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INTERNATIONAL WORKSHOP

THE CHALLENGES OF CITIZENSHIP EDUCATION IN EUROPE

21st - 22nd OCTOBER 2021

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1. International Workshop

“THE CHALLENGES OF CITIZENSHIP EDUCATION IN EUROPE”

1.1. Structure and agenda of the workshop

STRUCTURE

The international workshop “*The challenges of Citizenship Education in Europe*” was organised by the CITIZED team and took place as a hybrid event on the 21st and 22nd October 2021. The conference was structured as follows:

- 21 October, 9.00 am - 1.00 pm: On-site session in Sanremo (Italy) broadcasted online on Zoom for registered participants;
- 21 October, 2.00 - 5.30 pm: Interactive group sessions with the on-site attendees in Sanremo;
- 22 October, 9.00 am - 12.30 am: Interactive group sessions, building on the results of the residential group sessions of the day before, held online with the participation of those who were not able to attend the conference on-site.

AGENDA

21ST OCTOBER 2021

9.00 am Welcome Address and Institutional Openings

Stefania Baldini, Secretary-General, *International Institute of Humanitarian Law*
Patrizio Bianchi, *Italian Minister of Education*

9.45 am Keynote speeches

Suzy Halimi, *French National Commission for UNESCO*
Niccolò Milanese, *Networking European Citizenship Education (NECE)*

10.45 am Presentation of CITIZED's first results

Claudio Dondi, *International Institute of Humanitarian Law*
Irene Baraldi, *International Institute of Humanitarian Law*
Nikolai Weber, *Zentrum Polis Vienna*

11.00 am *Coffee break*

11.15 am Ideas Forum - “Towards new citizenship education initiatives for Europe”

Susanne Zels, *Values Unite*
Brikena Xhomaqi, *European Lifelong Learning Platform (LLLP)*
Eugenie Khatschatrian, *European Association of History Educators (EuroClío)*
Tatevik Hakobyan, *Eastern European Network for Citizenship Education (EENCE)*
Andrei Frank, *SOLIDAR*
Diana Saccardo, *Italian Ministry of Education, Education Policy Advisors Network (EPAN)*
David Degabriele, *Maltese Ministry for Education (MFED)*
Caridad Alarcón Sánchez, *Organising Bureau of European School Student Unions (OBESSU)*
Alberto Melloni, *Fondazione per le scienze religiose (FSCIRE), Chief Scientific Advisor to the European Commission*

1.00 pm *Lunch Break*

2.00 – **Working group - Exploring Citizenship Education Challenges**

- 5.00 pm
1. *How to bring citizenship education into everybody's agenda (policy makers, media, teachers, parents and students)?*
 2. *From good purposes to good implementation: what may go wrong in citizenship education policies and how to avoid it?*
 3. *National/European frameworks vs bottom-up initiatives (informal and non-formal learning): how do they match?*
 4. *Teachers' training for citizenship education: from a focus on contents towards the development of skills, attitudes and values.*
 5. *Assessing students' learning outcomes of citizenship education: how to do it in formal education?*

1.2. Welcome Address and Institutional Openings

- **Stefania Baldini, Secretary-General, International Institute of Humanitarian Law**

Ms Stefania Baldini opened the conference on behalf of the International Institute of Humanitarian Law, host of the conference, by greeting all the participants and outlining the importance of the involvement of the Institute in European-funded projects in the fields of citizenship education, peace education, cultural inclusion and hybridisation of migrant children in education. In particular, in her opening remarks, she stressed how the overall mission of the Institute is strongly aimed at contributing to the promotion of peace through training, dissemination and protection.

- **Patrizio Bianchi, Italian Minister of Education**

In his speech, the Italian Minister of Education Prof. Patrizio Bianchi stressed the importance of citizenship, solidarity and rights protection. In particular, the Minister highlighted how education can enhance the participation of people within the collective life of the society. The Minister also focused his remarks on the European dimension of citizenship education, social sustainability, equality and justice.



1.3. Keynote speeches

- **Suzy Halimi, French National Commission for UNESCO**

Professor Suzy Halimi focused her keynote speech on different issues currently affecting citizenship education. For instance, she mentioned how the early twenty-first century forced societies to face brand new phenomena and unprecedented crises, related, among other fields, to international competition, migratory movements, global warming, artificial intelligence, global health crises (Covid-19). She then focused on how all these phenomena can concur to the rising of mistrust and nationalism. Against this background, she mentioned the importance of education in order to train citizens, additionally quoting the four pillars defined by Jacques Delors in his 1993 report to UNESCO: *learn how to be, learn how to do, learn how to learn, learn how to live together*.

