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**Working Group on Equality and Values in  
Education and Training**  
Issue paper on Citizenship Education



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**Working Group on Equality and Values in Education and  
Training**

# **Issue Paper on Citizenship Education**

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This document was compiled and edited by Ecorys based on the work of the Working Group Equality and Values in Education and Training (2021-2025).

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## Introduction

This Issue Paper on Citizenship Education has been produced within the framework of the European Commission's Working Group on Equality and Values in Education and Training. The Working Group (WG) operates within the context of the Commission's Communication of 30 September 2020 on Achieving the European Education Area by 2025<sup>1</sup> and the Council Resolution of 26 February 2021 on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)<sup>2</sup>. The WG is comprised of representatives from Member States and Candidate countries, as well as from relevant EU agencies, stakeholder associations, social partners and international organisations. The WG is coordinated by DG EAC of the European Commission, supported by consultants from Ecorys<sup>3</sup>.

This Issue Paper summarises the various presentations and discussions that took place during two WG meetings, held on 8-9 February (online) and 1-2 June 2023 (in Brussels), as well as a Peer Learning Activity (PLA) held in Madrid on 29-30 March 2023. The PLA, which was hosted by the Spanish Ministry of Education and Vocational Training, focused on *Citizenship Education and EU values*.

This Issue Paper will present some of the major insights, findings, discussions, and inspirational practices that arose from the WG meetings and PLA. It also aims to frame and give depth to the various presentations and discussions that took place during these events<sup>4</sup>.

The primary target audience of the Issue Paper is policymakers at all levels across the EU. Secondary target groups are education practitioners, as well as other stakeholders and individuals interested in citizenship education, promoting EU values and European dimension of teaching.

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<sup>1</sup> European Commission (2020). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on [achieving the European Education Area by 2025](#).

<sup>2</sup> Council of the European Union (2021). Council Resolution on a [strategic framework for European cooperation in education and training towards the European Education Area and beyond \(2021-2030\)](#)

<sup>3</sup> Barry van Driel, Vicki Donlevy, Maria Melstveit Roseme and Selina Komers.

<sup>4</sup> The present paper frames citizenship education in terms of lifelong learning. However, the framing during the Working Group meetings was less on Early Childhood Education and Care (ECEC), Higher Education and Adult Learning, reflecting the composition of the Working Group on Equality and Values in Education and Training and the fact that the European Commission has separate Working Groups that cover specific education sectors.



## 1. Key definitions

**Citizenship competence(s):** Citizenship competence(s) has been defined by the EU as ‘the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability’<sup>5</sup>. This also includes an understanding of European common values, knowledge of contemporary events, and a critical understanding of the main developments in national, European and world history<sup>6</sup>.

**Citizenship education:** ‘Citizenship education refers to the aspects of education at school level intended to prepare students to become active citizens, by ensuring that they have the necessary knowledge, skills and attitudes to contribute to the development and well-being of the society in which they live. It is a broad concept, which encompasses not only teaching and learning in the classroom, but also practical experiences gained through school life and activities in wider society’<sup>7</sup>. Citizenship education has been compared to moral education. Moral education tends to emphasise *values* and *values development*, while citizenship education tends to focus on *participation in society*<sup>8</sup>.

**Civic education:** The OECD defines civic education as ‘all the processes that affect people’s beliefs, commitments, capabilities, and actions as members or prospective members of communities ... This entails diverse lifelong processes in which many agents intervene: political socialisation occurs when interacting with relatives, participating in civil society organisations, or through exposure to mass and social media.’ It defines civic knowledge as: ‘the knowledge that people create, use, and preserve when they take part in civil society’<sup>9</sup>.

**Democratic citizenship:** Democratic citizenship refers to greater participation, social cohesion, access, equity and solidarity. Democratic citizenship is about inclusion rather than exclusion, participation rather than marginalisation, culture and values rather than simple procedural issues (such as voting) and is about being active in shaping understandings and practices of citizenship<sup>10</sup>.

**Education for democratic citizenship / Human rights education:** The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, defines *education for democratic citizenship* as ‘education, training, awareness-raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law’, whereas *human rights education* empowers ‘learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.’<sup>11</sup>

**Digital citizenship (education):** The Council of Europe (CoE)’s working definition of digital citizenship views education as both the spark and effect of a process of citizenship. Digital citizenship education implies ‘empowering learners through education and developing the competences they need to actively learn and participate in our digitally rich society’<sup>12</sup>. The CoE defines digital citizenship competences as ‘the knowledge, values, attitudes and skills

<sup>5</sup> Council of the European Union (2018). Council Recommendation on [key competences for lifelong learning](#), p. 10.

<sup>6</sup> Idem.

<sup>7</sup> Eurydice (2012). [Citizenship education in Europe](#), pp. 8-9. See also: European School Education Platform (2023). [Survey on citizenship education and the European dimension of teaching – Results](#).

<sup>8</sup> Geboers, E. et al. (2013). [Review of the effects of citizenship education](#). Educational Research Review, 9, pp. 158-173.

<sup>9</sup> OECD (2017). [Trends Shaping Education Spotlight 13](#), p. 2.

<sup>10</sup> Council of Europe – [What is EDC/HRE](#)

<sup>11</sup> Council of Europe (2010). [Charter on Education for Democratic Citizenship and Human Rights Education](#).

<sup>12</sup> Council of Europe – [Digital Citizenship Education](#)

that all citizens require to exercise and defend their democratic rights and responsibilities, and to promote and protect human rights, democracy and the rule of law in cyberspace<sup>13</sup>.

**Global citizenship education:** UNESCO defines global citizenship education (GCED) in terms of its aims<sup>14</sup>. According to UNESCO, 'GCED aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies... it is 'based on the three domains of learning - cognitive, socio-emotional and behavioural.'

**Peace education:** Peace education is best conceived in broad terms. It entails an educational approach aiming to 'construct society members' worldview in a way that facilitates conflict resolution and peace process and prepares them to live in an era of peace and reconciliation'. UNESCO notes that 'education for non-violence and peace includes training, skills and information directed towards cultivating a culture of peace based on human rights principles'. It is not only 'about a culture of peace, but also imparts the skills and attitudes necessary to defuse and recognize potential conflicts, and those needed to actively promote and establish a culture of peace and non-violence'<sup>15</sup>.

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<sup>13</sup> Ibid.

<sup>14</sup> UNESCO – [What is global citizenship education?](#). UNESCO's work in this field is guided by the [Education 2030 Agenda and Framework for Action](#), notably Target 4.7 of the [Sustainable Development Goals](#) (SDG 4 on Education).

<sup>15</sup> UNESCO (2008). [UNESCO's Work on Education for Peace and Non-Violence: building peace through education](#), p. 3.

## 2. Background context: EU and international initiatives

### 2.1. EU initiatives

The EU's commitment to citizenship education is framed in the Council Recommendation of 22 May 2018 on [promoting common values, inclusive education, and the European dimension of teaching](#), renewing the commitment to citizenship as set out in the [ET2020 strategic framework for European cooperation in education and training](#) and the [Paris Declaration](#) of 17 March 2015. Among others, the Council recommendation underlines that Member States should promote 'active citizenship and ethics education as well as an open classroom climate to foster tolerant and democratic attitudes and social, citizenship and intercultural competences' (Article 2(a)). It also urges that teachers be 'supported and empowered through measures to create an open learning culture and environment and deal with diverse learning groups in order to teach civic competences, transmit Europe's shared heritage, promote common values and act as role models for learners' (Preamble §10).

The Council Recommendation of 22 May 2018 on [key competences for lifelong learning](#) reinforces this commitment, stating that 'skills, such as problem solving, critical thinking, ability to cooperate, creativity, computational thinking, and self-regulation are more essential than ever before in our quickly changing society. They are the tools to make what has been learned work in real time, in order to generate new ideas, new theories, new products, and new knowledge' (Preamble §7). The recommendation highlights the importance of 'fostering the development of citizenship competences with the aim of strengthening the awareness of common values, as referred to in Article 2<sup>16</sup> of the Treaty on European Union and the [Charter of Fundamental Rights of the European Union](#)'<sup>17</sup>.

The Council recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching includes: '(8) One of the objectives of the ET 2020 framework for European cooperation in education and training, namely to promote equity, social cohesion and active citizenship, has been established on the basis that education should promote intercultural competences, democratic values and respect for fundamental rights, prevent and combat all forms of discrimination and racism, and equip children, young people and adults to interact positively with their peers from diverse backgrounds.'

The 2017 Eurydice report [Citizenship Education at School in Europe](#) provides a comprehensive and comparative overview of how citizenship is taught, learned and assessed across Europe. The report examines 'national policies relating to citizenship education across Europe, and focuses on the curriculum content and organisation, the teaching and learning methods in and outside the classroom, the assessment of students, and the training and support for teachers. The report is primarily based on qualitative data and covers 42 education systems. It draws on the existing regulations and recommendations regarding citizenship education in public sector schools and includes general education and school-based initial vocational education training programmes'.

Building on a sense of European togetherness, the [Erasmus+ Programme](#) contributes to strengthening citizens' understanding of the EU, notably as regards the common EU values, the principles of unity and diversity, as well as their social, cultural and historical heritage.

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<sup>16</sup> Treaty on European Union (2012). [Article 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.

<sup>17</sup> Since 2010, the European Commission publishes an [annual report on the application of the Charter of Fundamental Rights in the EU](#). As of 2021, following the [strategy to strengthen the application of the Charter in the EU](#), the Charter report focusses every year on a different thematic area of strategic relevance governed by EU law.

The programme supports active citizenship, fosters the development of social and intercultural competences, critical thinking and media literacy<sup>18</sup>.

In the field of youth, the new Erasmus+ action [Youth participation activities](#)<sup>19</sup> launched in 2021, promotes young people's participation in Europe's democratic life, while [Youth Exchanges](#)<sup>20</sup> (non-formal learning mobility) engage and empower young people to become active citizens, connected to the European project with a sense of European citizenship.

In addition to Jean Monnet action in the field of higher education, more recently and directly related to citizenship education under the European Education Area (EEA), the [Erasmus+ Jean Monnet Actions for schools and VETs](#)<sup>21</sup> (with the overall objective to enable a better understanding of the European Union, its values and the functioning of its institutions) listed hereafter are being supported:

- For teachers, this would be through funding [training for teachers/educators](#), to enable professional development regarding EU matters.
- For school/ VET students through [learning EU initiatives](#) (for individual schools – no partnerships needed), to learn about the objectives and functioning of the EU, understand its common values of freedom, tolerance and non-discrimination, to become active citizens.
- The [networks](#) strand under Jean Monnet action has the same objective, but through co-teaching within a group of countries<sup>22</sup>.

The [Erasmus+ Teacher Academies](#)<sup>23</sup> are another flagship EEA action with the objective to create European partnerships of teacher education and training providers, offering learning opportunities for teachers on EU priorities such as digital learning, sustainability, equality and inclusion, thus contributing to the European dimensions of teaching<sup>24</sup>.

Since 2005, [eTwinning community for schools](#) in Europe offers a platform for teachers' and other school staff cross-border cooperation on different issues, including the ones related to citizenship education<sup>25</sup>.

Apart from Erasmus+ programme, there are other EU funding programmes supporting actions that help young people develop competences for civic engagement and active citizenship, such as the [European Solidarity Corps](#) programme, enhancing engagement in solidarity activities, primarily volunteering, as a means to strengthen cohesion, solidarity, democracy, European identity and active citizenship.

The [Citizens, Equality, Rights and Values](#) (CERV) programme 2021-2027, builds on the successes and lessons learned of the Europe for Citizens programme 2014-2020<sup>26</sup>, and seeks to support and develop open, rights-based, democratic, equal and inclusive societies based on the rule of law. That includes a vibrant and empowered civil society, encouraging people's democratic, civic and social participation and cultivating the rich diversity of European society, based on our common values, history and memory. It includes four

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<sup>18</sup> European Commission, Erasmus+ – [Priorities of the Erasmus+ Programme](#)

<sup>19</sup> European Commission, Erasmus+ – [Youth participation activities](#)

<sup>20</sup> European Commission, Erasmus+ – [Mobility projects for young people – “Youth Exchanges”](#)

<sup>21</sup> Vocational Education and Training

<sup>22</sup> European Commission, Erasmus+ – [Jean Monnet Actions](#)

<sup>23</sup> See more about Erasmus+ Teacher Academies [here](#).

<sup>24</sup> Discover the latest projects developed by Erasmus+ Teacher Academies [here](#).

<sup>25</sup> See e.g.: eTwinning report by Licht, A. H., Pateraki, I. and Scimeca, S. (2019). [If not in Schools, where? Learn and Practice Democracy in eTwinning](#).

<sup>26</sup> In the recent past, the [Europe for Citizens programme](#) (2014-2020), the predecessor of the CERV Programme 2021-2027, provided funding to strengthen remembrance and enhance civic participation across the EU. The aim of the programme was to fund projects that 1) contributed to citizens' understanding of the history, values and diversity of the EU, and 2) fostered conditions for civic participation and engagement at EU level. The specific strand (strand 2) priorities for *Democratic engagement and civic participation* included: 1) debating the future of Europe and challenging Euroscepticism, 2) promoting solidarity in times of crisis, and 3) fostering intercultural dialogue and mutual understanding and combatting the stigmatisation of migrants and minority groups.

strands: a) Union values, b) Equality and rights, c) Citizens' engagement and participation, and d) Fight violence, including gender-based violence.

