

Law and Rights Modules in Teacher Training Programmes KICK-OFF MEETING



**MOSCOW CITY UNIVERSITY
02 - 04 FEBRUARY 2017**



Co-funded by the
Erasmus+ Programme
of the European Union

Project visibility and output visibility

Paul Van Caesbroeck

project visibility manager

pvcaesbroeck@me.com



Law and Rights Modules in Teacher Training Programmes



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The 4 pillars of a project:

Development

Visibility

Dissemination

Sustainability



Project visibility manager:

- Lay out of programmes, brochures, ...
- Website
- Video and pictures (meetings, conferences, ...)
- Modules:
 - *introduction video*
 - *video tutorials (keynote presentation)*
 - *lay out (of final WORD document)*



www.edulaweu.eu

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Law and Rights Modules in Teacher Training Programmes

Erasmus+ Programme 2015-2019

About | Teams | Publications | Events | Calendar | Teaching modules | Contact

Dear visitor

Thank you for visiting our project website.

Full Project Title

Introducing modules on law and rights in programmes of teacher training and educational sciences: A contribution to building rights-based education systems in countries in transition

Background to the project

The project underlining assumption is that collaboration between educators and lawyers can promote effective teaching, learning, school leadership, and educational innovation. The project underlining question relating to multidisciplinary and interdisciplinarity is how good lawyer-educator collaboration could improve education. What are the trends in law and education that make effective collaboration increasingly necessary? In democratic societies, decisions affecting human conduct are the primary force which determine the direction of educational institutions from day to day. Many court decisions introduced by individual students or staff members are held to reduce educational discretion on central questions of education and school leadership. Therefore, an effective collaboration between educators and their lawyers increasingly influences such central educational matters as school governance, school reform, equality of educational opportunity, school leadership, and allocation of scarce resources. In democratic societies, there is a growing need for such collaboration. In contrast with this phenomenon and needs, there is a lack of learning and teaching tools on education law and rights in education, as well as methodologies and pedagogical approaches ICT-based testing for professional sin education. Because of the limited cooperation and available learning tools, many educators / school boards and lawyers are not be engaged in ongoing collaboration. Finally, such an interdisciplinarity would not only improve lawyer-educator interactions, but could also reduce litigation in educational issues, and finally use the law to support and advance educational policy objectives.

Aims

- to support eligible partner countries in updating their curricula;
- to better prepare their staff and students for a rights-based school governance and teaching process and to respond to pro...

Project information



Co-funded by the
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Project Type: Erasmus+ Mundus
Curriculum Development
Start date: 15-10-2016
End date: 15-10-2019
Coordinator:
Vrije Universiteit Brussel (VUB)
Project Coordinator:
Prof. Gradienne LAUWERS

Upcoming Events

Kickoff meeting Moscow (Russia)
February 2 - February 4

[View All Events](#)



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Related (unofficial) events

User login for partners:

- Grant
- Guidelines
- Partner agreement



14 Teaching modules

- Introduction video
- Keynote presentation
- PDF files



14 Teaching modules

- Introduction video:
 - Short video presentation about the learning objective(s) of the module
 - *English spoken, subtitled in English, Albanian, Russian and Belarusian*





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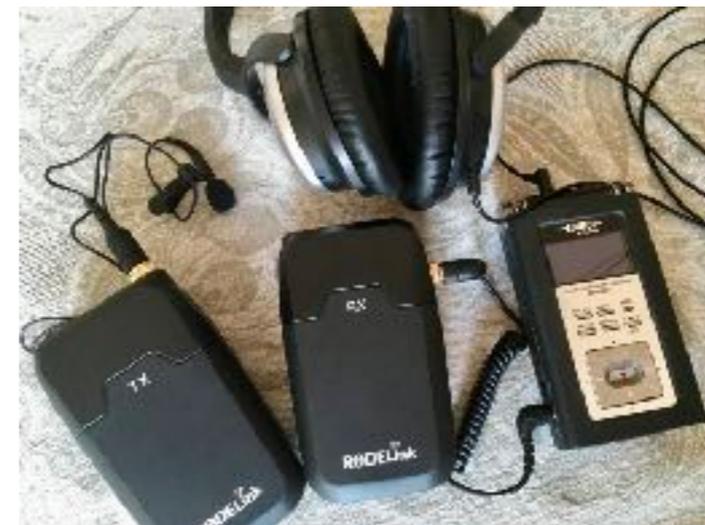
14 Teaching modules



Microphone



Prompter system



Transmitter
Receiver
Recorder



14 Teaching modules

Hello, I am Gracienne Lauwers.

In this chapter I will take you through the significance of the United Nations Convention on the Rights of the Child for schools and education policy.

