



ENACTED project

European Network of Active Civil socieTy for Education and Diversity

THE CHARTER OF VALUES ON INCLUSION AND DIVERSITY



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"Inclusion does not mean assimilatory grabbing, nor does it mean closure against the different. Rather, inclusion of the other means that the boundaries of the community are open to all: also, and especially, to those who are mutual strangers or who want to remain strangers"

Jürgen Habermas

This charter of values was drawn up thanks to the Enacted project partners and stakeholders who took part in the dissemination events: teachers, trainers, researchers, students, local and regional authorities, representative of CSO, educators, families.

The charter speaks of respect for diversity, non-violence, compassion and patience towards those who are trying to overcome a difficulty linked to an inclusion process.



EDUCATION AND TRAINING

- 1) It is crucial to promote access for migrant children or children with a migrant background to high quality and inclusive early childhood education and care, within the same institutions of those afforded to the local population;
- 2) It is considered essential to provide teachers with training and tools to manage multicultural and multilingual classrooms for the benefit of all pupils;
- 3) Each child has the right to have equal access to the formative and educative opportunities to be included and well-integrated;
- 4) Teachers have the right and the duty to increase their intercultural competencies;
- 5) One must contaminate traditional teaching approaches and teaching methods (teacher'-centred approach) with non formal education and participative methods (learning by doing, peer education, , student-centred learning procesess);
- 6) The state must take care of improving the knowledge capacity and institutional role of teachers in society as responders of first line.
- 7) Inclusive education **HAS TO BE** a part of the curriculum;
- 8) Education on diversity must be ensured at an early stage through the promotion of intercultural exchanges in educational centres, the establishment of twinning systems and interactive activities to promote the integration of NAMs into their communities;
- 9) Value the cultural diversities as a treasure and source of enrichment for all students, in terms of citizenship, opening horizons and personal growth, while taking advantage of the different sets of skills within the educational context;
- 10) Educator and teachers should **use an intercultural education approach by teaching about common values, including social and civic values, culture and ethics**, how to solve social and ethical dilemmas, etc.

EDUCATING COMMUNITY

- 1) Building a multi-stakeholder learning community involving schools, social services and parents is a priority;
- 2) Promote the participation of migrants in comprehensive language and civic training programmes that begin when they arrive and accompany them along their integration paths should be promoted;
- 3) Strong partnerships must be built between all actors dealing with inclusion;
- 4) The opportunities offered by European funds must be exploited;
- 5) Participation and encounters with the host community must be promoted;
- 6) The use of new technologies and digital tools must be enhanced;
- 7) Progress should be monitored, aiming at evidence-based integration and inclusion policies;
- 8) Reinforce the networking and collaboration between the different education community actors (public institutions, schools, social and civic associations) to define common strategies to promote inclusive environments for the children;
- 9) Create participative and active opportunities to promote the exchanges between all the actors of the education community;
- 10) **Shared responsibility** of all involved actors. Migrant-background students live within multiple and interconnected environments including home, school, and community. True inclusion involves all adults in the school community, from families and teachers to everyone in between.

FAMILY

- 1) Inclusiveness awareness in the educational community must be promoted: families must be involved by schools and the third sector in their children's educational activities;
- 2) Active participation of parents in school events must be favoured;
- 3) We have to encourage parents to be active members of the school community as part of the decision making process;
- 4) It must be promoted inclusiveness awareness in the educational community: inviting families to participate in activities, to volunteer and join classes to offer cultural insights and knowledge as support to the classroom activities;
- 5) Every actor in the educated community must commit himself in order to create a relationship of trust and collaboration with migrant families;
- 6) It must be encourage parents to be active members of the school community as part of the decision making process, involving them in the parent association, where it is possible;
- 7) Improve the parent's competences to guarantee a positive contribution to support their children in the future choices;
- 8) Engaging **families of refugee and migrant students** in school activities as equal partners, co-educators and beneficiaries, integrating values and approaches of inclusive education horizontally has a huge positive impact on child scholastic success.
- 9) Recognising language mediators as having a fundamental role in facilitating and promoting the relationship between schools and families
- 10) Every citizen must make a daily commitment to bring down barriers of non-access, discrimination and exclusion