



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



Policy implementation support and teacher  
empowerment for CITIZENSHIP EDUcation -  
CITIZED

# General information



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



➤ **2020 - 2023**

➤ **ERASMUS+ KA3**

➤ **Partners:**

- International Institute of Humanitarian Law (IIHL)
- Organising Bureau of European School Student Unions (OBESSU)
- Forum des Régions Européennes pour la Recherche l'Éducation et la Formation (FREREF)
- Vienna Forum for Democracy and Human Rights/polis (Vienna Forum/polis)
- Université Côte d'Azur (UCA)
- Ministry for Education, Sport, Youth, Research and Innovation (MEYR)



International Institute of Humanitarian Law  
Institut International de Droit Humanitaire  
Istituto Internazionale di Diritto Umanitario



## Project main objectives



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



- To develop an innovative **set of instruments** that will help the widespread implementation of citizenship education in European education systems
- To become an **effective catalyst of a multiplication process** based on teachers' capacity building and empowerment and schools' commitment, by filling **existing implementation gaps between policy statements and daily practice in the schools.**

# PRODUCTS

1

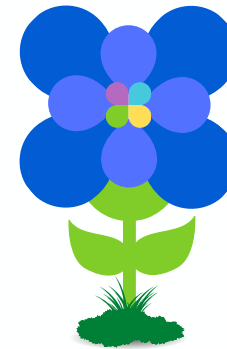
**Critical analysis of recent national policies on citizenship education**

