



**Erasmus+ Project DeCiTeL:
Democratic Citizenship Teaching and Learning**

Sustainability Plan



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1. About this Plan

The Sustainability Plan aims to ensure that efforts, results and resources are optimally allocated and uses throughout the project development. The document describes the sustainability goals for the partnership and for the decentral Local Learning Environments facilitated by each university partner. It describes a sustainability building strategy, key stakeholders and specific exploitation and sustainability building paths.

For this plan, the universities and participating European networks have outlined their sustainability goals and efforts to make their activities sustainable.

At the heart of the entire project is the establishment of an alliance resulting from the project, the foundations of which must be designed in such a way that they survive the initial phase. The Teacher Academy (TA) has a long term ambition and such puts emphasis on participatory design and prioritises shared ownership in order to work towards a sustainability for many years after the end of the project. The “Long-term roadmap for the development of the Teacher Academy Alliance”, the “Communication Plan” and the activities in WP 7, in particular, contribute to this goal.

Furthermore, local learning ecosystems (LLE) should be developed in a way that supports their sustainability too—in terms of stakeholder collaboration, substantive outcomes, and outputs. The stakeholders in the different LLEs are perceived as relevant stakeholders of the alliance too.

For all partners, including European networks, the question also arises as to how these insights and collaboration can be integrated into their exchanges, networking activities, and quality-related discussions.

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2. Sustainability of the DeCiTeL Project

What the Alliance consist of:

- A thematic group of teachers training institutions and European networks focusing on different aspects of Democratic Citizenship Education
- Progressively covering all EU Member States and neighbouring countries
- Open to international partnership with other regions of the world
- Collaborating with the EU, The Council of Europe, UNESCO and other international organisations
- Having many schools as experimentation partners
- Providing an innovative approach fundamentally based on participation in democratic processes to help teachers to develop their competences as facilitators of social and relational skills etc. related to citizenship
- Designing and providing curriculum elements for Initial Teachers Education, as well as shorter courses for teachers Continuing Professional development
- Jointly designing, delivering and certifying learning outcomes in support of professional mobility of teachers and educators at large
- Informed by research and connected to teacher policy making
- Acting as a hub for other projects in the same domain
- Giving access to quality learning resources developed by the partners and other organisations
- Managed by a governance board in which each member has the same rights, and in which consensus is the normal criterion for decision taking (without an absolute bounding to unanimity principle when positions cannot be reconciled)
- Searching multiple sources of funding to consolidate its activities

* This text is the contribution of **Education Inspiring Peace Laboratory (EIP Lab)**. The partner plays a key role in this partnership: integrating the project's sustainability planning by linking together the various individual and decentralised activities described in the following.

3. Boğaziçi Üniversitesi

Partners in the LLE

- University (Faculty of Education & Lifelong Learning Centre)
- Private and Public Schools (Administrators, Students, Teachers, and Parents)
- Faculty of Education Students (Prospective Teachers)
- Civil Society (or Non-Governmental) Organizations (CSO/NGOs)
- Central and Local Government (Ministry of National Education and Provincial Directorate, and Metropolitan and Local Municipalities)
- Museums, Public Education Centers, etc.

1.1 Internal Stakeholders in the University

1.1.1 Faculty of Education

The Faculty of Education constitutes the academic and theoretical foundation of LLE. A theory-practice integration will be established by ensuring the active participation of prospective teachers in the process. The general administrative structure of the faculty and approval of the programs are centrally done by the Higher Education Council, whereas the Senate and Faculty have the responsibility for the curricula.

1.1.2 Lifelong Learning Centre

The Lifelong Learning Centre contributes to the academic and practical enhancement of teachers through continuing education. The flexible and modular contents are delivered by open enrolment and corporate programs. A theory-practice integration is more easily done in a decentralised approach.

1.2 Private & Public Schools (Administrators, Students, Teachers, Parents)

Schools constitute the application area of LLE. School administrators will contribute to institutional support and the governance process; teachers will assume an implementer role; students will be active participants in democratic processes; and parents will contribute to strengthening school-community cooperation.

Thanks to this multi-stakeholder structure, democratic citizenship education will not remain merely as course content; it will be integrated into school culture, decision-making mechanisms, and communication processes.

1.3 Faculty of Education Students (Prospective Teachers)

The aim is for prospective teachers to become acquainted with democratic pedagogical approaches at an early stage. Their professional identity development will be supported through participation in content design workshops, pilot implementation observations, and material development processes.

1.4 Civil Society (or Non Governmental) Organizations (CSO/NGOs)

CSOs will contribute to the process with their field experience, advocacy work, and practical examples. Stakeholder CSOs will bring their experience to areas such as democratic citizenship, human rights, and inclusivity. Furthermore, CSO representatives will contribute to the development of implementations through focus group discussions and evaluation meetings.

1.5 Central and Local Government

Ministry of National Education and its Provincial Directorate; and Metropolitan and Local Municipalities are key stakeholders in terms of policy development, dissemination, and sustainability. The integration of LLE outputs into education policies and in-service training programs is aimed. Thus, project outputs will create an impact not only at the school level but also at the local policy and implementation level.

1.6 Others

In line with the lifelong learning perspective, out-of-school learning environments will be included in the process to support a democratic learning culture. Museums, theatres and public education centers will be used as experiential learning spaces; historical and cultural content will be reinterpreted within the context of values pertaining to democratic citizenship.

The LLE in short

Why?

- Development of a methodological approach in democratic citizenship education,
- Development of teachers' citizenship and democracy-based pedagogical competencies,
- Teachers planning their lessons to encompass principles of sustainability, SDGs, inclusivity, diversity, and equality in their classroom practices; and the development of methodologies for implementations and assessment-evaluation,

- Highlighting the digital citizenship approach, which is one of the sub-dimensions of the democratic citizenship education approach, by utilizing different learning methods and techniques.

What?

- Literature and document review,
- Content design workshop consisting of teachers, academics, CSO representatives, local government representatives, school administrator representatives, and students,
- Applied pilot studies,
- Outputs of projects supported by the European Union and other institutions in previous years,
- Work reports prepared by CSOs, local and central governments,
- Teachers, academics, CSO representatives, local government representatives, school.

What need does this LLE address?

This LLE addresses the need to move democratic citizenship education from theory to practice. While concepts of democracy and citizenship are included in existing teacher training programs, the systematic integration of these contents into classroom application, school culture, and institutional structures is limited. Furthermore, current programs are limited in their ability to keep up-to-date with the integration of the concept of sustainability and digital democratic citizenship. The applications to be carried out in this regard will meet the need for more current and new-generation-compatible educational materials. Finally, it will respond to individuals' needs to increase the visibility and sustainability of their democratic citizenship competencies.

2. How do Activities Build and Strengthen the LLE?

Initial Phase

- Analyze existing practices and methods,
- Stakeholder identification and meetings (Inviting experienced institutions active in democratic citizenship and planning collaborative work)
- Conducting activities to integrate stakeholders' previous experiences and materials used into project processes,

- Developing a shared vision (Creating a common perspective on democratic citizenship values at local and global scales)
- Exchanging views on which stage of the project stakeholders will be involved in,
- Determining methods with policymakers to ensure the sustainability of project outputs,
- Developing a common work schedule with stakeholders.

