

## CHALLENGE 1

### BRING CITIZENSHIP EDUCATION INTO THE AGENDA

## CHALLENGE 2

### FROM GOOD PURPOSES TO GOOD IMPLEMENTATION

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### TEACHERS' EDUCATION AND PROFESSIONAL DEVELOPMENT

## CHALLENGE 5

### ASSESSING LEARNING OUTCOMES OF CITIZENSHIP EDUCATION

## CHALLENGE 1

### BRING CITIZENSHIP EDUCATION INTO THE AGENDA

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

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

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

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

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

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

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## CHALLENGE 2

### FROM GOOD PURPOSES TO GOOD IMPLEMENTATION

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

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

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

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

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

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

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## CHALLENGE 3

### REFERENCE FRAMEWORKS AND BOTTOM-UP INITIATIVES

**R3.4 – Promote an international debate on what is citizenship education, what are the global dimensions of it and what are the concrete implications in daily life**

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**R3.5 – Make international frameworks for CE permeable to change factors (e.g. technology, migration, green transition) and bottom-up innovation, avoid their transformation into static references with limited impact**

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**R3.1 – Promote visibility and use of: existing frameworks, common language and definition of the whole CE area, then letting any user choose which one is closer to the needs and approach that correspond to the context**

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**R3.2 - Develop inter-organisation cooperation to agree how the different frameworks can be used as reference for national and local initiatives for CE, and help users to find their way through the different frameworks or an integrated synthesis of them**

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**R3.3 – Demonstrate the value of international/European frameworks to contrast the tendency to make CE a purely national issue**

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**R3.6 – Make sure that international frameworks are known to all teachers, then let teachers develop their learning strategy and programmes according to local needs**

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## CHALLENGE 4

### TEACHERS' EDUCATION AND PROFESSIONAL DEVELOPMENT

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

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

107

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

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

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

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

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## CHALLENGE 5

### ASSESSING LEARNING OUTCOMES OF CITIZENSHIP EDUCATION

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

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

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

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

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

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

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