RECENT POLICIES FOR DEMOCRATIC CITIZENSHIP EDUCATION: A COMPARATIVE ANALYSIS AND CLASSIFICATION

DELIVERABLE 1.1

2

**Validated competence framework in the field of citizenship education**



3

**A training course for teachers on 5 themes**



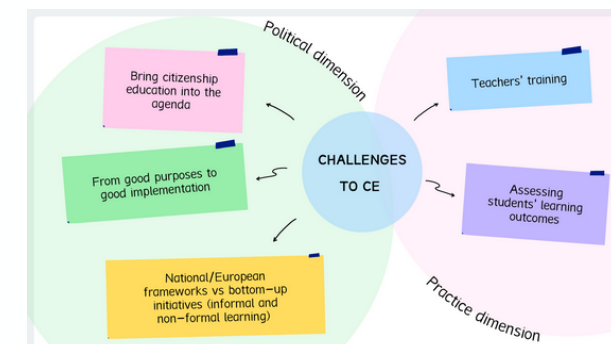
4

**Toolkit for a whole school approach at school**



5

**Policy recommendations on citizenship education**



# POLICY RECOMMENDATIONS

## CHALLENGE 1

**BRING CITIZENSHIP EDUCATION INTO THE AGENDA**

## CHALLENGE 2

**FROM GOOD PURPOSES TO GOOD IMPLEMENTATION**

## CHALLENGE 3

**REFERENCE FRAMEWORKS AND BOTTOM-UP INITIATIVES**

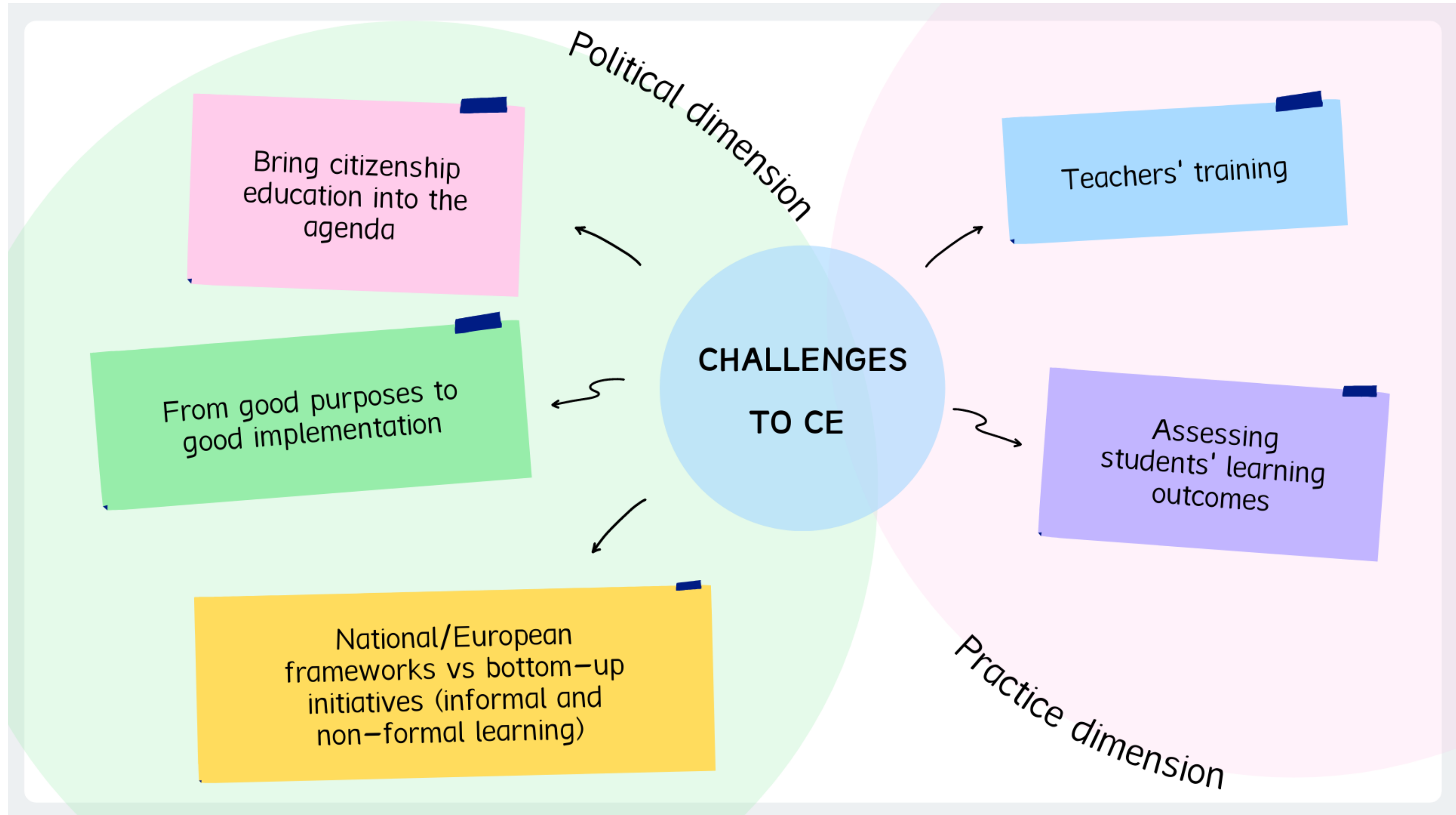
## CHALLENGE 4

**TEACHERS' EDUCATION AND PROFESSIONAL DEVELOPMENT**

## CHALLENGE 5

**ASSESSING LEARNING OUTCOMES OF CITIZENSHIP EDUCATION**

# POLICY RECOMMENDATIONS



# CHALLENGE 1

## BRING CITIZENSHIP EDUCATION INTO THE AGENDA

**R1.4 – Promote and financially support the involvement of local administration and civil society in the CE activities at school and beyond**

---

107

**R1.5 – Allow and encourage high levels of participation in school decision making**

---

107

**R1.1 – Reaffirm the importance of CE in EU and national education policy**

---

107

**R1.2 – Stimulate innovation through dedicated ERASMUS+ funding for CE**

---

101

**R1.3 – Promote EU-wide awareness campaign also in view of European Parliament elections in 2024**

---

91

**R1.6 – Strengthen the existing networks of Democratic Schools and establish an EU Award for best performing schools (based on transparent criteria and a multistakeholder selection jury).**

81

## CHALLENGE 2

### FROM GOOD PURPOSES TO GOOD IMPLEMENTATION

**R2.3 – Involve students network in the design, implementation and evaluation of CE initiatives**

**109**

**R2.4 – Promote and support peer learning among Member States in the field of CE, also involving EU civil society organisation in the programme**

