktywistów i aktywistek młodzieżowych, pracowników i pracowniczek młodzieżowych oraz studentów i studentek uniwersytetów w wieku od 20 do 30 lat z Bułgarii, Grecji, Włoch, Polski i Hiszpanii.

W latach 2023 i 2024 wzięliśmy udział w projekcie JUST EU and ME, którego celem było promowanie priorytetów młodzieżowych w ramach [Europejskiego Filaru Praw Socjalnych](#) (EPSR), w szczególności zasad 1 (wysokiej jakości edukacja włączająca, szkolenia i uczenie się przez całe życie), 2 (równość płci) i 3 (równość szans).

Projekt rozpoczął się w 2023 r. od sześć **szkoleń i warsztatów** poświęconych analizie i rzecznictwu na rzecz praw społecznych i praw płci: pierwsza sesja koncentrowała się na EPSR i europejskim cyklu decyzyjnym, następnie działania dotyczyły analizy zagadnień i projektowania skutecznych i spójnych kampanii rzeczniczych, w połączeniu z innymi warsztatami, w szczególności na temat roli dziennikarstwa opartego na rozwiązaniach i dialogu międzykulturowego we wprowadzaniu zmian w społeczeństwie. Ostatnie trzy szkolenia odbyły się w 2024 r. dotyczyły równości płci i wzmocnienia sprawczości społeczności lokalnych, badań partycypacyjnych oraz szans, i zagrożeń związanych ze sztuczną inteligencją w cyklu informacyjnym



Pod koniec 2023 r. **każda grupa krajowa zaczęła identyfikować i analizować konkretną kwestię**, w ramach zasad 1, 2 i 3 EPSR, zagłębiając się w istotne, związane z nią dane ilościowe i jakościowe.

W **Bułgarii** grupa zdecydowała się na kampanię dotyczącą konieczności **przeglądu podręczników i systemu ocenoiania** w szkołach średnich.

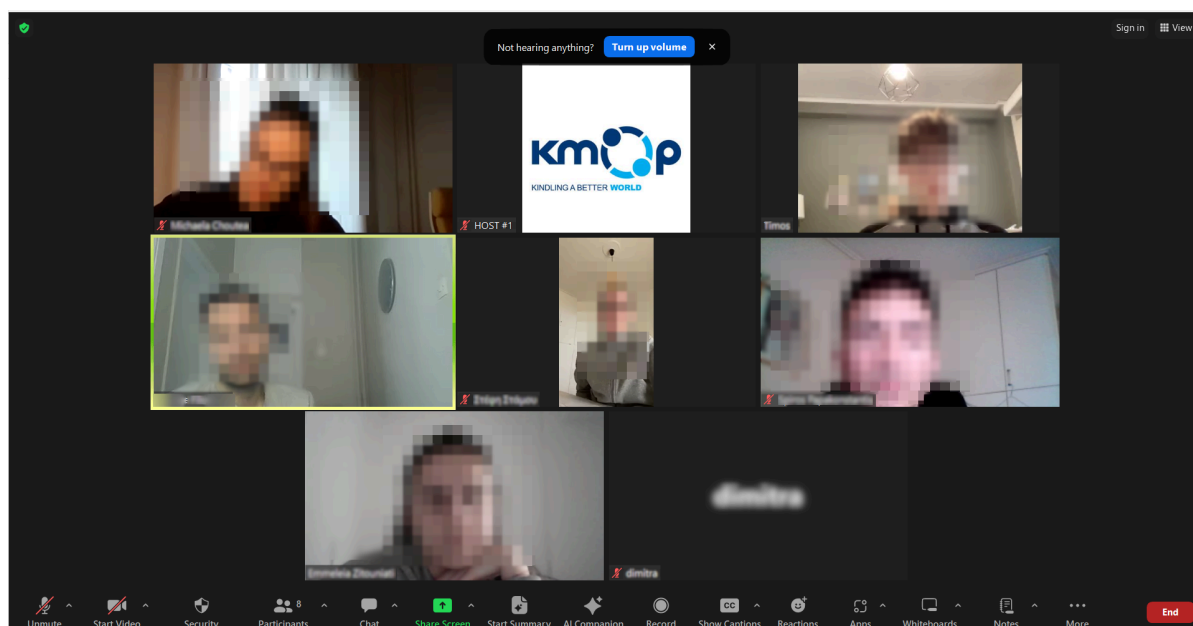
W **Grecji** aktywiści i aktywistki opracowali/opracowały manifest analizujący kwestię **pracy**