Implementation Phase

- Conducting a needs analysis for policy makers, teachers, administrators, students, and parents,
- Determining the methods and strategies applied in previous experiences by conducting focus group discussions with Civil Society Organizations,
- Designing a democratic citizenship education model through a Content Design workshop,
- Designs of teacher training modules (content, materials, teacher and student guidelines, etc),
- Determining the target audience and application areas,
- Pilot applications,
- Selection Criteria for Pilot Application Regions
 - School Type: Private – Public
 - High School Types: Anatolian, Science, Vocational
 - Grade Level: Primary School, Middle School, High School
 - Socio-economic: Low – Middle – High socioeconomic level
- Module revisions will be made through a feedback loop.

Sustainability Mechanism

- Establishment of an LLE coordination group to ensure forward-looking communication with stakeholders,
- Planning and reporting of regular meetings,
- Sharing follow-up reports with policymakers,
- Keeping materials developed for teachers and pre-service teachers in an open source (on the teacher academy and national EBA platform),
- Sharing project outputs on the website (for a period of 5 years),
- Inclusion of democratic citizenship in the content of teacher professional development programs,

- Continuing integration and dissemination activities with other teacher academy projects supported under the Erasmus+ Teacher Academy call.
- The sustainability of the LLE is based on institutional integration, shared ownership, and structural mechanisms, beyond being a project-based activity. Furthermore, its scope and widespread impact are expected to be developed through collaborations to be carried out across Europe.

3. Institutional and Local Impact of the LLE

3.1 Institutional Impact – Measurable Indicators (KPIs)

KPIs (as examples)

- Number of modules integrated into the Teacher Academy program
- Percentage of courses including democratic citizenship content (%)
- Number of teachers participating in in-service training
- Increase rate in democratic pedagogical competence after training (pre-test – post-test)
- Number of open-access materials developed
- Number of international collaboration meetings
- Number of reports shared with policymakers

3.2 Local Impact (Short / Medium / Long-Term Impact)

Short-Term

- Increase in teachers' democratic pedagogical awareness level
- Start of pilot implementations in schools
- Activation of student participation mechanisms

Medium-Term

- Increase in participatory decision-making processes in school management
- Establishment of democratic, sustainable, inclusive, and digital practices in school culture
- Increase in parent participation

Long-Term

- Schools becoming a democratic governance model

- Contribution to the formation of local education policies and practices
- Institutionalization of the democratic citizenship approach
- Teachers and students becoming carriers of democratic citizenship values

4. HOGENT School of Teacher Training

Stakeholders

In the past, various study programmes within School of Teacher Training collaborated with several important educational stakeholders in the field of citizenship. These collaborations were always the result of individual colleagues within the various programmes. These collaborations could be initiated by either the programme or the stakeholder.

HOGENT selected for the LLE relevant stakeholders based on an extensive list of educational services, NGOs, educational support services, museums, government services and local organisations that work in some way on citizenship education within or outside an educational context and based on the existing collaborations. This has currently resulted in the following active partners being involved in developing the framework for HOGENT's LLE:

DJAPO

an NGO that teaches children and young people to deal with social challenges such as climate change, social justice and human rights, using the possibilities of Education for Sustainable Development (ESD) and authentic social issues to enable children and young people to zoom in, zoom out, reflect, engage in dialogue and look ahead.

GO! Educational Support Service for schools Flemish government

supports educational institutions and professionals in compulsory education in the Flemish Community based on a shared responsibility to provide high-quality education in GO! schools. The aim is to achieve maximum learning gains, broad personality development and well-being for every pupil. Active citizenship is an important pillar of GO!'s pedagogical project. GO! is also one of HOGENT's preferred partners for organising internships and workplace learning for its student teachers.

Join For Water

NGO that works on global citizenship education with a strong focus on water. Join For Water has been active for years in Flanders, and for a number of years in French-speaking Belgium, in order to familiarise pupils in primary and secondary schools with global water issues. To this end, Join For Water has created numerous games, methodologies and websites that many teachers and organisations have used. Join For Water also wants to influence policy and

motivate and sensitise citizens to make their voices heard on water issues. More sustainable agriculture is an additional focus.

AMAL Ghent

A local government service, the Ghent Agency for Integration and Civic Integration makes diversity tangible for every resident of Ghent. Amal has been supporting international newcomers in finding their way for around 50 years. They bring the citizens of Ghent closer together and encourage good coexistence in diversity. Amal also develops tools for working with diversity in the classroom and society.

BeGlobal

The federal programme for youth engagement and global citizenship education funded by the Foreign Affairs, Foreign Trade and Development Cooperation Department. They introduce young people to the complexity of global challenges by providing them with the tools for deeper understanding and critical awareness. This is done with partners from the formal education sector, the non-formal education sector and the private sector. They inspire education professionals inside and outside the educational context through learning resources, training, networking and events with the aim of embedding global citizenship education. BeGlobal also conducts research into ideas and practices within global citizenship education and youth engagement.

Studio Globo

An NGO that works on global citizenship in education. They support teachers in bringing topics such as poverty, climate (in)justice, migration or inequality into the classroom in a nuanced, hopeful way. This enables pupils not only to better understand the world, but also to learn that they themselves can make a difference. They focus on pupils through workshops, neighbourhood walks and empathy workshops, and support (prospective) teachers by providing them with ready-to-use teaching materials, inspiring workshops and practical support to make difficult global themes discussable in the classroom.

In the first phase, we have chosen to focus mainly on anchoring and sustaining existing partnerships in the LLE. Activities for students (guest lectures, workshops) have already been organised with several of the stakeholders in the past. Other stakeholders have already called on the expertise of the School of Teacher Training to translate new final attainment goals into classroom practice, provide refresher courses for teachers, etc.

The intention is to expand this group of core partners in the long term, depending on the specific actions taken with a school or group of schools in Ghent. Students of the School of Teacher Training will also play an active role in the LLE in the future.

Co-creation as a guiding principle

HOGENT's LLE is being developed in co-creation with the core partners mentioned above. We are basing this on the democratic principle that all partners have an equal say and that HOGENT acts as a facilitator and participant for this process. We have explicitly chosen this approach in order to maximise the involvement and ownership of the process among all partners. We want to make the best use of the value of the partners' experience, knowledge and expertise and incorporate them into the development of the LLE. The pace is determined by the group and we aim for a rhythm of meeting every three months for consultation and co-creation. Through this approach we use the principles of democratic citizenship to shape our LLE. The chosen methods will reflect these choices and principles.

Determining the focus of the LLE

During one of the first meetings with the stakeholders of the LLE, a prioritisation of themes was determined using the Kandoe working method. This working method is based on an appreciative attitude towards working with a group and ensures that all participants are heard and have an equal voice throughout the process. This way of working also increases the chance of long-term involvement.

The central question we started with was: 'Which themes should we work on together locally to strengthen citizenship?'

This brainstorming resulted in a large number of themes.