In addition, the Horizon Europe programme has a specific intervention area to support innovative research on democracy and governance under its Cluster 2 *Culture, Creativity and Inclusive society*. It supports policy actions for the stability and further development of democracy by enhancing representation, participation, openness, pluralism, tolerance, non-discrimination and collective intelligence. The [Horizon Europe, Research & innovation reshaping democracies booklet](#) gives an overview of the projects that were selected for funding under the Horizon Europe 2022 call *Reshaping democracies* (HORIZON-CL2-2022-DEMOCRACY-01 and 02).

Under [Creative Europe programme](#), a number of calls fund projects addressing different aspects of democratic participation, including projects on the future of democracy, the impact of inequalities, the role of culture for democracy-building, inclusion and inter-cultural dialogue.

The [EU Work Plan for Culture \(2023-2026\)](#) contains an action *Culture and promoting democracy: towards cultural citizenship in Europe* aimed at 'intensifying and broadening citizen participation, particularly among the younger generations, and to legitimise decision-making processes, engaging the whole community'.

In its [2020 EU Citizenship Report](#) the European Commission states that increasing citizens' involvement at all stages of the democratic process is key for European democracy. The report notes that citizenship education is designed to promote active citizenship and help young people discover their place in today's complex society. The report further confirms the commitment of the European Commission to 'foster the sense of European identity among young people through the Erasmus+ programme, the European Solidarity Corps and the Jean Monnet Actions'. The commitment is mentioned to test the possibility of using other EU funds such as cohesion policy projects and the Horizon Europe programme 'to develop deliberative and participatory democracies through experimentation and explore the practices, challenges and impacts of deliberative democracy processes at different geographical scales and in different social groups' (p. 16).

The [European Youth Strategy \(2019-2027\)](#) includes a range of initiatives designed to promote the active citizenship and participation of young people. One of its overall objectives is to 'Encourage and equip young people with the necessary resources to become active citizens, agents of solidarity and positive change inspired by EU values and a European identity'<sup>27</sup>. The implementation of the Strategy is supported by the [EU Youth Dialogue](#), as 'a way to ensure that the opinion, views and needs of young people and youth organisations are taken into account when defining the EU's youth policies'.

The European Commission's [Digital Education Action Plan \(2021-2027\)](#) sets out a common vision of high-quality, inclusive and accessible digital education in Europe and aims to support the adaptation of the education and training systems of Member States to the digital age. It presents opportunities for the education and training community (teachers, students), policy makers, academia and researchers on national, EU and international levels. The Action Plan notes that 'Digital competences and skills are essential to give every individual an equal chance to thrive in life, find employment and to be an engaged citizen.' As digital literacy plays an important role in active and civic engagement and as it is a 'prerequisite for the development of active and empowered digital citizenship'<sup>28</sup>, in October 2022, the Commission published a set of [guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training](#).

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<sup>27</sup> Council of the European Union (2018). [Resolution on a framework for European cooperation in the youth field: The European Union Youth Strategy 2019-2027](#).

<sup>28</sup> European Commission (2022). [Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training](#), p. 20.

Under the [EU Strategy on the rights of the child](#), the Commission committed to EU actions to empower children to be active citizens and members of democratic societies ([Thematic area 1](#)). For example, as seen under Thematic area 1, ‘by involving schools in sustainable climate, energy and environment education, the Education for Climate Coalition will help children to become agents of change in the implementation of the Climate Pact and the European Green Deal.’

The European Parliament resolution of 11 November 2021 on the [European Education Area: a shared holistic approach](#) calls for ‘a common framework on citizenship education with a European dimension, including learning about European values – such as human dignity, democracy, the rule of law, human rights and equality – to encourage the exchange of good practices and the development of common pedagogical material and approaches’. Another initiative of the European Parliament's Committee on Culture and Education (CULT) in 2021, a study entitled [Implementation of citizenship education action in the EU](#), focusing on the implementation of citizenship education actions in the EU, argues that citizenship engagement, and acting in a socially responsible and democratic way, is particularly important as the level of democracy in the world is declining. The study further highlights the contemporary importance of digital citizenship education as an element of citizenship education (p. 2). Similarly, a [related report](#) published in March 2022 argues that: ‘the ongoing process of globalisation and European integration requires the new generation of Europeans to increasingly engage politically at multiple levels, as well as to be able to live, work and integrate a growing level of diversity in their daily lives. The importance of education in this process is recognised in the European Pillar of Social Rights, which states that everyone has the right to quality and inclusive education to enable them to participate fully in society’. The March 2022 report (Explanatory Statement) points further to a threefold rationale for the need of stronger citizenship education covering all political levels, national, European and global:

1. Education is a fundamental enabler of an active and informed citizenship and thus, for democratic participation. A knowledge gap and a lack of emotional connection to the European Union are examples of why stronger citizenship education is needed.
2. A series of events and socio-political changes reinvigorate the call for stronger citizenship education. Brexit, radicalisation, social polarisation and *fake news* are given as examples.
3. Deep structural changes also support the need to reinforce this area of education and to recognise the ever-evolving nature of citizenship education. The digital shift and environmental crisis are mentioned as examples.

This 2022 report was followed by the European Parliament resolution of 6 April 2022 on the [implementation of citizenship education actions](#) which contains recommendations for a ‘renewed European citizenship education’ (no. 21-61).

The recent [Conference on the Future of Europe](#) encouraged active citizenship through a series of citizen-led debates across the EU on the future of Europe that took place from April 2021 to May 2022. The initiative enabled people from across Europe to share their ideas and help shape a common future. The outcome of the Conference was a [final report](#) in May 2022 containing different proposals, including initiatives relating to citizenship education and learning about democratic processes, EU values and the history of Europe. Following the Conference, 49 proposals were sent to the European institutions. The 49 proposals included more than 300 measures covering nine thematic areas, including education<sup>29</sup>.

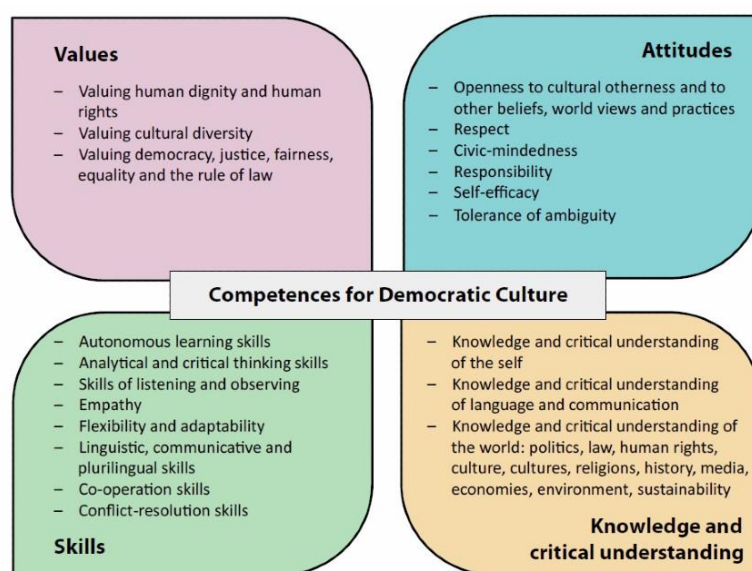
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<sup>29</sup> Several proposed measures aimed at giving the EU a shared competence at least in the field of citizenship education (Proposal 46.1) as well as developing a common module on civic education about democratic processes, EU values and the history of Europe (Proposal 37.1 and 46.2).

## 2.2. Broader international initiatives

The Council of Europe (CoE) [Charter on Education for Democratic Citizenship and Human Rights Education](#)<sup>30</sup> refers to the concept of education for democratic citizenship and human rights education. It defines the former as focusing 'primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives'<sup>31 32</sup>. Its [Reference Framework of Competences for Democratic Culture \(RFCDC\)](#), initially developed in 2013, provides 'a set of materials that can be used by education systems to equip young people with all of the competences that are needed to take action to defend and promote human rights, democracy and the rule of law, to participate effectively in a culture of democracy, and to live peacefully together with others in culturally diverse societies'. The RFCDC provides a systematic approach to teaching, learning and assessment of competences for democratic culture. Building on its background concepts, these are the competences that individuals require to function as democratically and interculturally competent citizens. The following figure provides an overview of the four key competences in the framework.

Figure 1: Competences for Democratic Culture<sup>33</sup>



Reference Framework of Competences for Democratic Culture

<sup>30</sup> See also: Council of Europe (2017). Learning to live together, report. on the state of citizenship and human rights education in Europe. [Executive summary](#).

<sup>31</sup> Council of Europe – [What is EDC/HRE](#)

<sup>32</sup> For more information: [What we do - Education for Democratic Citizenship and Human Rights Education \(EDC/HRE\)](#).

<sup>33</sup> Council of Europe (2013). [Reference Framework of Competences for Democratic Culture](#).

The CoE has also referenced the importance of digital citizenship education in today's world by referring to the hyper rich information that people today encounter and that engaging with this information effectively and responsibly poses a whole set of new challenges for educators as they seek to prepare young people as citizens, exercising their rights and participating effectively in the affairs of the community. In terms of implementation strategies, the Council of Europe primarily focuses on three aspects of digital citizenship education – stakeholder roles and responsibilities, scenarios for school organisation and preparing teachers. It has published several documents including the updated [Digital citizenship education handbook](#) (2022) and the brochure [Easy steps to help your child become a Digital Citizen](#) (2020).

Furthermore, the CoE's Digital Citizenship Education (DCE) Expert Group has identified 10 competence domains<sup>34</sup>. These have been conceptually grouped into the following, illustrated in the figure below:

1. Being online – the competences needed to access digital society and freely express oneself;
2. Wellbeing Online – domains that can help the user to engage positively in the digital society; and
3. It is my right! – competences related to the rights and responsibilities of citizens in complex, diverse societies in a digital context.

**Figure 2:** Domains of Digital Citizenship Education<sup>35</sup>



<sup>34</sup> Council of Europe – Digital Citizenship Education (DCE), [Domains](#).

<sup>35</sup> Ibid.



In 2017, UNESCO<sup>36</sup> published [The ABCs of global citizenship education](#). This programme and meeting document builds on the Global Education First Initiative (GEFI), launched in 2012 by the UN Secretary-General. GEFI includes global citizenship education as one of its three priorities, along with access and quality of education. It is based on the three domains of learning:

- cognitive: knowledge and thinking skills necessary to better understand the world and its complexities;
- socio-emotional: values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully;
- behavioural: conduct, performance, practical application and engagement.

Various other international organisations and studies also point to the need for solid citizenship education in Europe. For example, different cycles of the [International Civic and Citizenship Education Study \(ICCS\)](#) by the IEA (International Association for the Evaluation of Educational Achievement) have explored a preparedness of young people to undertake their citizens' role in a changing context of democracy and civic participation. The third cycle took place in 2022, with results expected to be published in November 2023.

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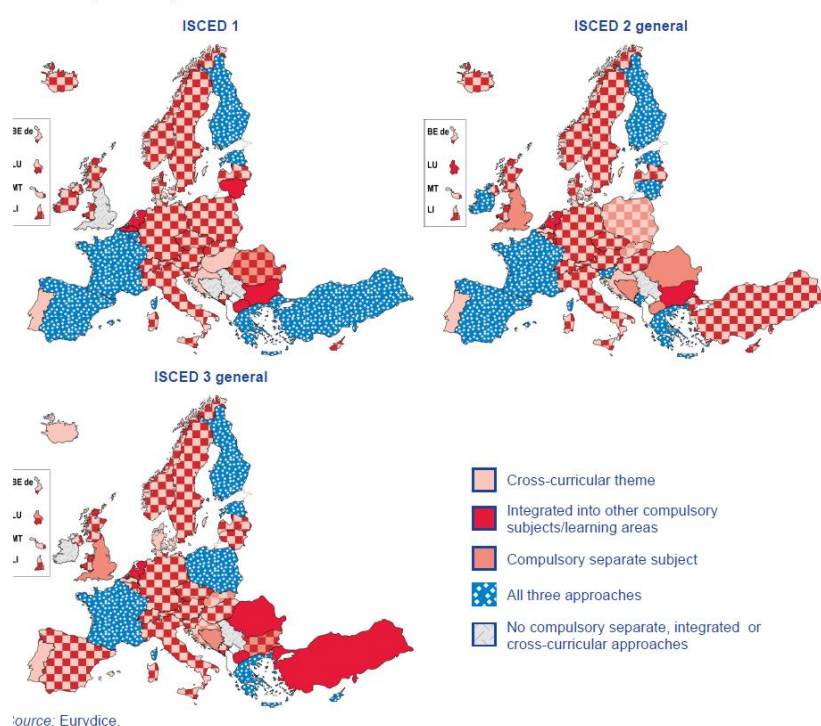
<sup>36</sup> UNESCO has emphasised on various occasions the importance of connecting citizenship education to lifelong learning. See e.g.: UNESCO (2003). [Citizenship, democracy and lifelong learning](#).