**nierejestrowanej**, zwłaszcza wśród młodzieży w regionie Attyki, opracowując konkretne zalecenia polityczne i propozycje podnoszenia świadomości społecznej na ten temat.

We **Włoszech** grupa, poprzez swój manifest, określiła intersekcyjną propozycję **przeciwdziałania dyskryminacji w szkołach średnich**, nazywając konkretne, potrzebne, reformy polityki i praktyki edukacyjne.

W **Polsce** manifest aktywistów i aktywistek dotyczył dysproporcji, pomiędzy osobami mieszkającymi w miastach i na wsi w dostępie do **szkoleń i wymian międzynarodowych**, mających na celu poszerzenie możliwości edukacyjnych młodzieży.

W **Hiszpanii** grupa aktywistów i aktywistek opowiedziała się za pilnym wprowadzeniem działań z **zakresu edukacji pozaformalnej** do programów nauczania szkół średnich na poziomie lokalnym.



Każda z grup krajowych przeprowadziła jeden lub więcej warsztatów z rówieśnikami/rówieśniczkami i interesariuszami/interesariuszkami, aby sprawdzić, jak ważna i pilna jest wybrana kwestia dla młodzieży. Następnie, każda z grup przeprowadziła krajowe badania wśród osób rówieśniczych oraz interesariuszy i interesariuszek na temat ich postrzegania i bezpośredniego doświadczenia związanego z tematem. Zebrane informacje zostały zebrane w **krajowym manifestie przedstawiającym punkt widzenia młodzieży na konkretne prawa socjalne**. Przeprowadzona analiza została wykorzystana do sformułowania konkretnych postulatów politycznych, które należy przedstawić lokalnym i krajowym decydom i decycentkom.



Pod koniec działań krajowych, w maju 2024 r., aktywiści i aktywistki spotkali się na warsztatach w Hiszpanii, aby podzielić się doświadczeniami i omówić swoje działania krajowe, wyciągnięte wnioski i główne wyzwania.

Ich główne, **kluczowe ustalenia** były następujące:

- Przedstawienie konkretnych doświadczeń młodzieży w manifestie zwiększa jego wpływ i skuteczność;
- Przeprowadzenie wstępnej analizy porównawczej może dostarczyć inspiracji i możliwości nawiązywania współpracy;
- Przegląd polityk wdrażanych w innych krajach może stanowić inspirację dla strategicznych wyborów.

Łącznie, w **działaniach krajowych wzięło udział ponad 600 osób** (aktywiści i aktywistki, badacze i badaczki, osoby pracujące z młodzieżą, uczniowie i uczennice szkół średnich i uniwersytetów, parlamentarzyści i parlamentarzystki itp.) Działania krajowe obejmowały **dziesięć grup fokusowych, piętnaście warsztatów partycypacyjnych, jeden cykl wywiadów ustrukturyzowanych** i sześć wydarzeń publicznych.

Spotkanie końcowe w Hiszpanii okazało się przydatne do określenia i wyboru wspólnej kwestii dla niniejszego, wspólnego dla wszystkich zaangażowanych grup manifestu. Jego treść opiera się na osobistych doświadczeniach uczestników i uczestniczek zebranych podczas ich nauki w szkołach średnich oraz charakterystyk społecznych w różnych krajach.