**107**

**R2.5 – Promote exchange of experience on CE among schools at transnational level, encouraging dedicated mobility programmes for school leaders , teachers and students**

**104**

**R2.1 – Make sure that any new initiative in the field of CE is endowed with sufficient implementation resources and a comprehensive capacity building programme, as well as a consistent evaluation approach and action plan**

**103**

**R2.2 – Promote, enable and reward good practice emerging at the level of schools and local communities**

**102**

**R2.6 – Introduce CE facilitators in school, helping teachers to stimulate civic participation practices at school and in the local community**

**97**



## CHALLENGE 3

### REFERENCE FRAMEWORKS AND BOTTOM-UP INITIATIVES

- 
- R3.4 – Promote an international debate on what is citizenship education, what are the global dimensions of it and what are the concrete implications in daily life** **104**
- 
- R3.5 – Make international frameworks for CE permeable to change factors (e.g. technology, migration, green transition) and bottom-up innovation, avoid their transformation into static references with limited impact** **98**
- 
- R3.1 – Promote visibility and use of: existing frameworks, common language and definition of the whole CE area, then letting any user choose which one is closer to the needs and approach that correspond to the context** **95**
- 
- R3.2 - Develop inter-organisation cooperation to agree how the different frameworks can be used as reference for national and local initiatives for CE, and help users to find their way through the different frameworks or an integrated synthesis of them** **94**
- 
- R3.3 – Demonstrate the value of international/European frameworks to contrast the tendency to make CE a purely national issue** **94**
- 
- R3.6 – Make sure that international frameworks are known to all teachers, then let teachers develop their learning strategy and programmes according to local needs** **92**

# CHALLENGE 4

## TEACHERS' EDUCATION AND PROFESSIONAL DEVELOPMENT

**R4.6 – Provide teachers training that involves a whole school and not individual teachers, in view of reaching systemic and sustainable results**

---

108

**R4.2 – Make CE a compulsory part of initial teachers education, promoting the collaboration of Education Departments in HEI across Europe to design innovative curricula for future teachers**

---

107

**R4.3 – Encourage schools to consider CE a priority when consulting teachers on their learning needs and establishing the yearly training programmes for teachers**

---

106

**R4.4 – Foresee the possibility that some teachers may evolve towards a “CE facilitator” function to support their colleagues in their school and neighbouring school**

---

99

**R4.1 – Encourage and support existing and new teachers networks having a focus on different areas of CE, also funding a dedicated CE community platform associated to the main teachers and school networks**

---

94

**R4.5 – Create a multimedia and multilingual resource platform containing selected films, games and other resources which may be used to stimulate debate at school and participatory learning sessions in view of CE learning outcomes**

82

# CHALLENGE 5

## ASSESSING LEARNING OUTCOMES OF CITIZENSHIP EDUCATION

**R5.6 – Systematically involve students and their peers in the assessment of CE competences, since they are the best witness of their own civic behaviour**

---

99

**R5.2 – Promote exchange between school system and the volunteer/civil society organisation to see the potential of alternative ways of assessing learning results in the CE area**

---

99

**R5.1 – Increase efforts to include social, relational, civic competences in the international students/school performance standards to consider the associated complexity and elaborate new assessment strategies**

---

99

**R5.3 – Introduce/promote dialogic forms of assessment for CE competences**

---

98

**R5.5 – Encourage and fund ERASMUS+ projects in the field of evaluation of transversal competences (particularly social, relational, civic and intercultural)**

---

97

**R5.4 – Promote the use of a portable European “Citizenship ePortfolio” for students, (possibly another component of EUROPASS), in which they will be able to record and document any progress they do in the CE area, within and outside school**

86

# PRODUCTS

1

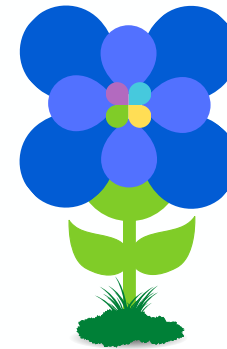
**Critical analysis of recent national policies on citizenship education**

