



European Committee for Catholic Education

Comité Européen pour l'Enseignement Catholique

Europees Comité voor het Katholiek Onderwijs

A Working Method based on the CEEC Document “EUROPE: DARING HOPE”

To establish this proposal, the CEEC greatly took inspiration from the working method proposed by French Catholic Education in its guidance text on international openness in Catholic Education in France.¹

This methodology is aimed at all members of the school and has as an objective the use of the CEEC’s document “*Europe: daring hope*” in order to facilitate the elaboration of a project on Europe within the school. This is not a European project of the *Erasmus* type, but a work on Europe to be developed in the school with all those who wish, taking as a basis the document written by the CEEC. Of course, this proposal is adaptable according to the mode of operation of the Catholic schools in each member country.

A method in four steps:

1. First step: general questioning on Europe

In this first step, it is question to identify the way of life of the school community, of the class, and to see how the European dimension can take root in it.

- What is the interest shown by the different members of the school, of the class for Europe?
- What exists within the school to develop European meaning? In the establishment in general? In classes, across each of the disciplines taught?
- Beyond the "European citizenship", what does it mean to be European for each of the members?

2. Second step: analysis of the CEEC text

This second step consists in reading and analysing together (in the classroom, in inter-classrooms group...) the text "*Europe: daring hope*" and see, from there, how to develop a common project.

- At the level of the school head: how is a work on this text perceived? Can it give an impulse to the school project? Does this meet a desire of educational teams?
- At the level of teachers (and other staff): what are the expectations of working on this text? Are they ready to develop a project on this topic? How to motivate all pupils (even non-Europeans) to this type of project?
- At the level of the pupils: do they understand the interest in working on this theme? Do they see the possible added value of a project on Europe in their curriculum? How would their families welcome this type of project (interest or loss of time)?
- These questions being asked: have a look at the text and define together what elements of it speak the most to each actor. Do they agree with the statements and/or questioning in the text? Do they see themselves in this text? What can motivate them to develop a project or implement something, in the classroom or more widely?

¹ Text voted by the French National Committee of Catholic Education (CNEC) in November 2017 and published by the French General Secretariat of Catholic Education (SGEC) in February 2018 – French version only.

3. Third step: construction of a project on Europe

The third step is the definition of a project on Europe, including its practical aspects.

- What can a project about Europe contain? Are there "European practices" to implement?
- At which level to develop the project: classroom, inter-classrooms group, whole school?
- Can concrete actions be taken to insert Europe into the life of the class, the school?
- Can such a project be incorporated into other exchange or international opening projects?
- How to define the different stages of the project and the role of each of the members?
- Think about supporting the pupils involved in the different steps of the project: preparation, progress and feedback.
- Plan a follow-up to the project to make known the positive or negative aspects.
- Plan an assessment: at what level (classroom, establishment)?

4. Fourth step: sharing

This fourth and final step is to share the experience of all members of the project.

- Transmission of practices: how to share the "results" of the project with other classes, within the school and possibly outside?

NB:

- The implementation of this methodology and the conduct of a project on Europe can probably be facilitated by setting up a steering and coordination group at the level of the establishment.
- Can we imagine a feedback to the CEEC (via the national secretariats) to pool the different projects or their possible results?

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