Uczestnicy i uczestniczki zgodzili i zgodziły się, że należy zająć się **brakiem krytycznego myślenia w szkolnictwie średnim II stopnia (ISCED 3)**. Temat ten - podczas kolejnych działań projektowych - został przeanalizowany i opisany w niniejszym manifestie. Prezentowany poniżej manifest zawiera wstępną analizę i wnioski dotyczące rekomendacji dla polityki posłów i posłanek do Parlamentu Europejskiego oraz interesariuszy i interesariuszek na różnych poziomach.

# Analiza zagadnienia

W szkołach średnich w państwach członkowskich UE, pomimo wysiłków podejmowanych w celu wprowadzenia nauki krytycznego myślenia (CT) i istniejących odpowiednich zaleceń europejskich, uczniowie i uczennice zgłaszają następujący problem: przedmioty i pedagogika nadal opierają się na podejściu hierarchicznym, a nie partycypacyjnym; ponadto szkolny system oceniania nadal koncentruje się na ocenach (numerycznych), a nie na ocenie zdolności młodzieży do uczenia się i omawiania wiedzy i faktów.

Krytyczne myślenie można podsumować jako zdolność do aktywnego analizowania różnych źródeł informacji i faktów oraz określania, na tej podstawie, własnych opinii.

Jego znaczenie dla rozwijania kompetencji uczenia się przez całe życie, takich jak aktywność obywatelska i umiejętność korzystania z mediów, było promowane od końca lat 90. przez naukowców i naukowczynie, Europejskie<sup>1</sup> i międzynarodowe instytucje takie jak WHO i UNESCO, wymieniające krytyczne myślenie jako jedną z podstawowych umiejętności życiowych, która może poprawić wyniki uczniów i uczennic w nauce, ich aktywny udział w społeczeństwie oraz aktywność i odpowiedzialność obywatelską.

Krytyczne myślenie znalazło się w centrum *"Deklaracji Paryskiej"*<sup>2</sup>, przyjętej w 2015 r. przez ministrów edukacji Unii Europejskiej, zobowiązującej do wzmocnienia *"krytycznego myślenia i umiejętności korzystania z mediów, w szczególności z Internetu i mediów społecznościowych, tak aby rozwinąć odporność na wszelkie formy dyskryminacji i indoktrynacji"*.

Z jednej strony krytyczne myślenie jest uznawane za mające pozytywny wpływ na uczenie się przez całe życie, co potwierdzają europejskie ramy LifeComp<sup>3</sup> zauważa, że myślenie krytyczne umożliwia ocenę informacji i argumentów w celu wsparcia uzasadnionych wniosków i opracowania innowacyjnych rozwiązań.

Ponadto umiejętność krytycznego myślenia uważana jest za niezbędną umiejętność w promowaniu zrównoważonego wzrostu gospodarczego i integracji społecznej. Uważana jest za jedną z umiejętności, które mogą - zgodnie z wymogami Europejskiego Filaru Praw Socjalnych, w szczególności w zasadzie 1 "Edukacja, szkolenie i uczenie się przez całe życie" - umożliwić obywatelom i obywatelkom pełne uczestnictwo w życiu społecznym i pomyślnie zarządzanie zmianami na rynku pracy. Jest to istotne szczególnie w kontekście rosnącej automatyzacji, wykorzystania sztucznej inteligencji<sup>4</sup> i napięć społeczno-politycznych wzmocnianych we współczesnej sferze medialnej (mowa nienawiści, dezinformacja i fałszywe informacje)<sup>5</sup>.

*"W cyfrowym świecie, w którym istnieje wiele poglądów, teorii, faktów i wyzwań dla wszystkich,*

<sup>1</sup> Zalecenie Parlamentu Europejskiego i Rady z dnia 18 grudnia 2006 r. w sprawie kompetencji kluczowych w procesie uczenia się przez całe życie, [Dz.U. L 394 z 30.12.2006, s. 13-14](#).

<sup>2</sup> Europejska Agencja Wykonawcza ds. Edukacji i Kultury: Eurydice, *Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education - Overview of education policy developments in Europe following the Paris Declaration of 17 March 2015*, Urząd Publikacji, 2016, <https://data.europa.eu/doi/10.2797/396908>.

