



Erasmus+ Project DECITEL:
Democratic Citizenship Teaching and Learning



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DECITEL WP 3: Competence Framework and Reference Learning Paths



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Appendix



1. Theoretical Baseline

At the Kick-Off meeting in Istanbul, May 2025, we developed initial strategic guidelines (design principles) in the frame of WP 2. These were further refined and presented at TPM2 in Nice:

12 design principles for DECITEL:

1. Redefining Education for Democratic Citizenship (EDC)
2. Modularity and attention to national contexts
3. Stimulate demand and design according to needs
4. Advocate and implement the value of EDC as a field of creativity and expression
5. Whole School/Institution Approach
6. Open to non-formal education and new safe places for EDC
7. Value-based education
8. Participatory learning processes at the centre
9. Peer learning as a key approach for EDC
10. Innovative approaches to the assessment of EDC learning outcomes
11. Joint design, joint development, virtual exchange, joint recognition
12. Keep the project open to research developments and aware of/relevant to policy developments

The basis of **D3.1** was laid out during TPM2, taking place in Nice, France, from Wednesday, 26th, until Saturday, 29th of November. Building on the 12 design principles and the results from the CITIZED and LICEAL projects, we conducted an in-depth analysis of existing competence models and self-assessment tools. We coordinated these with the needs of the participating universities and then began the process of developing the Competence Framework Explorer and the topics for the learning paths. For WP3, two working sessions were reserved during the TPM in Nice that focused on T3.1 of the proposal (for an overview of the TPM WP3 sessions' structure, please consult DE-CITEL_WP3_pptx.pdf in the **appendix**). To consult the audio transcripts of the meeting, please visit the [DECITEL Google Drive](#).

SESSION 1



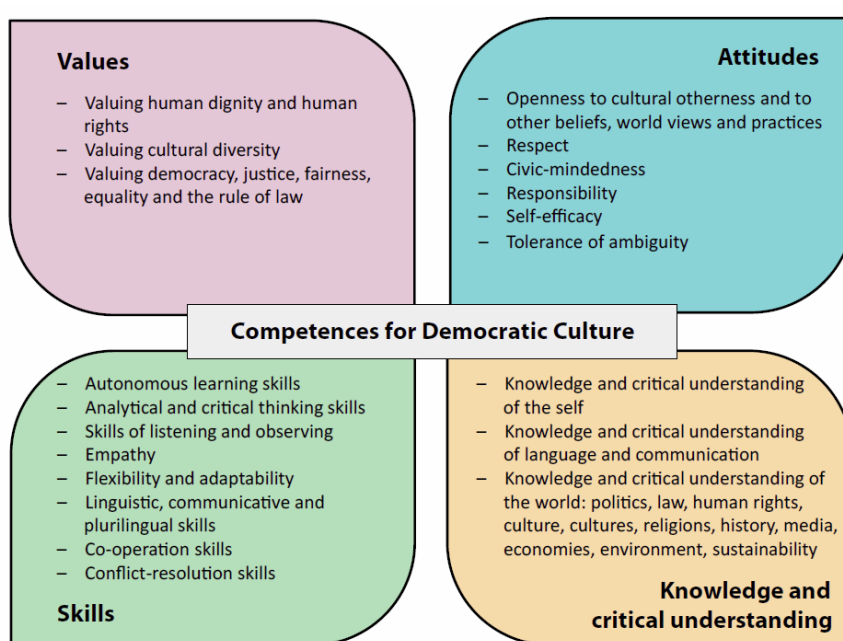
The proposal states the following in regards to **T3.1 Competence Framework Explorer** (hereinafter “CFE”):

D3.1 TECHNOLOGY SUPPORTED TOOL

This tool will help teacher trainers and teachers to identify which competence frameworks may be used, respectively to design new learning paths and to plan individual professional development plans; It will include predefined formats for training design and self-positioning suggestions for teachers.

In order to define which competence frameworks are relevant for the DECITEL CFE, a plenary discussion with the title “Creating a common understanding of new Citizenship Education dimensions” was facilitated by Vienna Forum/polis. The facilitator proposed the assumptions that...

- a) ...the Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC)¹ provides a systematic approach to designing the teaching, the learning and the assessment of competences for democratic culture which has been extensively validated and therefore constitutes a robust basis for the DECITEL CFE.



Reference Framework of Competences for Democratic Culture

- b) However, since its development and publication in 2016, significant global developments have taken place which can also be understood as multiple crises and that require specific attention in a comprehensive Competence Framework. Multiple crises, also called a polycrisis, describe interconnected global challenges (like climate change, pandemics, conflicts, and economic issues) happening simultaneously, where their interactions amplify the overall impact, creating a more severe situation than the sum of individual crises. This convergence overwhelms systems, leading to increased instability and new, complex problems, making holistic solutions crucial.² This analysis is also shared by the authors of the latest Austrian National Education Report (2024) published by the Austrian Federal Ministry of Education.³

¹ Council of Europe: Reference Framework of Competences for Democratic Culture (RFCDC). Brussels, April 2016. URL: <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/rfcdc>

² Helleiner, Eric (2024): "Economic Globalization's Polycrisis". In: International Studies Quarterly. 68 (2), June 2024. DOI: [10.1093/isq/sqae024](https://doi.org/10.1093/isq/sqae024).

³ Austrian Federal Ministry of Education: National Education Report Austria 2024, p. 467. DOI: <http://doi.org/10.17888/nbb2024-3-3>

The plenary was presented with the following “New Challenges to Democracy” which require a response through “New Dimensions to Citizenship Education” (CE):

New challenges for Democracy:

- ▶ polarization
- ▶ extreme populism
- ▶ disinformation
- ▶ hybrid war against Europe
- ▶ climate crisis
- ▶ forced migration

New dimensions to CE:

