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D2.2: Long-term roadmap for the development of the Teacher Academy Alliance

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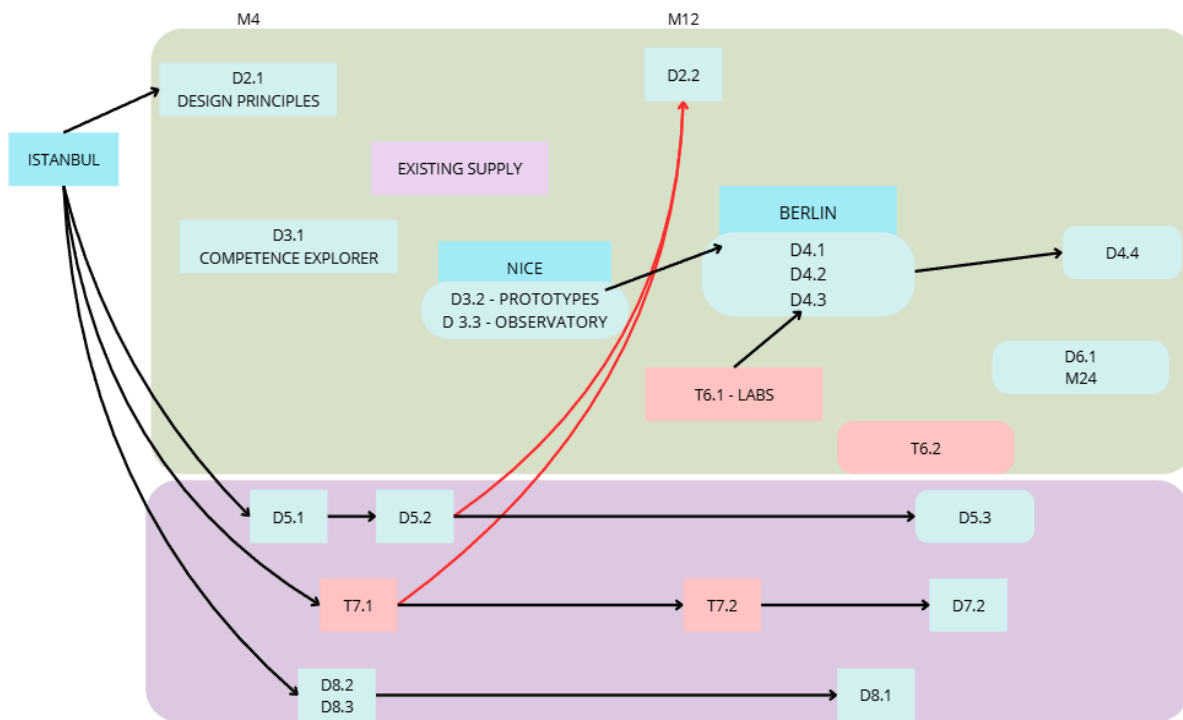
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Introduction

This deliverable (D2.2) presents the overall progress made by the DECITEL project and introduces the resulting long-term roadmap for the development of the Teacher Academy Alliance, elaborated at the end of the first year of implementation of the Erasmus+ DECITEL project. It also includes a synthesis of the second workshop among partners, held in Berlin on 12th and 13th March 2026.

Building on the outcomes of the initial phase of the project, and in particular on the design principles defined in Deliverable 2.1, this report aims to consolidate and further develop a shared strategic vision for the Alliance over a five-year time horizon. The roadmap reflects the progressive refinement of initial concepts through a structured process of validation involving key stakeholders across participating countries. The following graph tries to show how the first workshop in Istanbul, beyond the definition of the Design Principles for the new supply of learning paths for future teachers and in-service teachers, has set the basis for:

- a) A comprehensive review of the existing supply (by the project partners and other relevant providers- in the partners' countries and at EU level, in order to avoid duplications, identify gaps in supply and find potential partners for future developments;
- b) A review of relevant established and emerging competence frameworks referring to citizenship education in its broadest definition (T3.1), in order to anchor the new supply from DECITEL to newly identified priorities in research and recent policy orientation;
- c) A first reflection on the ambition of the Observatory capacity development (T3.3);
- d) The development of initial hypothesis on how far and how the new supply of training will make use of digital technology (WP6);
- e) The choice of prototypical learning paths to be developed by partners as examples of the new training supply that the TA will make available to European teachers;
- f) The presentation of DECITEL approach to local stakeholders who constitute and support the local learning ecosystems for the development of democratic citizenship education (WP5);
- g) The start of a reflection on the governance model of the TA alliance (WP7) and its future development;
- h) The reflection on the sustainability strategy necessary to guarantee not only that the project results will be used after the end of the project, but also that the Academy itself will find its way to continue and further develop its activity and geographical scope by networking with other initiatives which have similar objectives.



This document concludes WP2, which played a role of inception for the whole project development by organising the two workshops that respectively mark the start of the systemic design phase and the conclusion of the first project year. In the following pages a synthesis of the progress made between May 2025 and March 2026 will be presented (section 2), a report of the second project partners workshop will follow (section 3) and the planned roadmap for the long-term development of the DECITEL Teacher Academy Alliance will be illustrated (Section 4).

2 - From Design Principles to Long-Term Perspective

This section explains how the initial design principles were validated and enriched through stakeholder engagement and partner collaboration. It highlights the shift from a conceptual starting point to a more mature long-term strategic vision for the development of the Teacher Academy in all its components.

2.1 - Design principles validation at the local level

This subsection describes the process through which the design principles were discussed, shared, and adapted to different national contexts. It emphasizes participatory approaches, modularity, and pedagogical innovation as central elements. The development of the DECITEL Teacher Academy is grounded in a systemic and long-term vision, which goes beyond the duration of the project itself.

The first workshop agreed in May 2025 represented a foundational moment in this process. It brought together project partners to collectively reflect on the evolving challenges of citizenship education and to define a shared conceptual and operational framework for the future development of the Teacher Academy. Rather than producing isolated outputs, the workshop enabled a structured convergence of perspectives, experiences, and national contexts. A key outcome of this initial phase was the identification of a set of Design Principles, which constitute the backbone of the DECITEL training and education strategy:

1. Redefining Democratic Citizenship Education to encompass recent developments;
2. Modularity and attention to national contexts, thus combining, in the proposed training paths, a common core of “standard competences”, but also learning outcomes specifically required by and adapted to local context and demand conditions
3. Stimulate demand (since not everywhere a mature demand for democratic citizenship education exists among teachers and local communities); and design according to needs;
4. Advocate and implement the value of DCE as a field of creativity and expression;
5. “Whole Community Approach”; this formulation was adopted at the Nice partner meeting in November 2025 to go beyond the classic Whole School Approach and emphasise the role of local stakeholders in democratic citizenship education
6. Relying on the contribution of non formal education and on the possibility to establish new “safe places” for DCE;
7. Value-based learning, never forgetting that civic, social and relational competences are a fundamental element of comprehensive education
8. Participatory learning processes at the centre: citizenship competences are mostly learned by practising democratic processes
9. Peer learning as a key approach for DCE, starting from teachers education and training
10. Innovative approaches to the assessment of DCE learning progress, exploring learners’ and peers’ roles in assessment

11. Joint design, joint development, joint delivery also through Virtual Exchange, joint recognition - supported by meaningful use of digital technology;
12. Keep the project open to research developments and aware of/relevant to policy developments.