### 3. Citizenship education: learning approaches and content across the EU

#### 3.1. How citizenship education is taught

The aforementioned 2017 Eurydice report [Citizenship Education at School in Europe](#) provides a comprehensive picture of how citizenship is taught, learned and assessed across Europe, in 38 countries. The main aim of citizenship education, according to this report, is 'to ensure that young people become active citizens capable of contributing to the development and well-being of the society in which they live' (p. 17). It involves not only teaching and learning of relevant topics in the classroom, but also the practical experiences gained through activities in school and wider society that are designed to prepare students for their role as citizens. All countries participating in the Eurydice study include citizenship education in their national curricula. Most countries covered by the report identify general aims, but also more specific objectives and learning outcomes of citizenship education. In the curricula, citizenship education can be found either as a separate subject, a subject integrated into broader compulsory subjects or learning areas, or as a cross-curricular objective. Citizenship education as a separate subject is the least chosen approach among countries covered by the report<sup>37</sup>, usually used at secondary level and with large differences in the duration of provision. Integrated subject and cross-curricular approaches are much more common and used at all levels of general education. Compared to general education, some differences exist in approaching citizenship education in school-based initial vocational education and training.

**Figure 3:** Approaches to citizenship education according to national curricula for primary and general secondary education (ISCED 1-3), 2016/17<sup>38</sup>



<sup>37</sup> If we look solely at EU countries, citizenship education as a separate subject is not so rare: according to the report, 16 EU countries took up this approach at different education levels.

<sup>38</sup> Eurydice (2017). [Citizenship education at school in Europe](#), p. 30.

Most countries provide guidance and support material for citizenship education to teachers. More and more countries provide specialisation in citizenship education during initial teacher education (ITE) and continuing professional development (CPD) opportunities for teachers. Despite this progress, there are still many countries that do not tackle teacher training on citizenship education competences through initial teacher training nor do they offer CPD opportunities to school heads. Lastly, the 2017 Eurydice report points to significant progress being made in the field of student and parent participation in school governance, which now explicitly figures in recommendations given by almost all countries participating in the report.

When citizenship education has a multidisciplinary, cross-curricular character, there are indications that it is mostly found in history, psychology, religious education, ethics, literature and geography. It is suggested that it can strengthen the presence of citizenship in the curriculum<sup>39</sup>. In terms of the content of citizenship education in Europe, whether as a separate subject or cross-curricular, the research shows that it is often on human rights, democracy, European history and values, political and social institutions, ethnic and cultural diversity. In line with what Eurydice mentions as key features, the research points to aspects such as becoming a responsible citizen, peaceful conflict resolution, empathetic understanding, developing a global perspective, multiperspectivity and critical thinking<sup>40</sup>.

A 2022 report by the European Parliament, entitled [Report on the implementation of citizenship actions](#), emphasises that citizenship education needs to be framed in terms of lifelong learning, but that especially as a separate subject it is mostly taught at the secondary level. Based on the Eurydice 2017 report, the report notes that approaches to teaching citizenship education can vary substantially in the EU. The report states that:

‘Citizenship education can be a separate subject, it can be integrated into broader compulsory subjects or learning areas such as the social sciences or language studies, or it may be a cross-curricular objective jointly delivered by different teachers. In practice, a preference for cross-curricular approaches can be observed. However, this requires considerable teacher training for a high number of teachers and coordination across faculties. As a separate subject, citizenship education is often taught at secondary level. In these cases, teacher training regarding content, competences and required skills is crucial to successful delivery. Moreover, specialised teachers can provide important support to others if the subject is taught transversally...Some experts point out that overloaded curricula, traditional teaching and highly centralised education systems create discrepancies between the curriculum prescriptions and actual practice in schools.... When the subject is taught independently, number of hours tend to be higher. A considerable variation is also found on the number of school years in which the compulsory separate subject is taught, ranging from 1 to 12 years.’

A study entitled [Learning about the EU European topics and school curricula across EU Member States](#) from 2020 reviews the extent to which EU topics are embedded across the school curricula of Member States, with 27 country reports. It also brings together a series of relevant Eurobarometer surveys to show the current context of knowledge and understanding of European issues, particularly among young people. The study contains several recommendations including on curriculum development, materials and resources, teacher education and training, networking and cooperation, dissemination activities etc. It

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<sup>39</sup> [Guidelines for Citizenship Education in School: Identities and European citizenship](#), p. 16.

<sup>40</sup> See e.g.: Navarro-Medina, E. and De-Alba-Fernández, N. (2015). [Citizenship Education in the European Curricula](#).

notes that in general progress has been made across the EU in recent years regarding teaching about the EU.

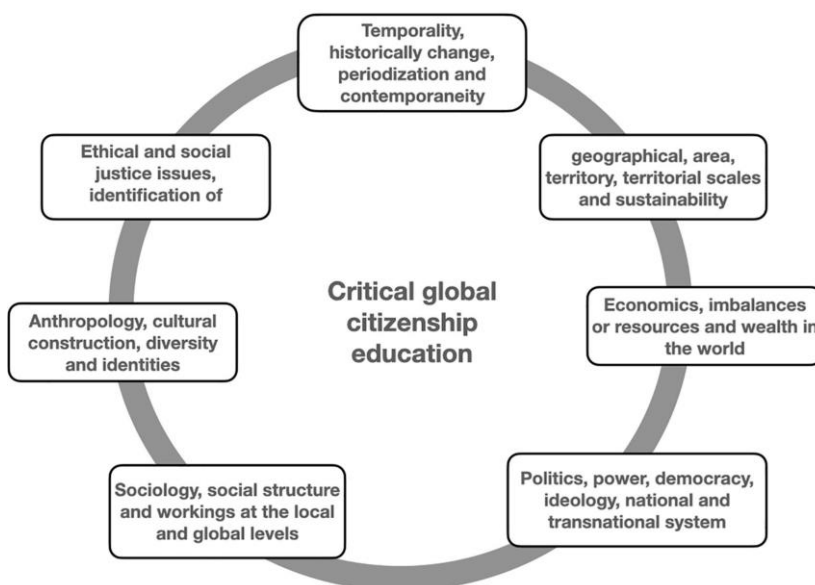
### 3.2. Types of citizenship education

In terms of types of citizenship education, the literature often makes a distinction between traditional, critical and transformational citizenship education.

The more *traditional* approach to citizenship education focuses on imparting knowledge about the political system, government structures, and the legal framework of a country (sometimes referred to as civics education). Its aim is to create informed citizens who are able to participate in democratic processes and contribute to the development of their society. It prioritises national citizenship and focuses primarily on helping students to develop national loyalty, commitment, and allegiance to the nation-state<sup>41</sup>.

*Critical* citizenship education seeks to empower individuals to critically analyse social, economic, and political issues and see beyond surface causes. It aims to develop individuals who are able to identify and challenge inequalities, injustices, and power imbalances within their society, as well as identify the role of democratic social movements and how systemic change can be brought about. This type of citizenship education therefore emphasises the importance of civic engagement<sup>42</sup>, critical thinking, and social action<sup>42</sup>.

Figure 4: Social sciences contribution to critical global citizenship education<sup>43</sup>



*Transformative* citizenship education implies citizenship education with a focus on transforming individuals and society. There is a vision of a better and more just world. It is (collective) action oriented and aims to create individuals who are able to challenge and actively engage with the underlying causes of social, economic, and political issues and injustices. There is a focus on promoting social change, sustainability, and global citizenship. It can also include challenging unjust existing laws<sup>44</sup>. According to Banks

<sup>41</sup> See e.g.: Mellizo, J. (2018). [Transformative Citizenship Education and Intercultural Sensitivity in Early Adolescence](#). World Journal of Education, 8(3), p. 139.

<sup>42</sup> González-Valencia, G., Massip Sabater, M., and Santisteban Fernández, A. (2022). [Critical Global Citizenship Education: A Study on Secondary School Students](#). Front. Educ. 7:867113. See also: Westheimer, J., and Kahne, J. (2004). [What Kind of Citizen? The Politics of Educating for Democracy](#). American Educational Research Journal - AMER EDUC RES J. 41, pp. 237-269.

<sup>43</sup> Ibid.

<sup>44</sup> See e.g.: Starkey, H. (2021). [Classroom counternarratives as transformative multicultural citizenship education](#). Multicultural Education Review, 13(3), pp. 229-244.

(2008), 'transformative citizenship involves civic actions designed to actualize values and moral principles and ideals beyond those of existing laws and conventions. Transformative citizens take action to promote social justice even when their actions violate, challenge, or dismantle existing laws, conventions, or structures'<sup>45</sup>.

Some scholars make a distinction between two ideal types of citizenship education: *minimal citizenship education* and *maximal citizenship education*<sup>46</sup>. Minimal citizenship education tends to take a narrower approach, teaching *civics* in content-led, knowledge-based fashion. The focus tends to be on giving information about a country's history and the structure and processes of its system of government, while seeing citizenship as a status. In this ideal type, the teacher mostly lectures. Maximal citizenship takes a much broader approach, with active citizenship at its core. There is a more inclusive approach to learning. Knowledge and understanding remain important, but the development of skills and attitudes are key, allowing pupils to gain the competences needed to participate in society. The approach is more student-centred, participative, and education takes place both in and beyond the classroom. This enables students to both learn about and experience citizenship. The emphasis is placed on citizenship as an active process.

It has been emphasised that effective citizenship education combines formal education with non-formal and informal education<sup>47</sup>. An example of non-formal education that has been found to be impactful in terms of developing competences related to active citizenship is *service learning*<sup>48</sup>. Service learning, which takes place in both institutions of higher education and secondary education, can be defined as a form of teaching and learning that combines the social engagement of learners with learning related to different disciplines. Learners can undertake action for the common good in various social, political, environmental, and cultural spheres. It provides real world experiences. An essential element of this activity is linking learning with community-based projects in the local environment. Service-learning differs from traineeship and volunteering in its close integration with academic learning. Service-learning contributes to democracy as a form of organising life and teaches people to operate actively for the benefit of local communities and to take responsibility for their actions<sup>49</sup>.

### 3.3. AI applications and (citizenship) education<sup>50</sup>

Increasingly, artificial intelligence (AI) systems have become part of our everyday lives and it is therefore important to gain better understanding of their impact on the world around us. This includes a significant impact on education and training. In October 2022 the European Commission published [Ethical Guidelines on the Use of Artificial Intelligence \(AI\) and Data in Teaching and Learning for Teachers](#). The Guidelines address how AI is used in schools to support teachers and students in their teaching and learning, and to support administrative tasks in educational settings. These Guidelines are part of the [Digital Education Action Plan \(2021-2027\)](#) and were developed by a dedicated Commission Expert Group<sup>51</sup> bringing together a wide range of practitioners from the world of education and

<sup>45</sup> Banks, J. A. (2008). [Diversity, group identity and citizenship education in a global age](#). *Educational Researcher*, 37(3), p. 136.

<sup>46</sup> See: Kerr, D., Keating, A., and Ireland, E. (2009). [Pupil assessment in citizenship education: purposes, practices and possibilities](#).

<sup>47</sup> *Non-formal learning* takes place outside formal learning environments but within some kind of organisational framework. *Informal learning* takes place outside schools and colleges and arises from the learner's involvement in activities that are not undertaken with a learning purpose in mind. See: Council of Europe – [Formal, non-formal and informal learning](#).

<sup>48</sup> See e.g.: Geier, I., and Hasager, U. (2020). [Do Service Learning and Active-Citizenship Learning Support Our Students to Live a Culture of Democracy?](#) *Front. Educ.*, vol. 5.

<sup>49</sup> See: EPALE (2023). [Learning through engagement, what is Service-Learning?](#). See also: Asghar, M., and Rowe, N. (2016). [Reciprocity and critical reflection as the key to social justice in service learning: a case study](#). *Innovations in Education and Teaching International*, 54 (2), pp. 117-125. See also: Jacoby, B. (2015). [Service-Learning Essentials: Questions, Answers, and Lessons Learned](#).

<sup>50</sup> Discussion about the role of emerging technologies including AI in the present and future of education is taking place in the [Working Group on Digital Education: Learning, Teaching and Assessment \(DELTA\)](#).

<sup>51</sup> Commission Expert Group on [Artificial Intelligence \(AI\) and Data in Education and Training](#)

training, academia, private sector and international organisations. The Guidelines are intended to help teachers at primary and secondary levels of education, independent of their experience in digital education.

Many concerns have been raised, after initial use of AI chatbots like ChatGPT<sup>52</sup>, about a tendency to spread misinformation, as well as the potential to spread hate speech or to incite violence. The present version of ChatGPT (ChatGPT-4) has been linked to the creation and reinforcement of negative stereotypes.<sup>53</sup> Recent research confirms such concerns. ChatGPT has been found to perpetuate social inequality and prejudice, an issue frequently addressed in citizenship education. Researchers at the University of California, Berkeley, have found that ChatGPT can reproduce and amplify existing social biases. In particular, they found that ChatGPT tended to associate male pronouns with career-oriented words and female pronouns with family-oriented words. ChatGPT appears to confer a higher respect to men than to women in the same occupation.<sup>54</sup> A review of the available evidence on ChatGPT has found evidence of biases related to political ideology, religious affiliation, race, gender, and fairness. This research did note that community feedback had started to take effect and that some earlier biases, particularly those related to gender and race had been removed. Queries that might be considered highly inappropriate are now rejected by ChatGPT as being not appropriate or ethical.<sup>55</sup>

The [UNESCO Quick Start Guide: ChatGPT and Artificial Intelligence in Higher Education](#), launched in the spring of 2023, also addresses the advent of AI, especially in higher education. The Quick Start Guide provides guidance on use of ChatGPT in higher education but also refers to challenges associated with ChatGPT and cognitive bias. The publication notes that ‘It is important to note that ChatGPT is not governed by ethical principles and cannot distinguish between right and wrong, true and false. This tool only collects information from the databases and texts it processes on the internet, so it also learns any cognitive bias found in that information. It is therefore essential to critically analyse the results it provides and compare them with other sources of information.’ The Guide also points to issues relating to gender and diversity: ‘Concerns about gender and other forms of discrimination are not unique to ChatGPT but to all forms of AI. On the one hand, this reflects the lack of female participation in subjects related to AI and in research/development on AI and on the other hand, the power of generative AI to produce and disseminate content that discriminates or reinforces gendered and other stereotypes.’