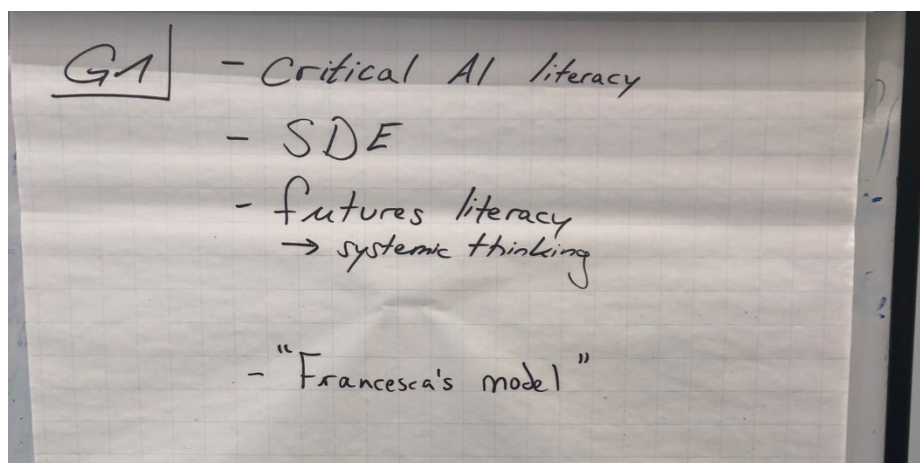
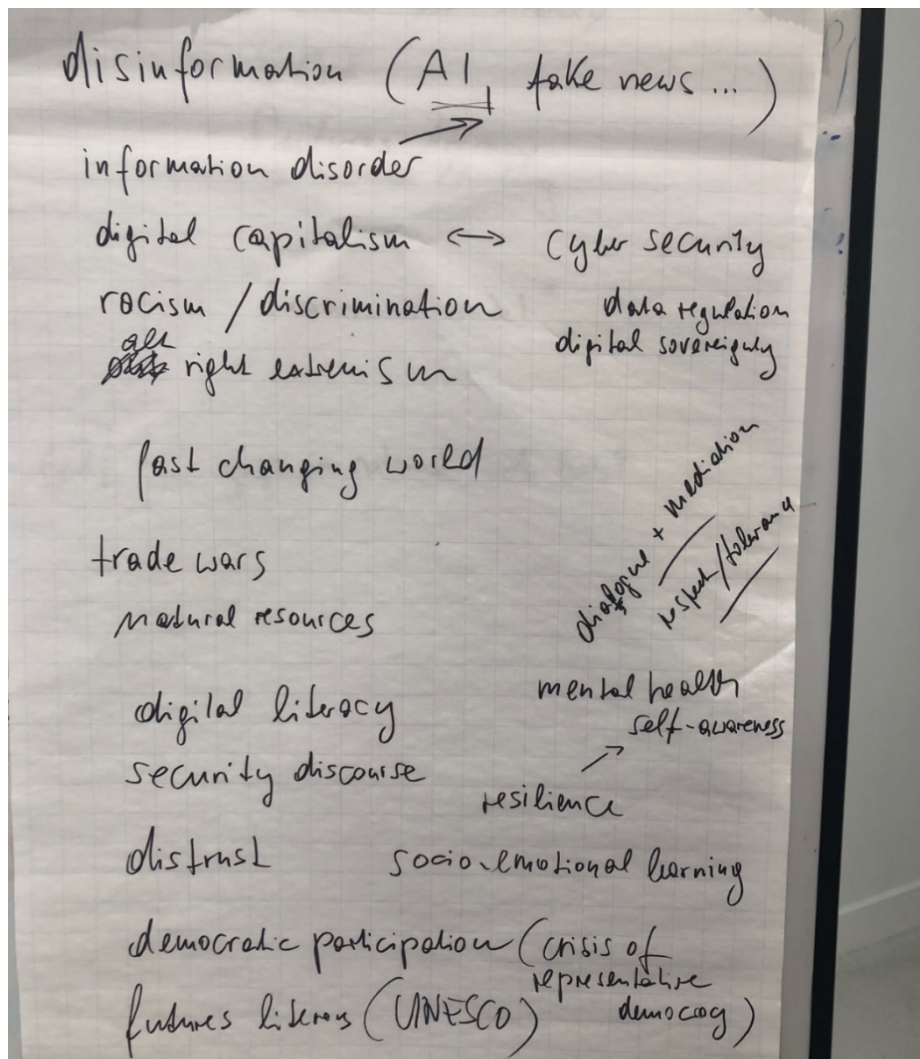
- ▶ digital transformation
- ▶ SDGs/Education for Sustainable Development (ESD) and global citizenship education
- ▶ Inclusion, diversity, plurality
- ▶ peace education
- ▶ Rights (human rights, fundamental rights and liberties, ...)
- ▶ Democracy as a process and way of life
- ▶ democratic school culture/WSA

2. Validation by the Consortium

After this input, the plenary was requested to discuss the proposed hypothesis and to argue if and why certain challenges and/or corresponding dimensions to CE they disagree with and should be removed from the list or if certain important entries are missing and should be added. As a visual support, the participants could use an RFCDC poster to visualize their discussion:



The plenary agreed to all the items on the list and proposed further challenges and dimensions:



3. Clustering the “new CE challenges”

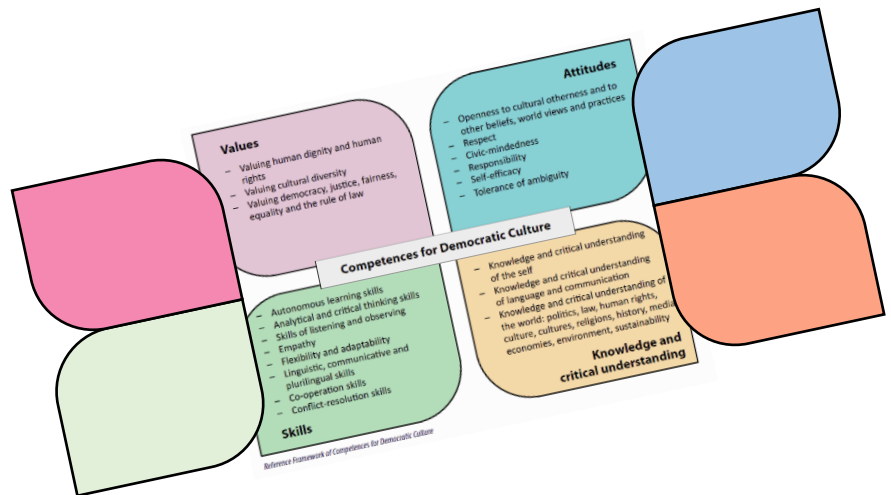
We have clustered these items and allocated them to new COMPETENCE DIMENSIONS, arriving at an “extended” version of the RFCDC butterfly, which can later constitute a guiding structure for the D3.1 CFE.

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

4. Workshop 1: Assembling the DECITEL Competence Framework Explorer

Following the plenary discussion, a workshop was facilitated with the title: “Assembling the DECITEL Competence Framework Explorer”. For this purpose, the partnership was split into 4 working groups that worked on two aspects of the D3.1 CFE.

One half was presented with a selection of competence frameworks and was requested to skim through the list and discuss which of the competence frameworks (hereinafter “CFs”) are relevant for the DECITEL CFE (group 1). The other half was presented with a list of self-assessment/positioning/reflection tools and was requested to skim through the list and discuss which of the tools are relevant for the DECITEL CFE (group 2).

4.1 Group 1: Competence Frameworks

You will find below the CFs that the partnership consulted, discussed and considered relevant and useful for the DECITEL CFE, complementary to the RFCDC, **aligned** with the “new dimensions to CE” identified in the previous plenary discussion.

Critical Digital Literacy

- Council of Europe: Digital Citizenship Education
<https://www.coe.int/en/web/education/dce-for-educators>
- UNESCO: Media and Information Literacy
<https://www.unesco.org/en/media-information-literacy>
- European Union: DigComp 3.0
<https://op.europa.eu/en/publication-detail/-/publication/d1ed6c89-cb9c-11f0-8da2-01aa75ed71a1/language-en>
- UNICEF: Educators’ digital competency framework.
<https://www.unicef.org/eca/media/24526/file/EducatorsDigitalCompetenceFramework.pdf>
- UNESCO: Global citizenship education in a digital age: Teacher guidelines.
<https://www.unesco.org/en/articles/global-citizenship-education-digital-age-teacher-guide-lines>
- UNESCO: AI competency framework for teachers.
<https://unesdoc.unesco.org/ark:/48223/pf0000391104>
- European Commission, OECD & Code.org: Empowering learners for the age of AI: An AI literacy framework for primary and secondary education (Review Draft; finalization expected in 2026).
https://ailiteracyframework.org/wp-content/uploads/2025/05/AILitFramework_Review-Draft.pdf

What is “critical” about Critical Digital Literacy?

Critical Digital Literacy addresses the questions: How do young people learn to be more than just ‘users’? How do they question, design, hack or use IT differently? Democratic Citizenship Education aims to develop democratic competences, not just user competences. This issue has also already been addressed by the [European Commission](#).

We therefore recommend to complement this section with methods that foster systemic reflection, e.g.:

Digital Reflections: Reflective Dialogue on Media Use

A dialogical card game that combines personal media experiences with structural mechanisms. Participants discuss their individual experiences in the digital world and reflect together. Developed by mediale pfade and published in the toolkit: Unlearning Anti-Feminism on TikTok.

[https://competendo.net/en/Digital Reflections on Media Usage](https://competendo.net/en/Digital_Reflections_on_Media_Usage)

Advocates for a free and democratic Internet

GOAL: Learn about individuals who influenced the democratic development of the internet.

This playful research introduces influential figures who shaped the development of digitalisation and the internet. The method can also be used during the introduction to the topics of digitalisation or the governance of the digital sphere.

[https://competendo.net/en/Advocates for a Free and Democratic Internet](https://competendo.net/en/Advocates_for_a_Free_and_Democratic_Internet)

Making sense of the future

This toolbox aims to promote transdisciplinary, multi-perspective and creative (future) thinking. The six different exercises combine future studies methods with topics and materials around the issues of digitalisation and its impact on our society. This encourages digital visionaries to engage with the paradigm of uncertainty that constitutes the future. The tools encourage a creative engagement with possible futures of the digital society. We deliberately speak of futures in the plural; rather than only one future, numerous futures are conceivable. Our actions influence the possible developments of futures.