RECENT POLICIES FOR DEMOCRATIC CITIZENSHIP EDUCATION: A COMPARATIVE ANALYSIS AND CLASSIFICATION

DELIVERABLE 1.1

2

**Validated competence framework in the field of citizenship education**



3

**A training course for teachers on 5 themes**



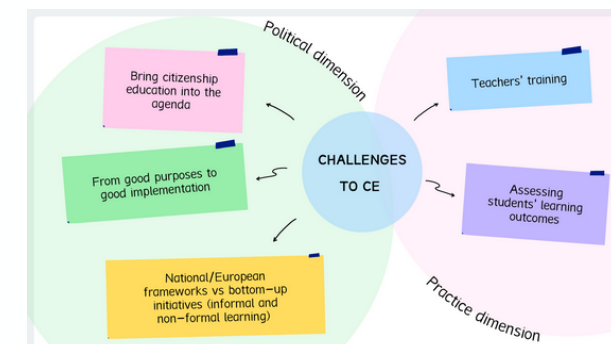
4

**Toolkit for a whole school approach at school**



5

**Policy recommendations on citizenship education**



# THE CITIZED TOOLKIT

## The **CITIZED Whole School Approach Toolkit:**

- ▶ includes principles to facilitate a transfer to school and guidelines for the practice of the Whole School Approach
- ▶ gives an overview on WSA implementation processes for Citizenship Education
- ▶ complements the RFCDC conceptual framework and recommendations with practical advice and tools.

**It aims to inspire and help schools to implement a whole-school approach based on needs identified in the context of a self-evaluation process.**

# THE CITIZED TOOLKIT

The **CITIZED Whole School Approach Toolkit** is intended for all actors involved in a Whole School Approach for Citizenship Education or to those who want to involve in a WSA for Citizenship Education:

School governance

Teachers

Students

Parents

Teachers  
trainers

Civil society

# THE CITIZED TOOLKIT

The **CITIZED Whole School Approach Toolkit** includes:

A questionnaire for each school actor to assess the school's initial situation

A toolbox with selected resources and materials:

- Tools to help schools develop their action plan
- Examples of inspirational school projects and activities with a range of innovative practices that can be adapted to specific school contexts.
- Examples of (self)reflection tools

Key recommendations for each actor

Description of the CITIZED project (Annex 1)

# PRODUCTS

1

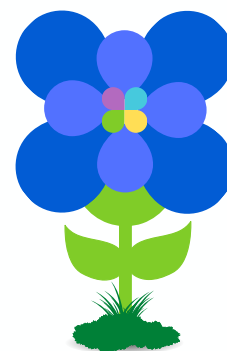
**Critical analysis of recent national policies on citizenship education**