Starting from this introduction, Professor Halimi talked about the meaning of citizenship education as defined by Edgar Morin for what concerns the “European citizenship” and by UNESCO in terms of “global citizenship”, mentioning that this last definition refers to teaching young (and less young) people to look beyond their usual horizons, accepting a globalised world in which different societies are inevitably interconnected and dependent on each other. In this regard, citizenship education should aim at providing young people with the tools they need to face the above-mentioned new challenges. During her speech, she also focused on the idea that citizenship education influences teachers practices, relationship between schools and the whole society in general. This is also related to the fact that citizenship education is not a separate subject, but it is transversal to all other subjects. For example, as she argued, although history and geography may be understood as basic and ordinary subject, they can include topics related to citizenship education, such as, among other, climate change. This is just an example of how citizenship education is a transversal subject to all others.

- **Niccolò Milanese, Networking European Citizenship Education (NECE)**

Professor Milanese talked about the role of NECE in the citizenship education field, with a particular focus on its networking characteristics.

- 1) NECE understanding of citizenship education is related to political education: this understanding allows the enhancement of critical views of institutions, values and social issues;
- 2) Practice of citizenship education. It is not only about people learning notions and/or nurturing knowledge but it is also related to learning the practices. This, by looking both at formal citizenship education and informal citizenship education;
- 3) The internationalism of citizenship education, what it means to be in a globalised world.

Professor Milanese focused more specifically on the challenge *“How to bring citizenship education into everybody’s agenda (policy makers, media, teachers, parents and students)?”*. In order to address public discourses, it is necessary to address the current topics of society and related them to citizenship education.

The key issue is to make politicians and policymakers aware of the fact that citizenship education is key to maintain alive a sense of legitimacy of the democratic institutions in the population, as the Covid-19 crisis has shown. Governments had to explain to the population complex scientific situations and therefore they also had to rely on the sense of responsibility of the population.

Throughout his speech, he discussed the crosscutting nature of citizenship education as a subject, highlighting that students should be encouraged by educators to bring up topics related to citizenship education throughout their school years, also stressing the importance for teachers to have competences in this field.

To conclude his speech, he mentioned the importance of the ERASMUS programme as a good and early example of how citizenship education was practically integrated into the agenda of European policymakers.

1.4. Presentation of CITIZED's first results



During this session, *Claudio Dondi*, *Irene Baraldi* and *Nikolai Weber* presented the CITIZED project and its first results.

CITIZED is a European-funded project whose final objective is to develop an **innovative set of instruments that will help the widespread implementation of citizenship education in European education systems**. It has the ambition to become an effective catalyst of a multiplication process based on teachers' capacity building and empowerment and schools' commitment, by **filling existing implementation gaps** between policy

statements and daily practice in the schools.

The project is complementing some existing policies and measures that have already an ambition to support generalised good practices. The new and complementary components that CITIZED will develop will be immediately tested and validated by building on the existing collaboration framework established by the Council of Europe and the EU Institutions, as well as through the EIP Lab (the spin-off of the concluded UPPER project, previously funded by Erasmus+) and its online benchmarking system designed to compare and link schools and policy-makers on sets of agreed criteria.

CITIZED OBJECTIVES

The project started in December 2020 and will last until November 2023. Throughout the project, the following specific objectives will be addressed:

1. Reviewing, analysing, comparing and classifying existing policy approaches to the development of citizenship education, pointing out what works where and at what conditions, thus identifying inhibiting and enhancing factors in the different contexts;
2. Proposing and testing self-assessment and self-reflection instruments and training modules enabling future teachers and in-service teachers to implement effective learning strategies, adequate to develop the set of pupils/students competences related to democratic citizenship;
3. Developing a collaborative open platform and giving access to good practice examples and methodological instruments for schools implementing "whole school" citizenship education projects;
4. Maximising the impact of the project activities in terms of support to large-scale implementation of the validated good practices.

THE PROJECT: OPERATIONAL STRUCTURE

WP 1 - Policy Review, Analysis and Classification

Being a policy support project, CITIZED started with a review, analysis, and classification of recent policies in the field of citizenship education: specific aims, cultural characterisation, articulation and funding strategies, definition and implementation processes, impact on curricula, etc.