In a subsequent meeting with the stakeholders, these themes were further refined, clustered and narrowed down to five central topics:

1. Connection: the way to work on many other themes (us/them thinking, resilience, empathy, emotional and critical thinking, etc.)
2. Inclusion: linked to participatory methodologies and self-efficacy, giving everyone a voice, explicitly linking to systemic inequality
3. Critical digital citizenship
4. Layered identity formation: linked to values and emotions, the politicising role of education

5. Making citizenship transversal: WSA

Next, a number of actions and ways of putting this into practice were devised for the themes of connection, inclusion and critical digital citizenship.

In the future, other themes may be introduced based on the identification of other needs among stakeholders, students, pupils, the neighbourhood, etc.

Actions/output

In addition to identifying the above priority themes, the “Waterwise city game”, developed by Join For Water is included in the local learning ecosystem for the first time. In March 2026, several lecturers from the HOGENT School of Teacher Training will guide the Waterwise city game for all second-year students of the Educational Bachelor in Secondary Education, supervised by Join for Water.

The waterwise city game is an interactive and educational city game about sustainable water use and climate change, with the city as the game board. Young people are linked to a character each with their own water consumption with. The teams are confronted with challenges and dilemmas in their own city or municipality. In this way, the city becomes the classroom. Through hands-on experience, young people discover the connection between consumption choices, climate change and global water resources. During the game, young people explore local sustainable initiatives and discover what is already happening in their city or municipality in terms of sustainable water use and how they themselves would like to get involved in global water issues.

Current and future activities are organised in collaboration with stakeholders who have the necessary expertise. We ensure visibility on social media, which generates internal and external engagement in citizenship education.

Involving different teacher-trainers within HOGENT ensures that the LLE becomes more widely known within the internal organisation.

Where possible, we try to give actions and projects wider publicity.

Institutional and local impact

In what follows, we describe the impact we would very much like to achieve in the future. The description of the impact therefore does not reflect the current situation at HOGENT School of Teacher Training.

Impact on Vision and Curriculum

The establishment of the Teacher Academy and the Local Learning Ecosystem (LLE) creates a structural and sustainable shift in how citizenship education is positioned within the different study programmes of the School of Teacher Training. Rather than depending on the enthusiasm or personal commitment of individual teacher trainers, citizenship becomes embedded in the institutional vision and formally anchored in the curriculum across pre-primary, primary and secondary teacher education. This ensures long-term continuity, coherence and strategic alignment.

By systematically involving teacher trainers, researchers and external partners in co-creation processes, the programme strengthens institutional ownership of citizenship education. Their expertise is not treated as complementary or optional, but as foundational in shaping a shared, clearly articulated vision. This shared vision translates into concrete curriculum redesign, professional development initiatives and assessment strategies that integrate citizenship competences across courses, study programmes and internships. As a result, implementation is no longer fragmented but gains collective momentum and consistency.

Existing collaborations with NGO's, cultural institutions, local and federal authorities and educational partners are formalised and expanded (e.g. CSL). What were once informal or individual-based partnerships become structurally embedded in curriculum design, teaching practice and field experiences. This reduces vulnerability to staff turnover and ensures that expertise from the field is sustainably integrated into teacher education. The curriculum thus becomes more practice-oriented, socially relevant and responsive to contemporary societal challenges.

The strong student demand for citizenship-related competences further amplifies this institutional impact. Approximately half of first-year students in the Educational Bachelor of Secondary Education choose the minor Citizenship, despite having four alternatives. This demonstrates a clear perceived relevance and societal urgency. The development of teaching materials, course content and pedagogical approaches within this three-year minor will be directly informed by

the work of the LLE and the Teacher Academy DeCiTeL. This creates a dynamic feedback loop between research, field practice and curriculum development, ensuring that innovation is continuously tested, refined and applied within the programme. Ultimately, this interaction strengthens the academic quality, practical applicability and societal responsiveness of the curriculum.

Impact on Students' Choice of School

By positioning citizenship education as a distinctive strength, HOGENT's School of Teacher Training reinforces its institutional profile and competitive positioning. Prospective students who are motivated to become a teacher, skilled in citizenship education will recognise HOGENT as the School of Teacher Training of choice. This contributes not only to student recruitment but also to attracting students whose values align with the institution's mission, thereby reinforcing a coherent institutional identity.

Beyond reputation, the impact is tangible for students' professional trajectories. During their training, future teachers are systematically introduced to a broad network of stakeholders, including local authorities, NGOs, cultural organisations and community partners, with whom they collaborate on authentic learning projects. This early exposure fosters professional confidence and partnership skills. Students graduate not only with content, didactical and pedagogical knowledge, but with an established professional network and practical experience in cross-sector collaboration.

This network-building function enhances graduates' employability and professional resilience. Starting teachers enter the field equipped with concrete contacts, collaborative competences and a mindset oriented towards partnership and social engagement. In this way, the programme contributes to strengthening the local educational ecosystem well beyond the institution itself.

Impact on Children and Young People in Compulsory Education

The ultimate and most significant impact lies in classroom practice and in the lives of children and young people. Teachers who are thoroughly prepared in citizenship education are more confident, intentional and competent in addressing complex societal themes such as diversity, democratic participation, sustainability, digital literacy and human rights.

Rather than approaching citizenship as a separate subject or occasional project, these teachers integrate citizenship competences in a cross-curricular and coherent manner. They create learning environments that stimulate critical

thinking, dialogue, empathy and active participation. This results in pupils who are better equipped to navigate societal complexity, engage constructively with diversity and participate actively in democratic processes.

Over time, this contributes to stronger school cultures characterised by inclusion, dialogue and shared responsibility. At a broader level, the initiative strengthens the social fabric of the local community by fostering generations of young people who are empowered, socially aware and capable of contributing positively to society.

5. University of Ioannina

General Information

Within the framework of DeCiTeL (Democratic Citizenship Teaching and Learning), WP5 focuses on the development of sustainable Local Learning Ecosystems (LLEs) as structurally embedded, multi-actor collaborations that strengthen democratic citizenship education through digital innovation and community engagement. In the Greek context, the LLE is territorially anchored in the Attica Region (Athens Metropolitan Area) and the city of Ioannina, integrating actors from formal education, non-formal learning, civil society, local governance, and entrepreneurial networks.

Conceptual Foundation

The LLE is conceptualised as a meso-level governance and innovation structure that mediates between university-based teacher education and the local educational landscape. It operates as a place-based, digitally mediated, and participatory ecosystem designed not merely to implement project activities, but to transform institutional relationships and educational cultures over time.

Its thematic orientation lies at the intersection of:

- Democratic citizenship education
- Digital transformation and critical digital literacy
- Social entrepreneurship and civic innovation
- Sustainability competences

This integrated focus responds to three interrelated structural challenges:

- Increasing socio-cultural diversity and socio-economic disparities in urban and regional contexts.
- The need for critical digital civic competences beyond technical digital skills.
- The imperative to revitalise democratic education through participatory, community-embedded pedagogies.

By connecting formal schooling, teacher education, non-formal learning, and labour-market actors, the LLE bridges civic education with real-life problem-solving, social innovation, and community engagement.