These principles reflect a significant shift from traditional, content-based approaches to citizenship education towards a more dynamic, process-oriented and participatory model. In particular, they emphasise:

- the need to redefine citizenship education in light of global challenges such as digital transformation, sustainability, defense of democracy, peace orientation and social inclusion;
- the importance of adopting a whole-school and multi-stakeholder approach, based on the creation or consolidation of local learning ecosystems;
- the centrality of participatory learning processes and peer learning;
- the integration of formal, non-formal and community-based learning environments;
- the strategic use of digital technologies to support collaboration and scalability.

In parallel, the workshop highlighted a series of structural challenges affecting citizenship education across different national contexts, including policy discontinuity, limited teacher preparedness, fragmentation -when not segregation- between formal and non-formal education, and low levels of learner engagement. These challenges reinforced the need for a systemic and flexible approach, capable of adapting to diverse educational ecosystems while maintaining a coherent European dimension. The Design Principles were therefore not conceived as fixed guidelines, but as evolving reference points to be progressively tested, validated, and refined through the project's activities. The period between the first and the second workshop has been crucial in this respect, as it enabled partners to confront these initial assumptions with empirical evidence, stakeholder feedback, and further collaborative work across Work Packages.

This section presents the main steps of this evolution, illustrating how the initial Design Principles have been validated within the local lifelong learning ecosystems(WP5), enriched through stakeholder engagement, and progressively translated into a long-term strategic perspective for the DECITEL Teacher Academy Alliance.

The most important validation exercise for the design principles took place at local level in all the cities where DECITEL partners are based: the engagement strategy of local stakeholders was based on presenting the DECITEL approach and asking feedback on how the principles were perceived -and already in use- to develop democratic citizenship education; a recognition of existing agreements at local level (learning community protocols, their aims and components, cooperation arrangements between formal and informal education, attitudes and support by local authorities, etc.). Although with different implementation speed, the establishment of local learning ecosystems has significantly progressed during year 1, confirming that the proposed DECITEL approach finds consensus and inspires new initiatives at local level. The present challenge is to move from the level of mutual knowledge of the several initiatives already in place, to the actual co-design and

collaboration in new joint initiatives that can produce a quality leap and an increased visibility of DCE as a whole-community purpose.

2.2 - The validation at EU level: Brussels workshops in July, October, December and March

The DECITEL Teacher Academy is not developing in an empty space: other Teachers Academies are working on related subject areas, and other networks and initiatives are also relevant to the aim of our project. A periodic presence in Brussels debate is part of the project effort to fine-tune its approach and extend its expected impact; therefore several events were taking place in Brussels, complementing the work done in the local learning ecosystems established by partners in their territories:

- a) Final event of the LICEAL Erasmus+ Project (3rd July 2025, organised by DARE and EIP Lab), including a round table on citizenship education in continuing VET and adult education, and the opportunity for increased collaboration between teachers, trainers and educators of the two sectors, that are traditionally separated in administrative terms, but address needs that are often expressed by the same individuals and groups.

Main lesson learnt: the separation, in policy and administrative terms, of education sectors may prevent natural synergies on democratic citizenship education and effective intervention on teachers and educators' training. DCE should be a transversal priority allowing to create bridges between education sectors based on the involvement of local communities.

- b) Policy Lab “Reimagining citizenship and learning: preparing young people for an uncertain future” (1st October 2025, organised by EIP Lab in collaboration with OBESSU, EPA and the Lifelong Learning Platform), in which the main focus was to extract the point of view of young students and contrasting it with the traditional way to structure citizenship education at school, as an inspiring factor for DECITEL.

The Lab highlighted the importance of recognising young people as active citizens in the present. It identified significant gaps in student participation and representation, noting that existing structures often lack influence and visibility. Participants called for the establishment of authentic spaces for student engagement at all levels of education governance, including involvement in curriculum design and policy processes. A strong critique was directed at competitive education models, which were seen as contributing to stress, anxiety, and inequity. The Lab recommended shifting towards more holistic and humane approaches to assessment, focusing on personal growth, collaboration, and socio-emotional development. Suggested methods included portfolios, reflective learning tools, and process-based evaluation rather than high-stakes testing.

The discussion also emphasised the need to redefine citizenship in a global context. Citizenship Education should move beyond national frameworks and be grounded in universal values such as human rights, social justice, environmental sustainability, and

peace. Education should foster a sense of global responsibility while respecting cultural diversity and local identities. Teachers were identified as key agents of change. Their role requires continuous professional development, with a focus on self-awareness, empathy, well-being, and humanising pedagogies. Participants stressed that teachers should act as facilitators and co-learners, supported by systems that enable reflection, collaboration, and innovation. The Lab produced ten policy recommendations, including conducting a “competition audit,” strengthening multi-source learner support, enhancing teacher development, fostering cooperation between schools and communities, and integrating arts and culture into Citizenship Education. Arts-based approaches were highlighted as essential for promoting creativity, empathy, and critical reflection. Three priority areas were selected for further development: (1) teachers’ awareness and self-development, (2) universalising and humanising Citizenship Education, and (3) integrating arts and culture into learning processes.

Main lesson learnt: the concluding dialogue centred on the notion of a Curriculum for Life - one that prepares students not only for employment but for active, compassionate, and sustainable citizenship. Participants agreed that CE should help learners:

- *Develop curiosity, creativity, and resilience.*
- *Experience learning as an act of co-creation.*
- *Connect knowledge with human values and environmental responsibility.*

The Experts’ Policy Lab demonstrated the urgency - and the opportunity - to redefine citizenship education for a new era. Young people, teachers, and policymakers agreed that citizenship must no longer be taught as abstract civics but lived through creativity, dialogue, and shared responsibility.

A detailed report on this meeting will be available in the annexes.

- c) DECITEL Round-Table at the Lifelong Learning Week (12th December 2025, organised by DARE in collaboration with Lifelong Learning Platform, OBESSU and EIP Lab) This short event allowed to present the design principles and the work on competence frameworks already developed by DECITEL to the relevant units of the European Commission and to other relevant stakeholders, and to receive positive feedback on the progress to date.

Main lesson learnt: Competence frameworks for DCE are in a process of reconsideration, taking care of recent developments affecting the state of health of democracy in Europe and elsewhere: DECITEL should not crystallise its framework but stay tuned and collaborate with current EU efforts to update competence frameworks and guidelines for citizenship education.

d) Workshop “Educating citizenship for resilient societies: from the “Fourth Pillar” to the cornerstone of Democracy” (1st March 2026, organised by EPA and OBESSU at the European Economic and Social Council in the frame of the European Week of Civil Society), in which the DECITEL approach to local learning ecosystems was presented, together with some reference to the project design principles.

Main lessons learnt: 1. citizenship education must be accessible to everyone, and to reach this goal community level action is fundamental, since formal education alone cannot reach everyone and overcome regulatory constraints; 2. young people are not “citizens of the future” but simply young citizens who should be invited to take part in the democratic processes, and particularly collaborative decision making; 3. Vocational Education and Training should represent a laboratory for DCE.