<https://www.hiig.de/en/making-sense-of-the-future/>

Further resources:

Rosa-Luxemburg-Stiftung: [Artificial Intelligence \(AI\) and Chat GPT: The Basics](#)

Rosa-Luxemburg-Stiftung: [Artificial Intelligence \(AI\), Chat GPT And the Labour Market](#)

Rosa-Luxemburg-Stiftung: [Artificial Intelligence \(AI\), Chat GPT and Its Impact on Education](#)

Digital Youth Work Project: [Resource Library](#)

Digital Youth Work Project: [Critical Digital Literacy Activities](#)

Literature:

Lucas Maaser, Stephanie Verlaan: Big tech goes to war. Uncovering the growing role of US and European technology firms in the military–industrial complex. In: STUDIEN 5/2022, published by the Rosa-Luxemburg-Stiftung. URL: https://www.rosalux.de/fileadmin/rls_uploads/pdfs/Studien/Studien_5-22_BigTech_en_web.pdf

Christian Fuchs: Elon Musk's Twitter Capitalism. Christian Fuchs makes the case for turning the internet into a public service. In: Analysis, 11/29/2022, Rosa-Luxemburg-Stiftung. URL: <https://www.rosalux.de/en/news/id/49594/elon-musks-twitter-capitalism>

Zimmermann, N. & Pirker, G. (Eds.) (2025). European Youth in the Digital Transformation. The Contribution of Education for Democratic Citizenship and Youth Work to Pedagogies of Digitality and to Digital Empowerment. Analysis and conclusions from the DIYW-ROAD project. Digital Youth Work – rights-sensitive, open, accessible, democratic. Democracy and Human Rights Education in Europe vzw (DARE Network), Brussels. URL: <https://dare-network.eu/digital-youth-work/>

Critical thinking

Here we see an overlap of the RFCDC competence dimension “knowledge and critical understanding” and competences which are represented in the Global Citizenship Education CF. We therefore propose to dismiss this “critical thinking” as a separate CE dimension.

Futures Literacy

- UNESCO: Futures Literacy
<https://futuresliteracy.net/>
<https://unesdoc.unesco.org/ark:/48223/pf0000264644>
- OECD: Teacher competencies for navigating complexities https://www.oecd.org/content/dam/oecd/en/about/projects/edu/education-2040/publications/section_5a.pdf
- UIL (UNESCO Institute for Lifelong Learning) & APCEIU: Competency framework for adult educators in teaching global citizenship education. <https://www.uil.unesco.org/sites/default/files/medias/fichiers/2022/03/competencyframework.pdf>
- UNESCO: Preparing teachers for global citizenship education: A template.
<https://unesdoc.unesco.org/ark:/48223/pf0000265452>
- UNESCO: Education for Sustainable Development
<https://www.unesco.org/en/sustainable-development/education>
- Council of Europe: Global Education Guidelines
<https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101>
- European Union: GreenComp
<https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-en>

Mental Health

No CFs were presented that addressed mental health during the TPM. The author therefore proposes the following CFs:

- European Union: LifeComp
<https://op.europa.eu/en/publication-detail/-/publication/7d9c9dcd-bf31-11ea-901b-01aa75ed71a1/language-en>
- IDG Foundation: Inner Development Goals (IDG)
<https://innerdevelopmentgoals.org/>

Democratic attitudes and skills

Here we see a full overlap with the RFCDC competence dimensions “attitudes” and “skills”. We therefore propose to dismiss “Democratic attitudes and skills” as a separate CE dimension.

These **CF clusters** shall serve as a guide for the D3.1 CFE. The CFs that have been put forward at this point remain to be further evaluated and potentially condensed.

4.2 Group 2: Self-assessment tools

You will find below the self-reflection and assessment tools that the partnership consulted, discussed and considered relevant and useful for the DECITEL CFE.

- Council of Europe: Teacher Reflection Tool

<https://rm.coe.int/reference-framework-of-competences-for-democratic-culture-teacher-refl/1680a526ac>

- European Commission: Self-assessment tool on inclusion and wellbeing

<https://school-education.ec.europa.eu/en/learn/self-assessment-tools/inclusion-and-wellbeing>

- Erasmus+-project CITIZED: Teachers' competence framework and self-assessment tools, Ch. 3.5: Self-reflection and self-assessment tools

<https://www.citized.eu/wp-content/uploads/2022/06/Teachers-Competences-Framework.pdf>

Later on, a fourth resource was recommended by the DARE Network:

- InclusiVET project: Inclusivet self-evaluation tool

The InclusiVET project has as main objective to contribute to a more inclusive environment at [...] schools, by creating interventions aimed at increasing underrepresented learners' engagement in the governance, quality and life of their school.

<https://inclusivet.eu/project-outputs/institutional-assessment-tool/login/>

Results

The group discussion about self-assessment tools demonstrated that there are very different self-assessment cultures in the different partner countries.

- France/Université de Nice has no experience at all with self-assessment tools but a reform in 2026 will lead to pilot projects of self-assessment with students.
- Belgium/HoGent has a long tradition of self- and peer-assessment, e.g. by evaluating cooperation skills.
- The other organizations of the consortium had mixed experience with self-assessment.

All members of the partnership stressed that self-assessment has to be learned, it should be guided and it needs explanation. They also emphasized that it is important to think about how to proceed after a self-assessment process and that teachers should give feedback to students. At this point, Vienna Forum/*polis* proposed to design a questionnaire template for all partners asking for their experience with self- and peer-assessment (see **appendix**: Self-assessment questionnaire.pdf) to be delivered on January 30th, 2026.

Self- and peer assessment questionnaire results

In order to create a coherent and useful self-assessment section in the competence explorer, we asked the partnership to share with us the current state of assessment practices and their gaps in the

respective organizations. For this purpose, we will use a broad understanding of democratic competences in the DECITEL D3.1 CFE, i.e., including related areas such as social learning, intercultural competencies etc. We have summarized the self- and peer assessment questionnaire results in the following section.

The Added Value of Self-Reflection, Self- and Peer Assessment for Democratic Competences

Self-Reflection, Self- and Peer Assessment – be it among teachers or learners – support the development of democratic competences by embedding reflection, dialogue, and shared responsibility into everyday educational practice. When teachers engage in self- and peer assessment, they strengthen professional reflexivity, openness to feedback, and collegial learning. These practices model democratic values such as transparency, mutual respect, and participatory decision-making.

Student assessment, when designed in a formative and inclusive way, creates opportunities for learners to take an active role in their learning processes. Clear, shared criteria and dialogic feedback promote fairness, perspective-taking, and constructive communication. At the same time, teacher self-reflection helps educators critically examine their own practices, assumptions, and power relations in the classroom.

Together, these approaches foster a democratic learning culture in which assessment is not a one-way judgement, but a shared, developmental process. They strengthen participation, responsibility, and well-being for both teachers and students, and support the everyday practice of democratic values in educational settings.

Council of Europe's Education Policy Advisors Network (EPAN): Assessing Competences for Democratic Culture - Principles, methods, examples

<https://www.coe.int/en/web/education/-/assessing-competences-for-democratic-culture>

Types of assessment include:

- open-ended diaries, reflective journals and structured autobiographical reflections, in which learners record and reflect on their own behaviour, learning, competences and personal development;
- observational assessment, in which the teacher or other assessor observes learners' behaviour in a range of different situations to ascertain the extent to which they are deploying competences appropriately and effectively;
- dynamic assessment, in which the teacher or other assessor actively supports the learner during the assessment process to enable the learner to reveal his or her maximum level of proficiency in the use of competences;
- project-based assessment, which forms an integral part of project-based learning, where the process, the product, the presentation and the learners' reflections are all used to assess the learners' competences;
- portfolio assessment, in which the learner compiles a systematic, cumulative and ongoing collection of materials as evidence of his or her own proficiency in the use of competences, and reflects critically on his or her learning, progress, efforts, performance and proficiency.