I will start off by giving you a crash course in understanding the general principles and the articles about education in the Convention.

Then we will dig deeply into the other articles in the Convention serving as a meaningful instrument for discussions about how to manage a school and education reform.

I will also explain the differences between schools that reflect the vision of the United Nations Convention on the Rights of the Child and those that do not.

Finally, I will give you advice on ways to influence reforms of the education system and advance the cause of rights-based education.

Along the way, you will see real school examples of how they are actually using the Convention on the Rights of the Child and best practices with an emphasis on teaching you how to work into the direction of rights-based education.

So if you are ready, let us take a closer look at the fundamentals in the United Nations Convention on the Rights of the Child and their application in schools.

971 characters - duration intro:1:38



14 Teaching modules

- Keynote presentation:
 - It's just a visual aid to the spoken text.
 - Powerpoint, Keynote or other application
 - You provide 2 Word documents:
 - 1 complete text
 - 1 in 2 columns: left column: text (paragraphs), right column with corresponding slides. (Text will be recorded and synced with the presentation)
 - *English spoken, subtitled in English, Albanian, Russian and Belarusian*



WORD file of the module (all chapters) for textbook.
To be translated in RF, BY, ALB

WORD file in 2 columns with corresponding
text and slide for video tutorial

MODULE ON THIRD COUNTRY NATIONALS AND EDUCATION IN EUROPE

Learning objectives:

- To understand the legal framework protecting the rights in education of third-country nationals in Europe

Content:

- Welcome
- Chapter 1: Treatment of third country nationals (TCNs)
- Chapter 2: Association and cooperation agreement
- Chapter 3: Workers posted abroad and Directive 95/71 and 2014/67/EU
- Chapter 4: Rights for TCNs on a long-stay visa and Regulation 1061/2001
- Chapter 5: General rights for TCNs and the Residency Directive 2003/36 and Directive 2003/109
- Chapter 6: Regulation 1612/68, now Regulation 492/2011 and Directive 2004/38 and Baumbast
- Chapter 7: Council Directive 2004/114/EC Non-EU Students ('third country nationals')
- Conclusion

This chapter will consider the treatment of the third country nationals (TCNs) who do not already come within the EU law provisions relating to the family members of workers or the self-employed. These are persons who have entered or attempt to enter an EU country in their own. However, as will be seen from the case law, because changes in the factual circumstances, some persons within this category are then considered as members of EU citizens.

1. Treatment of third-country nationals (TCNs)

Nationals from third countries lawfully or unlawfully resident in a member state were not previously subject to EU law unless specifically catered for, for example as family members of EU persons taking advantage of the free movement of persons rules.

Independent TCNs were originally entirely a matter for national law regulation despite the fact that there are millions of TCNs lawfully or unlawfully resident in the EU. Estimates put the figure at approximately 18.5 to 20 million TCNs lawfully resident in the 27 EU states, prior to Croatian membership.

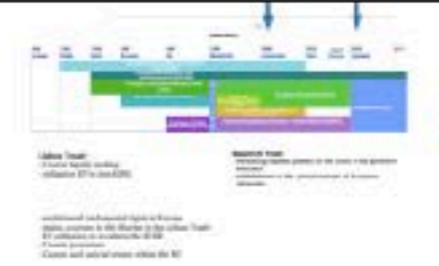
Whilst it may have been the case in the past that the treatment of TCNs was regarded as being below the standards of treatment to be expected from the EC, more recently the CoJ, the Commission, and the member states in the Council of Ministers have been addressing the rights of TCNs.

Much attention has been directed to the immigration policies and the Schengen Agreement regarding the entry and visa regulation of TCNs, whereas less attention has been paid to the rights, including rights of free movement, of those already in the EU. Previously, the CoJ has held, for example in Case 238/83 Mr and Mrs Richard Meade, that the Treaty Articles on free movement of workers apply solely to EU nationals and not therefore to TCNs.

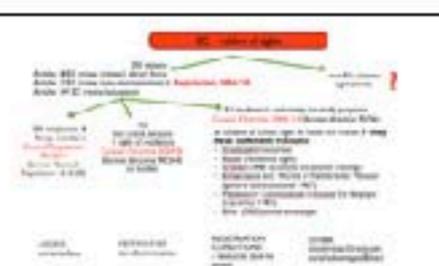
2. Association and cooperation agreement