2.3 - Review of supply

This subsection presents an analysis of the existing provision in Democratic Citizenship Education, highlighting strengths, gaps, and opportunities for consolidating and transferring best practices across Europe.

The review was conducted by asking all partners to complete a form in which they were invited to provide a general presentation of their organisation’s provision of citizenship education for teachers. They were also asked to describe the main approaches they use, the areas they consider to be covered, and the gaps they have identified in their respective contexts. All partners contributed to this process by submitting their inputs, which made it possible to analyse a landscape that is both diverse and, at the same time, fragmented in terms of initiatives, practices, and available resources. The main findings of this collective analysis were then summarised and presented during the TPM held in Berlin.

In general, the terms that emerged most frequently from the collected forms include civic education, learning, workshops, and inclusion. These keywords reflect a strong emphasis on non-formal educational activities, such as educational modules, workshops, and community-based projects. They also point to a focus on addressing key thematic areas, including media literacy, civic participation, intercultural dialogue, environmental citizenship, and democratic practices within schools.

learning practices, and the integration of research with professional practice.

Building on these observations, it becomes evident that certain organisations and institutions play a key role in bridging formal and non-formal education within the field of Democratic Citizenship Education (DCE). For example, the Vienna Forum/Zentrum Polis represents a structured and competence-based approach that connects national curricula with European frameworks such as the RFCDC and the Digital Citizenship Education framework. Through a variety of activities, including teacher training, workshops, lesson plans, serious games, and annual campaigns, it provides both pre-service and in-service teachers with opportunities to develop competences related to concepts, methods, modelling, and decision-making. At the same time, it promotes participatory and action-oriented learning within schools. Across Europe, networks such as DARE, as well as universities including UNICA, UNIMORE, and UOI, and organisations such as OBESSU, contribute with complementary approaches. These range from research-informed and inquiry-based learning to blended and digital pedagogies, as well as non-formal, youth-led, and experiential methods. Common thematic priorities include human rights education, global and European citizenship, civic participation, media literacy, inclusion, and democratic values. Many initiatives also incorporate innovative pedagogical approaches such as gamification, dialogue-based learning, and collaborative problem-solving, highlighting the potential for fostering active engagement and critical thinking.

Regarding the areas addressed, it proved useful to distinguish between those covered at national level through national programmes and those addressed at the level of individual partners through their specific activities. At the national level, the focus tends to be placed more on professional development, network-building, and the acquisition of tools and competences. This suggests that national programmes remain more formal and professionally oriented in nature. By contrast, at the partner level, there is a stronger focus on civic education, participation, ethical and cultural dimensions, inclusion, and non-violent, intergenerational exchange. As a result, participatory approaches and civic and cultural topics appear to be more frequently addressed at the local or organisational level than at the national level, reflecting what seems to be a broader European trend.

Moving on to the gaps identified, partners highlighted a number of recurring challenges. These include the need for more systematic approaches to teacher professionalisation, stronger integration of digital citizenship, and greater attention to mental health and well-being. Additional gaps concern participatory assessment practices and the inclusion of controversial or global issues within educational programmes. Furthermore, the fragmented nature of national contexts—characterised by differences in curricula, teacher education systems, and access to resources—limits the scalability and transferability of effective practices. As a result, several promising local initiatives, such as inclusive and relational approaches in Italian secondary schools or experiential civic competence programmes (for example those developed by Fondazione Golinelli), remain largely disconnected from broader national or European frameworks.

EmergEd Gaps

- No formal or structured teacher education and training in several countries.
 - Lack of regular or compulsory citizenship education in national curricula.
 - Limited institutional recognition and agreements on citizenship education within teacher education departments.
 - Citizenship education not compulsory for all students in secondary education/ limited to minors in some programmes
 - Uncertainty about the role of citizenship in primary education curricula.
 - Digital citizenship education less covered at national level.
 - European and global citizenship less addressed
 - Handling of controversial issues underdeveloped.
 - Limited coverage of citizenship education in VET (vocational education and training).
 - Heterogeneity across countries in content and approach.
 - Lack of national tools or guidance for whole-school approaches and teacher–parent collaboration.
 - Lack of tools for trust-based partnerships between home and school.
 - Limited guidance on involving parents in democratic decision-making.
 - Participatory and student-led approaches for teachers underdeveloped.
 - Assessment practices aligned with students’ needs not fully addressed.
 - No general, systematic approach to democratic citizenship education at national level.
 - Limited practical integration of relational, inclusive, and experiential pedagogies nationally.
 - Traditional lecture-based approaches still common; experiential or interactive methods not consistently implemented.
 - National frameworks and agreements on democratic citizenship, civic competences, and CE frameworks often missing.
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At the same time, the review also highlights a number of positive trends and emerging areas of awareness. These include a strong commitment to teacher professional development across multiple countries, often implemented through workshops, webinars, and blended learning formats. There is also a clear emphasis on experiential, participatory, and student-centred pedagogies, including project-based learning, action research, co-teaching, gamification, and virtual exchanges. The integration of democratic citizenship, human rights, inclusion, diversity, and global citizenship into curricula and training programmes is another significant trend. Support for digital citizenship and media literacy, including ethical uses of ICT and responsible approaches to artificial intelligence, is also increasingly visible, although coverage remains uneven.

Main positive trends and awareness emerged:

- Strong engagement in teacher professional development across multiple countries through workshops, webinars and blended learning
- Emphasis on experiential, participatory, and student-centered pedagogies (project-based learning, action research, co-teaching, gamification, virtual exchanges)
- Integration of democratic citizenship, human rights, inclusion, diversity, and global citizenship in curricula and training programmes
- Support for digital citizenship and media literacy, including ethical ICT and responsible AI use (though coverage varies)
- National-level guidelines, resources, and competence frameworks supporting teacher training
- AICQ as a whole-school tool to help explain *why* certain practices related to citizenship are implemented
- Strong focus on collaboration and networking between schools, universities, local authorities, and NGOs
- Innovative approaches to school inclusion, social-emotional development, and wellbeing
- Integration of European and international experiences, mobility projects, and cross-cultural learning

Main challenges emerged

- Lack of a general, coherent approach to citizenship education at the national level across many countries
- Inconsistent institutional recognition and legal status of citizenship education in national curricula
- Fragmentation of initiatives and uneven coordination between national frameworks, universities, and local projects
- Limited coverage of controversial issues, polarisation, civic agency, and European/global citizenship
- Migration rarely addressed explicitly
- Digital citizenship and ICT education are not consistently advanced or embedded;
- The assessment of citizenship competences needs to be clearly defined and should incorporate innovative approaches;
- Limited formal teacher training in some countries;
- Uneven preparation for whole-school approaches, parental involvement, and integration of democratic governance in schools
- Some focus areas (peace education, interreligious dialogue, conflict management) addressed mainly locally rather than nationally
- The use of participatory methods requires a preliminary analysis of the skills and context of the target group.