<sup>3</sup> Sala, A., Punie, Y., Garkov, V. i Cabrera Giraldez, M., *LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence*, EUR 30246 EN, Urząd Publikacji Unii Europejskiej, Luksemburg, 2020, ISBN 978-92-76-19418-7, doi:10.2760/302967, JRC120911.

<sup>4</sup> Komisja Europejska: Dyrekcja Generalna ds. Zatrudnienia, Spraw Społecznych i Włączenia Społecznego, *Umiejętności przekrojowe*, Urząd Publikacji Unii Europejskiej, 2024, <https://data.europa.eu/doi/10.2767/06401>.

<sup>5</sup> [U. C 212 z 14.6.2016, s. 5-7](#).

krytyczne myślenie stało się jeszcze ważniejsze, aby dokonać oceny wielości informacji dostępnych w sieciach społecznościowych (patrz Machete & Turpin, 2020)<sup>6</sup>.

Jak podała Eurydice w 2017 r. - i jest to nadal aktualne - krytyczne myślenie jest częścią celów edukacyjnych edukacji obywatelskiej<sup>7</sup>, która jest związana ze skuteczną i konstruktywną interakcją z innymi, działaniami w sposób odpowiedzialny społecznie, demokratyczny i krytyczny. W celu promowania edukacji obywatelskiej, UE opracowała programy i wytyczne dotyczące jej wdrażania w edukacji i w miejscach pracy, z jednej strony sugerując dostarczanie w ramach przedmiotów szkolnych poruszających tematykę aktywności obywatelskiej i/lub edukacji obywatelskiej na wszystkich poziomach (edukacji)<sup>8</sup>, a z drugiej strony zalecając podejście multidyscyplinarne i metody partycypacyjne<sup>9</sup>.

Warto zauważyć, że w dziedzinie edukacji obywatelskiej istnieją znaczne różnice między politykami poszczególnych krajów. Według stanu na rok 2017 *"prawie połowa krajów nadal nie posiada przepisów ani zaleceń dotyczących rozwoju kompetencji przyszłych nauczycieli w zakresie edukacji obywatelskiej w ramach kształcenia nauczycieli [...] Władze oświatowe nie wydają również systematycznie wytycznych dla nauczycieli dotyczących sposobu oceniania uczniów w zakresie edukacji obywatelskiej. [...] władze oświatowe poświęcają mniej uwagi edukacji obywatelskiej w ramach szkolnego kształcenia i szkolenia zawodowego (IVET) w porównaniu z kształceniem ogólnym"*<sup>10</sup>.

Od 2023 r., w UE *"nauczanie międzyprzedmiotowe, w ramach którego wszystkie przedmioty lub obszary przedmiotowe muszą obejmować zagadnienia międzyprzedmiotowe, jest najbardziej rozpowszechnione w szkołach podstawowych, a najmniej w ogólnokształcących szkołach średnich II stopnia"*.<sup>11</sup>

Młodzież w całej Europie doświadcza obecnie sytuacji, w której pomimo tego, iż nauczanie międzyprzedmiotowe jest uznawane za centralny składnik programów nauczania, jego wdrażanie w szkołach średnich II stopnia jest w różnych krajach zróżnicowane; zróżnicowane jest także w zależności od regionu i programu nauczania w danym kraju. Jednocześnie nadal potrzebne są odpowiednie szkolenia i wsparcia dla nauczycieli i nauczycielek oraz dyrektorów i dyrektorek szkół, aby mogli/mogły zapewnić odpowiednie lekcje w celu przekazania umiejętności z różnych przedmiotów, również z wykorzystaniem nieformalnego i pozaformalnego uczenia się. Różnorodność podejść do tematu i brak szkoleń dla nauczycieli i nauczycielek zwiększają trudności w zrozumieniu i ocenie ich wpływu, co jest bezpośrednią konsekwencją braku konkretnych wskaźników i danych do przedstawienia: chociaż 22 kraje UE wspierają uczenie się międzyprzedmiotowe, tylko 12 systemów edukacji UE ustanawia kryteria jakości dla

<sup>6</sup> Vincent-Lancrin, Stéphan, Umiejętności na całe życie: Fostering Critical Thinking, 2021 <https://publications.iadb.org/en/skills-life-fostering-critical-thinking>

<sup>7</sup> Komisja Europejska: Europejska Agencja Wykonawcza ds. Edukacji i Kultury, *Edukacja obywatelska w szkołach w Europie*, 2017, Urząd Publikacji, 2017, s. <https://data.europa.eu/doi/10.2797/536166>.