Stakeholder Architecture & Functional Complementarity

The Greek LLE integrates diverse stakeholders whose roles are defined according to the principle of functional complementarity.

In the Attica Region:

- Drosostalida (social enterprise, founded 2014) operates as an intermediary between education and the labour market, offering capacity-building training, e-learning methodologies, and networking across public and private sectors in Greece and Europe.
- Academy of Entrepreneurship (AKEP) (non-profit, founded 2007) contributes extensive experience in non-formal education, EU-funded projects, entrepreneurship education, youth civic engagement, and European networking.

In Ioannina:

- Arsakeio Primary School of Ioannina, part of the historic Arsakeia–Tositseia Schools network, functions as a formal education anchor, integrating enriched curricula (SHTEAM, European culture, social studies, creative thinking) and providing a stable environment for piloting democratic and digital citizenship practices.
- Municipality of Ioannina, with wide dissemination reach as the events are promoted nationally

Additional stakeholders include school management, teacher networks, student networks, municipal and regional authorities, NGOs active in citizenship education, SMEs, and European networks.

Each category contributes specific added value:

- Schools ensure curricular integration and pedagogical continuity.
- NGOs and social enterprises introduce innovation, mentoring models, and labour-market connections.
- Public authorities provide policy alignment and institutional anchoring.
- Teacher education institutions ensure research-informed professional development.

This diversified architecture increases the resilience and sustainability potential of the LLE.

From Project Activities to Structural Formation

DeCiTeL activities are deliberately designed as sustainability-generating mechanisms rather than isolated outputs. Core processes can include:

- Joint curriculum design for democratic citizenship modules integrating digital and entrepreneurial competences.
- Co-teaching arrangements between university staff, school mentors, and NGO trainers.
- Establishment of local learning laboratories and participatory innovation formats.
- Hackathon-style initiatives and civic innovation workshops inspired by established good practices.
- Annual social entrepreneurship pitching events connecting youth, universities, SMEs, chambers of commerce, and regional authorities.

The LLE builds upon systematised good practices already implemented by stakeholders:

- The EUROTHON European Hackathon, empowering youth to co-design democratic innovation projects and producing OER platforms and toolkits.

These experiences provide tested pedagogical models—mentoring, hackathons, OER development, public pitching formats—that are now structurally integrated into the LLE.

Methodologically, participatory action research underpins the ecosystem, positioning all stakeholders as co-producers of knowledge. Iterative cycles of action, reflection, and evaluation foster shared ownership and long-term institutional commitment.

Institutional and Local Impact

At the institutional level, the LLE contributes to curriculum innovation within teacher education. It supports a transition from transmission-oriented training models to practice-embedded, research-informed, and community-engaged professional learning. Pre-service teachers develop context-sensitive democratic and digital competences through authentic engagement with schools and community actors.

At the school level, particularly in Ioannina and the broader Athens area, the LLE fosters a culture of collaborative continuous professional development. Teachers

gain access to university research, mentoring structures, and digital resources. Students develop civic agency, digital literacy, communication skills, and entrepreneurial problem-solving capacities linked to local social challenges.

At the regional level, municipalities benefit from evidence-based educational initiatives aligned with local development strategies. The ecosystem strengthens the link between education and labour market needs, particularly through Drosostalida's intermediary role and AKEP's entrepreneurial networks.

Broader Democratic and Societal Contribution

Beyond institutional reform, the LLE enhances the social relevance and perceived value of the teaching profession by reconnecting it with civic engagement, creativity, and collaborative knowledge production. It strengthens democratic participation by involving youth, educators, policymakers, entrepreneurs, and NGOs in shared decision-making and co-design processes.

Through digital platforms, OER repositories, and dissemination networks, the LLE ensures wide outreach and sustained knowledge circulation. Social media campaigns, multiplier events, cooperation with universities and municipalities, and engagement with European networks expand its territorial and transnational impact.

Over time, these dynamics contribute to:

- More inclusive and innovative local education systems.
- Increased youth participation in democratic processes.
- Stronger integration of citizenship competences into lifelong learning.
- Enhanced resilience of local educational ecosystems.

Sustainability and Structural Legacy

The LLE developed under DeCiTeL is conceived not as a temporary project consortium but as an evolving structural configuration. Its sustainability depends on:

- Institutional anchoring within teacher education curricula.
- Continued digitalisation and open sharing of knowledge resources.
- Cross-sector partnerships extending beyond EU funding cycles.
- Alignment with local and regional policy frameworks.
- Shared recognition of added value among all participating actors.

Ultimately, the Greek LLE within DeCiTeL represents a transformative model that redefines the relationship between teacher education, schools, civil society, entrepreneurship, and local governance. It reshapes professional identities, strengthens democratic culture, and embeds participatory, digitally enriched citizenship education within both formal and non-formal learning environments.

6. Zentrum polis

The concept

The Municipality of Vienna has developed and successfully implemented an LLE scheme under the name *Bildungsgrätzl* (“Education neighborhoods”).

Bildungsgrätzl are long-term partnerships between schools and preschools and other local organizations in the fields of (adult) education, youth and social work, sports, culture, and health, all of which are firmly rooted in a specific neighborhood. An overview of all the Viennese *Bildungsgrätzl* can be found here:

<https://graetzl.bildung.wien.at/die-bildungsgraetzl>

In the scope of the DeCiTeL project, we have initiated a collaboration with the already existing *Bildungsgrätzl Verteilerkreis*, founded in October 2024 and located in the 10th district of the city. The scope of the collaboration is described under “5) The contribution of polis to the LLE”.

The collaboration within the Education neighbourhoods is based on voluntary participation and self-governance. The participating institutions jointly provide a diverse range of educational, recreational, and advisory services within the immediate living environment of children, young people, and adults. The goal is to improve educational outcomes and thus contribute to equal opportunities. The work of the educational district also has a positive impact on community life in the neighborhood. The guiding principle of this collaboration are:

The 7 guiding principles

1. Openness: Educational partners transcend institutional boundaries and create open learning environments. Education happens wherever people learn – this can be in the family, in the neighborhood, through cultural and leisure activities, as well as in kindergarten, school, and vocational training institutions.
2. Basic Skills: All learners in Vienna acquire fundamental knowledge, skills, and strategies as a basis for active participation and positive social interaction.
3. Multilingualism: Language skills and linguistic diversity are promoted.
4. Empowerment and Participation: Educational partners collaborate autonomously and promote self-determined action and active participation.
5. Inclusion and Diversity: Needs-based programs and individualized support are promoted, and diversity is valued.

6. Gender Sensitivity: Individual gender identity, healthy self-esteem, and mutual respect are fostered.

7. Social Justice: Children, young people, and adults receive the education they need – regardless of their social and cultural background.

Implementation

Various departments of the City of Vienna (Education and Youth, Schools, Kindergartens, Integration and Diversity, Child and Youth Welfare) are collaborating strategically with the Vienna Education Directorate and the Business Group for Education, Youth, Integration, and Transparency on the implementation of the Vienna Education Districts.