A more recent UNESCO paper titled [Generative AI and the future of education](#) mentions safeguarding the diversity of knowledge and points to issues related to morals and ethics. ‘While machines may someday understand our morals and ethics, this day is not yet here. Aligning machine intelligence with human values is, as many scientists and philosophers have asserted, an urgent undertaking.’<sup>56</sup> UNESCO is currently developing policy guidelines on the use of generative AI in education and research, as well as frameworks of AI competencies for students and teachers for school education.<sup>57</sup>

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<sup>52</sup> ChatGPT is a language model that allows people to interact with a computer in a more natural and conversational way. GPT stands for “Generative Pre-trained Transformer” and is the name given to a family of natural language models developed by open Artificial Intelligence (AI). This is also known as a form of generative AI because of its ability to produce original results. ChatGPT is based on machine learning, which is currently the most popular technique in Artificial Intelligence (AI) technology.

<sup>53</sup> See: Frackiewicz, M. (2023). [ChatGPT and its Potential to Reinforce Stereotypes and Discrimination](#).

<sup>54</sup> Ghosh, S., and Caliskan, A. (2023). [ChatGPT Perpetuates Gender Bias in Machine Translation and Ignores Non-Gendered Pronouns: Findings across Bengali and Five other Low-Resource Languages](#). Proceedings of AAAI/ACM Conference on AI, Ethics, and Society (AIES '23).

<sup>55</sup> Singh, S., and Ramakrishnan, N. (2023). [Is Chat GPT Biased? A Review](#). IJERT 12(4).

<sup>56</sup> UNESCO (2023). [Generative AI and the future of education](#), p. 3.

<sup>57</sup> UNESCO – [Generative Artificial Intelligence in education: What are the opportunities and challenges?](#)

**Box 1: Challenges of citizenship education as generated by ChatGPT-4**

There are several challenges in implementing effective citizenship education. One challenge is the lack of emphasis on civic education in school curricula, leading to a lack of awareness and engagement among students. Another challenge is the difficulty in teaching controversial or sensitive topics, such as politics or religion, in a balanced and non-partisan manner. Additionally, the rise of disinformation and polarization in society can make it challenging to provide accurate and unbiased information to students. Finally, citizenship education can be hindered by societal factors such as inequality, poverty, and discrimination, which can limit opportunities for civic engagement and participation. Overcoming these challenges requires collaboration among educators, policymakers, and community leaders to promote a culture of active and responsible citizenship.

*Generated by ChatGPT (What are the challenges of citizenship education in 100 words) on 30 May 2023*

**Box 2: Dangers of citizenship education as generated by ChatGPT-4**

There are several potential dangers of AI for citizenship education. Some of these include:

(1) Bias and discrimination: AI systems are only as unbiased as the data they are trained on, and if the data is biased or discriminatory, the AI will reflect that. This can perpetuate existing biases and discrimination in society, which can have a negative impact on citizenship education.

(2) Inaccuracy: AI systems are not perfect and can make mistakes. Inaccuracy in AI could lead to incorrect or incomplete information being presented to students, which could impact their understanding of important civic concepts.

(3) Over-reliance on AI: Relying too heavily on AI for citizenship education could lead to a reduction in critical thinking and decision-making skills. Students may become accustomed to simply accepting what the AI presents to them, rather than engaging with the material and forming their own opinions.

Overall, while AI has the potential to enhance citizenship education, it is important to approach its use with caution and consider the potential dangers and implications.

*Generated by ChatGPT (What are the dangers of AI for citizenship education) on 30 May 2023*

Calls for legislation to address the challenges associated with the rapid advance of AI led to a Commission's proposal (April 2021) for the first EU regulatory framework for AI. The Council agreed the EU Member States' general position in December 2021 and the Parliament voted on its position on the new legislation known as [European AI Act](#) in June 2023. The final text is expected to be adopted before the next European elections in 2024. The proposal for the AI Act categorizes applications of AI into four levels of risk: unacceptable risk, high risk, limited risk and minimal or no risk.

## 4. Assessment and evaluation associated with citizenship education

Measuring the broad competences associated with citizenship education can be a challenging and complex task. The complexity associated with citizenship education is partly due to the following<sup>58</sup>:

- Citizenship education is common in the EU in both formal and non-formal education. Devising measurement instruments for non-formal education is especially challenging.
- Since citizenship education is often taught as a cross curricular (integrated) topic in the EU, measuring achievement and progress can be especially challenging.<sup>59</sup>
- Active and participatory learning are key elements of citizenship education and assessment needs to reflect this. This implies a move away from traditional school assessment.
- Any assessment of citizenship education should include assessment of knowledge, attitudes and skills. Assessment therefore needs to be multifaceted. Mastery and progress are connected to both product and process. Increasingly, schools have self-assessed their citizenship education<sup>60</sup>. Also, across the school curriculum, teachers and school students have been involved in assessing their own competences, through *self-assessment* and *peer assessment* processes. Teachers and students use tools such as citizenship portfolios, progress files or individual learning plans to track progress and create pathways for progress<sup>61</sup>.

A useful distinction is that between *assessment OF learning* (AoL) associated with summative assessment, and an increased emphasis in many EU countries on *assessment FOR learning* (AfL) connected with formative assessment.<sup>62</sup> The primary purpose of AfL is to provide students with qualitative feedback. The latter is also associated with promoting the autonomy of the learner. Like AoL, the main purpose of AfL is to raise student achievement.

Along these lines, the [Eurydice Report](#) from 2017 mentions that the majority of countries that have assessments provide guidelines for student assessment. The assessment is done using both traditional and alternative methods: multiple choice tests, project-based assessment and self/peer assessment. In some countries, citizenship education tests can be taken in the context of national tests. Formative assessment, according to the report, is more suitable than summative forms of assessment, providing feedback loops to teachers and students and having a more process-oriented focus. The report also mentions that more innovative forms of assessment, such as peer assessments and self-assessment, require more training, more time to implement and are less common.

As an important international initiative, the IEA's [International Civic and Citizenship Study \(ICCS\) survey](#), seeks to investigate, over time, the ways in which young people are prepared to assume their role as citizens. Eighteen EU countries<sup>63</sup> participated in this international study in 2022. Some of the focus areas in ICCS 2022 include *engagement*

<sup>58</sup> See e.g.: Kerr, D. (2002). [Assessment and Evaluation in Citizenship Education](#).

<sup>59</sup> See also e.g.: Kerr, D., Keating, A., and Ireland, E. (2009). [Pupil assessment in citizenship education: purposes, practices and possibilities](#).

<sup>60</sup> See e.g.: Lloyd, J. et al. (2004). [The School Self-Evaluation Tool for Citizenship](#).

<sup>61</sup> Idem.

<sup>62</sup> See Lloyd, J. et al. (2004). [The School Self-Evaluation Tool for Citizenship](#).

<sup>63</sup> Bulgaria, Croatia, Cyprus, Denmark, Estonia, France, Germany, Italy, Latvia, Lithuania, Malta, Netherlands, Poland, Romania, Slovak Republic, Slovenia, Spain, Sweden.



*through digital technologies, diversity, sustainability and global citizenship.* The ICCS study is comprised of multiple questionnaires for both teachers, school principals and eighth-grade students. Additional details are presented in the [ICCS 2022 Assessment Framework](#).

## 5. Highlights from the Working Group discussions: challenges and points for attention

During the two WG meetings and the PLA in Spain, participants identified key challenges and points for attention in relation to supporting the effective implementation of citizenship education across the EU.

### 5.1. Challenges

#### 5.1.1. Challenges related to the policy level

- Too often, citizenship education is not given sufficient attention in education policy and schools. However it should be at the core of education policy because it provides the gateway to effective learning across the curriculum and beyond by instilling values, developing collaborative approaches and establishing an inclusive and safe learning culture as a basis for learning for all.
- One of the challenges in the field of citizenship education is to maintain the interplay between local, regional, national, European and a global identities.
- Despite a growing emphasis on the importance of citizenship education, there is a large gap between policy aims on paper and implementation in practice.
- Education authorities do not often systematically issue guidelines for teachers on how to assess students in citizenship education.
- Policy makers are often unfamiliar with previous experiences (at various levels) with citizenship education and what did and did not work well, and why. They are also often unfamiliar with what is happening in other countries and the experiences there, including systematic evaluations of approaches.

#### 5.1.2. Challenges related to the curriculum and content of citizenship education

- Citizenship education must remain relevant and up-to-date, given the rapid changes in society and the increasing complexity of global issues. Textbooks that discuss contemporary issues are quickly outdated.
- The core building blocks of successful citizenship education, and how these can be taught, learnt and embodied in school life, are often insufficiently understood and hence not effectively implemented in practice.
- Effective teaching materials for citizenship education are sometimes lacking, or teachers do not know where to find them.
- Overloaded curricula can put pressure on instruction time and pedagogical approaches for citizenship education. A challenge lies in how citizenship education can be organised effectively at the school level in connection with safeguarding the necessary basic literacy skills and what governments (both in centralised and decentralised systems) can do for a good balance between key competences.

### 5.1.3. Challenges related to teaching and teacher education

- Teaching citizenship education can be demanding and/or daunting for teachers, especially if it is not addressed sufficiently in initial teacher education and continuous professional development. It requires teachers and educators to teach not only knowledge and skills, but also attitudes and values, and needs to be adapted according to age-groups. To be effective, it involves the use of non-traditional teaching and learning approaches, with a high degree of autonomy and participation from learners, which may be new or unfamiliar terrain to teachers. It also requires bringing controversial, political, religious, or ethical discussions into the classroom which can be uncomfortable for some teachers. It will be essential to reflect on how to support teachers better and make the subject more attractive to teachers.
- Currently, teacher training institutes do not pay sufficient attention to the teaching of pedagogical approaches that are transformational and action-oriented, aimed at helping to create critically engaged participants in society.
- There is a need for less theory in pre-service (initial) teacher education about citizenship education and more practice and fieldwork.
- Teachers are confronted with exclusionary practices in their schools and classrooms, but also increased aggression and violence. These can provide a challenging context for citizenship education. Such challenges include threats and violence aimed at teachers themselves (linked or not to the discussion of controversial issues), (cyber) bullying and harassment between pupils, and an increased incidence of self-harm among learners.
- Pupils are often more familiar than teachers and educators with emerging technologies, software, gaming platforms, and the social networking sites used by young people, which can mean that teachers are unaware of key sites where information is obtained or exchanges happen.
- There is insufficient cultural diversity (and other forms of diversity) within the teaching profession. The teaching profession does not reflect the diversity within classrooms across the EU.
- School leaders are not always well-equipped to guide/support teachers in their efforts to implement citizenship education, including involving the community.
- Not enough school leaders have access to professional development relating to citizenship education.
- It is unclear to what extent teachers in different subject areas need different kinds of professional development relating to citizenship education. This relates to the need for tailor made courses for the subject(s) taught.
- Teachers increasingly report having insufficient time to dedicate to citizenship education and well-being issues due to a growing administrative burden.
- Accessing EU funding to develop citizenship education and well-being projects can be challenging for schools and teachers. Teachers rarely have the time to write lengthy funding applications and schools (as opposed to other institutions such as HEIs) rarely have staff specialised in seeking funding opportunities and available for projects implementation.

#### 5.1.4. Challenges related to learning approaches and teaching methodologies

- It is important to move beyond 'one size fits all' approaches when educating about inclusion, equity, democratic values, human rights and cultural diversity. This, however, can be challenging to implement in practice, due to a lack of resources such as time investment and lack of materials.
- If teaching about the EU values or about the functioning of its institutions comes across as dogmatic and top-down, it could demotivate students. A key challenge is to spark students interest and curiosity and to enable them to actively engage and critically reflect on the EU.
- New media, including social media, and the digital universe provide a great opportunity for citizenship education but also pose threats. Such threats include disinformation, personalisation of content leading to narrowed or distorted world views, and risks of cyberbullying.
- A new challenge, as well as an opportunity, in the digital universe is posed by Artificial Intelligence (AI). Applications such as ChatGPT have a huge impact on education, including citizenship education. Expectations relating to the production of (original) texts and essays in citizenship education will especially be impacted.

#### 5.1.5. Challenges related to the parents/caregivers<sup>64</sup> and community

- Parents can sometimes be (highly) resistant to citizenship education as they may view it as unwelcome exposure to topics, discussions or controversial issues which they do not feel are suitable, and/or think is indoctrination to particular views. Positive support by parents for the implementation of citizenship education is not a given. Parents can play both a positive and negative role.
- If parents and local communities are not sufficiently aligned in their views and approaches to topics covered by citizenship education, a wide disparity between the values and approaches taught and espoused within the school community and those in the home environment can exist, which can be very challenging for both teachers and learners to negotiate.
- Too often the parents of non-majority students are (consciously or unconsciously) excluded from parent associations or feel the school does not listen to their needs.
- There can be a lack of trust by parents and the wider community in teachers and in schools, which can undermine the context needed for citizenship education. Teachers are also not always valued and getting increased demands from parents about what they want, being treated sometimes as a sort of 'customer service'.
- In some communities parents live far from the school making parental involvement challenging.