Overall, the review underlines the need for a more systematic mapping and consolidation of existing practices, in order to facilitate the transfer and adaptation of successful initiatives across different contexts. It also highlights the opportunity to better connect national structures with transnational networks, thereby promoting greater coherence, accessibility, and quality in Democratic Citizenship Education. By combining competence-based curricula, research-informed pedagogies, digital tools, and experiential methodologies, European actors can work towards systemic improvements that empower teachers, learners, and communities to actively and meaningfully participate in democratic life. Finally, the review emphasises the importance of providing teachers and local stakeholders with structured tools, clear guidance, and sustained professional development opportunities, in order to strengthen both the impact and the overall coherence of citizenship education initiatives.

2.4 - Competence framework and focus on emerging critical areas

Building upon the identified supply and the gaps observed, as well as on the work previously carried out within WP3, the group was able to engage in a reflective and iterative process that led to the revision of the competence framework and the identification of emerging critical areas. In particular, by drawing on the 12 design principles and the results of the CITIZED and LICEAL projects, the consortium conducted an in-depth analysis of existing competence models and self-assessment tools. This analytical phase was closely aligned with the needs expressed by the participating universities, ensuring coherence between theoretical developments and practical expectations. On this basis, the consortium initiated the development of the Competence Framework Explorer and the definition of topics for the learning paths. Within WP3, two dedicated working sessions were organised during the TPM in Nice, providing a structured space for discussion, alignment, and co-creation among partners.

During these exchanges, the partners collectively agreed that the Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC), published in 2016, can no longer be considered fully adequate in light of current global developments. Since its publication, the world has undergone significant transformations, often described as a series of interconnected crises. These developments, increasingly conceptualised as a “polycrisis,” require particular attention within a comprehensive and updated competence framework. A polycrisis refers to the simultaneous occurrence of multiple global challenges—such as climate change, pandemics, conflicts, and economic instability—whose interactions amplify their overall impact, creating situations that are more severe and complex than the sum of individual crises. This convergence places increasing pressure on existing systems, contributes to instability, and generates new and multifaceted problems, thereby making the need for holistic and integrated solutions more urgent.

In this context, the consortium was invited to critically reflect on the existing framework by discussing hypotheses and articulating whether, and for what reasons, certain challenges or corresponding dimensions of citizenship education (CE) should be reconsidered, removed, or revised. At the same time, partners explored whether relevant elements were missing and should be incorporated in order to better capture contemporary realities. This process encouraged a critical reassessment of the RFCDC, grounded in both empirical observations and the practical experiences of the participating institutions.

At the end of this process, new items were clustered and allocated to new Competence Dimensions, arriving at an “extended” version of the RFCDC butterfly:

- Digital Citizenship Education
 - disinformation
 - AI
 - fake news
 - information disorder
 - digital literacy
 - Critical AI literacy
- Critical thinking
 - digital capitalism
 - cyber security
 - data regulation
 - digital sovereignty
 - racism
 - discrimination
 - alt right extremism
- Futures Literacy
 - fast changing world
 - trade wars
 - natural resources
 - security discourse

- distrust
- democratic participation
- crisis of representative democracy
- futures literacy (UNESCO)
- systemic thinking
- Education for Sustainable Development (ESD)
- Mental health
 - self-awareness
 - resilience
 - socio-emotional learning
- Democratic attitudes and skills
 - respect/tolerance
 - dialogue and mediation

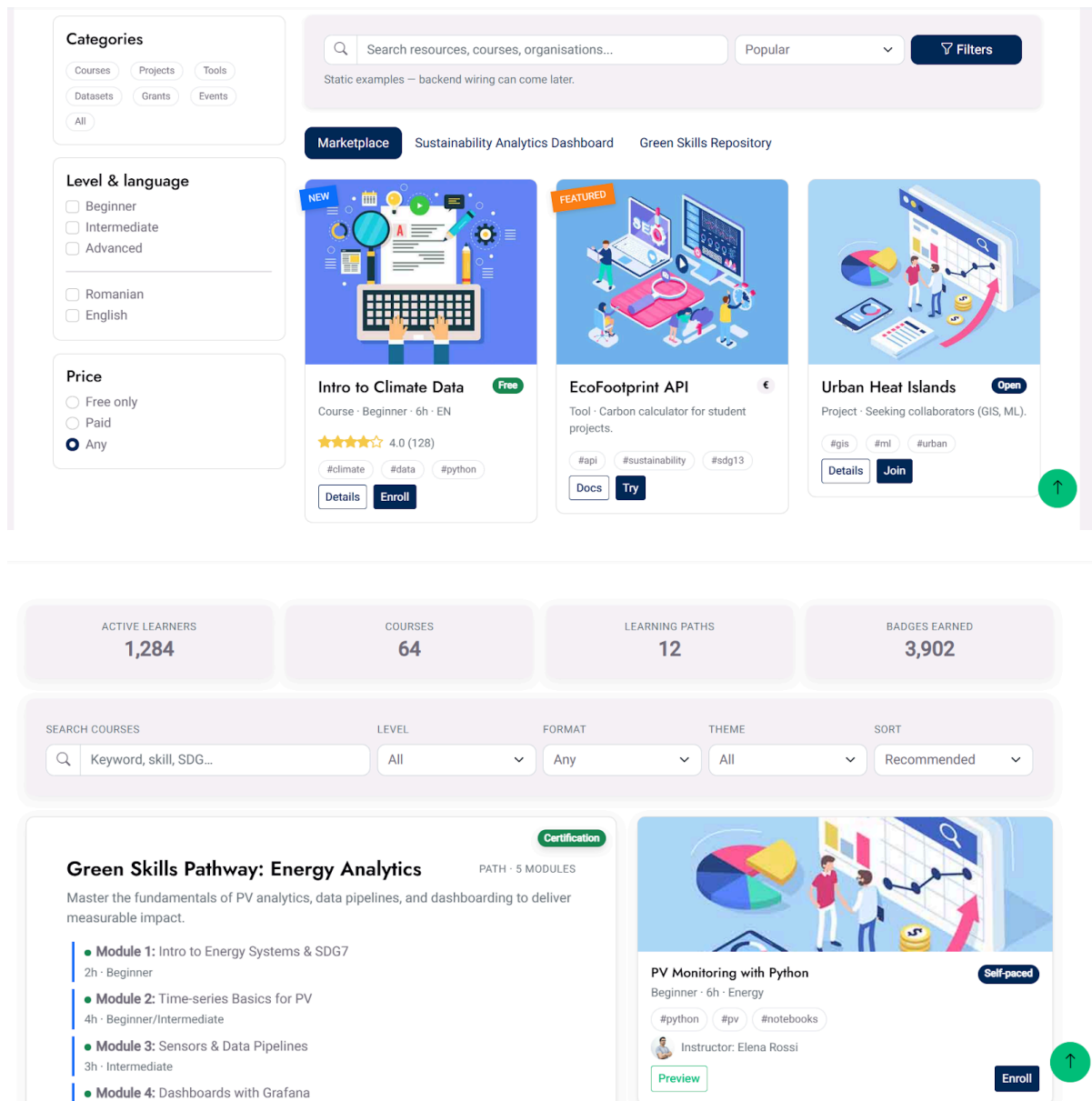
These elements were therefore identified as emerging critical areas that are particularly relevant for contemporary democratic education. Within this perspective, teachers are no longer positioned merely as transmitters of knowledge, but rather as facilitators and architects of democratic learning environments. Their role entails fostering inclusive, participatory, and reflective classroom practices, where democratic principles are not only taught but actively experienced. The competence framework thus provides structured guidance for translating these competences into concrete learning outcomes, supporting both teachers and students in engaging with democratic values in a meaningful and practice-oriented way.