Bildungsgrätzl Verteilerkreis

In the urban space of Vienna's 10th district, the members of the Education neighborhood “VerteilerKREIS” aim to strengthen the position of educational institutions in the neighborhood through their collaboration and to establish diverse educational, cultural, and social priorities, primarily for children and young people, but also for all other residents, through joint projects.

The VerteilerKREIS Education neighborhood is guided by the following principles:

- Participation
- Interdisciplinary collaboration
- Sociocultural diversity and intercultural exchange
- Multilingualism
- Sustainability and environmental awareness

These principles are intended to contribute to the creation of an inclusive, interdisciplinary, and sustainable educational community that respects the individual needs of the residents and fosters a vibrant and diverse community.

At its founding, the following thematic areas were prioritized:

- Social space design: VerteilerKREIS provides bright, safe, and clean social spaces for all stakeholders. These include both indoor and outdoor spaces. Existing social spaces are made visible and further developed collaboratively.
- Artificial Intelligence: Students and teachers at the BG (presumably a school or organization) are informed about the possibilities, advantages, and

disadvantages of AI tools and scenarios in workshops and training events so that they can use them responsibly.

- Democratic Education: The BG supports its members in the opinion-forming process and critical engagement in democratic discourse to enable active participation in society.
- Multilingualism: Within the framework of the BG, the first languages of the members are made visible and recognized as valuable resources.

Homepage: <https://bgverteilerkreis.phwien.ac.at>

Activities for establishing, strengthening, and growing the LLE

The activities of the Bildungsgrätzl VerteilerKREIS are centred on fostering active participation and democratic engagement within the local community.

The LLE operates through a series of dynamic, community-oriented activities designed to bridge the gap between educational institutions and the public. Key activities include:

Participatory Urban Design

The project actively involves children, youth, and adults in the co-creation of their local environment, exemplified by initiatives like the petition for park lighting at Hebbelplatz. <https://bgverteilerkreis.phwien.ac.at/2025/06/16/studierenden-aktion-zeigte-visionen-und-rahmte-wut/>

Educational Outreach and Networking

By organizing large-scale community events and Gallery Walks, the project makes extracurricular educational facilities visible, creating synergies between schools, universities, and local residents.

<https://bgverteilerkreis.phwien.ac.at/2025/03/05/erfolgreiches-vernetzungstreffen/>

Interactive Learning Formats

To motivate self-directed learning, the project utilizes gamified and creative approaches such as riddle rallies (Actionbounds), a sustainable clothing exchange, and interactive photo booths.

<https://bgverteilerkreis.phwien.ac.at/2024/10/22/raetselrallye-mit-actionbound/>

Thematic Workshops and Symposia

A strong focus is placed on future-oriented topics, where the project hosts sessions on Artificial Intelligence, Digitality, and Multilingualism, ensuring that modern technological and social developments are accessible to the community.

<https://bgverteilerkreis.phwien.ac.at/2024/10/30/workshop-ki-eintdeckungsreise/>

Democracy and Human Rights Education

Through regular events like the "Tag der Politischen Bildung" and conferences on human rights, the project provides platforms for critical discussion on topics ranging from peace education and anti-semitism to media literacy.

<https://phwien.ac.at/aktuelles/64972/>

In essence, the project aims to transform the "Grätzl" (neighborhood) into a living classroom where democratic participation, social spatial design, and digital innovation are practiced through hands-on collaboration.

Institutional and local impacts/changes

Because the LLE was only founded in October 2024, the local impacts are yet to be determined. Polis will monitor, accompany and support the development of the LLE during the course of the DeCiTeL project and beyond and report the developments in the framework of the DeCiTeL project.

Stakeholders

BG/BRG Ettenreichgasse Wien 10

A traditional AHS (Allgemeinbildende Höhere Schule) offering both Bundesgymnasium (academic secondary school) and Bundesrealgymnasium (science-oriented secondary school) programs. These schools provide a broad general education leading to the Matura (university entrance qualification). The Ettenreichgasse location serves students from early teens through to graduation, with a focus on academic learning across languages, sciences, and social studies.

<https://www.ettenreich.at/>

GTVS Hebbelplatz Wien 10

This is a Ganztagsvolksschule (full-day primary school) in Favoriten where children from grades 1 – 4 receive foundational education. The school emphasizes inclusive participation, ensuring all children belong equally and can take part in both academic and social activities. <https://hebbelplatz.schule.wien.at/>

HTL Wien 10

The Höhere Technische Bundeslehranstalt Wien 10 is a technical secondary school with a long tradition (founded 1889) that educates students in engineering fields such as Elektronik & Technische Informatik, Elektrotechnik, Maschinenbau and Mechatronik. After five years students complete a Reife- und Diplomprüfung, preparing them for both higher education and technical careers.

<https://www.htlwien10.at/edu/>

Inklusive Schule Hebbelplatz Wien 10

Located adjacent to the GTVS Hebbelplatz, this school focuses specifically on inclusive education where students with diverse learning needs are taught together in a supportive environment that values equal participation and tailored learning. <https://inklusive-schule-hebbelplatz.schule.wien.at/>

Praxismittelschule der PH Wien

Part of the Pädagogische Hochschule Wien, this Mittelschule (lower-secondary school) not only teaches students in typical curriculum areas (math, languages, etc.) but also functions as a practice school for teacher training and innovative pedagogical development. <https://pms.phwien.ac.at/>

Neuland Volksschule Wien 10, Neuland Mittelschule Wien 10 & Neuland
Gymnasium & Realgymnasium Wien 10

These institutions are part of the Neulandschulen network, a private Catholic school association. At the Laaerberg campus they offer a continuous education pathway: primary (Volksschule), lower secondary (Mittelschule), and upper secondary (Gymnasium & Realgymnasium). The schools emphasize a holistic educational approach focusing on community, individual development, and deep learning. (Wikipedia) <https://www.nls.at/>

Praxisvolksschule der PH Wien

Also associated with the Pädagogische Hochschule Wien, this primary school serves as a real-world classroom where PH Wien students (future teachers) can observe, practice, and refine teaching methods while delivering high-quality primary education. <https://pvs.phwien.ac.at/>

BAfEP Wien 10

The Bildungsanstalt für Elementarpädagogik Wien 10 trains future early childhood educators. Students receive both theoretical instruction and practical experience

necessary for teaching in kindergartens and early childhood settings after graduation. <https://www.bafep10.at/>

Pädagogische Hochschule Wien (PH Wien)

A university-level institution specializing in teacher education, teacher professional development, and educational research. It offers degree programs for future educators and hosts innovative teaching labs and projects like the Future Learning Lab. <https://phwien.ac.at/>

Hochschule Campus Wien

One of Vienna's Fachhochschulen (Universities of Applied Sciences), offering practice-oriented bachelor's and master's programs across disciplines such as business, social work, health sciences, engineering, and design.

<https://www.hcw.ac.at/>

Future Learning Lab Wien

A collaborative innovation and learning space co-operated by PH Wien and the Verein zur Förderung digitaler Bildungsangebote. It provides flexible digital and project-based learning environments where technology, media education, and future-oriented teaching methods are explored and implemented.