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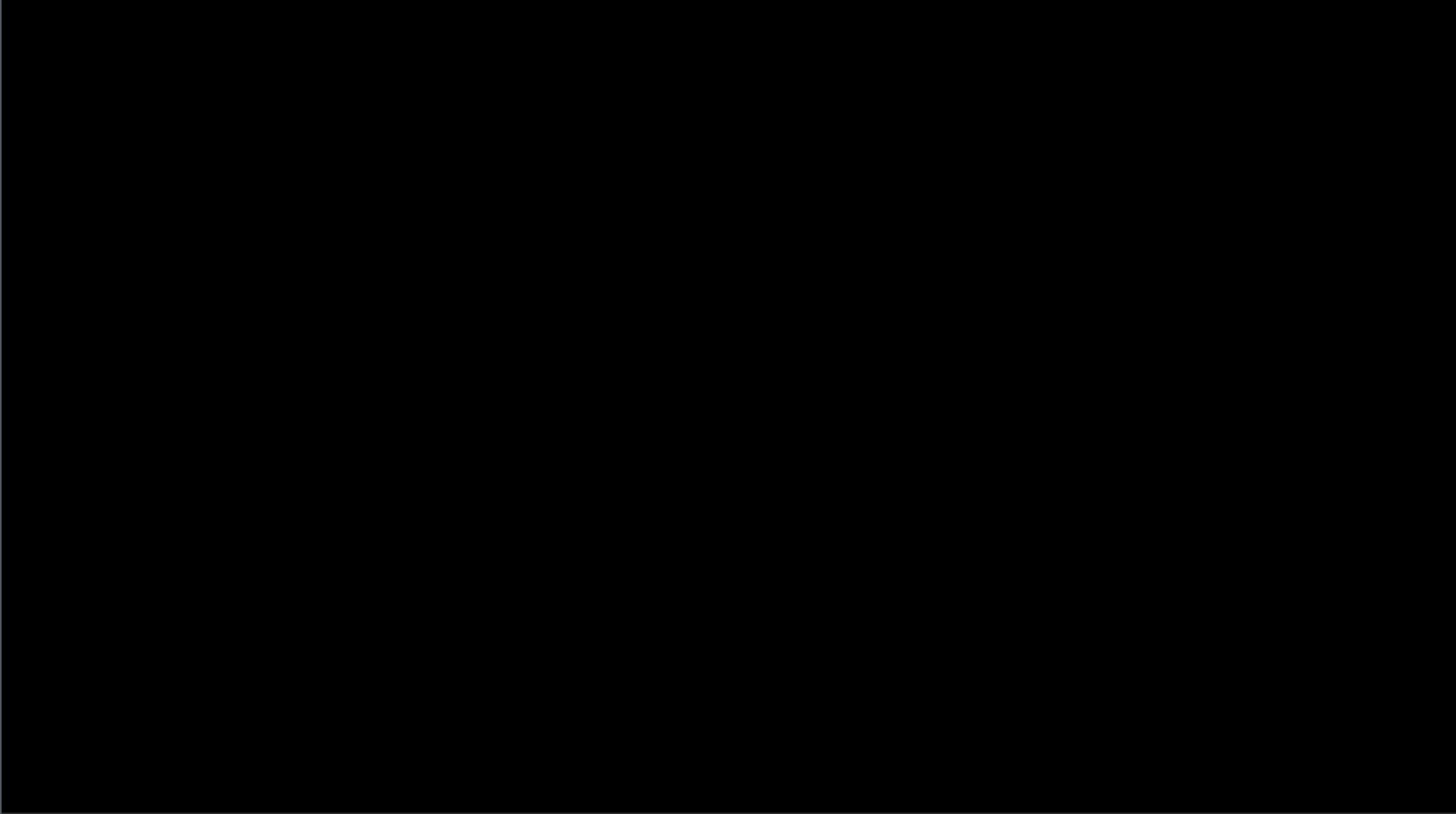


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14 Teaching modules

- PDF file:
 - The complete text of the lesson in English, Albanian, Russian and Belarusian

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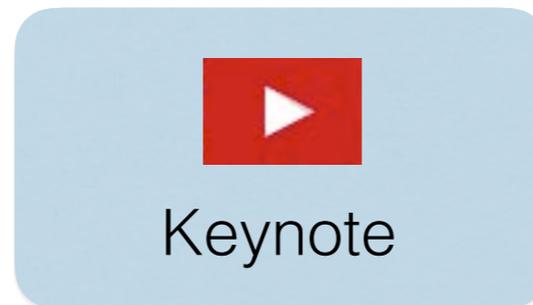
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2. Association and cooperation agreement



Module 1: Third country nationals and education in Europe

- Introduction
- Chapter 01:
- Chapter 02:
- Chapter 03:
- Conclusion



Spoken: English
Subtitled:

- English
- Albanian
- Russian
- Belarusian

Complete text of each module:

[English.pdf](#) - [Albanian.pdf](#) - [Russian.pdf](#) - [Belarusian.pdf](#)



Project visibility and output visibility

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