RECENT POLICIES FOR DEMOCRATIC CITIZENSHIP EDUCATION: A COMPARATIVE ANALYSIS AND CLASSIFICATION

DELIVERABLE 1.1

2

**Validated competence framework in the field of citizenship education**



3

**A training course for teachers on 5 themes**



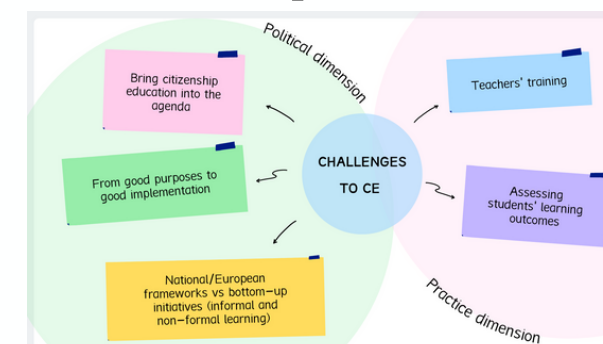
4

**Toolkit for a whole school approach at school**



5

**Policy recommendations on citizenship education**





# THE MODULAR TRAINING PATH

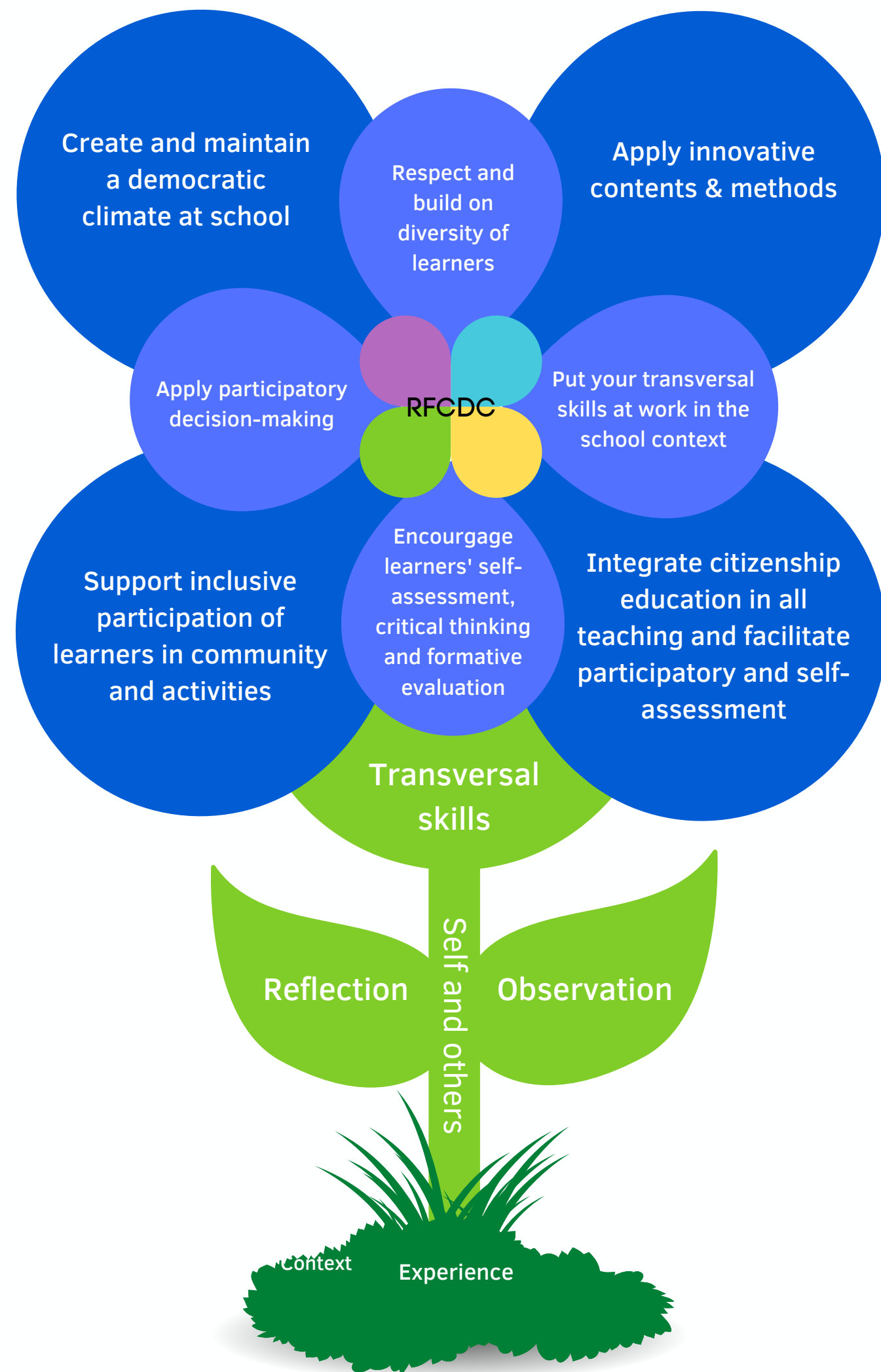
One of the aims of the CITIZED project was to develop an **online course** for teachers trainers and teachers' training for citizenship education.

The **Training Path** is based on:

- Whole School Approach
- RFCDC
- Teachers' needs expressed during the project



**FLOWER OF COMPETENCES**



# THE FLOWER OF COMPETENCES

# THE MODULAR TRAINING PATH

The course is composed of **four** modules, each covering a specific topic within Citizenship Education:

- Gender Equality
- Diversity and Inclusion
- Bullying and Cyberbullying
- Freedom of speech

All modules are available online for free. They are available in open access on Moodle.