<https://www.fll.wien/>

The contribution of polis to the LLE

Zentrum polis will provide a comprehensive suite of support services designed to streamline educational projects and strengthen institutional partnerships. Moving forward, polis will ensure the seamless provision of specialized materials, concepts, and tools developed to meet high pedagogical standards. Beyond these resources, polis will offer professional support for events ensuring that workshops or seminars are executed with expert oversight.

The associate partnership between polis and the LLE will emphasize high visibility and consistent communication; Zentrum polis will act as a dedicated bridge for information regarding relevant project developments.

7. Université Côte d'Azur

Structure and Governance

Our LLE is implemented **within Inspé de l'Académie de Nice**. The Inspé (Institut national supérieur du professorat et de l'éducation) is the teacher faculty of UniCA and responsible for initial teacher training and mentoring, and works closely with schools, inspectors, and academic services within this territory.

The **Académie de Nice** is the regional education authority of the French Ministry of Education for the Var and Alpes-Maritimes departments, within the Provence-Alpes-Côte d'Azur region.

Project partners come from both departments, enhancing the representativeness and reach of the LLE across the region.

The LLE of UniCA is structured around a multi-actor partnership including:

CARDIE (cellule Académique Recherche, Développement, Innovation, Expérimentation)

CARDIE is a unit within each French regional education authority (Académie de Nice). It supports pedagogical innovation, coordinates experimental projects, and connects schools with research.

E AFC (École académique de la formation continue)

The Academic School for Continuing Professional Development is responsible for in-service training of education staff (teachers, school leaders, educational advisors). It designs and coordinates professional development pathways aligned with national and regional priorities.

Inspector referents

These are official education inspectors assigned to support and supervise specific schools or projects. They ensure alignment with national curricula, provide pedagogical guidance, and contribute institutional legitimacy.

Réseau Canopé

A national public operator under the Ministry of Education. It produces educational resources, provides teacher training, and supports pedagogical innovation. It has regional branches across France. Both Canopé VAR and Canopé Alpes-Maritimes are participating in this project. Website: <https://www.reseau-canope.fr>

Partner schools

Centre social de Toulon-Est: A local community center in Toulon (VAR department). It supports social cohesion, youth engagement, family services, and community projects. Within the LLE, it connects school activities to the local community and civic engagement initiatives.

All actors provide pedagogical expertise, access to target groups, institutional legitimacy, infrastructure, and implementation support.

Societal and Educational Challenge Addressed

The LLE aims to establish genuine democratic education by helping young people understand that democracy is grounded in competencies that must be explicitly taught, learned, and practiced. Democracy is experienced not only through institutional structures but also through civic engagement—social, political, and community-based.

Target Groups

- Teachers
- Teacher educators
- Schools
- Political and institutional actors

Core Civic Competencies

The LLE aligns with the Reference Framework of Competences for Democratic Culture (RFCDC). The main competency areas include:

- Building a safe classroom culture (respect, rights, fair rules)
- Listening and understanding before responding
- Developing empathy and perspective-taking
- Constructing personal expression (clear, respectful opinion)
- Learning structured argumentation and regulated disagreement
- Engaging collectively (deciding, acting, evaluating together)
- Strengthening critical understanding of information and stereotypes
-

Thematic Focus

Chosen Theme:

Living together and managing disagreement: from respect for dignity to collective decision-making.

This theme responds to local needs where student relationships are often marked by conflict, rejection or disagreement, and power-based resolution rather than argumentation and compromise.

Relevance to Local Needs and DeCiTeL Objectives

- The theme:
- Starts from students' lived experiences (mockery, rumors, exclusion, perceived injustice).
- Requires the establishment of a democratic framework (rules, rights, fairness).
- Places argumentation at the center (expressing, justifying, nuancing).
- Transforms conflict into a learning object.
- Encourages collective engagement and critical literacy (language, stereotypes, information).

Coordination with Partners:

With all partners, both individually and collectively, specific contributions and implementations are being defined. Each partner provides their own perspective and input, while joint discussions ensure a shared understanding and coherent approach across the project. This guarantees both individual and collective planning and execution of the LLE.

Partners and Contributions

Concrete Contributions

- Access to target groups
- Pedagogical expertise
- Creativity and dynamism
- Infrastructure
- Institutional legitimacy

Durability

All partners are essential to ensure long-term professional development and continued access to educational communities.

Methodology, Design, and Resources

Methodology

- Co-creation: All partners participate in designing activities, materials, and procedures to ensure relevance and ownership.
- Collective reflection: Partners engage in structured discussions to analyze progress, share observations, and refine strategies.
- Classroom experimentation aligned with the theoretical framework: Activities are piloted in real classrooms, observed, and adjusted based on feedback and alignment with democratic competence goals.
- Iterative development: Methods and tools are continuously revised through cycles of testing, reflection, and improvement.
- Individual and joint planning: Partners contribute both separately and together to define concrete steps, responsibilities, and expected outcomes.

Resources

- Material:
- Funding to support training, materials, and coordination
- Educational spaces for workshops, classrooms, and meetings
- Pedagogical tools such as discussion kits, worksheets, and visual aids
- Data collection instruments for monitoring progress and impact

Immaterial:

- Expertise from educational, civic, and research specialists
- Networks facilitating access to schools, teachers, and community organizations
- Trust built among partners, essential for collaboration and honest reflection
- Time invested in meetings, planning, training, and classroom observation
- Voluntary commitment of partners and staff beyond formal duties. In-kind contributions (spaces, staff time, logistics) are crucial for feasibility and sustainability.

Outputs (Concrete Results)

The outputs of the LLE are designed to provide tangible, practical tools and structures that support the development of democratic competencies at multiple levels. They ensure that students, teachers, and institutional actors can engage with the project in meaningful and measurable ways.

For Students

- Stabilized productions structuring democratic living together: These are concrete activities and routines that help students experience and practice democratic behavior regularly.
- Language routines promoting visible listening and respect: Students learn and internalize ways to communicate respectfully, ensuring that dialogue and debate are constructive.
- Written traces supporting structured argumentation: Notes, summaries, and reflection sheets allow students to document their reasoning and track the evolution of their ideas.
- Conflict prevention and mediation protocols: Students gain practical tools for resolving disagreements peacefully and collaboratively.
- A collective project improving school climate: Participatory projects foster engagement, responsibility, and a sense of agency within the school community.
- Integrated, simple evaluation tools: Lightweight tools help students and teachers monitor progress and reflect on learning outcomes.

Expected impacts include improved argumentation quality, reduced micro-conflicts, stronger cooperation, and increased democratic participation.

For Teachers and Teacher Educators

- Operational democratic competence framework: A structured reference to guide teaching and assessment of democratic skills.
- Ready-to-use discussion routine kit: Practical tools and templates that can be implemented directly in the classroom.
- Teaching sequences (primary and lower secondary): Pre-designed lessons linked to training modules, adaptable to local needs.
- Light and reliable assessment tools: Simple instruments to evaluate student progress without adding administrative burden.
- Conflict regulation protocol: Guidance on mediation and restorative approaches in classroom management.
- Practice-analysis training device: Tools and scenarios for teacher reflection and professional development.
- Impact monitoring toolkit: Resources to track outcomes at classroom, school, and institutional levels.