- Council of Europe
- European union
- Italy - National policy + bottom-up initiatives
- France – national policy + informal education
- Austria - national policy + informal education
- Malta – national policy

Results: Recent policies for democratic citizenship education: a comparative analysis and classification

WP 2 - Development of Teachers' Competences Framework to Implement Citizenship Education

Through a structured participatory process, a competence framework for educators in the field of Citizenship Education will be developed.

To identify which competences are required to teachers to make them able to help learners effectively in their learning path for democratic citizenship.

The framework will constitute the basis for the development of self-assessment tools for teachers, but also of the validation of experiential learning outcomes of training modules for in-service teachers and curriculum development for future teachers that will be proposed and validated in the following phase.

Results: Teachers Competence Framework and Self-Assessment Tools

WP 3 - Whole School Approach Support Toolkit

Based on best practices reviewed as part of the first phase of the project, we will develop a toolkit for schools which will commit to a “whole school approach” to improve citizenship education with the collaboration of all internal and external relevant stakeholders will be developed and tested. It will include self-assessment tools for schools, examples of effective teaching/learning and organisational strategies, guidelines for the involvement of local stakeholders in school improvement projects, etc.

Results: *Toolkit for Whole School Approach to Democratic Citizenship Education*

WP 4 - Teachers Training

Development of a prototype of a modular training path to be offered to in-service school teachers in order to enhance their competences to deliver citizenship education in their respective educational context, referring to the European competence framework developed in WP2 and to the whole school approach operational principles as developed in the first phase of WP3. The prototype will be tested with a small transnational group of teachers and the feedback will be used to consolidate the proposed learning path.

Results: *Guidelines and resources for training courses and curriculum development*

WP 5 - Policy Workshops and Recommendations

The effort of the project will also be directed towards the achievement of a significant impact on education policies at the different institutional levels: 4 policy workshops in the countries where partners are based will be organised, and a final conference will follow, summarising the main policy recommendations emerging from the analysis, development, and validation work.

Results: *An online survey and a set of Policy Recommendation for Democratic Citizenship Education*



CHALLENGES TO CITIZENSHIP EDUCATION

As a policy support project, CITIZED started with a review, analysis and classification of recent policies in the field of citizenship education at the national and EU level. CITIZED partners conducted the research from December 2020 to April 2021. The research was divided into two parts and produced two types of reports:

1. **Report 1:** The first part of the research was conducted from December to the end of January and it mainly involved desk research on international and national policies. The results of the research were included in reports which covered the following countries/organisations: Austria; Council of Europe; Belgium; European Union; France; Germany; Italy; Malta; Spain.
2. **Report 2:** During the second part of the research, conducted from February to April 2021, the following case studies were taken into consideration:
 - Council of Europe
 - European Union – European Youth Together
 - France – Citizenship Passport
 - Italy – Law 92/20219 and the National Teacher Training Plan
 - Malta – Drama
 - Austria – Vox-mi
 - France – Afev
 - Italy – Rete SicuraScuola

Through this research, CITIZED partners identified five main key challenges to Citizenship Education.

The first three challenges are more related to a political dimension:

1. **Bring citizenship education into the agenda** (agenda of policy makers, general public, teachers, parents and students): Citizenship Education still remains a marginal subject in many European countries. In order to bring some changes, public policies should strengthen the teaching of citizenship education by considering it not only as a subject on its own in order not to become marginal and optional but also as an overarching educational goal.
2. **From good purposes to good implementation:** The analysis conducted throughout the project showed that although Citizenship Education-related policies often come from good ideas and good

intentions, they might lack resources, cooperation, capacity building, monitoring, evaluation. In other words, policy makers do not always take into consideration the long-term development and implementation of the policies.

3. **National/European frameworks vs bottom-up initiatives (informal and non-formal learning);** For example, although the Council of Europe created a reference framework of competence for citizenship education, it is very difficult to bring it into the practice of school education.

The last two challenges are related to the practice dimension.