By linking the review of the existing supply with this updated competence framework, the project is able to highlight both gaps and opportunities. While a variety of practices and initiatives already exist, the analysis shows that a more systematic integration of these emerging critical areas into structured learning paths is necessary. Such integration is essential to ensure a more coherent, consistent, and sustainable approach to democratic citizenship education across Europe, ultimately strengthening its impact and long-term relevance.

2.5 - Use of technology in the academy delivery of teacher training

The delivery of teacher training within the DECITEL Teacher Academy is significantly enhanced through the use of the DECITEL digital platform, designed to provide a collaborative, governed, and interoperable environment that supports professional learning, co-creation, and knowledge exchange in democratic citizenship education. The platform functions as a central digital infrastructure, enabling teachers, teacher educators, researchers, and other stakeholders to access resources, participate in communities of practice, and collaborate across national and institutional boundaries.

Here it is possible to see a potential look of the learning resources repository:



The platform is structured around multiple integrated modules that collectively support the Academy's training objectives:

1. Learning Resource Repository: A structured, searchable repository providing access to learning modules, curriculum frameworks, lesson plans, methodological toolkits, case studies, multimedia resources, and research-informed educational materials related to democratic citizenship education.

The key features are:

- Modular learning materials aligned with reference frameworks for democratic culture, civic engagement, inclusion, and sustainability.

- Curriculum building blocks tailored for early childhood, primary, secondary, and teacher education contexts, enabling flexible integration into initial teacher education (ITE) and continuous professional development (CPD) programmes.
- Downloadable and open-licensed content, ensuring accessibility, adaptability, and reuse across institutions and countries.
- Intelligent search and filtering functionality, allowing users to discover resources by keywords, themes, age group, educational level, language, competence area, learning outcomes, and format.
- Rich metadata and tagging system, describing pedagogical objectives, prerequisites, estimated learning time, target competences, and usage rights.
- Versioning and update mechanisms, enabling continuous improvement of resources while maintaining transparency and traceability.
- User contribution and feedback features, allowing educators to submit resources, comment on existing materials, and share reflections on classroom implementation.
- Interoperability readiness, enabling integration with analytics dashboards, competence repositories, and other educational data spaces.

2. Professional Community & Networking Spaces: An interactive and participatory digital environment where educators, teacher educators, researchers, trainers, policymakers, and other stakeholders can connect, collaborate, and co-design solutions related to democratic citizenship education.

The key features are (as per the report):

- User profiles and professional networking tools, enabling participants to present their expertise, institutional affiliation, interests, and areas of practice, and to connect with peers across Europe.
- Discussion forums and thematic communities of practice (CoPs) focused on key DECITEL themes (e.g., democratic culture, participation, inclusion, digital citizenship, teacher education), allowing structured exchanges, moderated debates, and reflective dialogue.
- Messaging (coffee chats) and collaborative group spaces for project partners, educator networks, and ad hoc working groups, supporting joint activities, co-authoring, and peer support.
- A community-oriented marketplace, where users can share, showcase, and exchange educational products such as learning resources, toolkits, micro-modules, methodologies, and practice-based outputs developed within the DECITEL ecosystem.
- Trust- and governance-aware participation, with clear participation rules and moderation principles aligned with the platform's shared rulebook, ensuring respectful, inclusive, and transparent engagement.

3. Collaborative Projects & Event Calendar: Provides a centralized calendar of upcoming workshops, webinars, training sessions, and transnational events linked to democratic

citizenship education.

The key features are:

- Registration and alert features for live and virtual events.
- Event resources and follow-up materials.
- Integration with webinars, workshops, and hybrid learning sessions.

4. Good Practice and Case Sharing Module: A curated showcase of effective practices, classroom projects, school-level implementations, and civic engagement initiatives.

The key features are:

- Submission forms for educators to share their projects.
- Tagging and categorization by theme, age group, context, and outcomes.
- Voting or feedback functionalities from platform peers.

5. Collaborative Learning and Co-Creation Tools: Supports interactive collaboration on content, ideas, and joint curriculum development.

The key features are:

- Co-creation spaces with collaborative editing and feedback loops.
- Project workspaces for partner groups and thematic task forces.
- Version control and archival of collaborative outputs.

6. Policy & Research Insights: Provides a curated dashboard of reports, research outputs, European frameworks, and policy resources related to democratic citizenship education.

The key features are:

- Policy briefs and comparative education research.
- Links to European and Council of Europe reference documents on democratic culture.
- Analytics and insights on trends in civic education.

7. Teacher Mobility Hub: Facilitates teachers' professional mobility through structured virtual exchanges, transnational collaboration, and peer learning activities.

The key features are:

- Open calls for virtual mobility (peer observation, short exchanges, co-teaching).
- Partner matching (teachers/schools looking for exchanges).
- Mobility calendars for short-term virtual visits and joint sessions.
- Mobility toolkits (guidelines, templates, ethical frameworks).
- Sharing outcomes (reflections, practice reports, micro-credentials).

8. User Engagement & Feedback Loop: Ensures continuous improvement of platform features, content quality, and community engagement.

The key features are:

- Feedback forms, surveys, and user satisfaction dashboards.

- Analytics to capture usage patterns and impact.
- Badges or recognition for active contributors.

Overall, the DECITEL platform provides a comprehensive technological environment that enhances teacher training by combining structured learning resources, professional networking, co-creation tools, and mobility opportunities, fostering participatory, evidence-based, and innovative approaches to democratic citizenship education.

2.6 - Perspectives of observatory of citizenship education for Teachers

By reviewing existing supply of teachers training on Citizenship Education (WP2) and existing competence frameworks (WP3), the project has established the procedural basis for building an Observatory capacity development (T3.3) that should accompany the Teacher Academy decisions on which competences are more demanded and less covered by existing supply, thus deserving DECITEL collective investment. However, while monitoring the development of competence frameworks does not appear particularly problematic and can easily be performed to keep DECITEL partners and other stakeholders up to date, the collection of reliable and updated information on the supply of training for teachers is a rather committing task, particularly if a high level of coverage and qualitative criteria are required. In fact the first attempt to conduct a review of supply showed a highly fragmented and dynamic picture: the whole area of citizenship education is expanding, new focus areas are emerging, teaching and learning approaches are quickly evolving and the importance of digital technology -as a related subject and as a delivery method for teachers' training- is growing very quickly. The dilemma that was discussed in the Berlin workshop is whether to develop the observatory capacity as an "internal use" facility for partners to take decisions on "what next DECITEL learning path will be", as we did in Year 1; or to establish an information and analysis instrument available to any teacher training organisation to take decisions, but also to retrieve existing courses and study programmes with which to compare and possibly to collaborate across countries. The project proposal only promises the first level of achievement, and partners are committed to that; however, in the medium- or long-term the perspective of building an open observatory on teachers education and training on DCE might constitute a very significant and attractive element for the Teacher Academy Alliance. How to make it feasible and sustainable is the objective of T3.3, which will present its conclusions in month 24.