<sup>8</sup> Zob. działanie 7 Europejskiego programu [na rzecz umiejętności](#)

<sup>9</sup> [U. C 212 z 14.6.2016, s. 8.](#)

<sup>10</sup> Komisja Europejska: Europejska Agencja Wykonawcza ds. Edukacji i Kultury, *Edukacja obywatelska w szkołach w Europie*, 2017, Urząd Publikacji, 2017, s. 10.

<sup>11</sup> Europejska Agencja Wykonawcza ds. Edukacji i Kultury: Eurydice, *Structural indicators for monitoring education and training systems in Europe 2023 - Key competences at school*, Urząd Publikacji Unii Europejskiej, 2023, <https://data.europa.eu/doi/10.2797/621068>.

międzyprzedmiotowego uczenia się<sup>12</sup>.

Pomimo kilku lat wysiłków politycznych na poziomie europejskim i na poziomach krajowych, uczniowie i uczennice - zwłaszcza w szkołach średnich II stopnia - nadal tracą możliwość opanowania krytycznego myślenia na etapie edukacji szkolnej.

W szczególności w krajach, w których działają osoby aktywistyczne zaangażowane w niniejszy projekt, nadal powszechne jest hierarchiczne podejście w szkołach, zarówno podczas nauki w klasie, jak i przy podejmowaniu decyzji.

Młode osoby uważają, że szczególnie trudno jest dyskutować o normach społecznych i różnicach kulturowych. Sygnalizują także potrzebę opanowania umiejętności potrzebnych do poruszania się w obecnej przestrzeni informacyjnej, medialnej, oraz radzenia sobie ze związanymi z funkcjonowaniem w niej wyzwaniami.

Co więcej, krytyczne myślenie jest wzmacniane, gdy młodzież bierze udział w zarządzaniu szkołą. Chociaż większość europejskich systemów edukacji wymaga, aby uczniowie i uczennice uczestniczyli w podejmowaniu decyzji w szkole, w niedawnym raporcie Eurydice podkreślono, że *"tylko około połowa wszystkich systemów edukacji zapewnia, że uczniowie wnoszą wkład w działania związane z zapewnieniem jakości (nauczania)"*<sup>13</sup>, nie wspominając o różnicy pomiędzy byciem wysłuchanym/wysłuchaną w procesie zapewniania jakości (nauczania) a faktycznym uczestnictwem w podejmowaniu decyzji.

## Dobre praktyki i polityki

W różnych krajach istnieją różne krajowe i lokalne inicjatywy i polityki, które aktywnie promują i wzmacniają krytyczne myślenie poprzez różne podejścia.

Różne instytucje promowały metodologie nauczania i oceny krytycznego myślenia w szkolnictwie podstawowym i średnim. W 2019 r. OECD opublikowała badanie<sup>14</sup> oparte na partycypacyjnym projektowaniu i ocenie, które angażowało szkoły w 11 krajach, które wykazało wpływ konkretnych narzędzi dydaktycznych i oceniających na poprawę krytycznego myślenia, w tym w przedmiotach takich jak matematyka, nauki ścisłe, sztuki wizualne, muzyka i nauka języków obcych.