4. **Teachers' training: from citizenship education contents to citizenship education skills, attitudes and values.** Teachers' training is often conceptualised and structured on the basis of content and knowledge. However, the analysis showed that the most effective citizenship education needs less knowledge and more cooperation and dialogical activities. At the same time, the analysis showed that teachers may not be trained for tackling controversial issues (like migration) in classrooms, and therefore teachers' training should take into consideration also this issue and perhaps providing teachers tools to facilitate classroom debates and be able to address possible conflicts.
5. **Assessing students' learning outcomes.** Citizenship education is often not assessed. In the cases in which there is an evaluation, it is often promoted in a traditional way, without taking into consideration different forms of assessment which are not based on the acquisition of knowledge



TEACHERS' COMPETENCES FOR CITIZENSHIP EDUCATION

Work Package 2 focuses on teachers' competences for citizenship education. Its objective is to identify **competences** required to make teachers able to **help learners** effectively in their learning path for **democratic citizenship**. The basis of this session consists of a conceptual model comprising 20 Competences for Democratic Culture (CDC), also referred to as the CDC "butterfly", as proposed by the Council of Europe (Coe)¹:

WP2: Teacher's competences for CITIZen Education

Objective of WP2

Identify **competences** required to make teachers able to **help learners** effectively in their learning path for **democratic citizenship**.



In 2 previous workshops, which took place during April 2021 and July 2021, relevant elements of the model were identified by the participants, such as respect, self-reflection, openness towards students' perspectives, values, dialogue- and project-based methods, empathy, knowledge and critical understanding of the world. In this session, the organisers' aim was to validate such results and/or enrich them with further findings, particularly through the **key question**: *"Which competences are the most important ones in teacher training?"*. During a workshop at NECE, which took place in July 2021, participants had the opportunity to discuss the key question on the basis of the CDC "butterfly". The groups focused on different competences, such as the skill of **(active)**

¹ Council of Europe: A conceptual model. 2021. <https://www.coe.int/en/web/digital-citizenship-education/a-conceptual-model>

listening and the importance of taking into account that **knowledge**, specifically **about rights and duties**, necessarily needs to be **embedded** in their respective **local, regional and national political context**.

1.5. Ideas Forum - “Towards new citizenship education initiatives for Europe”

- **Susanne Zels, Values Unite**



Ms Susanne Zels talked about the proposal of Values Unite to create a European platform for the promotion of citizenship education called European Agency for Democratic Competences. Since the Agency is a long-term objective, the first step to undertake will be a European Centre for Democratic Competences. Ms Zels talked about 8 ideas regarding the enhancement of citizenship competences in the EU:

- 1) Development of a European strategy on citizenship education
- 2) Implementation of the Council of Europe’s Charta
- 3) More frequent and in-depth monitoring of access to citizenship education
- 4) Development of democratic competences indicators
- 5) Investments in training and capacity building programs
- 6) Inclusion of democratic competences in lifelong learning opportunities
- 7) Reinforcement of political media literacy & digital citizenship competences
- 8) Foster digital and innovative education methods

- **Brikena Xhomaqi, European Lifelong Learning Platform (LLL)**

Ms Brikena Xhomaqi briefly introduced the work in the field of citizenship education of the Lifelong Learning Platform (LLL). Her remarks very much focused on the general idea that it is crucial to bring all the different

sectors of education and training together to promote a holistic approach and vision to education. Particularly emerging from Ms Xhomaqi remarks was the idea of lifelong learning, namely how learning happens throughout life and, therefore, it is really important to protect the right to education in a lifelong dimension.

Ms Xhomaqi focused on the *joy of learning*, as a paradigm of the joy of being a citizen: as she stated, too often education and training appear formalised. Active participation should be more natural, unformalised. It is important to mainstream citizenship education in all forms but without too much bureaucratisation. Students should not be obliged, should not be driven by marks, but should result empowered as citizens through education.

Ms Xhomaqi focused in particular on the assessment issue of citizenship education, substantially unsolved by the different learning providers in the field of citizenship education.

- **Eugenie Khatschatrian, European Association of History Educators (EuroClio)**

Ms Eugenie Khatschatrian talked about EuroClio's perspective on CE, starting from the question "*How do we use the past to address societal issues in the classroom and to empower youth in becoming engaged democratic citizens, actively contributing to their societies and communities?*".

The projects and initiatives developed by EuroClio are aimed at empowering educators to enable students in becoming more responsible and contributing citizens, particularly through engaging in both history and CE for mutual understanding and peace fostering. Critical thinking, multi-perspectivity and inclusion of critical issues in the classrooms are at the centre of the projects and activities of EuroClio. During her discourse, Ms Khatschatrian mentioned and outlined the objectives of different projects carried out by her organisation, such as "Learning to Disagree" and "In Europe Schools". As she highlighted, all these projects are examples of how valuable democratic competences should be integrated and therefore developed by students through the study of different subject. For instances, gender equality should not only be considered a topic to be included in Civics or History, but it should be included also in other subjects. Similarly, climate change should not only be studied in Geography but it should also be included in History and Civics. Finally, Ms Khatschatrian argued that from EuroClio's experience there is an increasing need of (1) interdisciplinary in teaching methods and educational resources and (2) integration of transferable skills and competencies that are related to citizenship education within multiple subjects.