Literature

Al-Rashidi, A. H., et al. (2022). Learner-oriented assessment (LOA) practice: Self-assessment, peer assessment, and teacher assessment. *Language Testing in Asia*, 12, 59.

<https://doi.org/10.1186/s40468-022-00201-1>

Ndoye, A. (2017). Peer/self-assessment and student learning. *International Journal of Teaching and Learning in Higher Education*, 29(2), 255–269. <https://www.isetl.org/ijtlhe/>

Rachmania, R. (2018). Peer and self-assessment for learners in higher level of education. *Perspective: Education, Language, and Literature*, 6(1). <https://doi.org/10.33603/perspective.v6i1.1085>

Vandeveldel, E., Claes, E., & Agirdag, O. (2025). Teachers' perceived professional competences in citizenship education: Developing and validating a survey instrument for pre-service teachers in a European context. *International Journal of Educational Research*, 134, 102812.

<https://doi.org/10.1016/j.ijer.2025.102812>

Further Materials and tools

Buddycheck

<https://www.buddycheck.io/>

OBESSU STUDY SESSION

<https://www.coe.int/en/web/youth/-/-de-grading-of-education>

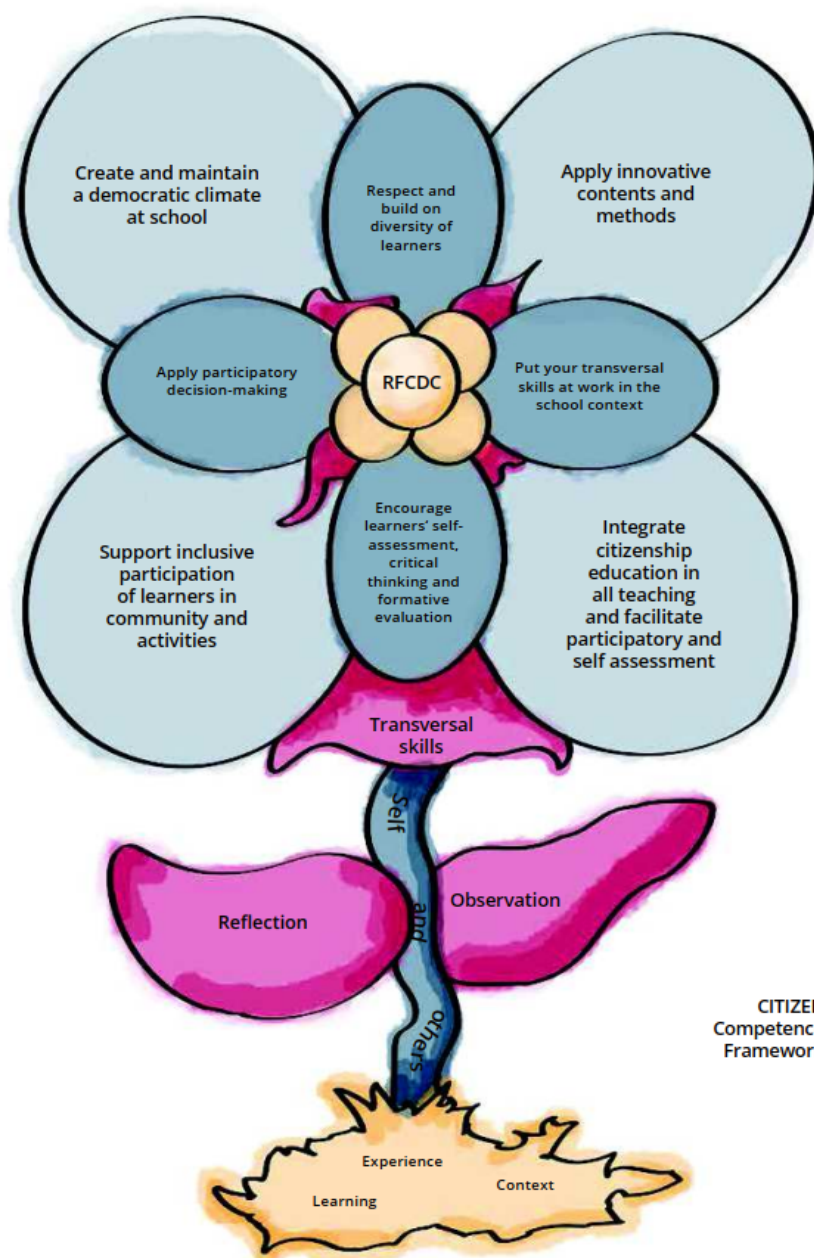
LLL - POSITION PAPER - 2021: RETHINKING ASSESSMENTS: Prioritising Learners' well-being; Policy recommendations

https://drive.google.com/file/d/1BOgyb_gc2BskNb87Kmwce_eE4DyoNjsd/view?usp=sharing

SESSION 2

In the second session of the TPM, Vienna Forum/*polis* facilitated a warm-up discussion in the plenary. The partnership was requested to discuss the "Teachers' Competences Framework for Citizenship Education" developed in the Erasmus+-project CITIZED.⁴ Through a structured participatory process, a competence framework for educators in the field of Citizenship Education was developed. The framework constituted 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. The centerpiece of the framework consists of the RFCDC. This project output was modeled into the "CITIZED *flower* of Teachers Competences for CE". For a more detailed understanding of the framework, please consult the footnote below.

⁴ CITIZED: Teachers' Competences Framework for Citizenship Education. URL: <https://www.citized.eu/activities/teachers-competences-framework-for-ce/>



The partnership was requested to answer the following guiding questions in the debate:

- Is the CITIZED CF *flower* up to date?
- How does it compare to the „extended butterfly“ developed during the DECITEL TPM in Nice?
- How can one arrive from a teacher to a **teacher trainer** perspective when working with CFs?

The plenary concluded that the CITIZED CF *flower* is a useful resource for the DECITEL CFE which is still up to date but requires some extensions similar to those discussed in Session 1 of the TPM.

5. Workshop 2: Exploration of training design tools

After the warm-up discussion, Vienna Forum/*polis* facilitated a second workshop focusing on training design tools. The partnership was split into 5 working groups. Each group was assigned to one of the following training design tools, which they should test and discuss in regards to its relevance for the DECITEL CFE.

A series of existing training design tools were analysed in order to assess their relevance, usability, and transferability for teacher education in **Education for Democratic Citizenship (EDC)**. The aim of this analysis was to identify strengths, limitations, and opportunities for informing the development of the DECITEL Competence Framework Explorer and related training pathways.

Five tools were tested by different partner institutions using a shared analytical perspective. To ensure coherence and comparability, all analyses were aligned to a common structure addressing:

- purpose and educational intention,
- relevance for EDC and DECITEL,
- strengths, weaknesses, opportunities and threats,
- potential use within a Teacher Academy for Democratic Citizenship

At this point, Vienna Forum/*polis* proposed to design a questionnaire template for all partners asking for a report on each training design tool tested (see **appendix: TOOL_training design report.pdf**) along the following guidelines to be delivered on January 9th, 2026:

- Describe the tool (author, context/framework, format, target group, user friendliness)
- To what intention was the tool developed?
- Is it relevant for the DECITEL Competence Framework Explorer in regards to training design for teacher training institutions with a focus on Education for Democratic Citizenship? In regards to our project, what are its
 - o strengths
 - o weaknesses
 - o opportunities
 - o threats
- How could you picture the tool being used by teacher training institutions within a Teacher Academy for Democratic Citizenship?
- Are there reasons that speak against using this tool?
- Conclusion and recommendation for WP3 leaders

Below you will find the results of the tool analysis conducted by the partnership and some conclusions for the DECITEL project.