Lokalnie, istnieje kilka inicjatyw podejmowanych przez sieci stowarzyszeń. Na przykład, inicjatywa "Teachers4Europe: setting an Agora for Democratic Culture" (T4E) w Grecji, ma na celu ustanowienie transgranicznej, trwale działającej sieci nauczycieli i nauczycielek, która będzie działała na rzecz podnoszenia umiejętności społecznych i obywatelskich uczniów i uczennic, będzie promować wartości demokratyczne, prawa podstawowe, zrozumienie międzykulturowe i zachęci do poczucia odpowiedzialności za te wartości. Inicjatywa T4E ma na celu wspieranie krytycznego myślenia i wspólnego uczenia się wśród uczniów i uczennic oraz zapewnienie nauczycielom i nauczycielkom niezbędnych narzędzi i umiejętności do wspierania w tym procesie osób uczących się. Aby osiągnąć te cele, w całej Grecji odbywają się regularnie szkolenia,

<sup>12</sup> Komisja Europejska: Dyrekcja Generalna ds. Edukacji, Młodzieży, Sportu i Kultury, *Monitor kształcenia i szkolenia 2023 - sprawozdanie porównawcze*, Urząd Publikacji Unii Europejskiej, 2023, <https://data.europa.eu/doi/10.2766/936303>.

<sup>13</sup> Komisja Europejska, EACEA, Eurydice, *Structural indicators for monitoring education and training systems in Europe - 2023: Kompetencje kluczowe w szkole*, Luksemburg 2023, s. 13.

<sup>14</sup> Vincent-Lancrin, S. et al. (2019), *Fostering Students' Creativity and Critical Thinking: What it Means in School*, Educational Research and Innovation, OECD Publishing, Paris, <https://doi.org/10.1787/62212c37-en>.

seminaria i spotkania. Ich organizacja na terenie całego kraju zwiększa ich dostępność dla osób, które w przeciwnym razie nie byłyby w stanie w nich uczestniczyć.

Podobnie jak w Grecji, we Włoszech działa Movimento di Cooperazione Educativa. Jest to wolna i autonomiczna grupa nauczycieli i nauczycielek, którzy/które myślą o sobie jako o budowniczych kultury, organicznych intelektualistach i intelektualistkach, uważnych na uznanie różnorodnych kultur, z których wywodzą się uczniowie i uczennice. Jej członkowie i członkinie pracują nad stworzeniem w klasie klimatu sprzyjającego słuchaniu i autentycznej komunikacji, eksploracji i znajomości różnych przestrzeni (kulturowych) oraz różnych języków, współistniejących w rzeczywistości. Pracują również nad rozwojem prawdziwej demokracji politycznej. Dla nich, nauka ma fundamentalne znaczenie dla kształtowania świadomego, krytycznego obywatelstwa; dla zapewnienia umiejętności analizowania, rozróżniania informacji; ucieczki od fałszywych przekonań, wierzeń i mistyfikacji.

Na poziomie UE warto wspomnieć o wielu programach współ-finansowanych przez UE, które mają na celu zwiększenie mobilności młodzieży oraz promowanie wśród niej krytycznego myślenia. Programy takie jak Erasmus, Erasmus+ i Europejski Korpus Solidarności zapewniają możliwość studiowania, szkolenia się, pracy, wolontariatu i zdobywania doświadczenia za granicą, wystawiając ich na działanie różnych kultur i systemów edukacyjnych. Podróżując, studiując i/lub pracując za granicą, młodzi ludzie rozwijają wiele umiejętności osobistych i interpersonalnych, w tym krytyczne myślenie.

Inną wartą wspomnienia inicjatywą są Europejskie Ramy Kwalifikacji (EQF), które wspierają transgraniczną mobilność osób uczących się i pracowników/pracowniczek oraz promują uczenie się przez całe życie i rozwój zawodowy w całej Europie. Zapewniając jasne i spójne ramy kwalifikacji, EQF zachęca uczących i uczące się do krytycznej oceny swoich umiejętności i angażowania się w ciągłe uczenie się.

Na koniec warto wspomnieć o grupie roboczej ds. promowania wspólnych wartości i edukacji włączającej, która działała w ramach mandatu na lata 2018-2020, przyczyniając się do wdrożenia wyżej wymienionego [zalecenia Rady z 2018 r. w sprawie promowania wspólnych wartości, edukacji włączającej i europejskiego wymiaru nauczania<sup>15</sup>](#).