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<sup>64</sup> Though we talk about parents in the following, we are referring to other caregivers as well.

### 5.1.6. Challenges related to assessment and evaluation

- Measuring the broad competences associated with citizenship education can be a challenging and complex task. Any assessment of citizenship education must include assessment of knowledge, attitudes and skills.
- Schools and teachers are sometimes unaware of the most appropriate and effective measurement instruments associated with citizenship education, or how to access these.
- There are too few 'communities of practice' among schools and teachers, relating to assessment and evaluation.

## 5.2. Points for attention

### 5.2.1. Points for attention related to the policy level

- Citizenship education documents generally refer to *citizens* but it can be useful to expand such framing to non-citizens as well (e.g. asylum seekers, refugees and temporary residents).
- There are many different types of citizenship education. Some are more effective than others. It is useful for policy makers to gain insight (through research) into what kinds of citizenship education are being implemented in schools and their impact.
- There are a number of EU funded initiatives and funding programmes which can provide support for citizenship education. These, for example, include the [Erasmus+ Jean Monnet Actions](#), [Erasmus+ Teacher Academies](#), [e-Twinning](#), [Citizens, Equality, Rights and Values \(CERV\)](#) programme, [Horizon Europe](#), the [New European Bauhaus](#).

### 5.2.2. Points for attention related the curriculum and content of citizenship education

- Teaching about controversial European histories, such as slavery, colonialism, and genocide should not be ignored but need to be addressed carefully and respectfully. This also applies to gender-related and sexual diversity issues, as well as religion and belief issues.
- Citizenship education is less common in VET institutions and often has a different character than citizenship education in for instance general (academic) education tracks. A special opportunity regarding citizenship education for VET relates to how young workers can put citizenship into practice in companies, sector organisations and trade unions, in collaboration with these actors.
- Learning about the origins and functioning of the EU is an important component of European citizenship education. This can be taught across various subject areas. Topics in this regard, for example, include the consequences of residing in the EU, how the EU impacts citizens' daily lives, the rights and responsibilities that come along with EU citizenship, civic engagements and ways to participate in development of EU policies as well as the development of the EU as an ongoing process. Teaching about these issues should not be prescriptive and dogmatic but should leave room for critical reflection.

### 5.2.3. Points for attention related to teaching and teacher education

- Teachers are confronted with increased linguistic and cultural diversity within the classroom. This can pose challenges for conveying the nuances in discussions of controversial topics and raising issues which may have heightened sensitivities for pupils from specific communities. This diversity also provides many opportunities for learning.
- It is important for teaching staff to not be only focused on cultural diversity and instead look at human diversity<sup>65</sup> in all its dimensions.
- There is a need for more sustainable networks of teachers working in the area of citizenship education, both nationally and cross-border, virtual or physical.
- Networks can provide very valuable support to teachers delivering citizenship education, including networking with higher education institutions (HEIs). However, too often, network activities for teachers take place in addition to their other work, teachers are not sufficiently aware of already existing networks and network creation is a top-down process.
- To support effective citizenship education, it is helpful for teachers to broaden their experiences. One way to do this is to facilitate and encourage teacher mobility.
- Teachers need to be supported to provide citizenship education through both initial teacher education and ongoing continuous professional development. The topics, approaches and effective practices associated with citizenship education evolve continuously and it is essential that teachers remain up-to-date with the latest developments. Teachers should also receive regular training updates to maintain and develop their digital competency and awareness of social networking channels and platforms, as well as diversity management training.
- School leadership must provide a positive role model, as well as support and direction for all teaching staff. To deliver effective citizenship education across the school, there must be clear messages from the top down, and teachers must be supported to work collaboratively to achieve the desired learning outcomes. School leadership should also ensure that specialist support (e.g. psychological support) is available where needed, so that teachers do not have to tackle more serious issues alone.

### 5.2.4. Points for attention related to learning approaches and teaching methodologies

- Gaining the competences to become an engaged, active participant in society goes beyond the implementation of short term educational programmes. It demands a focus on lifelong learning that is intergenerational in nature. Intergenerational learning is multidirectional with all generations actively engaging in mutual learning.
- Transformative, action-directed learning for citizenship education should go hand in hand with the acquisition of basic literacy skills. Both can benefit from each other.

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<sup>65</sup> As defined by the UNHCR, human diversity 'denotes the different values, attitudes, cultural perspectives, beliefs, ethnic backgrounds, nationalities, sexual orientations, gender identities, abilities, disabilities, health, social and economic status, skills and other specific personal characteristics that people possess. Diversity characteristics vary from person to person and intersect with age and gender, making each person unique'. UNHCR Emergency Handbook (2020). [Age, gender and diversity \(AGD\)](#).

- Citizenship education is most effective if not only taught as a specific subject, but also cross-curricular, embedded across all classes and all subjects, in both formal and non-formal learning.
- The learning aims and outcomes of citizenship education can differ depending on approach and context. These also differ depending on the age of the students.
- Effective teaching of citizenship education requires less traditional formats of teaching and learning. These include learner/people-centred methods, peer education, phenomenon-based learning, project learning, cooperative learning, collaborative work, service learning, using examples from the media/art/film, and discussions on controversial issues and relevant social problems, with the teacher acting as a (neutral yet engaged) facilitator rather than a provider of knowledge.
- A competence-based approach to citizenship education requires not only the acquisition of a wide range of knowledge and skills, but also attitudes. Knowledge includes political, social, ethical, and environmental issues, religious and belief diversity, and human rights. Skills include critical thinking, bias recognition, autonomous research, media literacy, self-awareness, self-control, and dialogical discussion techniques. Attitudes include empathy, respect, responsibility, commitment to a common good, and valuing principles such as diversity, democracy, and human rights.
- Citizenship education should be embodied in the school processes (e.g. student councils, student parliaments, school leadership practices) and the physical environment (e.g. open spaces to collaborate or jointly create) of the school/learning institution and school operations (e.g. fair and sustainable procurement). It is important that student representative bodies have influence. Initiatives are most effective if student-centred and student supported. School environments should be democracy-in-action learning environments where students have a real voice and can be co-creators of learning content.
- Citizenship education requires leaving the classroom and school, engaging with the community and bringing them (e.g. as outside speakers) into the school.
- Effective citizenship education prospers in multiple learning environments. It takes advantage of formal, non-formal and informal learning opportunities.
- A whole school approach is an essential backdrop for effective citizenship education. This includes mobilising the full school community (including parents/guardians, wider family, community groups, NGOs), monitoring of progress and an ongoing process of improvement, as well as establishing a safe and inclusive school culture promoting the well-being of learners and staff.
- Citizenship education can benefit from a closer connection to Education for Sustainable Development (ESD). Education for Sustainable Development pays more attention to the interconnectness of different aspects of the school, i.e. school leadership, operations and facilities, teaching and learning and partnerships.
- The concepts of inner democracy and internal diversity can be helpful for designing citizenship education policies and practices.<sup>66</sup>
- Present and past students/teachers can serve as role models. Testimonials and presentations by these persons can be helpful for promoting various citizenship-

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<sup>66</sup> The concept of inner democracy refers to: (1) space for opposition inside ourselves, (2) cooperation and learning from the diversity of positions we can assume, and (3) participation of a broad repertoire of inner positions, whose distinctive voices can be heard in the interactions with ourselves and with others. See: Hermans, Hubert J. M. (2020) [Inner Democracy and Political Intolerance](#)

related issues. They can also help to remove community resistance (e.g. testimonials by LGBTIQ+ youth).

- Mediators between schools and parents/local community can play a very positive role in bridging any gaps, and bringing schools closer to their local communities. Mediators can be representatives of local communities or minorities present within the school, or trained professional intercultural mediators.
- Students and teachers benefit from active cross-border collaboration in citizenship education initiatives.
- The involvement of NGOs and other community groups in both formal and informal learning can provide important support to teachers in addressing certain topics, and in providing knowledge (e.g. on religions, history of the local area or countries of origin of students). Cultural mediators can also provide essential bridges to constructive dialogue and building common goals with parents and the wider community.
- Resource centres (at national and/or regional/local level) for the teaching of citizenship education, with teaching materials, including podcasts, media and the arts, which also provide updates on new topics as they emerge, can be very valuable as a support for teachers and schools. Organising fieldtrips to an EU institution can also provide inspiration for teachers and pupils.

#### 5.2.5. Points for attention related to the parents/caregivers and community

- Providing learning opportunities (e.g. evening classes) for parents, or other activities to bring parents into the school, can help to break down barriers between schools and parents. The school should be seen as a resource for the community. Joint workshops on topics relating to citizenship education - involving students, teachers and parents – can also assist in reducing resistance and creating a more joined-up approach between the home and school environments.
- An intergenerational approach, involving for instance grandparents in learning activities where possible, can represent a successful component of citizenship education.

#### 5.2.6. Points for attention related to assessment and evaluation

- Assessment of citizenship education needs to be multifaceted. Increasingly, schools have self-assessed their citizenship education<sup>67</sup>. Also, across the school curriculum, teachers and school students have been involved in assessing their own competences, through *self-assessment* and *peer assessment* processes. Teachers and students use tools such as citizenship portfolios, progress files or individual learning plans to track progress and create pathways for progress<sup>68</sup>. The 2017 [Eurydice Report](#) notes that formative assessment is more suitable than summative forms of assessment, providing feedback loops to teachers and students and having a more process-oriented focus.

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<sup>67</sup> See e.g.: Evaluation Support and Research Unit of the Department of Education and Science Inspectorate (2003). [Looking at our School – an aid to self-evaluation in primary schools](#). (Ireland)

<sup>68</sup> See e.g.: Ministère de l'éducation nationale et de la jeunesse (2023). [Le parcours citoyen de l'élève](#). (France)



- Assessment based on teachers and students self-reflection regarding their own competences, though a useful tool, are often inaccurate and do not offer a solid base for assessment<sup>69</sup>.
- Transformative learning and whole school approaches for citizenship education are concepts that are gaining visibility. More evidence based research is needed regarding the most effective pedagogical approaches for both concepts. Special attention can be given to approaches that build upon daily experiences and practices of learners that can be investigated in connection to the broader social, economic and ecological system that we are presently living in.
- The access of schools and teachers to EU (and other sources of) funding for developing and testing citizenship education approaches and processes should be facilitated.

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<sup>69</sup> See e.g.: Karpen SC (2018) [The Social Psychology of Biased Self-Assessment..](#)

## 6. Some research insights

### 6.1. Research at the European level: what is taking place?

The 2017 [Eurydice Report](#), mentioned in section 2.1, points out there are indications that citizenship education competences can help young people interact effectively, think critically, act in a socially responsible way and democratically. The necessary knowledge, skills and attitudes for this to take place can be attained through formal but also informal and non-formal learning.

The report also found that all the Member States involved in the report were working on the implementation of citizenship education. Multiple Member States mentioned that 'a strong focus on the 'basics' and central exams makes it challenging for schools to really place an emphasis on citizenship education.' (p. 26)

Furthermore, most countries across Europe apply one of the three main curriculum approaches to citizenship education: cross-curricular, integrated into other subjects, or as a separate subject. The study further notes that 'the majority of European countries' national curricula tend to be broad in scope covering most of the competences related to democratic and socially responsible action, critical thinking and inter-personal interactions. Regulations promoting student and parent participation in school governance...have also been introduced almost everywhere. In addition, most of the countries provide teachers with guidance materials and other types of resources to support the teaching and learning of citizenship education in the classroom.' (p. 10)

Challenges mentioned in the Eurydice report include: a tendency to focus on assessment of traditional school subjects rather than social/civic competences, a kind of 'hierarchy' of competences, the way citizenship is taught (as a separate subject or cross-curricular), and the difficulty of taking into account the learning of citizenship competences through participation in extracurricular activities. It is also observed that the cognitive dimension is often assessed more than attitudes, values or behaviours. Further challenges, according to the report include the following:

'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). Furthermore, although the majority of education authorities organise or support opportunities for teachers' continuing professional development (CPD) in this area of learning, similar opportunities for school heads are rather limited. Education authorities have also not systematically issued guidelines for teachers on how to assess students in citizenship education. In just over a third of the education systems, there are no central level regulations or recommendations on suitable methods for classroom assessment in this area of learning. The report finally also shows that education authorities give less attention to citizenship education in school-based initial vocational education and training (IVET) in comparison with general education.' (p. 10)

Finally, the report notes that 'on an abstract level, there is quite a lot of emphasis on the importance of citizenship education. However, when it comes to concrete actions, initiatives and research, this emphasis is less strong for citizenship education. There is a gap in policy between the abstract level and concrete activities: between the ideal curriculum and the formal curriculum.' (p. 26)

## 6.2. Research on learning about Europe and the EU

In 2016, 14 EU Member States<sup>70</sup> participated in the 2016 [International Civic and Citizenship Education Study \(ICCS\)](#) by the IEA (International Association for the Evaluation of Educational Achievement). The study, mentioned in section 2.2 of this Issue Paper, concluded, among others, that although 83% of students reported they had opportunities to learn about the history of Europe in school, on average, only 50% of students reported having opportunities to learn about Europe in school. Furthermore, only 50% of students trusted civic institutions, while 70% of students trusted the European Union and 72% the European Parliament. Only 35% of students showed a holistic knowledge and understanding of civic and citizenship concepts and demonstrated some critical perspective. The 2016 study also showed that students with higher levels of civic knowledge tend to express more tolerant attitudes.