5.1 Tool analysis

Overview

1. DARE Network: Training Design Step-by-Step. Practice oriented guide for educators
<https://competendo.net/en/images/8/83/Training-design-step-by-step.pdf>
2. DARE Network: Transversal Education: Participation, Life, Career Path.
[https://competendo.net/en/Transversal Education: Participation, Life, Career Path](https://competendo.net/en/Transversal_Education:_Participation,_Life,_Career_Path)
3. Council of Europe: Developing teacher competences for pluralistic approaches
www.ecml.at/en/ECML-Programme/Programme-2020-2023/Pluralistic-teacher-competences
4. DigiCards: Digital competence cards for educational and career counselors
<https://app.digicardstool.eu/>
5. Institutul Intercultural Timisoara: Educator intercultural 5.1
<https://chatgpt.com/g/g-6746a6b3502081919e3a32926809893c-educator-intercultural>

1. DARE Network: Training Design Step-by-Step. Practice oriented guide for educators
<https://competendo.net/en/images/8/83/Training-design-step-by-step.pdf>

Description

This tool was developed in the framework of the [LICEAL \(Linking Citizenship and Employability Perspectives in Adult Learning\) project](#), which was conducted between September 2022 and August 2025 and aimed to support adult learners, particularly those who face difficulties in the labour market and social marginalisation, to develop social, civic and relational skills which may contribute to their active participation in democratic life as well as to their employability. The author is Nils Eyk Zimmerman and the publication was published by DARE in 2024. The cooperation partner is Competendo (Digital Learning Toolbox).

The tool is a practice-oriented guide for educators to support designing competence-oriented learning processes with a focus on transversal competences relevant in many areas of life and social roles.

Strengths:

- The emphasis on competences and the importance of action in the learning process.
- The clear structure of the document with visualizations.
- The concrete examples (e.g., p.6: list of active words).
- The [LICEAL competence explorer](#) with an overview of different competence frameworks.
- The criteria on p.12.

Weaknesses:

- The document is quite generic and contains a lot of general pedagogical-didactical guidelines that are already in the basic curriculum in a teacher training department. It also depends on which models for lesson design and classification systems are used in a teacher training insti-

tute to categorize learning objectives into different levels of complexity. It is useful for students if this is built upon rather than introducing a different taxonomy or another model to develop an activity or lesson.

Opportunities:

- It would be interesting to translate this more quickly into concrete applications within the field of education for democratic citizenship.
- More input concerning methods (p. 11) is useful. The general criteria are interesting, but are difficult for students to grasp. Students need more concrete guidance and practice to become truly aware and be able to put this into practice.
- Bringing the criteria on p.12. more to the fore.

Threats:

- Attitudes are rightly mentioned as a part of a competences, but it is not easy for most teachers to work on attitudes with their students. Some guidance would be welcome here so that it does not become an empty box.

Conclusion

Provided that the document is made more specific and tailored to democratic citizenship education, with opportunities to integrate the teaching models and taxonomies already used in the teacher training institution, this would be a useful tool.

2. DARE Network: Transversal Education: Participation, Life, Career Path.

[https://competendo.net/en/Transversal Education: Participation, Life, Career Path](https://competendo.net/en/Transversal_Education:_Participation,_Life,_Career_Path)

Description

This guide was also developed in the framework of the [LICEAL \(Linking Citizenship and Employability Perspectives in Adult Learning\) project](#). It can help to address cross-cutting competences that are important in different educational and professional contexts and in different areas of learning. In particular, the guide aims to emphasise the potential of skills acquired in active citizenship, democracy and human rights education and civic engagement for professional development.

Purpose and Educational Intention

This guide can help educators to address cross-cutting competences that are important in different educational and professional contexts and in different areas of learning. In particular, the guide aims to emphasize the potential of skills acquired in active citizenship, democracy and human rights education and civic engagement for professional development.

Chapter 1 explains the idea and general approach of competence-centred education. Chapter 2 considers the particularities of non-formal learning processes and learning understood as a process. Chapter 3 provides an introduction to thinking about and managing social diversity, which is a cross-cutting issue in pluralistic societies. Chapter 4 presents some pedagogical approaches that play an important role in transversal competence-oriented education and empowerment

Relevance for DECITEL and EDC

The toolkit addresses a wide range of interconnected themes, including meaningful participation, democracy and employability, non-formal learning from a lifelong learning perspective, facilitation in adult education, and diversity, integration, and inclusion, which are all relevant to DECITEL. It also includes a dedicated section focused on translating these concepts into practice, supporting educators and facilitators in applying the learning in real educational contexts.

Another one of the toolkit's key strengths is its strong democratic foundation: democratic principles are embedded throughout the entire educational design process—before, during, and after the learning experience—ensuring that participation, shared decision-making, and reflection are central to all activities. In particular, Chapter 4 provides targeted reflections on how to design and plan a participatory learning process, supporting educators in embedding democratic principles throughout their educational activities.

The toolkit is complemented by a dedicated app that supports interactive and participatory learning formats. The toolkit is available in multiple languages, making it accessible to a broad and diverse audience across different educational and cultural contexts.

Despite its strong content and practical value, the toolkit is very dense and can be difficult to navigate. The large amount of text may feel overwhelming for users, particularly those looking for quick, hands-on activities or clear entry points. A more streamlined structure or additional visual elements could improve accessibility and ease of use, especially for facilitators working in time-constrained settings.

How could you picture the tool being used by teacher training institutions within a Teacher Academy for Democratic Citizenship?

Chapter 1 introduces key concepts such as competence-centred learning, transversal competences, and informal and non-formal learning. It also explores learning from a lifelong perspective and formative assessment, an approach that is fully aligned with and should also underpin DECITEL.

Chapter 2 outlines essential principles of facilitation in adult education, providing a strong methodological foundation for shaping teacher training approaches.

Chapter 3, focused on diversity and inclusion, offers key insights that can be directly translated into training modules aimed at fostering inclusive learning environments.

Chapter 4 presents a framework for planning participatory learning processes, alongside a wide range of resources for teaching core aspects of citizenship education, including environmental education and digital citizenship education.

Strengths

- Clear democratic and participatory orientation
- Strong methodological grounding
- Explicit links between citizenship and employability
- Multilingual and digitally supported

Weaknesses

- Very dense and text-heavy

- Limited quick entry points for users

Use within a Teacher Academy for Democratic Citizenship

The tool can be used as both a **conceptual and methodological resource** for training teacher educators and facilitators, particularly in participatory and non-formal learning approaches.

Conclusion

One key aspect to focus on in the materials that will be produced in the framework of DECITEL is user-friendliness. It would be beneficial to accompany resources and materials with a clear and concise one-pager explaining how to navigate them. This guide could outline the overall structure of the framework, highlight key sections and entry points for different user profiles (e.g. teacher educators, facilitators, trainees), and provide suggestions on how to use the framework depending on time, objectives, or educational context. Such a one-pager would improve accessibility, reduce the risk of users feeling overwhelmed, and support more effective and confident use of the framework in practice.

3. Council of Europe: Developing teacher competences for pluralistic approaches

<https://www.ecml.at/en/ECML-Programme/Programme-2020-2023/Pluralistic-teacher-competences>

Description of the Tool

Developing teacher competences for pluralistic approaches is a pedagogical and professional development tool developed under the Programme 2020–2023 of the European Centre for Modern Languages (ECML) of the Council of Europe. Authored by Brigitte Gerber, Ana-Isabel Andrade, Michel Candelier, Maddalena De Carlo, Anna Schröder-Sura and Monica Vlad (2023), the tool is grounded in long-standing Council of Europe work on plurilingual and intercultural education and reflects a competence-based approach to teacher education.

The tool is framed by a pluralistic approach to education, understood as the systematic use of teaching and learning activities that involve more than one language, culture or variety at the same time, with the aim of fostering openness, respect for diversity, and democratic attitudes. It is conceptually aligned with key Council of Europe reference frameworks, including competences for democratic culture, intercultural dialogue, and inclusive education.

In terms of format, the tool consists of a structured competence framework describing teacher competences needed to implement pluralistic approaches in educational practice. These competences are organised into domains and descriptors that articulate knowledge, skills, attitudes and values, and are accompanied by explanatory materials and guidance for teacher educators. The resource is made available online and is openly accessible, allowing flexible use in both initial and continuing teacher education.