3 - Preparation and results of Workshop 2: towards four innovative joint learning paths

3.1 - From Workshop 1 to Workshop 2

The preparation for the first workshop involved extensive work and virtual collaboration. Partners engaged in three online meetings prior to the physical workshop in Istanbul (May 2025) to align expectations, clarify roles, and review national contexts. Each partner conducted analyses of citizenship education policies and practices in their respective countries, highlighting challenges, innovations, and alignment with European and

international frameworks. These preparatory activities established a shared understanding of the current state of CE and informed the design of the workshop agenda.

The workshop itself was structured to maximize interaction and knowledge exchange. Over two days of the three-day meeting, partners presented country-specific analyses and discussed recurring challenges in CE, including the discontinuity of policies, shifting curricula, and nationalist tendencies that hinder global perspectives in citizenship education. This initial dialogue set the stage for collaborative problem-solving and the co-creation of foundational design principles for DECITEL.

The workshop started with key themes and problem analysis. A “World Café” methodology was employed during the workshop to explore four critical themes in citizenship education:

1. Discontinuity in Political Leadership and Curriculum Directives: CE is highly sensitive to political and cultural shifts. The workshop emphasized reframing citizenship around the concept of the citizen, rather than politically contingent curricula. Common international frameworks, such as Sustainable Development Goals and the Council of Europe’s competencies for democratic culture, were identified as stabilizing references.
2. Citizenship Education in Vocational Education and Training (VET): VET learners often belong to marginalized groups, and instructors may lack a traditional civics background. Rather than a limitation, this context enables project-based, collaborative CE approaches, emphasizing teamwork, practical problem solving, and civic responsibility within professional environments.
3. Non-Formal and Extra-School CE: Non-formal education offers flexibility and participatory opportunities, yet faces challenges including resource constraints, heterogeneous curricula, and a shortage of trained facilitators. DECITEL recognizes the importance of integrating local NGOs, community experts, and experiential learning - such as debates, micro-projects, and simulations-to enhance civic competence beyond traditional classrooms.
4. Motivation of Learners: The effectiveness of CE depends on engagement. The workshop highlighted that traditional lecture-based approaches fail to inspire learners, whereas active, interactive, and contextually meaningful methods-fostering creativity, dialogue, and decision-making serve as key motivational drivers.

Additionally, the workshop addressed the project’s target groups: pre-service teachers and in-service teachers. Using a “personal” approach, partners identified diverse profiles, motivations, and learning needs, informing the design of tailored training modules.

A central outcome of the workshop was the co-creation of twelve design principles for DECITEL’s training supply (already listed in the first part of this report). The workshop reinforced that citizenship competences are best developed through active engagement in citizenship processes, rather than passive instruction. DECITEL emphasizes that both teacher training and school-based practice should incorporate these processes, fostering experiential learning in authentic civic contexts.

A second workshop was planned for the end of Year 1 to consolidate organizational structures, finalize the design principles, and establish thematic working groups for curriculum and module development and it was carried out during the TPM in Berlin. The second workshop represents the next step in translating the design principles and workshop insights into operational curricula and sustainable Teacher Academy structures.

3.2 - Workshop 2

The second workshop took place during the Transnational Partners Meeting in Berlin and it was primarily dedicated to clarify how the development of the joint learning paths for teachers should take place, and choosing four prototypes on which four groups of partners should start to work. The workshop aimed to explore how competencies could be tailored to different teacher profiles, while also consolidating a shared understanding among partners of the priority areas and pedagogical approaches for DECITEL. The methodology was highly interactive, alternating plenary discussions, group work, and practical design sessions.

A key discussion point was whether the learning paths should differentiate between pre-service and in-service teachers. This question emerged because the needs, motivations, and prior experiences of these two groups differ significantly. The partners were divided into groups and they explained their stances in a plenary discussion:

- Group 1 suggested maintaining a single learning path structure, offering a basic framework with optional differentiated paths to allow flexibility according to participants' needs. The idea was that the core structure could remain consistent, but additional modules or activities could cater to different backgrounds or experience levels.
- Group 2 supported differentiation. They proposed that pre-service teachers focus primarily on foundational knowledge, basic skills, evaluation methods, and social-emotional learning, while in-service teachers could engage with digitalization, critical thinking, active learning strategies, mentorship, conflict resolution, and classroom management. The methodology for in-service teachers emphasized more participatory, interactive, and gamified approaches.
- Group 3 highlighted the importance of motivation and readiness to tackle challenging or controversial topics. Pre-service teachers often acquire skills for credit rather than intrinsic motivation, and therefore need structured guidance and support to transition into professional practice. In-service teachers, by contrast, already possess experience in classroom management and need opportunities to refine and expand their skills. In any case, both groups need to tackle the same topic through training, therefore, they suggested a single learning path.
- Group 4 raised the difficulty of a one-size-fits-all approach, especially across different levels of education (primary, secondary, etc.), suggesting that differentiation might be necessary within the pre-service and in-service categories as well.

Through these discussions, the plenary reflected on the balance between knowledge acquisition, practical skills, and attitudinal development, recognizing that learning paths must

be adaptable to the context of each teacher and school, but not necessarily be substantially different as far as learning outcomes are concerned. According to the design principle 3, in fact, the learning paths may have a common core and different components, as well as delivery methods.

After this key step, the group moved towards identifying priority competence areas. The partners then engaged in a collaborative process to identify the priority areas for teacher learning paths. Using input from the LLEs and previous research, eleven key domains were discussed:

- Working with stakeholders and families / Transversal citizenship (whole community approach)
- EU / Global Citizenship
- Active Learning (active didactics)
- Co-creation of teacher skills (method) with all stakeholders
- Understanding / facilitating complex socio-political topics / Critical thinking
- Motivation to address civic topics / dimensions (more a module than a path)
- Connection (resilience, empathy, dialogue, meeting other people, counter-polarization) / Agency / Layered identity formation (linked also to motivation)
- Inclusion
- Critical digital citizenship
- Layered identity formation (linked also to motivation)
- Participation and democratic education / Peace Education / Conflict transformation

Each area was evaluated along four dimensions: absolute priority, correspondence to expressed local needs, feasibility by the partnership, originality (not yet largely available for teachers). This structured evaluation allowed partners to identify areas of highest potential impact, while also ensuring that the chosen topics were feasible within the project's timeframe and resources. Discussions emphasized the need to integrate community, social, digital, and identity dimensions across all learning paths, ensuring a holistic approach to teacher education.

