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ERASMUS+ project CITIZED – *Policy implementation support and teacher empowerment for CITIZenship Education*

9th of June 2023

The policy workshop was divided into two types of activities:

- 1/ Presentation of the local and regional policies and needs in terms of education to citizenship and presentation of the *Citizen* project to the participants (see program included)
- 2/ Workshop activities: the participants were divided into two working groups on needs in terms of citizenship education – one at the institutional level, the other at the school level.

Outcomes from the institutional level working group:

During the workshop concerning the institutional level, various aspects of education to citizenship have been approached from 4 different perspectives: 1/agenda, 2/implementation, 3/reference framework, and 4/evaluation.

1/ The agenda perspective:

The issue of the interpretation of policies was raised: this interpretation changes according to the actors in charge of implementation.

2/ The reference framework:

Participants stressed that the very first reference framework is the IIIrd French Republic. There is, as anywhere else an issue of definition as now there is no shared common definition but different perspectives and approaches to the concept of citizenship and the needs for citizenship education. For instance, politics and decision-makers do not share the same concerns.

3/ Implementation:

Implementing education to citizenship involves that there is a consensus on existing shared values.

A participant stressed that in France it seems to be different from what happens in Germany where adhesion through role model is promoted while in France it seems that normativity is predominant.

The need for an education to citizenship through social development is raised and one of the participants raised that communitarism is fed the way education to citizenship as a normative process is implemented.

There is a need for developing project approaches and to think EC in a sustainable perspective. It has been suggested that the public authorities should give greater recognition to the projects carried out by teachers. Overall, it was mentioned by the participants that institutional valuation should be more important.

Various needs and questions were highlighted:

- 1/ How can teachers implement public policy in the classroom? (Cross-curricular approach, participatory activities for students)
- 2/ Teacher training: lack of project-based work
- 3/ Need to develop digital citizenship.

4/ Evaluation:

Evaluation is challenging. The main concern is “what should be evaluated”? The acquisition of competences, changes in behaviours, productions? Evaluation of interventions and process? There is no national evaluation framework, interventions are heterogeneous and vary according to context and individuals and that makes comparisons impossible. Should there be a national evaluation?

The need for a cross-national comparative evaluation is stressed at the same time as the reluctance of the national education system to open its doors.

As for the evaluation of public policies, the participating policy maker stressed that the objectives from a politic point of view differ from the ones of the national education system: they launch and support activities but do not evaluate impact.

Outcomes from the school level working group:

The first point addressed in this working group was the notion of citizenship: what are we talking about? citizens of the city, of the country, of Europe, e-citizens?

The issue of the lack of resources, or at least the lack of identified resources, was highlighted. Use of the citizen's booklet, a European passport (guide, portfolio, etc.)?

Should schools have a label such as “sustainable development, human rights, citizen schools”? Would it be relevant at the city level to organize citizenship Olympics?, to create networks of schools for citizenship?

The need for further developments for e-citizenship was raised based on the following statements:

- 1/ Reality has become increasingly virtual
- 2/ Social networks and streaming are part of daily life

Therefore, classroom practices should be adapted and contribute to developing a scientific mind; online kindness; relation to reality and durability of online content.

Teachers need to be supported on how to include and not to prohibit online interactions in order to develop extensive digital skills.

A cross-disciplinary approach is part of the approaches to be considered but how to implement it?