The target group primarily includes teacher educators, teacher trainers, curriculum developers, and policy actors involved in initial teacher education (ITE) and continuous professional development (CPD). It is also relevant for practicing teachers interested in reflecting on and strengthening their professional competences related to diversity, inclusion and democratic citizenship.

Regarding user-friendliness, the tool is primarily analytical and reflective rather than procedural. It does not function as a step-by-step training design manual, but rather as a reference and diagnostic instrument. Its clear structure, competence descriptors and conceptual coherence support reflective

use, curriculum mapping and programme design, although effective use may require prior familiarity with competence-based frameworks and Council of Europe terminology. The navigation is intuitive, with limited interactivity though. The use of organizers (e.g., the accordion) makes information more organized. In addition, the information is available in various formats.

Figure 1. Use of information organizers to present the information

General presentation

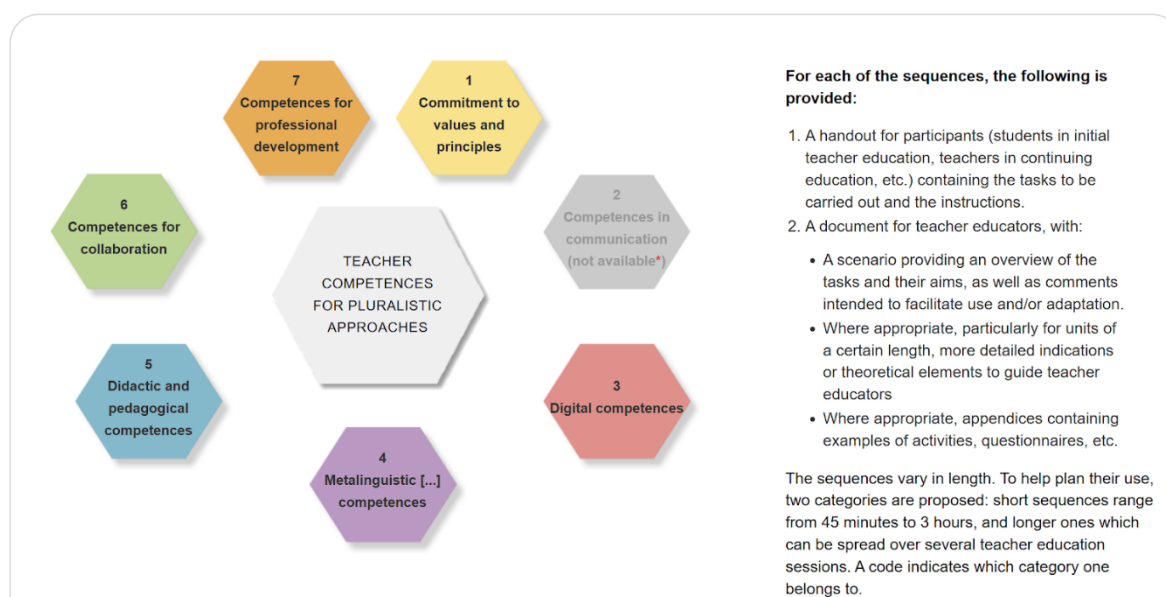
- 1 - What are pluralistic approaches?
- 2 - What is the link between pluralistic approaches and plurilingual and intercultural education?
- 3 - What is the place of pluralistic approaches in education systems today? Why a project for the development of teacher education focusing on pluralistic approaches?
- 4 - What types of teacher education tools are offered here?
- 5 - How is the Reference framework of teacher competences for pluralistic approaches (FTC-PA) designed?
- 6 - How is each of the dimensions of the reference framework of competences designed?
- 7 - How are the materials for teacher education designed?

 Download the general presentation in PDF format

However, in some sections of the website, the use of additional sources makes it difficult to get a bird's eye view of the content.

Although the interface visually suggests interactivity, user instructions are not clearly provided. As illustrated in Figure 2, the hexagonal elements change their shape on mouseover, indicating that they are clickable; however, no explicit guidance explains this functionality or how users should interact with the interface. This may lead to uncertainty, particularly for first-time users. Moreover, the absence of clear textual instructions or alternative cues limits the tool's accessibility and raises concerns regarding compliance with the Web Content Accessibility Guidelines (WCAG), especially for users relying on assistive technologies or non-visual navigation.

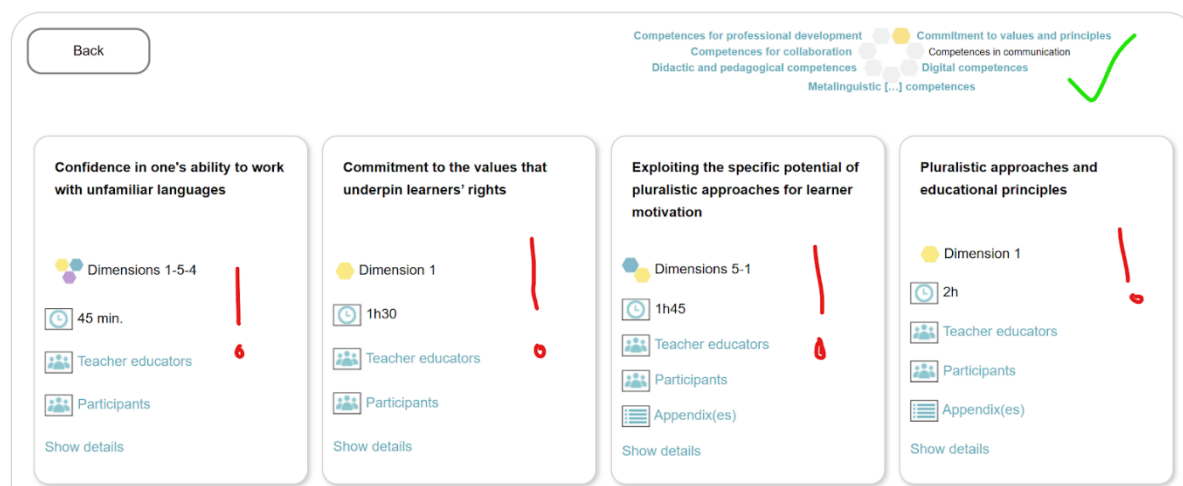
Figure 2. Lack of instructions



Similarly, the navigation in the teacher materials section lacks instructions (see Figure 3). However, the sequencing of tasks is nicely presented (the visual in the right upper corner).

Figure 3

The materials proposed here are sequences of tasks organised around the development of one or more of the competences identified in the *Reference framework of teacher competence for pluralistic approaches* (FTC-PA). These sequences can be used as they stand in initial or continuing teacher education. They can also be adapted, by replacing certain tasks or materials with others that are more suitable for the specific context, or by changing the order in which they are proposed.



Finally, to download the handout, the user needs to navigate through at least 4 pages.

Purpose and Educational Intention

The tool was developed with the intention of strengthening teacher education in the field of plurilingual and intercultural education, in response to identified gaps in both initial and continuing teacher education across Europe. Its primary goal is to support teachers and teacher educators in developing the professional competences necessary to implement pluralistic approaches to languages and cultures in diverse educational contexts.

More specifically, the tool aims to operationalise recent Council of Europe policy priorities, particularly the Recommendation on the Importance of Plurilingual and Intercultural Education for Democratic Culture (CM/Rec (2022)1). **This policy framework recognises teachers as key agents of change and stresses that the successful implementation of education for democratic culture depends on their ability to valorise linguistic and cultural diversity across all subjects and levels of education.**

To this end, the tool pursues a dual objective. First, it provides a non-normative reference framework describing the range of competences that facilitate the use of pluralistic approaches, organised across seven dimensions (values and principles, communication, digital competences, metalinguistic and metacultural reflection, didactic and pedagogical competences, collaboration, and professional development). This framework is intended to help teacher education institutions, programme designers and educators identify priorities, define learning objectives and reflect on progression paths adapted to their specific contexts.