- Professional posture guide (neutrality and democratic framework): Guidelines for teachers on maintaining a balanced, inclusive, and safe learning environment.
- For Institutional Actors and Policymakers
- Strategic framework note: Summarizes needs, priorities, and recommended actions for implementation and scaling.
- Territorial democratic culture framework: A reference for aligning local curricula and policies with democratic competency goals.
- Training and support plan: Roadmaps for teacher development, mentoring, and ongoing guidance.
- Monitoring and impact dashboard: Simple indicators to track participation, quality of interaction, and climate improvements.
- Institutional safeguarding kit: Procedures, templates, and protocols to ensure consistent application of democratic practices.
- Territorial student engagement model: Guidance for promoting participatory projects and civic involvement across schools.
- Budgetary and sustainability dossier: Resources and planning tools to ensure the LLE can be maintained beyond the initial project period.

All outputs are intended to be both practical and replicable, enabling partners to implement the LLE effectively while supporting long-term sustainability and adaptation to different contexts.

Outcomes (Individual and Local Change)

Changes in Representations

Participants move from a moral conception of citizenship (“being nice”) to a democratic conception (deliberating, deciding, managing disagreement). Democratic skills are recognized as explicit, teachable competencies. Authority shifts from control-based to rule-based collective structuring.

Changes in Motivation

Participants develop stronger self-efficacy and professional motivation. The project reconnects classroom climate, language learning, civic education, and cooperation into a coherent framework.

Changes in Practices

- Installation of structured discussion routines

- Explicit democratic learning objectives
- Systematic teaching of argumentation
- Mediation and repair over automatic sanctions
- Structured cooperative learning
- Light but regular assessment

Collaboration becomes more professionalized, stable, and transferable across actors and contexts.

Long-Term Impact (Societal Level)

The LLE aims to foster a generation capable of:

- Non-violent debate
- Constructive disagreement
- Critical resistance to polarization and misinformation
- Sustained civic engagement

It contributes to civic competence recognition by making skills observable, assessable, documented, and transferable. It supports policy evolution from declarative “values” approaches toward operational, evidence-based democratic education.

Indirect influence occurs through diffusion effects: institutional formalization, peer transmission, public visibility, family impact, and territorial partnerships.

Sustainability After DeCiTeL

Most Durable Elements

- Stable discussion and cooperation routines
- Lightweight, replicable tools
- Operational competence framework
- Ready-to-teach sequences
- “Teach the trainer” training and communities of practice
- Conflict mediation protocols
- Institutional anchoring in school and training plans

Main Risks

- Dependence on key individuals
- Staff turnover

- Project-based rather than systemic integration
- Over-complex tools
- Weak monitoring
- Professional resistance
- Institutional instability

Role of Inspé in Long-Term Anchoring

Inspé can ensure durability by:

- Integrating a mandatory core module in initial teacher education
- Embedding democratic practice into internship requirements
- Aligning evaluation criteria with democratic competencies
- Training field mentors
- Establishing school–Inspé communities of practice
- Producing official, updated resource kits
- Linking the framework with continuing professional development

By embedding the LLE into curricula, certification, and institutional routines, the initiative moves from a temporary project to a structural component of teacher education and school culture.

8. Università degli Studi di Modena e Reggio Emilia (Unimore)

General Remarks

Within the framework of DeCiTeL, UNIMORE approaches sustainability as the long-term institutional embedding of democratic citizenship education in teacher education, school cooperation, and local community engagement. In this perspective, sustainability does not simply mean prolonging project activities, but ensuring that the values, practices, and tools developed within the project can become part of more stable educational and institutional routines. The Local Learning Ecosystem (LLE) is therefore understood as a collaborative and place-based structure that connects university-based teacher education with schools, public institutions, community actors, and civil society.

For UNIMORE, this means working toward a durable ecosystem in which democratic citizenship education is supported through shared responsibility, practical cooperation, and gradual integration into existing training and educational frameworks. The sustainability of this approach depends on the ability to create continuity across sectors, to connect local needs with educational innovation, and to provide actors with tools and formats that are both usable and transferable.

Stakeholders and Local Learning Ecosystem

The UNIMORE LLE is characterised by a broad and functionally diverse stakeholder architecture. This diversity is not incidental; it is one of the main strengths of the ecosystem, because democratic citizenship education requires contributions from institutions that operate at different levels: policy coordination, school support, teacher training, cultural mediation, social inclusion, and youth participation. The local ecosystem therefore brings together actors whose roles are complementary rather than overlapping.

The stakeholders involved in the ecosystem can be described as follows:

Provincial School Offices of Modena and Reggio Emilia – as territorial branches of the Regional School Office for Emilia-Romagna, they provide administrative and territorial coordination for schools, support the implementation of ministerial and regional educational policies, and can facilitate the dissemination and institutional anchoring of teacher training and citizenship-related initiatives across local school networks.

Municipalities of Modena and Reggio Emilia – they represent the public and territorial dimension of the ecosystem. Their role is important for linking school-based work with broader local priorities, youth participation policies, community initiatives, and the public visibility of democratic citizenship education.

Officina Educativa – this municipal educational service works in the area of youth participation and wellbeing and contributes to the ecosystem by connecting schools, young people, and local educational opportunities. Its experience is particularly relevant where democratic citizenship education intersects with youth participation, school projects, and community-based educational initiatives.

Cooperativa Reggiana Educatori – this cooperative supports youth-oriented and school-related educational activities and works alongside local public services in the implementation of projects addressed to students and schools. Within the LLE, it can contribute operational educational expertise, facilitation capacity, and experience in accompanying participatory initiatives.

Fondazione E35 – this actor contributes a project-oriented and networking dimension, especially in relation to local and European initiatives linked to sustainable development, policy innovation, and cross-sector collaboration. Within the LLE, this kind of contribution is particularly relevant for structuring cooperation, improving coordination among actors, and connecting local educational work with broader strategic frameworks.

Granello di Senapa – this stakeholder brings experience in community-based education, especially around themes such as peace, migration, bullying, solidarity, and social responsibility. Its contribution is especially valuable for connecting democratic citizenship education with real-life questions of coexistence, inclusion, and community engagement.

Istoreco – as an institute dedicated to contemporary history, documentary preservation, public history, and teacher education, it contributes expertise in historical memory, archives, critical reflection, and educational work with schools. This is particularly important for democratic citizenship education, where historical awareness, memory, and critical interpretation of the past play a central pedagogical role.

Fondazione / Reggio Children educational environment – this actor contributes a strong educational and pedagogical dimension rooted in innovation, reflection on educational processes, and the promotion of children's rights and participation.

Within the ecosystem, it strengthens the link between citizenship education, educational culture, and participatory approaches to learning.

Schools, teachers, and school councils – schools remain the central context for implementation, experimentation, and continuity. Teachers are essential not only as recipients of training, but also as co-designers and mediators of democratic citizenship practices in everyday teaching. School councils and related participatory bodies are equally relevant because they provide concrete spaces in which democratic participation can be practised rather than only discussed.