A study entitled [Learning about the EU European topics and school curricula across EU Member States](#) from 2020 reviews the extent to which EU topics are embedded across the school curricula of Member States, with 27 country reports. It also brings together a series of relevant Eurobarometer surveys to show the current context of knowledge and understanding of European issues, particularly among young people. The study contains several recommendations including on curriculum development, materials and resources, teacher education and training, networking and cooperation, dissemination activities etc. It notes that in general progress has been made across the EU in recent years regarding teaching about the EU. The study concludes that:

‘There is some discussion in the country profiles about the potential politicisation of the concept of ‘European citizenship’, and this is clearly contested in the context of rising populism across some countries. As a result, there may need to be a clearer differentiation for teachers and learners, about ‘becoming European’ (identity), ‘being a European citizen’ (democracy and participation in the institutions of democracy), ‘what Europe does for me’ (policies etc.), and ‘my European role’ (collaborating across cultures, boundaries, etc.).’ (p. 128)

## 6.3. Research on how citizenship education is taught

A review<sup>71</sup> of citizenship education programmes from 2013 from the Research Institute of Child Development and Education (RICDE) in Amsterdam showed that in general the political domain of citizenship is emphasized more than the social domain. There is more of a focus on political processes and structures, and legal dimensions of society than on how people interact, communicate and negotiate their diverse realities.

There is furthermore recent evidence that more ‘duty-based citizenship norms (emphasizing voting and obeying the law) are being replaced by engaged citizenship norms (emphasizing self-expressive and non-institutionalized forms of participation)’ (p. 1)<sup>72</sup>. There is also evidence that different types of citizenship education are offered to different groups of students. Several studies have found that the perceived relevance application of global

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<sup>70</sup> Belgium (Flemish region), Bulgaria, Croatia, Denmark, Estonia, Finland, Germany (North Rhine-Westphalia region), Italy, Latvia, Lithuania, Malta, the Netherlands, Slovenia and Sweden.

<sup>71</sup> The review looked at 28 articles on citizenship during the period 2003-2009 to examine the effects of citizenship education on students' citizenship. See: Geboers, E., et al. (2013). [Review of the effects of citizenship education](#). Educational Research Review, Volume 9, 2013, pp. 158-173.

<sup>72</sup> See: Hooghe, M., Oser, J., and Marien, S. (2015). [A Comparative Analysis of ‘Good Citizenship’: A Latent Class Analysis of Adolescents’ Citizenship Norms in 38 Countries](#). International Political Science Review, 36, pp. 115-129.

citizenship education<sup>73</sup> (GCED) are influenced by students' socio-economic background. Students from lower socio-economic school communities are more likely to receive more local/community-focused citizenship education, while students from higher socio-economic urban schools tend to receive more emphasis on global issues<sup>74</sup>.

## 6.4. Research on the impact of citizenship education

The impact of citizenship education is difficult to measure, given the complexity of the concept and the diversity of implementation across EU member states. However, there is evidence that citizenship education can have positive outcomes in terms of knowledge, skills, and attitudes. The CoE has for instance underlined that 'democratic citizenship and human rights education are [...] increasingly important in addressing discrimination'<sup>75</sup>.

A recently published report [Culture and Democracy, the evidence](#) confirms that citizens' participation in cultural activities has a clear and positive impact on civic engagement, democracy and social cohesion, independent of a person's socio-economic background or education level.

A report entitled [The Impact of Citizenship Education: a review of evidence for school leaders](#)<sup>76</sup>, produced by the Association for Citizenship Teaching and Middlesex University in the UK, concluded that citizenship education strengthens political knowledge, efficacy, trust, tolerance and attitudes towards democracy. More in particular, it leads to:

- Lasting positive outcomes adulthood relating to attitudes towards, and actual levels of engagement in, various forms of civic participation<sup>77</sup>.
- Ripple effects beyond the school curriculum and the school. Well-designed citizenship education programmes can have a wider impact on the families of students. This is, for instance, due to stimulating discussion and engagement in the home environment.
- Significant improvements in political knowledge, for instance through more regular engagement with the news. The evidence shows that a culture of open classroom discussion is more effective than lecture style teaching, even in building knowledge. Furthermore, more knowledge does not necessarily improve willingness to participate in or actual levels of participation in civic activities;
- Reduced feelings of political alienation, especially through active citizenship projects, in which young people have leadership roles. Citizenship education have also been shown to nurture one's sense of efficacy.
- Improved student well-being and connectedness to others. It also boosts levels of trust, helps students develop empathy, and promotes tolerance towards others.
- trust, helps students develop empathy, and promotes tolerance towards others.

A JRC Science for Policy Report<sup>78</sup>, based on an analysis of the ICCS 2016 data in Europe, identifies a number of school-factors that are positively associated with civic attitudes

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<sup>73</sup> UNESCO defines the aims of Global Citizenship Education (GCED) as follows: 'It aims to instil in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development.'

<sup>74</sup> See e.g.: Wood, B. E. (2012). [Participatory capital: Bourdieu and citizenship education in diverse school communities](#). British Journal of Sociology of Education, 35 (4) (2014), pp. 578-597. See also: Goren, H. and Yemini, M. (2017). [The global citizenship education gap: Teacher perceptions of the relationship between global citizenship education and students' socio-economic status](#). Teaching and Teacher Education, 67 (2017), pp. 9-22.

<sup>75</sup> See: Council of Europe (2017). [Learning to live together: Council of Europe Report on the state of citizenship and human rights education in Europe](#).

<sup>76</sup> The review included 133 articles from around the globe.

<sup>77</sup> Special mention is made, in the political sphere, of the impact of mock elections and debate.

<sup>78</sup> [Blasko, Z., Dinis Mota Da Costa, P. and Vera Toscano, M. \(2018\), Civic attitudes and behavioural intentions among 14-year-olds. How can education make a difference towards a more democratic and cohesive Europe](#)

among the 13-14 year olds, including tolerance, democratic values and interest in actively engaging in democratic processes later in life. Maintaining an open classroom climate is found to be key to promote these non-cognitive civic outcomes, while motivating students to take part in various forms of within-school activism is found to be also relevant for some. Finally, active community involvement (which could be promoted by the school) is positively associated with attitudes towards social-movement-related citizenship in almost all the participating countries. Interestingly, higher levels of civic and citizenship knowledge are not consistently related to more positive civic attitudes, while civic self-efficacy (students' self-confidence in their ability to handle different situations and take actions related to civic issues and civic participation) is an important predictor.

A cross-country (23 countries) study from Durham University showed that, in many cases, (global) citizenship education (GCE) in the curriculum was positively associated with student attitudes towards equality, tolerance and diversity (as well as engagement with society)<sup>79</sup>. However, this was not always the case. In some instances, GCE led to the opposite effect (less tolerant attitudes). Students might develop more tolerant attitudes towards certain groups and less tolerant attitudes towards other groups depending on the approach used in GCE. The authors conclude that teacher education, training and support are crucial for the successful implementation of GCE programmes<sup>80</sup>. An earlier review from the USA (Geboers et al., 2013), which looked at multiple studies from 2003–2009 also showed that some citizenship approaches (though not defined) could have a negative impact. This overview of research concludes that 'extracurricular activities was the only type of citizenship education to show no negative effects.' (p168)<sup>81</sup>. Both studies point to the importance of the type of citizenship education that is implemented.

A study of the usefulness of on-site citizenship education has shown mixed results. Such on-site educational programmes have become more popular across the EU.<sup>82</sup> These include leaving the classroom and visiting for instance government institutions, museums, memorial sites, police stations, prisons, and interaction with government officials. The author notes that many programmes aim, among other things, to assist young people from politically disadvantaged backgrounds and encourage them to become more democratically involved. The focus of such on-site programmes tends to be more on democratic (political) engagement rather than civic engagement. The study examined in particular whether such visits (in the Netherlands in this case) boost democratic engagement and compensate for inequalities in democratic engagement. The results show that short (usually one-day) visits and programmes can increase the level of political knowledge among school students and that such increased knowledge tends to last for at least a school year. However, short, one-day visits, in isolation, tend to have little effect on political attitudes and behaviour and do little to compensate for pre-existing inequalities in democratic engagement. The author notes that lengthier more engaging programmes might be more effective in terms of civic engagement.

A review of the effects of various types of *civic education* programmes<sup>83</sup> found that: 'More and more evidence has accumulated that well-designed civic education—both formal and informal—has meaningful, long-lasting effects on the civic engagement of young people. Existing research identifies four aspects of schooling that affect civic learning and engagement: classroom instruction, extracurricular activities, service learning, and a school's ethos.' The review points to research in the United States (but also Belgium) showing that high school civics classes can have a compensatory effect on students, such as those from African-American communities in the United States, with low socio-economic

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<sup>79</sup> Welply, O., Taamouti, A., and Bracons Font, G. (2019). [Evaluating The Impact Of Global Citizenship Education On Young People's Attitudes Towards Equality, Diversity And Tolerance](#). Project Report. WISE/Qatar Foundation.

<sup>80</sup> Idem.

<sup>81</sup> Geboers, E., et al. (2013). [Review of the effects of citizenship education](#). Educational Research Review, 9, pp. 158-173.

<sup>82</sup> Mulder, L.E.M. (2023). [On-Site Citizenship Education: An Effective Way of Boosting Democratic Engagement and Reducing Inequalities Among Young People?](#). Polit Behav 45, pp. 511–535.

<sup>83</sup> David E. Campbell (2019). [What Social Scientists Have Learned About Civic Education: A Review of the Literature](#). Peabody Journal of Education, 94:1, pp. 32-47.

status who live in communities with limited resources. School students from underserved communities are less likely to discuss civic matters at home and tend to have more limited civic socialization in general. There is evidence to show that especially such students benefit from well-designed citizenship education programmes. According to the author, such programmes are primarily characterized by an open classroom climate in which students feel safe to express their opinions, are respected by their teachers and are exposed to lively discussions of social and political issues. The author also refers to the 'trickle-up effect' – that well-designed programmes in schools can also have a positive influence on parents and the community at large.

A study from 2008<sup>84</sup> (Janmaat, 2008) into the civic orientations of majority and minority students in England, Sweden, Germany, Belgium (fr) and Switzerland and the effects of citizenship education, showed that minority youth are more supportive of some civic values and less supportive of others when compared to the ethnic majority.<sup>85</sup> Most of the differences could be attributed to social background characteristics rather than cultural characteristics. The study found that minority youth are likely to benefit more from citizenship education than the majority group students.

An example of a concrete professional development programme, for which there is clear evidence that it has a positive impact on teacher attitudes and competences is that of [Facing History and Ourselves](#)<sup>86</sup> (FHAO), which originated in the United States but is also found in Europe. Barr et al. (2015)<sup>87</sup> conducted an in-depth social-psychological study of this programme for teachers in the United States. The results demonstrated that the FHAO student-centered, anti-bias programme, which uses history to promote critical thinking about contemporary issues and promote civic attitudes, countered intolerance and 'promoted respect and tolerance for the rights of others among the students, an increased awareness of prejudice and discrimination, and a sense of civic efficacy'<sup>88</sup>. This impact took place among teachers and their students. With respect to students, the programme fostered both students' academic and civic growth. The authors comment that this study is one of very few that empirically examine whether such programmes have an actual impact on teachers and students.

## 6.5. Research on citizenship education and digital literacy

Increased access to the internet and digital media has provided students and educators with opportunities to access increasing amounts of information as well as to self-expression, active forms of citizenship and creative communication with a broader audience.<sup>89</sup> The research shows clear opportunities for citizenship education. On the other hand, students are increasingly at risk of encountering various forms of disinformation, propaganda, radical and violent messages, indoctrination and hate speech. In a recent Eurobarometer study, 37% of respondents said that they encountered "fake news" every day or almost every day; 71% felt confident in identifying them.<sup>90</sup> Respondents between 15 and 24 years old said they were more likely to trust news and information they accessed online than older

<sup>84</sup> Janmaat, J.G. (2008). [The Civic Attitudes of Ethnic Minority Youth and the Impact of Citizenship Education](#). *Journal of Ethnic and Migration Studies*, Vol 34, no. 1, pp. 27-54.

<sup>85</sup> Minority support lagged behind the majority on national pride, institutional and interpersonal trust, gender equality and critical stance.

<sup>86</sup> It has been recognised through the European Commission's Inno4Div's project as one of the most inspirational projects in Europe in terms of development of intercultural and democratic competences in teacher education. See: Centeno Mediavilla, I. C. (ed.) (2020). [Addressing educational needs of teachers in the EU for inclusive education in a context of diversity \(Inno4Div\)](#).

<sup>87</sup> Barr, D. J. et al. (2015). [A Randomized Controlled Trial of Professional Development for Interdisciplinary Civic Education: Impacts on Humanities Teachers and Their Students](#). *Teachers College Record*, 117(2).

<sup>88</sup> Barr, D. J. (2005). [Early adolescents' reflections on social justice: Facing History and Ourselves in practice and assessment](#). *Intercultural Education* 16, no. 2, pp. 145-160. See also: Donbavand, S. and Hoskins, B. (2021). [Citizenship Education for Political Engagement: A Systematic Review of Controlled Trials](#). *Social Sciences* 10, no. 5: 151.

<sup>89</sup> See e.g.: Buckingham, D. (2015). [Defining Digital Literacy: What do young people need to know about digital media](#). *Nordic Journal of Digital Literacy*, pp. 21-35.