Second, the tool offers teacher education **materials** in the form of adaptable training sequences, designed to support the development of these competences in practice. These sequences are intended for use in both initial and in-service teacher education, across disciplines and educational levels, and are conceived as flexible resources that can be adjusted to local curricula, learner profiles and institutional needs.

Relevance for DECITEL and EDC

The tool is highly relevant for the DECITEL Competence Framework Explorer, particularly in relation to training design for teacher education institutions with a focus on Education for Democratic Citizenship (EDC). Its strong alignment with Council of Europe values, competence-based education, and reflective professional learning makes it a valuable reference resource for DECITEL, especially at the level of conceptual framing and competence articulation. Moreover, the tool openly commits to the „pedagogies that foster inclusive plurilingual and intercultural education” and ensures its applicability across disciplines.

Key Findings for DECITEL

- Strong commitment to inclusiveness and democratic values
- Need for clearer articulation of values in training design
- Opportunities to expand pluralistic approaches beyond linguistics

Strengths

-The tool is firmly grounded in Council of Europe policy and normative frameworks, ensuring strong coherence with EDC principles such as respect for diversity, inclusion, democratic participation, and intercultural dialogue.

-It offers a comprehensive, structured competence framework organised across seven dimensions, which aligns well with DECITEL’s aim to support competence-based teacher education and curriculum mapping.

- The explicit focus on values, attitudes and reflective practice resonates strongly with EDC and supports the development of teachers as reflective practitioners and agents of democratic culture.

- The tool is non-normative and adaptable, allowing teacher training institutions to select and prioritise competences according to their institutional context, target groups and national requirements (ensuring design flexibility);

-The inclusion of training sequences linked to competence descriptors provides concrete pedagogical entry points that can inspire learning pathways within the DECITEL Competence Framework Explorer.

-It provides downloadable handouts that can be further reused.

Weaknesses

-The tool was not specifically designed for Education for Democratic Citizenship, but for pluralistic approaches to languages and cultures; therefore, links to EDC need to be interpreted and made explicit by users.

-Its focus on linguistic and cultural dimensions may limit its immediate applicability for teacher education programmes centred on civic, social or political education, unless complemented by additional EDC-specific resources.

-The framework is conceptually dense and may require mediation by experienced teacher educators; it is less accessible for users seeking quick, procedural guidance for training design.

-Digital usability and accessibility issues (e.g. lack of explicit user instructions) reduce its immediate effectiveness as a stand-alone digital exploration tool.

-The licensing conditions of the tool and its training materials are not clearly communicated, making it difficult for teacher training institutions to assess whether content can be reused, adapted, or integrated into other digital platforms such as DECITEL.

Opportunities

-The tool can serve as a theoretical and conceptual backbone for the DECITEL Competence Framework Explorer, particularly for competence areas related to diversity, inclusion, dialogue and democratic values.

-Its competence descriptors can be mapped against DECITEL's EDC-oriented competence domains, enriching the Explorer with well-established Council of Europe terminology and structure.

-The training sequences can inspire the development of modular learning paths within DECITEL, adaptable for both initial and continuing teacher education.

-The framework offers opportunities to strengthen interdisciplinary approaches to EDC, positioning democratic citizenship as a transversal responsibility across subjects.

-DECITEL could address some of the tool's usability limitations by embedding its content into a more user-friendly, accessible and guided digital environment.

Threats

-Without clear mediation or contextualisation, there is a risk that the tool may be perceived as too specialised or language-focused for EDC-oriented teacher education institutions.

-The complexity and breadth of the framework may discourage uptake by institutions with limited capacity for reflective curriculum redesign.

-Over-reliance on this tool without complementary EDC-specific frameworks could result in an imbalanced focus on cultural and linguistic diversity, to the detriment of other democratic citizenship dimensions (e.g. civic participation, governance, human rights education).

-If integrated without adaptation, differences in terminology and framing could create conceptual overlap or confusion within the DECITEL Competence Framework Explorer.

Use within a Teacher Academy for Democratic Citizenship

The tool can serve as a **conceptual backbone** for competence articulation and learning pathway design, provided that its content is mediated, contextualised and explicitly linked to EDC outcomes.

Conclusion

The tool “Developing teacher competences for pluralistic approaches” represents a high-quality conceptual and pedagogical resource that is well aligned with Council of Europe values and with DECITEL’s focus on Education for Democratic Citizenship. Its competence-based structure, emphasis on values and reflective practice, and adaptability to diverse teacher education contexts make it a relevant reference tool for WP3, particularly at the level of competence articulation and learning pathway design.

However, the tool is **less suited for direct, unmediated integration** into the DECITEL Competence Framework Explorer in its current form. Identified limitations relate primarily to **usability and accessibility**, including the lack of explicit user instructions, limited guidance for navigation, and insufficient support for users relying on assistive technologies. In addition, the **licensing conditions of the materials are not clearly communicated**, which restricts informed decisions regarding reuse, adaptation and digital transformation within an open European platform.

From a pedagogical perspective, the strong conceptual orientation of the tool could be complemented by **more word-based, text-driven tasks** and clearly structured activity prompts, which would facilitate translation, localisation and conversion into modular digital learning objects. Such adaptations would also support broader uptake across teacher education institutions with varying levels of experience in competence-based frameworks.

Recommendations for WP3 leaders:

- Use the tool as a **conceptual reference framework** to inform the design of competences and learning pathways within the DECITEL Competence Framework Explorer, rather than as a stand-alone training solution.
- Select and adapt **individual competence descriptors and tasks**, ensuring explicit alignment with Education for Democratic Citizenship outcomes.
- Where possible, **clarify or negotiate licensing conditions** for adapted materials, in line with DECITEL’s commitment to openness and reuse.
- Integrate the tool’s content into a **more accessible, guided and user-friendly digital environment**, providing clear instructions, alternative navigation cues and WCAG-compliant design features.
- Complement the tool with **practice-oriented, text-based activities** and openly licensed resources to enhance usability, scalability and institutional adoption.
- To support discoverability and user experience, DECITEL could employ [Microsoft Copilot-based functionality](#) as an intelligent search and guidance layer, enabling users to:
 - explore pluralistic competences and related EDC outcomes,
 - locate adapted learning tasks and materials,
 - receive guided recommendations based on training goals, target groups or institutional roles (e.g. teacher, school leader, inspector).

In this model, Copilot would not replace pedagogical design or content governance, but would support navigation and sense-making, while DECITEL retains full control over content selection, accessibility, licensing clarity and educational quality.⁵

⁵ In this setup, Microsoft Copilot Chat can complement the solution for reflective exploration and summarisation by users, while Copilot Studio provides the controlled, project-specific interaction layer connected to DECITEL’s curated repository.

4. DigiCards: Digital competence cards for educational and career counselors <https://app.digicard-stool.eu/>

The **DigiCards Tool** is an online platform designed to support **educational and career counsellors** by digitising the traditional method of working with competence cards. It allows users to create, customise, and organise *digital competence cards* that describe individual skills, their descriptions, and relevant classifications, which can then be assembled into personalised competence profiles. This tool complements analogue counselling techniques by enabling flexible use in one-on-one sessions, group workshops, or individual client work, and offers features like password protection, drag-and-drop interfaces, and a dashboard for managing multiple sets of cards. It is part of an **Erasmus+ project co-financed by the European Union**, led by *KARBON Consulting GmbH* (Austria) with partner *Lifelong Learning Platform* (Belgium), aimed at modernising counselling practices in the face of digital transformation.

The primary **target audience** of DigiCards is **career and educational counsellors** who want to integrate digital tools into their daily practice, but it also supports clients directly by enabling intuitive exploration of their own skills. The tool functions without requiring account creation for basic use, which lowers access barriers, though registered users can enjoy extended features like saved dashboards and notes. According to the project documentation, advantages include improved digital competence for both counsellors and clients, reduced costs compared to physical cards, and accessibility from any internet-connected device. However, successful use still depends on users having reliable technology and sufficient digital literacy, and digital cards do not replace the core relationship work between counsellor and client. To guide effective implementation, a **Competence Handbook** provides methodological advice and instructional support for practitioners.