	ABS PROJ	NEEDS FROM LLE	FEASIB. AVAIL. EXP	COMPLET TION/ AVAILABILITY FOR TEACHERS	TOT
(A) Working with state holders families XXJA/MCA	8	8	9	7	32
EU-GLOBAL CITIZENSHIP	9	5	6	5	25
ACTIVE LEARNING <i>very complex</i>	9	8	8	5.5	30.5
CO-CREATION OF TEACHERS' SKILLS <i>STUDENTS METHOD</i>	8	7	6	6	27
understanding facilitating (complex) socio-political topics <i>social education</i>	9	6	9	9	33
motivations to address civic topics / dilemma <i>social education</i>	9	7	9	8	33
CONNECTION <i>in 4th</i>	9	8	8	8	33
INCLUSION	9	8	8	(5)	30
CRITICAL DIGITAL CITIZENSHIP	8	7	8	(6.5)	30.5
LAYERED IDENTITY FORMATION	8	7	8	9	(32)
TRANSVERSAL CITIZENSHIP <i>PEACE EDUCATION</i>	8	8	9	8	(33)

Based on this classification, the partners selected four pathways to develop, each with a corresponding working group:

1. Group COMPART on involving community in citizenship education, Participation in decision making and Conflict transformation. The focus is on: community participatory approach, motivation of teachers, citizenship concept clarification, development of integrated online/offline materials, practical activities, assessment and reflective journals, ECTS allocation.
2. Group COMPLEX on Understanding facilitating complex socio-political topics / Critical thinking. The focus is on understanding and facing complex socio-political challenges, providing teachers tools to handle wicked problems, and practical strategies.
3. Group CDC on Critical digital citizenship. The focus is on: theoretical knowledge, hands-on application, reflecting on implementation, moving from students as users to active political agents.
4. Group ICON on Connection / Agency / Layered identity formation / Motivation. Here the focus is on strengthening teachers' capacity to navigate diversity, conflict, and

identity-related issues in the classroom, while fostering inclusion, dialogue, and critical thinking.

This combination of topics represents particularly well the scope of the DECITEL Teacher Academy: respectively 1. the community and participatory dimension of citizenship education, 2. the awareness of the complexity of major social and political trends affecting European societies, 3. the relevance of digital transformation in the evolving citizenship concepts, and 4. avoiding isolation and marginalisation, supporting learners' agency in the classroom micro-dynamics.

After this decision, UniCA presented to all the groups key principles for structuring effective learning paths, highlighting that each path should consist of an organized sequence of learning objects that guide the learner in a clear, progressive manner. Important design principles included:

- Conceptual hierarchy: content should progress from simple to complex, with clearly defined prerequisites.
- Granularity: learning objects should be appropriately sized, ranging from 5-minute micro-units to longer sessions depending on complexity.
- Adaptivity and personalization: learning paths should allow flexibility for learners to focus on areas of need or interest.
- Mastery-based progression: learners should have opportunities to repeat crucial elements and be assessed to ensure understanding.

The following day, as a conclusion to the workshop, participants organized into working groups to develop the structure and content of learning paths for the selected priority areas. Each group was tasked with preparing a presentation of the learning path, including objectives, learning outcomes, activities, methodology, assessment approach, online and offline components, and the credit system if relevant.

On this first stage, all groups emphasized experiential learning, reflection, and modular design, aiming to integrate online and offline learning while allowing adaptation to different contexts and learners' needs.

Therefore, by the end of the workshop, partners had reached a shared understanding of:

1. Which competencies should be prioritized in learning paths for both pre-service and in-service teachers.
2. How to structure learning paths to integrate theoretical knowledge, practical skills, experiential exercises, and reflective practices.
3. Methodological approaches to address complex socio-political issues, civic engagement, inclusion, digital citizenship, and identity formation.
4. Key organizational elements, including blended delivery, assessment strategies, and community involvement.

Next steps include producing modular learning path drafts that incorporate online and offline components, align with local and European frameworks, and allow for flexibility based on teachers' prior experiences. Each partner will contribute to defining learning objectives, activities, and assessment strategies, with a first checkpoint planned for 27 April 2026.

4 - Long-term Roadmap for the development of the Teacher Academy Alliance

4.1 - Sustainability elements for the Teachers academy alliance: the local pillars (LLE)

Sustainability is a central concern for DECITEL's Local Learning Ecosystems, ensuring that the initiatives and innovations introduced during the project continue to have long-term impact at individual, institutional, and societal levels. Rather than operating as short-term interventions, LLEs are designed to become enduring structures that integrate participatory, democratic, and digitally enriched learning into formal, non-formal, and community-based education. Sustainability is achieved through a multi-layered strategy that encompasses pedagogical innovation, professional capacity building, institutional embedding, and societal impact.

At the pedagogical level, DECITEL LLEs provide practical, replicable resources that operationalize democratic education. In Vienna, for example, the “Bildungsgrätzl” (Education neighborhoods) demonstrates how the local environment can create inclusive, community-based learning environments. Here, schools, kindergartens, and local institutions collaborate to offer diverse educational, recreational, and advisory services tailored to children, youth, and adults. Pedagogical innovations include participatory urban design projects where students and local residents co-create their neighborhoods, and interactive learning formats such as gamified “riddle rallies” and sustainable clothing exchanges that integrate environmental awareness with civic learning. By situating democratic learning within the lived context of the neighborhood, these initiatives transform public spaces into “living classrooms,” reinforcing democratic participation, social responsibility, and local engagement.

In the French context, the LLE within the Université Côte d’Azur (UniCA) embeds democratic learning into teacher education. Through partnerships with schools, local educational authorities, and research units, pre-service teachers are exposed to structured frameworks for democratic competence. This includes teaching argumentation, conflict management, and collective decision-making. Classroom experimentation, aligned with explicit competency frameworks, ensures that students’ lived experiences-ranging from interpersonal conflicts to exclusion-become learning opportunities for democratic engagement. Iterative reflection, co-creation of teaching materials, and observation-based adjustments provide both practical and research-informed feedback loops, strengthening the quality and relevance of pedagogy.

The Greek LLE within DECITEL illustrates sustainability at the interface of teacher education, schools, civil society, and local governance. By integrating digital citizenship, participatory learning, and civic engagement into teacher education and school practice, the initiative redefines professional identities and reinforces democratic culture. Teachers are equipped not only with methods for fostering student participation but also with frameworks for evaluating civic competencies, documenting outcomes, and reflecting on classroom dynamics. The project thereby moves beyond individual interventions, creating systemic links between formal education, local authorities, and community actors.

At the European level, sustainability is further supported by civil society actors and policy networks that embed democratic education into wider frameworks. The Organising Bureau of European School Student Unions (OBESSU) and the European Parents' Association (EPA) exemplify this approach. OBESSU leverages DECITEL outputs to strengthen student representation, citizenship education, and capacity building across Europe, promoting youth engagement in democratic processes and advocacy for voting rights at age sixteen. EPA complements these efforts by connecting parent associations across 20 countries, advocating for policies that enhance inclusive learning ecosystems, and integrating DECITEL research into materials for parent educators. These examples show how LLEs can be reinforced and sustained not only through local implementation but also through supportive networks, policy dialogue, and cross-border collaboration.

A key pillar of sustainability across all LLEs is the integration of professional development into formal teacher education. By embedding democratic practice into pre-service training, internships, mentorship programs, and continuous professional development, LLEs ensure that educators gain both the skills and the institutional legitimacy to sustain democratic learning in their classrooms. In Vienna, for instance, the Future Learning Lab and affiliated teacher education schools provide spaces where new methods for collaborative, digital, and participatory education can be piloted, observed, and refined. Similarly, in Nice, classroom experimentation is coupled with structured reflection and feedback, creating a continuous cycle of pedagogical improvement that strengthens both individual teacher capacities and institutional practices.