<sup>90</sup> See: European Commission (2018). [Flash Eurobarometer 464: Fake news and Disinformation Online](#).

respondents (Ibid.). A 2022 [report](#) by the European Commission on digital literacy and disinformation, which includes extensive reference, points to the (global) importance of developing lifelong learning competences in today's digital world. The report notes that:

'The importance of promoting digital literacy among school students has been underlined by the European Commission, UNESCO the OECD and the Council of Europe, among others. All recognise that formal and non-formal education, as well as training, can play a critical role in expanding awareness of how to tackle disinformation, promote online safety and contribute to fostering critical thinking skills among students' (p 15).

## 6.6. Research on the assessment of citizenship education

Regarding assessment of citizenship education, a report by PPMI for the European Commission in 2020 reported that 'some progress was observed in the assessment of civic competences across Europe: the number of Member States assessing these competences had risen from four in 2008, to 11 in 2012 and 14 in 2015' (p. 23) and that 'communication skills (69%), civic competences (59%) and social and emotional competences (51%) are also being gradually included in assessment and are likely to be widely covered by assessment practices across Europe in 2030' (p. 42)<sup>91</sup>.

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<sup>91</sup> European Commission, PPMI (2020). [Prospective report on the future of assessment in primary and secondary education](#).

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## Appendix 1: Inspiring examples linked to citizenship education

The following examples are those that were mentioned during Working Group meetings and/or the PLA in Spain.

### *EU co-funded projects*

- [TEVIP](#) (Translating European values into practice) was a strategic partnership in the Erasmus+ programme that ran from 2017 to 2020. The project was focused on multipliers working with young people (aged under 25) who had no or only little contact with Europe-related topics before. Most activities were developed for use in non-formal education but also for teachers in formal education. Another target group was international youth groups at European youth events, camps etc.
- [Digital, Responsible Citizenship in a Connected World](#) (DRC) was an Erasmus+ project focusing on digital citizenship, implemented between November 2017 and October 2019. The project included a consortium of five partners from four European countries: Cyprus, Greece, Ireland and Italy. The partners were schools, NGOs and also the private sector. The overall aim of the DRC project was to infuse contemporary pedagogical practices in quality lifelong learning for students and teaching professionals including teachers, school leaders and teacher educators across Europe. The project included the following specific objectives: 1) to teach students and teachers digital citizenship skills; 2) to integrate digital literacy and citizenship as part of school curricula; 3) to promote synergies and cross-fertilisation throughout school education; 4) to support teachers develop a positive attitude towards digital citizenship; 5) to cultivate responsible, ethical, global citizens for a digital world; 6) to establish the foundation of a digital citizenship program for school education; and 7) to adopt the DigComp Framework.
- [Participa](#) was a project co-funded by the Erasmus+ programme involving partners from Belgium, Greece, Poland, and Portugal. It took place from 2019-2022 and was designed to strengthen early childhood education and care (ECEC) professionals' knowledge, attitudes, and capacity to support children's participation rights. More specifically it aimed to strengthen: '(1) knowledge on children's right to participate; (2) positive attitudes regarding the design, implementation, and monitoring of practices that promote children's participation; (3) ability to identify, design, implement, and monitor practices that enhance children's right to participate; and (4) ability to work together, at multiple levels of the ECE centre, to identify, use, and sustain the individual and organizational resources needed to increase children's participation.'
- The [Enquiring Classroom](#) was an Erasmus+ co-funded project (2017-2019) with partners in Ireland, Greece and Sweden, that sought to 'develop strategies to support teachers and students in engaging in difficult ethical conversations about identity, religions and beliefs, democratic values, diversity, belonging and violence, in order to establish a firm foundation for inclusive and tolerant schools and classrooms'. It focused on enquiry-based learning that enables teachers to use the tools of philosophical enquiry to engage in difficult ethical discussions and to support students' capabilities. The Enquiring Classroom [Training Manual](#) is available online.
- The [Quality of life through proximity](#) project, co-funded by the Erasmus+ programme, took place from 2016–2019. The project involved partners from Austria, Germany, Italy and Belgium and was initiated by EAEA (European Adult Education Association). It was a comprehensive



qualification and training programme developed and implemented with citizens in order to encourage them to jointly shape their local community through participatory projects. The specific objectives were the following: 1) to train and to empower citizens, local facilitators and local political representatives to play an active role in their municipality by recognizing societal challenges and working on solutions through the implementation of concrete projects; 2) to train project guidance to local facilitators and local political representatives; and 3) to recognize and validate the competences and skills gained through civic engagement.

- The **[SAVE – Social Added Value of Employability](#)** project (2021-2023), co-funded by the Erasmus+ programme involved European partners from Italy, Germany, Slovenia, Spain, and France). The project promoted common values, civic commitment and participation, through innovative training interventions for adults with low schooling. A key aim was to spark a virtuous circle between formal and informal education relating to the issues of global citizenship and social inclusion.
- The Jean Monnet project **[Empowerment of Students for ‘Democracy’ and ‘Active European Citizenship’](#)** (ES\_DEC) is an initiative of Europify, based in Austria. Europify is an independent institute in the field of European Studies. The aim of the project, which ran from 2020-2021, was to lay the foundation for ‘active European Citizenship’ at an early stage. The target-group of 8-13 year-old school students. The Europify Institute focuses primarily on raising European competence in the field of education and deepening European integration at all levels of society. There is a special focus on empowering children and young people for *democracy* and active *European citizenship*. Other Europify initiatives include *Democratic Engagement Multiplier*, which is a project commissioned by the European Parliament to motivate young people to democratic engagement and participation and to actively involve them in the ongoing discussion on the *Future of Europe*.
- **UP2B - [Boosting Up School Education towards European Citizenship and Labour Market Inclusion](#)** was an Erasmus + project that took place between December 2019 and December 2022. The project included partners in Portugal, Denmark, Latvia, Bulgaria, Spain and Turkey. Partners represented mostly NGOs and educational institutions. The project represented a strategic partnership in the area of school education. It included companies, universities, NGOs, local education authorities and schools. UP2B objectives were: 1) to enhance school attractiveness, diminishing rates of demotivation and absence and rates of early school leaving; 2) to facilitate the relationship and the transition between school and the labour market; 3) to increase students’ sense of citizenship by generating awareness about the labour market; and 4) to increase the sense of European Citizenship and its core values of equity concerning gender, minorities and human rights, as fundamental educational aspects.
- **[A Thousand Cultures One Europe](#)** was an Erasmus+ KA219 Project which ran from 2017-2019 involving partners from Spain, Italy, Lithuania, Wales, Poland, and the Czech Republic. The aim of the project was to promote quality education within an international framework, in the hope of uniting people and cultures through research, innovation and creativity in education. A key objective, among several, was to contribute to the construction of a society in which the European Union plays a close and useful role for students, promoting social inclusion and developing knowledge of its people and cultures. In Spain the project involved the Association of Rural Schools located in the province of Cuenca. A key aim here was to develop among pupils, as well as the whole school community, the idea that they have an active role to play in society as European citizens.

**CITIZED** project (2021-2023) is an initiative of EIP Laboratories (Education Inspiring Peace Lab), co-funded under Erasmus+. The [Citizen Education Toolkit for Schools](#) CITIZED toolkit is designed to provide guidance throughout the implementation process and to offer helpful resources towards a democratic whole school. It includes principles to facilitate a transfer to school and guidelines for the practice.

### *National, local and school level initiatives*

- **LOMLOE in Spain.** The integration of key competences in the Spanish curriculum (LOMLOE) is connected to [Organic Law 3/2020](#), which represents and amendment of the Organic Law of Education from 2006. This reform, connecting to all levels of education, acknowledges the **best interests of the child** and places **children's rights** among the guiding principles of the system, promotes **gender equality**, encourages the **continuous improvement of schools** and the **individualisation of learning**, gives a central role to the development of **digital competences** and recognises the importance of education for **sustainable development**.
- The [National Development Education Award 'Vicente Ferrer'](#) in Spain represents a collaboration between the Spanish Agency for International Development Cooperation (AECID) and the Ministry of Education and Vocational Training (MEFP). Its objective is to recognise the work of schools in the construction of an informed, responsible and committed society with the eradication of poverty, human and sustainable development and the full exercise of rights. The award consists of a Training Seminar on Education for Development. Until now there have been 12 editions.
- The [Living History Forum](#), established in 2003, is a government agency in Sweden tasked with serving as a national forum for promoting democracy, tolerance and human rights using the Holocaust as its starting point. It has a particular responsibility to inform about the Holocaust and communism's crimes against humanity. It develops materials, initiates research, creates exhibitions for schoolchildren as well as the general public.
- The [Federal Agency for Civic Education \(Bundeszentrale für politische Bildung/bpb\)](#) is a federal public authority in Germany that provides citizenship education and information on political issues for all people. It focuses on topical and historical subjects by issuing publications, organising seminars, events, study trips, exhibitions and competitions, providing extension training for journalists and by offering films and on-line products.
- **National Strategy for Citizenship Education in Portugal.** Portugal developed a [National Strategy for Citizenship Education](#) in 2017. This strategy (ENEC) includes a set of rights and duties that must be present in citizenship education. Key aspects of the National Strategy are: 1) developing competences for a culture of democracy and 2) learning that has an impact on individual civic attitudes, interpersonal, as well as social and intercultural relationships. The aim of the Strategy is to encourage civic conduct that fosters equality in interpersonal relations, the integration of difference, respect for human rights and the development of concepts and values of democratic citizenship. and that they should be seen as supportive instruments that can be used and adapted according to the autonomy of each school.
- **Citizenship education in the National Curriculum and associated teacher training in Finland.** The Finnish education system is human rights based. Key components of the Finnish approach are the fostering of democratic values, mutual respect, inclusion, equality, positive

cooperation and a participative school culture that is developed through the curriculum. Key aims of the Finnish include: (1) enhancing intercultural competence and international cooperation, (2) guaranteeing human dignity and universal human rights, (3) securing peace, and (4) promoting sustainable development and equal distribution of the world's resources. In terms of [Finnish citizenship education](#) there is a focus on promoting whole school approaches.

- [The World and I](#) is a new school subject in Croatia. It focuses primarily on the development of students' critical thinking competence. It is structured around three main pillars : 1) managing your own thinking, 2) management of information and the use of critical thinking strategies, and 3) personal and social responsibility, ethical behavior. The aims are to introduce ethical values connected to freedom, dignity, equality, justice, tolerance, empathy, human rights and responsibilities as well as the development of motivation for living in the community and in accordance with these values
- The [Citizenship Booster](#) and [Citizenship Compass](#). The Citizenship Booster of the Flemish GO! Network (an autonomous body of the Flemish government which functions independently of the Flemish Minister of Education) is an online survey used by schools with students aged from 10 to 20 years old. It is a data-based questionnaire comprising a series of simple statements to elicit insight into the citizenship-based values, attitudes and behaviours of students, with the end-aim of using this information to increase the effectiveness of school-level citizenship education approaches. The "citizenship compass" of the Flemish Catholic schools network is of interest to any school that wants to get a view on citizenship education in the school. The citizenship compass is a digital questionnaire for pupils in the third grade of primary education and the 1st and 2nd year of secondary education.
- In the **Czech Republic**, citizenship education is now an obligatory subject in the national curriculum. There are also cross-curricular subjects that connect to citizenship education, such as Education of the Democratic Citizen, Multicultural Education, Environment Education, Media Education, Education for Thinking in Global and European Contexts, as well as Personality and Social Education. The national curriculum is now being revised to make it more innovative, modern, in line with current topics and issues. Examples of present initiatives include the [Strategy for the Education Policy of the Czech Republic up to 2030+](#) and the [Global Development Education Strategy and Awareness of Global Contexts](#). In line with the former initiative, the project [Dějepis+](#) (History+), organized by National Institute of Education was implemented in February 2021 and will continue through December 2023. The core of this project refers to the Modern teaching of history, which should lead to the development of competences - critical thinking, working with sources, reading literacy - and include elements of media education and citizenship education.
- [Service Learning in Hungary](#). In the 2012/13 school year, the Act on Public Education introduced community service for upper secondary school students as an obligatory extracurricular activity. From 2016, only students who undertake 50 hours of community service can obtain a secondary school leaving certificate. The Act defines community service as social or environmental activity carried out individually or in a group to the benefit of the local community, within an organised framework and with pedagogical support. The aim is to raise social awareness, improve the self-confidence and various skills and competences of students and provide an opportunity for career guidance.