- **Tatevik Hakobyan, Eastern European Network for Citizenship Education (EENCE)**

Ms Tatevik Hakobyan intervened on behalf of the Eastern European Network for Citizenship Education. Ms Hakobyan described the CE programmes in the Eastern European countries: as she mentioned, since the collapse of communism there has been an increasing tendency for educators in teaching democratic approaches. Similarly, there is an increasing tendency in the enhancement of citizenship education-related law, although not in all Eastern European countries.

Among other issues, Ms Hakobyan also talked about the topics of digital learning and teaching. In particular, she mentioned how the pandemic brought all governments to identify tools to digitalise education. As Ms Hakobyan highlighted, while some governments were prepared and effectively responded to the emergency, other governments were not able to provide for digital education.

Finally, during her speech, she talked about the three-fold conceptualisation of citizenship education, based on three issues: Civic knowledge, Civic skills, Civic virtues.

- **Andrei Frank, SOLIDAR**

Ms Andrei Frank presented the work of SOLIDAR in the field of citizenship education. In particular, he introduced the concept of global citizenship education. He also focused on the situation of teachers and teachers' training. He highlighted the fact that in a situation where multi-stakeholder collaboration was present, global citizenship education was more present in the activities of learners.

Mr Frank also reported on a series of recommendations developed by Solidar:

- Increase investment in GCE and ensure that ministries of education are also providing funding for GCE and establishing structural cooperation with other ministries for comprehensive funding schemes;
- Mainstream GCE in formal education while implementing the whole-school approach to ensure that its cross-curricular nature will not frustrate its implementation;
- Provide better training for teachers on GCE while also providing them the conditions and time to engage in training;
- Set up avenues for cooperation between formal, non-formal and informal education.

- **Diana Saccardo, Italian Ministry of Education, Education Policy Advisors Network (EPAN)**

Ms Saccardo further analysed the Reference Framework of Competences for Democratic Culture of the Council of Europe. She focused on some of the key issues of the RFCDC, such as democratic culture and cultural dialogue and on the methodological approach of the RFCDC, being it a competency-based method. More specifically, she briefly talked about the three volumes of the RFCDC (butterfly, scale descriptors and guidelines).

- **David Degabriele, Maltese Ministry for Education (MFED)**

Mr Degabriele talked about the understanding of citizenship education in Malta. More specifically, he explained how, in Malta, the subject that includes the key aspects of citizenship education is named "Humanities" and how it is often taught through Arts and Drama. He then provided some examples of Drama projects that the Ministry is currently implementing.

- **Caridad Alarcón Sánchez, Organising Bureau of European School Student Unions (OBESSU)**

Ms Alarcon Sanchez talked about the research that OBESSU developed by interviewing students. Some of the key points that emerged were:

- Making students part of the educational system;
 - Cooperation between schools and organisations from outside;
 - New methodologies to create new citizens.
- **Alberto Melloni, Fondazione per le scienze religiose (FSCIRE), Chief Scientific Advisor to the European Commission**

Prof. Melloni talked about the relationship between citizenship education and the European Union. During his discourse, he focused on religious diversity, deepening some of the key aspects that characterise this issue.

At the end of the Roundtable, the online session ended.

After the Lunch break, the on-site session began.