Institutional embedding is another cornerstone of long-term sustainability. DECITEL LLEs are designed to operate across multiple layers of governance, from municipal authorities to schools and higher education institutions. In Vienna, city departments coordinate with schools, kindergartens, and cultural organizations to ensure the continuity of education neighborhood initiatives. In Greece and France, partnerships with local educational authorities, schools, and teacher training institutions provide formal anchoring, aligning LLE practices with curricula, certification frameworks, and professional standards. By embedding democratic routines and collaborative structures into institutional processes, LLEs reduce dependence on individual actors and create conditions for long-lasting impact.

Monitoring, evaluation, and iterative adaptation further support sustainability. DECITEL provides tools to track the development of democratic competencies, student participation, and collaborative practices, enabling educators and institutions to assess progress, reflect on outcomes, and refine interventions. Lightweight and adaptable monitoring instruments are used to document classroom routines, participatory projects, and conflict management practices, ensuring that achievements are visible, measurable, and transferable. Feedback loops allow for continuous improvement while maintaining alignment with competency frameworks and democratic education objectives.

Despite careful design, DECITEL LLEs face challenges to sustainability, including staff turnover, over-reliance on key individuals, weak systemic integration, and potential professional resistance. These risks are addressed through the creation of lightweight,

replicable resources, professional training, and collaborative networks that foster shared ownership. Embedding LLE practices into teacher education curricula and institutional routines further mitigates risks, ensuring that democratic education does not depend solely on project-specific interventions.

Ultimately, the sustainability of DECITEL LLEs is measured by their societal as well as educational impact. By stabilizing structured discussion routines, fostering cooperative learning, and providing conflict mediation tools, LLEs aim to cultivate generations of learners and educators capable of critical thinking, constructive disagreement, and civic participation. These competencies extend beyond schools to families, neighborhoods, and broader communities, creating diffusion effects that strengthen democratic culture, social cohesion, and resilience against disinformation and polarization. Civil society actors play a complementary role, ensuring that advocacy, policy alignment, and international collaboration reinforce and protect democratic education ecosystems over time.

In conclusion, DECITEL's approach to sustainability integrates pedagogical innovation, professional development, institutional embedding, and societal engagement. By linking classroom experimentation with community participation, teacher training, and policy advocacy, LLEs become durable ecosystems that foster democratic competencies, active citizenship, and inclusive learning. The combination of practical tools, co-creation, continuous reflection, and strong partnerships ensures that the project's impact endures, contributing to the long-term development of resilient, participatory, and digitally capable educational communities across Europe.

4.2 - Long-term Roadmap for the development of the DECITEL Teacher Academy Alliance

After one year of activity and an articulated reflection on its strength and vulnerability elements, DECITEL proposes an articulated Roadmap for the period 2026-2030, consisting in the following Action Lines:

1. **Consolidation of the Local Learning Ecosystems** as 1. foundational elements to collect emerging needs, 2. validation contexts for teachers training learning paths 3. laboratories for sustainability of the project results and bottom-up innovation approaches of citizenship education based on participation in democratic processes;
2. **Experimentation and documentation of joint** (inter-organisational and transnational) **processes for the design, development, delivery and evaluation of innovative learning paths** based on emerging learning needs of teachers;
3. **Systemic renewal of existing curricula and courses** according to the set of design principles adopted by the Partnership and validated with the feedback of relevant stakeholders;
4. Establishment of an independent and participatory **governance model for the TA Alliance**, able to accommodate new partners in EU Member States and beyond, and to represent teachers networks as well as teachers training organisations and European Networks already represented in the project partnership;

5. Establish and consolidate strong **links with other Erasmus Teacher Academies and with the EU Institutions**, in order to contribute to future policy developments in the field of Democratic Citizenship Education and to be able to quickly respond to new competence requirements. Already in 2025 DECITEL established first contacts with the TAP-DCE, a Teacher Academy which focuses on DCE and covers several other Member States and SENSEI, a Teacher Academy focusing on inclusive and participatory education at school;
6. Develop **financial sustainability** by incorporating main TA activities in the institutional education and training provision of partners, and searching additional sources of funding for LLEs and R&D activities, with specific attention to the Observatory function if this will be open to public access;
7. **Support for the development of complementary projects** (ERASMUS, but also Horizon and national/regional level) that may extend the expected impact of the TA and broaden its scope, making it a reference point for all those organisations which share the aim of renewing citizenship education and helping teachers to play a new role in this regard;
8. Develop a **multimedia resource hub, a platform for teacher education on DCE** and related subjects, thus facilitating access to the learning paths developed, but also selected by the TA partners to respond to the multifaceted needs of European teachers;

Each action line includes several milestones, the first series of which corresponds to March 2028 (the contractual end of the present DECITEL Project) and the second to the end of 2030 (five years horizon).

ACTION LINE	TARGET for March 2028	TARGET for December 2030
1 Local Learning Ecosystems	- Each LLE established in 2025/26 has a workplan and continues its activity - At least 10 new LLE are established and active	- A network of 40 LLE is working across the EU and organising periodic peer learning sessions - Each LLE has activated local funding mechanisms
2 Experimentation and Documentation	- DECITEL Quality Handbook for course development - Guidelines for integrated mobility	- Yearly Reports of DECITEL methodological advancement
3 Renewal of curricula and training supply	- Every partner HEI has produced an updating and upgrading plan as a result of its participation in DECITEL - 4 new curriculum elements on Democratic Citizenship Education are available across Member States and Partner Countries	- A curriculum and course development board is established within the TA Alliance
4 Governance model	- Governance structure of the TA Alliance established (Statute, regulation, operations and decision making principles) - Increase of Members to cover 15 MS/partner Countries and 20 HEIs/Teacher Training Institutions - Representation of Schools and Teachers added to initial members	- 60 HEI/teacher training Institutions in the network - 25 Countries covered - Institutional agreements with National TT Agencies and International Organisations (Council of Europe, UNESCO, etc.)
5 Collaboration and integration with other initiatives	- Collaboration agreements with at least two other Teacher Academies in ERASMUS + and relevant European University Alliances	- Establishment of a European collaboration framework on Democratic Citizenship Education for teachers, trainers and educators in informal learning

6 Financial sustainability	- Development of a financial sustainability strategy based on the embedding of the new training supply within the current operations of TT partners, support from local actors for LLE, membership fees for current administration and search for external subsidies for R&D activities	- The DECITEL Teacher Academy is able to self-fund current activities and to attract investment for new developments and R&D activities
7 Support to complementary projects/ initiatives	- The TA Alliance is a reference point for the development of new initiatives and projects in the field of DCE for Teachers and Learners in all education sectors	- The DECITEL TA Alliance is recognised and systematically acts as a partner in new initiatives on DCE
8 Multimedia resource, learning and and collaborationHUb	- At least 800 teachers have accessed the DECITEL resource, learning and collaboration hub	- At least 2400 teachers/educators have accessed the DECITEL platform and participated in some collaborative learning activity