- [Service Learning Network in Spain](#). In Spain, service-learning takes place mostly at the higher education level. The beginning of service-learning in Spanish higher education dates back to the year 2000. In 2010, a University Service-Learning Network was created with the support of the Institute of Education Sciences (ICE) of the University of Barcelona. This network, which holds an annual conference, aims to promote the meeting, exchange and joint work for the promotion, recognition and improvement of service-learning projects in higher education.
- The [Pilot project on digital citizenship education in Türkiye](#), is an initiative of the Turkish Ministry of National Education and the joint programme of the European Union and the Council of Europe [Horizontal Facility for the Western Balkans and Türkiye](#). The pilot project will take place from 2023 until 2025. The aims are to promote human rights, fundamental freedoms and democracy in schools by empowering students in their digital presence through digital citizenship education (DCE) at the lower secondary level in Türkiye. There are a series of complementary measures to introduce the concept of digital citizenship and its essential core competences, Key stakeholders and end beneficiaries will also be involved.
- The [Learning EU at School](#) publication showcases different ways in which schools today inform young people about the European dimension in their daily lives (including examples from Denmark, Malta, France, Italy, Ireland, Portugal, Bulgaria).
- The [Melquiades Hidalgo Early Childhood and Primary Education School](#) is a public center in Castilla y León, which received the Vicente Ferrer National Award for Education for Development in 2017 and 2019. In 2021 it also obtained the National Ibero-American Award for Human Rights Education. The school sees itself as a space where one learns to share and live together, and where the attitudes that are acquired and developed will be transmitted and transferred to the society in which they live. Educators have the responsibility to dedicate all their efforts to develop, encourage and favour behaviors associated with values, learning to respect, listen and understand in order to appreciate each other and ourselves.
- [DERBY](#) is one of multiple ongoing democracy education projects of the Teacher Training Institute in Finland. DERBY is a project that refers to a home group for classroom teaching, an initiative of the teacher training institute of the University of Jyväskylä. There is an emphasis on studies from the perspective of democracy and social relations. One of the sub-projects is [DIOK Norden](#) (2022-2023), which connects Finnish Universities and focuses on Nordic perspectives on democracy and human rights education.
- The [Institut Quatre Contons de Poblenau](#) (high school) is a public secondary education center that started its operations in the 2011-2012 school year. A key idea that **inspires the center's educational approach is the principle of equity. Equity here implies** the promotion of equal opportunities and social justice, based on cultural diversity and attention to groups with educational inequality, facilitating conditions for success among all social sectors. The Mission of the school is to: a) train future citizens with solidarity and tolerance, b) develop personal, emotional and social skills, and c) fight against violence and especially gender violence. The core values of the school are: a) commitment to the environment, b) expression of creativity and sensitivity, and c) manifestation of equality, respect and tolerance towards interculturality.
- The research programme entitled [Democracy and Higher Education](#) is a multidisciplinary research programme at Uppsala University in Sweden. The programme was initiated in 2022 and is a 10-year project financed by the Disciplinary Domain of Humanities and Social

Sciences. The purpose is: 1) to raise awareness of both the relationship between higher education and democracy, and how this needs to develop and change; 2) initiate and coordinate research excellence; 3) reflect and learn about the university's democratic mission; and 4) create dialogue between the university and society.

- **Digidemo** is a project funded by the Norwegian Board of Education to promote innovative learning environments in upper secondary education. The organizing body of the project is the municipality of Iiti, and the teacher training institute of the University of Jyväskylä from Finland is the main partner. Digidemo is a digital learning environment that combines the broad competence areas of the new upper secondary school curriculum (LOPS2021) with the RFCDC-related democratic competences of the Council of Europe. The learning environment is divided into five separate 'episodes', each of which deals with one of the high school's wide-ranging competence areas. Social competence is pervasive in all episodes.
- The **Bad News Game** is a game that provides an intervention aimed to build psychological resistance to online misinformation. The intervention is a social impact game developed in collaboration with the Dutch media collective DROG and graphic design agency Gusmanson. The game draws on the theory of psychological inoculation. It forewarns and exposes players to severely weakened doses of the strategies that are used in the production of fake news to stimulate the production of 'mental antibodies' against misinformation.
- The **News Evaluator** project started in 2017. It represents a collaboration between the Swedish non-profit organisation VA (Public & Science), Uppsala University and the research institute RISE. The project is funded by Vinnova and Uppsala University. And. It is an evidence-based self test developed. The tool support users' abilities to conduct lateral-reading and use digital tools when evaluating news (texts, images and videos) hence improving their abilities to separate *fake news* from real news.

### Joint EU/CoE initiatives

- **DISCO** (Democratic and Inclusive School Culture in Operation) was a EU/CoE Joint Programme (2013-2021) aiming to promote and fund projects on education for democratic citizenship and human rights education. The main outcomes were to strengthen democratic competences, identify and put into practice ways to deal with controversial topics in classrooms, support education actors' efforts to promote citizenship and human rights education and foster inclusive education.
- **Council of Europe Cooperation Projects on RFCDC.** The Council of Europe has engaged in multiple cooperation projects on RFCDC. Examples include the project **Quality Education for All**, which took place in several countries: Bosnia and Herzegovina (BiH), Montenegro and Serbia. These took place under the auspices of the EU/CoE Joint Programme *Horizontal Facility for the Western Balkans and Türkiye*. The goals in BiH, for instance, were to: a) foster quality education for all by promoting inclusion and providing solutions to address discrimination in the education system thus contributing to an inclusive, peaceful and democratic society with engaged citizens of Bosnia and Herzegovina, b) promote the benefits of multi-ethnic and democratic schools through applying anti-discriminatory approaches based on Council of Europe standards and practices. The EU/CoE Joint Project on **Strengthening Democratic Culture in Basic Education** in Türkiye had as its focus: a) strengthening democratic values and practices in schools and school communities, b) strengthening the capacity of stakeholders including policy

makers, education administrators both at the Ministry of National Education and at provincial level, inspectors, school principals, teachers, parents, and local civil society organisations (CSO) on democratic school culture, and c) raising awareness on democratic school culture in and beyond schools. The project [Strengthening Democratic Citizenship Education in Albania](#) was implemented by the CoE and funded by Swedish International Development Cooperation Agency (Sida). The focus here was on improving the quality of education in Albania by strengthening democratic citizenship based on CoE standards and practices. The Project [Education for Democracy in the Republic of Moldova](#) was financed by the Swiss Agency for Development and Cooperation (SDC), while the project [Democracy Starts in Schools – Engaging School Children in Decision Making Processes in Schools and Communities](#) in Georgia was implemented by the CoE and financed by the Swiss Agency for Development and Cooperation (SDC). These projects had similar goals.

- The [Observatory on History Teaching in Europe](#) is a Council of Europe initiative. The Observatory ‘provides a clear picture of the state of history teaching in its member states, based on reliable data and facts on how history is taught, through **regular** and **thematic reports**. It issues regular reports that are longitudinal in nature. The first Report, to be published in 2023, focuses on the state of history teaching in Europe. [Histolab](#) is a new joint project of the EU and Council of Europe to support cooperation in history education, connected to the Observatory on History Teaching in Europa, that ‘seeks to reinvigorate the field of history education by bringing together innovative ideas on how to improve the teaching of history. It focuses on ‘the exchange of expertise and good practices between professionals from different countries. In doing so, HISTOLAB not only reflects on, identifies, and promotes good practices in history education, but also provides ample opportunities for professional development and networking’. Histolab also gives an annual award for innovative school projects. Furthermore, it recently launched a new [Digital Hub](#) that contains multiple resources available that promote co-operation and the creation of a pool of expertise. It contains, among other things, a Resource Hub and an interactive History Education Calendar and Digital Bulletin Board.

#### *Further EU initiatives mentioned*

- The [ECI educational toolkit](#) is an educational toolkit that aims to equip students with the knowledge and skills that will allow them to be active and engaged EU citizens. The toolkit focuses on the [European Citizens’ Initiative](#), is designed for secondary schools and can be used flexibly in civics lessons or where a topic-based approach is used. It is available in all official EU languages.
- [Inno4Div: Educational needs of Teachers in the EU for inclusive education in a context of diversity](#) is a Joint Research Centre (JRC) project which took place from 2020-2022. The project, which has four volumes, develops a conceptual framework that provides a reference model for the development of intercultural competences in teacher education in Europe. The project outcomes are meant to support teachers in their work in increasingly diverse classrooms. Twenty-one innovative cases from across the EU are used to illustrate good practice across a variety of teaching related domains.
- The EU website [Learning Corner](#) offers a range of free, dynamic and functional educational tools about the EU and European values, suitable for all devices and available in all 24 EU languages. To help students discover the EU in a fun way, the Learning Corner offers to primary and secondary school pupils a series of quizzes, competitions and activity books. There are games for different age groups and at different levels,

and each game can be played at home or as part of a school lesson. The website also refers to Europe Day, which is celebrated on 9 May each year. This is an occasion for Europeans to celebrate peace and unity across the continent.

- [Europeana](#) is a web portal created by the European Union, containing digitised cultural heritage collections of more than 3,000 institutions across Europe. It is co-financed by the *Connecting Europe Facility* of the European Union. It includes records of over 50 million cultural and scientific artefacts, brought together on a single platform and presented in a variety of ways relevant to modern users. More than 3,000 institutions across Europe have contributed to Europeana. An example of an initiative connected to citizenship education included in Europeana is the [MEMEX project](#). This project promotes social cohesion through collaborative, heritage-related tools that provide inclusive access to tangible and intangible Cultural Heritage (CH) and, at the same time, facilitate encounters, discussions and interactions between communities at risk of social exclusion. The tools of MEMEX allow communities to tell their stories and to claim their rights and equal participation in European society.
- [Europanostra](#) acts as a bridge between civil society and EU institutions, carrying out the crucial tasks of raising awareness on the value of cultural heritage for Europe, advocating to mainstream heritage into EU policies and securing adequate funding, as well as actively contributing to the EU policy debate and policy-making process. Europa Nostra raises awareness on the contribution of cultural heritage to all key priorities of the European Union – from sustainable development and climate action to the digital transformation, and from social cohesion to developing rewarding skills and creating quality jobs. Europanostra is an official partner of the [New European Bauhaus initiative](#), developed by the European Commission. The New European Bauhaus is being developed following a bottom-up approach and is a co-creation space where architects, artists, students, engineers, designers work together.
- The [House of European History](#) is located in the European quarter in Brussels. It aims to become the leading museum about transnational phenomena which have shaped the European. By interpreting history from a European perspective, it connects and compares shared experiences and their diverse interpretations. It also aims to initiate learning on transnational perspectives across Europe.

### *Networks related to citizenship education*

- [CiCea \(Children's Identity & Citizenship European Association\)](#) originated from an Erasmus Academic Network project *Children's Identity and Citizenship in Europe* (CiCe) back in 1998. It later became a Jean Monnet Network project (2014-2017) and as of 2005 works as an association. The CiCe Jean Monnet Network published the [Guidelines for Citizenship Education in Teacher Education: Linking Research and Practice](#) (2017). The publication looks at several key questions associated with citizenship education: what is education for; what is the role of the school in developing positive attitudes amongst young people; how can controversial issues be raised in the classroom; and how do we develop critical citizens? The same series includes the publication [Citizenship Education in school: Identities and European Citizenship](#).
- [CiTEdEV \(Citizenship Education in the context of European Values\)](#) is an Erasmus+ Jean Monnet Network of 28 universities in 19 countries. The network aims to become a platform for knowledge sharing and cooperation of experts in the field of citizenship and values education. Its various working groups look at, among others: 1) Knowledge (and attitudes) of young people about civil society, citizenship and European

values; 2) Connecting Europe: Virtual and Digital Citizenship in Education; 3) European values and teaching global responsibility; 4) Populism and its impact on young people; and 5) Learning from the past: History, citizenship, and European Values.

- The [Democratic Schools Network](#) consists of schools in Council of Europe member states that can demonstrate multiple and systematic collective efforts to build and sustain a democratic culture, including and involving students of all backgrounds, nationalities and beliefs in an age-appropriate way. Through this initiative, the Council of Europe emphasises the need to strengthen school practices contributing to the development of students' competences that are needed to participate effectively in a culture of democracy.
- [EIP Laboratories \(Education Inspiring Peace Lab\)](#) is a network of cities and universities from multiple EU countries. This network focuses on the intersection of citizenship education and peace education and the main aims are the development of intercultural, pedagogical and personal skills. Activities include a path towards professional improvement through self-evaluation (at both the personal and school level).
- The [Lifelong Learning Platform](#) places active citizenship at the core of its many activities. It emphasises that: 'education is key to foster democratic and civic participation at local, national, European and global level. Learning to become an active citizen is about knowledge and attitudes, which requires the use of methodologies that involve learners actively in their own learning. They should be encouraged at all levels and in all sectors of education'.
- [NECE](#) is an open transnational and diverse association of experts and practitioners involved in civic education from Europe and other regions. It provides a forum for equal debates and knowledge exchange via analogue and digital platforms. It further identifies political and social trends relevant to civic education and develops ideas to put them into practice. The NECE community advocates a stronger prioritisation of citizenship education at the national, European and international levels. The initiative was launched two decades ago by the German Federal Agency for Civic Education (bpb). Today the network is managed by the [Civics Innovation Hub](#), a pan-European non-profit organisation, founded in 2021. It supports both citizens and civic educators to deal with the challenges of our time, such as threats to democracy, causes and effects of climate change, growing polarisation, and social divides. Its goal is to strengthen the democratic competences, self-efficacy, and resilience of citizens across Europe, enabling them to actively participate in shaping the future of their societies.
- The [Solidar Foundation](#) is a European and worldwide network of Civil Society Organisations focusing on social justice issues. It has produced a multitude of materials and project.<sup>92</sup> For instance, in November 2022, it produced a Policy Paper on Peace Education entitled [A Sustainable Journey to Peace: Peace Education in the Context of Global Citizenship Education](#). This policy paper contains three interrelated elements: a) A review of academic literature on Peace Education, b) a review of relevant Peace Education policies, and c) interviews with representatives of the selected SOLIDAR member organizations working in Peace Education. The [AKA project](#) (AKA Active Citizens – Awareness, Knowledge, Action) aims at promoting the democratic participation and engagement at the EU level of young citizens with vulnerable backgrounds in 8 countries (Belgium, Croatia, France, Germany, Greece, Italy, Portugal and Spain). It seeks to empower youth through Awareness and

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<sup>92</sup> A list can be found [here](#).



Knowledge resulting in Action for tackling social challenges for a Just Transition, as well as structural inequalities in our society in a collective and transnational manner.

## Appendix 2: References

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