Strengths:

- The tool is easy to use by different users
- The interface is easy to use
- It has some good examples

Weaknesses:

- The tool is addressed to multi-users so it lacks specific orientation
- The list of competences is grouped generally and does not contain sub-groups for easier use
- The information on the cards is limited
- Cards are not listed in alphabetical format in list view

Opportunities:

- It can be used for democratic citizenship education as starting course.
- It can be used as practical exercise for mind-mapping on Democratic education, because cards are easily moved from one place to another

Threats:

- If teachers are well aware of competences, the tool is useful, otherwise it can be misleading

5. Institutul Intercultural Timisoara: Educator intercultural 5.1

<https://chatgpt.com/g/g-6746a6b3502081919e3a32926809893c-educator-intercultural>

Description of the Tool

The tool is based on the Council of Europe Reference Framework of Competences for Democratic Culture and on the experience of the Intercultural Institute of Timisoara. The tool is available via ChatGPT and generates three different types of activities:

- Design an activity to promote a democratic culture at **school level**
- Design an activity for **high-school** on discrimination
- A lesson on Holocaust and Human Rights (no target group mentioned)

After selecting one of the above activities, the tool generates an activity that lists a number of details (e.g., duration, required materials, etc.). A simple click provides you with a full description.

Purpose and Educational Intention

Implementing and evaluating education activities based on the Council of Europe Reference Framework of Competences for Democratic Culture and on the experience of the Intercultural Institute of Timisoara.

Relevance for DECITEL and EDC

The tool is relevant as an **innovative example of AI-assisted training design**, particularly for experienced educators.

Strengths

- Generates structured activity ideas
- RFCDC-based competence alignment
- Encourages adaptive and reflective design

Weaknesses

- Strong dependence on user prompt quality
- Limited contextual awareness
- Not suitable for inexperienced users

Use within a Teacher Academy for Democratic Citizenship

The tool is best used as a **training object itself**, supporting critical reflection on AI use, prompt design and pedagogical responsibility.

Conclusion

AI tools can enrich DECITEL if embedded within guided, competence-oriented teacher education frameworks.

5.2 Overall Synthesis and Implications for WP3

Across all five tools, several **shared design principles** emerged as central for effective training design in Education for Democratic Citizenship:

- Competence-based and value-oriented frameworks
- Participation, reflection and action as core learning principles
- Need for mediation, contextualisation and user guidance
- Importance of accessibility, usability and clarity
- Complementarity between conceptual frameworks and practice-oriented tools

Overall recommendation for WP3

DECITEL should integrate selected elements from these tools into a **guided, accessible, competence-based** digital environment, combining strong conceptual foundations with practical, adaptable learning pathways for teacher education in democratic citizenship.

6. Summary, Tool design and Next steps

Summary

While the **RFCDC** developed in 2016 provides an indispensable comprehensive framework designed to support **citizenship education, democratic participation, and intercultural dialogue** across education systems, the global context in which citizenship education now operates has changed profoundly. Since its publication, the world has been marked by a series of interconnected and overlapping crises that demand renewed attention within any competence framework. These multiple, mutually reinforcing challenges—often described as a polycrisis – including climate change, pandemics, armed conflicts and economic instability – strain social, political and educational systems, creating an urgency of responding to these complex global realities through education.

We wish to develop the DECITEL **D3.1 Competence Explorer** in response to these developments. As an underlying basis of the tool, this report delivers an outline of its potential structure and recommendations for next steps.

D3.1 Competence Explorer – Designated Tool Design

A key priority for the materials developed within the DECITEL framework should be user-friendliness. To support this, resources and materials could be accompanied by a clear, concise one-page guide explaining how to navigate them. This guide might present the overall structure of the framework, point out key sections and entry points for different user groups (such as teacher educators, facilitators, and trainees), and offer practical guidance on how to use the framework according to available time, learning objectives, or specific educational contexts. Including such a one-pager would enhance accessibility, help prevent users from feeling overwhelmed, and encourage more effective and confident use of the framework in practice.

In the following paragraph, you will find the four main sections of the D3.1 tool highlighted in gray.

Through a validated process during the TPM in Nice facilitated by the Vienna Forum/polis, the consortium defined **three new COMPETENCE DIMENSIONS complementary to the RFCDC**, based on new CE challenges derived from current challenges for Democracies. These COMPETENCE DIMENSIONS are as follows:

- ❖ Mental Health
- ❖ Critical Digital Literacy
- ❖ Futures Literacy

To each of these COMPETENCE DIMENSIONS, a series of competence frameworks was assigned, which can be consulted [here](#). These constitute the main section of the D3.1 CFE which will be referred to as **LEARNERS' COMPETENCES**.

The second main section of the tool shall address **Self-reflection and Self-assessment**. The list of the selected tools can be found [here](#).

The third section of the tool will deal with **Training Design**. For this purpose, five training design tools were tested and evaluated by the partnership in regards to its relevance for the DECITEL project. These training design tools, together with the other sections of the tool, will constitute the basis for

the development of competence-based **Learning Paths (T3.2)** for developing Democratic Citizenship. The training design tools can be found [here](#).

Service Learning for EDC

Service learning is an approach to learning that combines academic learning with commitment to the common good. Pupils work on real projects in their community, their neighbourhood or with civil society partners and get involved, while at the same time reflecting on and processing their experiences in class. It is ideally suited to promote a democratic teaching and learning culture through practical, hands-on democratic experiences that can shape how the value of Democracy is perceived. This section shall serve as a complementary collection of best-practices, methods, tools and recommendations for project days on the topics of democracy, human rights and politics.

Next steps

The D3.1 report is scheduled to be ready by 2 February. Additionally, a **prototype design plan** (see **appendix: Prototype design plan.pdf**) will be developed to facilitate the web design of the tool. Prototype design work will continue until the TPM in Berlin, where the full D3.1 report and the D3.1 CFE prototype will be presented. The meeting will also provide space for feedback and piloting activities, alongside dedicated work sessions on T3.2 learning paths and T3.3 Observatory. Following the TPM, D3.1 will be submitted by the end of March 2026 (M12). The development of learning paths under D3.2 is planned for M14, while the observatory under D3.3 will be developed on an ongoing basis.

A collaboration with the University POLITEHNICA of Bucharest is being discussed, by which the D3.1 and D6.2 tools can be developed on one website. D6.2 is described as follows:

T6.2: Development of online platform for learning, teachers' mobility and exchange of good practices (M16–36)

In this task, the partnership will develop an online platform designed to support various aspects of teachers' professional development. The platform will provide access to digital learning resources, facilitate virtual mobility schemes for teachers, and offer a space for the exchange of good practices and innovative teaching strategies. The platform aims to create a vibrant online community where teachers can continuously learn, share, and grow professionally, leveraging digital tools to enhance their teaching and learning experiences.

To enhance discoverability and the overall user experience, DECITEL could integrate Copilot-based functionality as an intelligent search and guidance layer. This would allow users to explore pluralistic competences and related EDC outcomes, identify adapted learning tasks and materials, and receive tailored recommendations based on training objectives, target groups, or institutional roles (such as teachers, school leaders, or inspectors). In this approach, Copilot would not replace pedagogical design or content governance; rather, it would support navigation and sense-making, while DECITEL maintains full control over content selection, accessibility, licensing transparency, and educational quality.

Microsoft 365 Copilot overview: <https://learn.microsoft.com/en-gb/copilot/microsoft-365/microsoft-365-copilot-overview>

Addendum: TPM Berlin, 11-14 March 2026

During the TPM in Berlin we presented the DECITEL 3.1 tool prototype and gathered feedback from the partners. The feedback is currently being implemented in the website.

The feedback questionnaire can be found in the **Appendix: D3.1 Piloting Questionnaire.pdf**

Appendix

DECITEL_WP3_pptx.pdf

Self-assessment questionnaire.pdf

TOOL_training design report.pdf

Prototype design plan.pdf

D3.1 Piloting Questionnaire.pdf



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