Biorąc pod uwagę powyższe, oczywistym jest, że istnieją wysiłki i inicjatywy mające na celu rozwijanie wśród młodych ludzi krytycznego myślenia. Inicjatywy te nie tylko zapewniają bezpośrednie korzyści edukacyjne, ale także tworzą szersze zrozumienie wartości demokratycznych, świadomości międzykulturowej i odpowiedzialności społecznej.

<sup>15</sup> <https://wikis.ec.europa.eu/display/EAC/ET+2020+Common+Values>

# Rekomendacje

Biorąc pod uwagę powyższe, wzywamy:

- **Parlament Europejski i Radę**, do promowania krytycznego myślenia w polityce edukacyjnej, jako części szerszych ram mających na celu a) **zwiększenie udziału młodzieży** w zarządzaniu szkołami, na wszystkich poziomach i w różnych obszarach (w tym w ocenie jakości kształcenia, definiowaniu programów nauczania itp.) oraz b) **wzmocnienie edukacji obywatelskiej**.
- **Komisję Europejską**, aby umieściła krytyczne myślenie, udział młodzieży w zarządzaniu szkołą i edukację obywatelską w centrum **grup roboczych ds. ram strategicznych Europejskiego Obszaru Edukacji**, w okresie 2026-2030. Wzywamy również do udostępnienia materiałów szkoleniowych na te tematy.
- **Państwa członkowskie**, do realizacji Działania 14 zawartego w Obszarze Priorytetowym 1 - Jakość, równość, włączenie i sukces w kształceniu i szkoleniu, zgodnie z rezolucją Rady Unii Europejskiej, dotyczącego wzmacniania kompetencji krytycznego myślenia. W szczególności państwa członkowskie UE powinny nalegać na **wdrożenie regularnego systemu monitorowania** - już przewidzianego przez Komisję Europejską - również w obszarze **rozwijania i wzmacniania kompetencji krytycznego myślenia**.<sup>16</sup>

<sup>16</sup> Rezolucja Rady w sprawie strategicznych ram europejskiej współpracy w dziedzinie kształcenia i szkolenia na rzecz europejskiego obszaru edukacji i w dalszej perspektywie (2021-2030) 2021/C 66/01 (Dz.U. C/66 z 26.2.2021, s. 1, CELEX: [https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021G0226(01)))).

## Projekt JUST EU & ME

Europejski projekt JUST EU and ME (CERV-2022-CITIZENS-CIV) wsparł młode osoby aktywistyczne w Bułgarii, Włoszech, Polsce, Hiszpanii i Grecji w rozwijaniu umiejętności rzecznictwa i realizowania **praw socjalnych** na poziomie lokalnym i europejskim.

W każdym kraju, grupy aktywistów i aktywistek opracowały plany rzecznictwa, zgodne z **Europejskim Filarem Praw Socjalnych**, w szczególności w zakresie dostępu do edukacji, równości płci i promowania równych praw dla grup marginalizowanych, które zostały ogłoszone przed wyborami europejskimi w czerwcu 2024 roku. Projekt JUST EU jest koordynowany przez ActionAid Italy i angażuje sześć innych organizacji europejskich: European Movement International (Belgia), Fundacja Alternatywnych Inicjatyw Edukacyjnych (Polska), International Initiatives for Cooperation (Bułgaria), International Initiatives for Cooperation Galicia (Hiszpania), KMOP Hub (Grecja) i Transitions (Czechy).

Projekt jest finansowany z programu Unii Europejskiej Obywatele, Równość, Prawa i Wartości (CERV) (2021-2027).

*Sfinansowane ze środków UE. Wyrażone poglądy i opinie są jedynie opiniami autora lub autorów i niekoniecznie odzwierciedlają poglądy i opinie Unii Europejskiej lub Europejskiej Agencji Wykonawczej ds. Edukacji i Kultury (EACEA). Unia Europejska ani EACEA nie ponoszą za nie odpowiedzialności.*