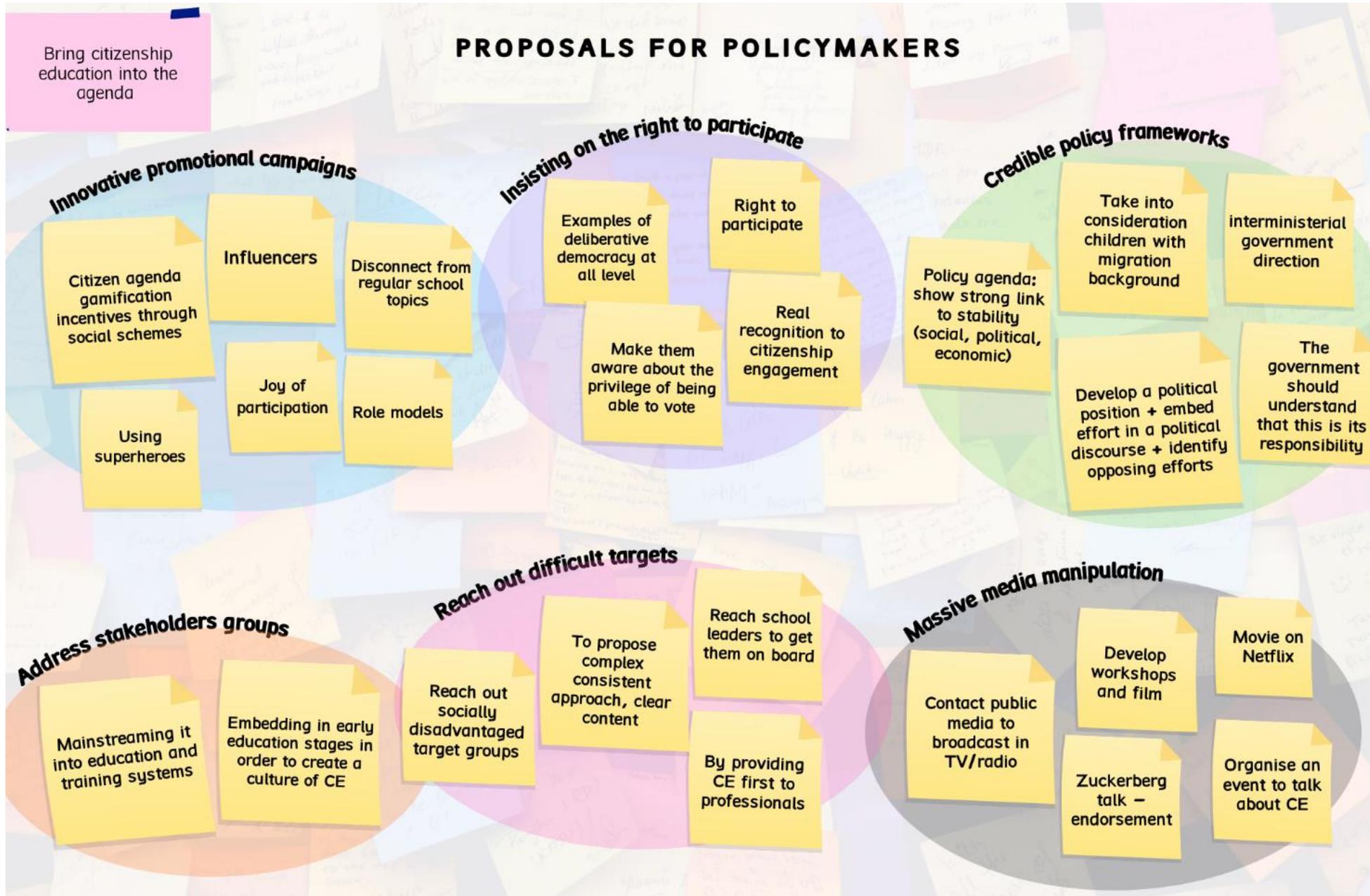
2. Workshop sessions

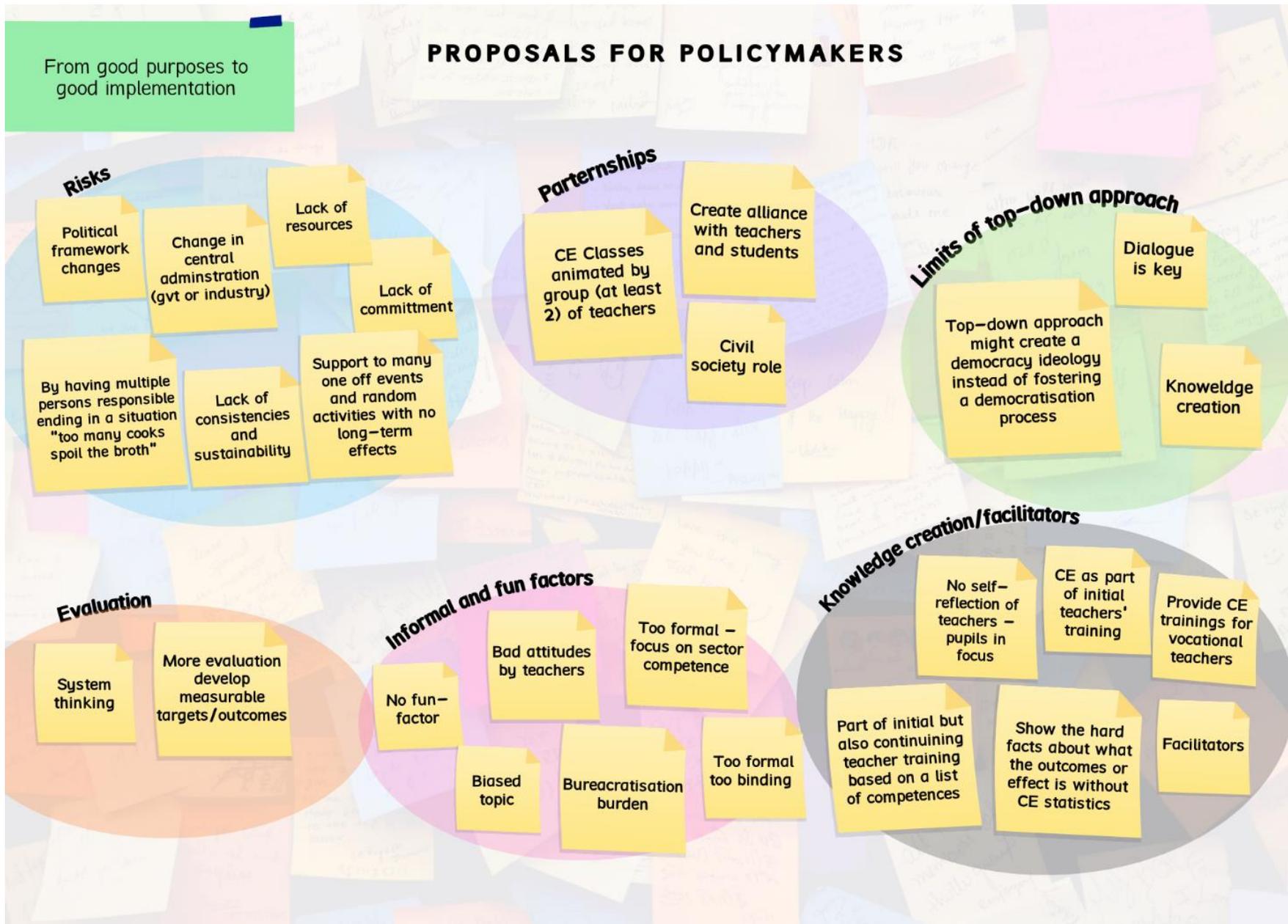
The Workshop sessions took place during the afternoon of Thursday 21st (on-site) and during Friday 22nd (online). During these two sessions, the five challenges to CE were analysed and discussed by the participants. Throughout the on-site workshop, 5 whiteboards were set up, each one containing the questions related to the individual challenges:

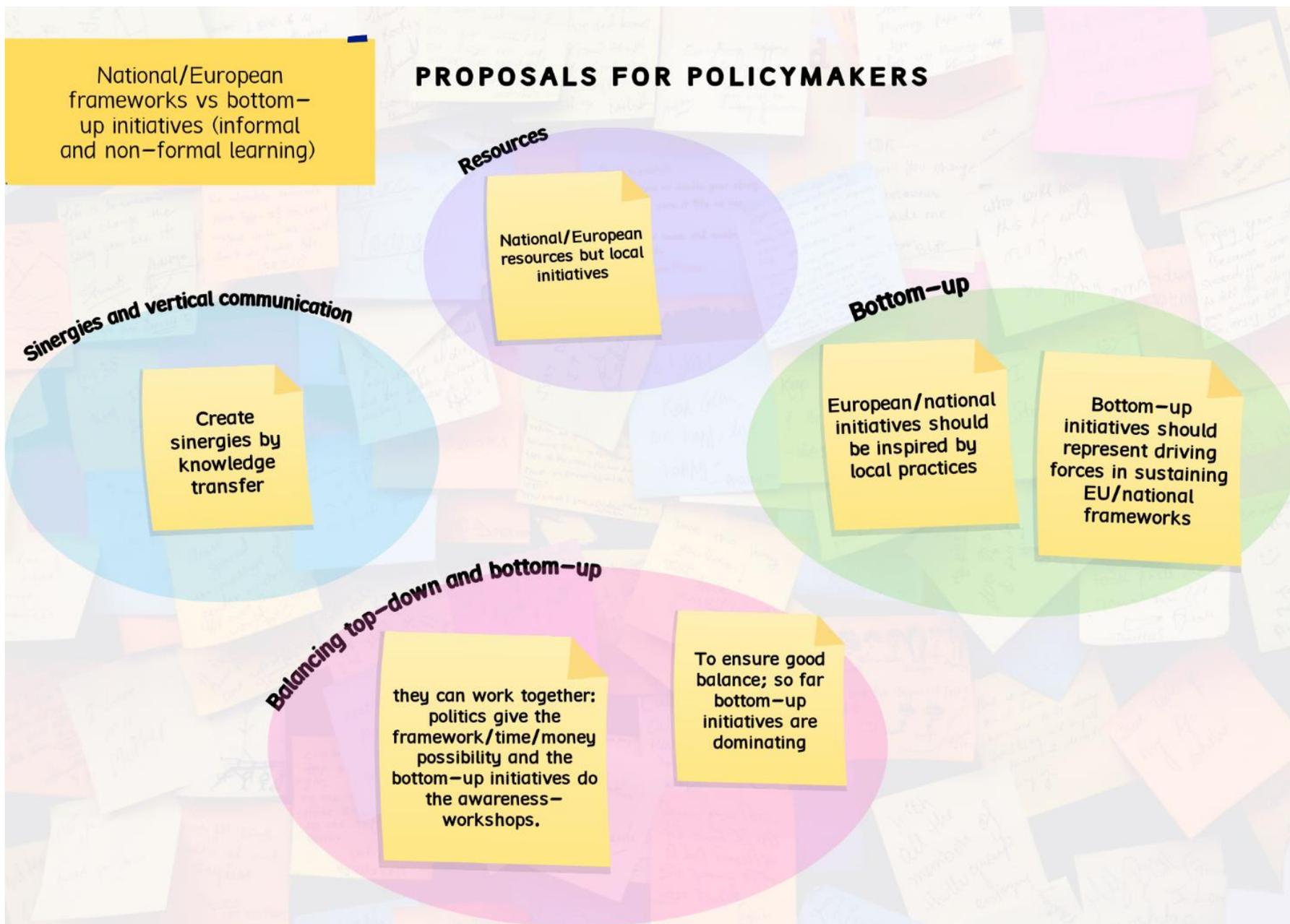
1. *How to bring citizenship education into everybody's agenda (policy makers, media, teachers, parents and students)?*
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5. *Assessing students' learning outcomes of citizenship education: how to do it in formal education?*



The images below include all the inputs that emerged during the group sessions (both on-site and online).







Assessing students'
learning outcomes

PROPOSALS FOR POLICYMAKERS

Reference to
European and
international tools
to develop
assessment grid
(RFCDC, LifeComp)

Focus on
the learning
process

Measure
engagement
not
knowledge

Involve local
institutions
and
community

Feedback
culture

Focus on
providing a set
of assessment
tools for skills
(also soft skills)
recognition.

Less test
towards
trust
culture

Involving
learners
and peers

Portfolio

Self-
Assessment
and self-
evaluation

Teachers' training

PROPOSALS FOR POLICYMAKERS

DESIGN

Distinguish
between teachers
involved in
different subjects
and **age classes**

More effective
if based on a
participatory
approach

Take in
consideration
the **time** of the
training

CONTENT

Develop **skills** as:
Self-reflection
methods
Flexibility
Autonomy
Empowerment

Provide teachers tools
to **facilitate**
classroom debates
and **address possible**
conflicts
=
teachers as
facilitators instead of
contents transmitters

Provide teachers
tools, materials
and operational
models to promote
project-based
learning

Further research on teachers' training methods is desirable...

3. Conclusions and contacts

This report represents a first collection of the inputs and suggestions that emerged during the conference held on 21-22 October 2021.

In the following months of November, CITIZED partners decided to gather to better elaborate the results and inputs of the conference, as well as to present the new developments and outcomes of the project.

To stay updated with the project implementation and to keep the debate alive, all participants were invited to visit the project dedicated webpage (<http://eiplab.eu/citized>) and, in the first months of 2022, its official website.

If interested in contacting the CITIZED partnership by email, the organisers also invited the participants to contact sanremo@eiplab.eu.