UNIMORE – the university acts as the academic and pedagogical anchor of the ecosystem. Its contribution lies in connecting research, teacher education, reflective practice, and local cooperation, while also supporting the transformation of project-based experimentation into more durable professional and institutional learning processes.

Taken together, these stakeholders create a local ecosystem in which democratic citizenship education can be developed not as a single educational offer, but as a coordinated and multi-level process. The sustainability of the UNIMORE LLE therefore depends on the ability to maintain these connections over time, clarify the specific contribution of each actor, and avoid fragmentation or duplication by building a more coherent local framework.

Teacher Education and Assessment Practices

UNIMORE's contribution to sustainability is also linked to existing experience with reflective and participatory assessment practices related to democratic competences. The available evidence suggests that self-assessment and peer assessment are already present as emerging practices, although not yet fully regular or systematised. Tools currently used include competence grids, rating scales, and observation sheets. These tools provide a practical basis for strengthening the visibility and teachability of democratic competences within teacher education and school collaboration.

At the same time, these practices make clear that sustainability is not guaranteed by the mere existence of tools. Their effective use requires time, collegial support, explanation, and accompaniment. This is particularly important in the field of democratic citizenship education, where assessment is not limited to measuring performance, but involves reflection on participation, awareness, responsibility, and relational processes. For this reason, sustainable implementation depends

on professional environments that enable teachers to use assessment in a meaningful and supported way.

The educational added value of peer and self-assessment lies above all in their capacity to strengthen awareness of learning processes, to help learners understand their own level of competence, and to generate forms of peer involvement that are themselves productive of further skills. This makes them especially relevant for a project such as DeCiTeL, where democratic competences need to become more explicit, observable, discussable, and progressively developable through educational practice.

How Activities Build and Strengthen the LLE

At UNIMORE, project activities can be understood as sustainability-building mechanisms rather than isolated outputs. Their role is to align local actors, support teachers, and progressively shape a more durable citizenship-education ecosystem. This implies moving from dispersed initiatives to a more structured framework in which local contributions can be coordinated, translated into usable formats, and connected with the curricular and professional realities of schools.

Particularly relevant in this process are stakeholder mapping, co-design with schools and educators, support for teachers in linking citizenship topics to disciplinary teaching, and the identification of concrete training needs around participation, peace, complexity, interculturality, and civic education. These processes are essential because they transform collaboration into an operational infrastructure for continuous educational development. In this sense, the LLE becomes not only a partnership space, but also a mechanism for local coordination, pedagogical innovation, and mutual professional learning.

The ecosystem also points toward broader forms of participation. Attention to school councils, youth councils, and other participatory structures shows that sustainability concerns not only institutional continuity, but also the creation of stable opportunities for democratic engagement. This means that the LLE supports both the organisational and the pedagogical dimensions of sustainability: it helps institutions work together more effectively, while also making democratic practice more tangible for learners and educators.

Expected Outputs and Added Value

In line with the broader DeCiTeL approach, the outputs connected to the UNIMORE LLE should remain practical, adaptable, and usable beyond the formal project period. In the UNIMORE context, these may include teacher-training formats, co-designed teaching resources, competence grids, observation sheets, stakeholder-mapping tools, and support materials that help schools integrate citizenship themes into subject-based teaching. The sustainability of these outputs depends on their usability in real contexts and on their capacity to circulate across actors and institutions.

Their added value lies in the fact that they are conceived not as stand-alone products, but as supports for teacher development, curricular integration, and local cooperation. This is particularly important in the field of democratic citizenship education, where lightweight, transferable, and context-sensitive tools are often more sustainable than overly complex models. A durable ecosystem requires tools that teachers and institutions can realistically use, adapt, and share over time.

Institutional and Local Impact

At institutional level, DeCiTeL can support UNIMORE in strengthening the role of democratic citizenship education within teacher education and educational innovation. The local orientation toward curricular links, teacher support, assessment practices, and co-design with schools suggests a pathway toward more stable integration of democratic competences in academic and professional training contexts. This also reinforces the public role of the university as a partner in local educational development.

At local level, the LLE contributes to the development of a more coordinated citizenship-education ecosystem by connecting university-based teacher education with schools, public actors, educational services, and civil society organisations. This helps bridge the gap between conceptual work on citizenship and its practical translation into teaching, participation, intercultural dialogue, peace education, historical awareness, and community engagement. The strength of the ecosystem lies precisely in this capacity to connect educational reflection with lived local realities.

More broadly, this approach can contribute to making democratic competences more explicit, teachable, assessable, and transferable. It can also strengthen a culture of participation, cooperation, and civic responsibility by supporting

teachers, students, and institutions in working with democratic issues in more structured and visible ways. In this sense, the UNIMORE LLE has the potential to generate both educational and cultural impact beyond the immediate framework of the project.

Sustainability and Structural Legacy

The sustainability of UNIMORE's contribution depends on several interconnected conditions: the consolidation of cross-sector partnerships; the capacity to clarify and coordinate local contributions; the continued support of teachers through practical and reflective tools; and the institutional anchoring of democratic citizenship education within training, collaboration, and curriculum-related practices. Sustainability also depends on avoiding fragmentation and ensuring that local actors are connected through a coherent and recognisable framework.

The long-term legacy of DeCiTeL at UNIMORE therefore lies not only in the materials produced, but in the progressive creation of a more stable educational infrastructure for democratic citizenship: stronger school-university-community cooperation, better supported teacher development, and a more structured ecosystem for participatory, inclusive, and sustainable education. From this perspective, the main achievement of sustainability is the transformation of collaboration into a lasting educational capacity embedded in local relationships and institutional practices.

9. Istituto Comprensivo Molassana e Prato (ICMeP)

Strategic Vision, Pedagogical Framework and Operational Roadmap

As an active partner, Istituto Comprensivo Molassana e Prato (ICMeP) in Genova promotes a vision in which the school operates not as an isolated entity, but as the central hub of a dynamic and interconnected Local Learning Ecosystem (LLE). The sustainability of the DeCiTeL project is articulated through a systemic approach that enhances student agency, fosters a proactive alliance with families, and builds strategic synergy with local authorities, associations, and the Third Sector.

The starting point for defining this Plan is firmly grounded in the pedagogical vision outlined in our Three-Year Educational Offer Plan (PTOF). Our institution contributes to the consortium an already intrinsically active and laboratory-based learning environment. Far from being a purely transmissive institution, our school encourages students to take on the role of protagonists in their own educational journey, from preschool through lower secondary school. This strong foundation becomes a true testing ground of excellence: since students learn by actively constructing their knowledge through concrete experience, any new methodology introduced by the DeCiTeL project will find exceptionally fertile ground for assimilation and systematization.

To structurally achieve these objectives, the ICMeP has outlined a precise operational roadmap for the 2025–2028 three-year period. Within this time frame, the Institute will work intensively through specific educational and training actions that integrate with the ambitions of WP8. First, a central focus is placed on education for active citizenship. This objective is pursued not from scratch, but by drawing directly on the valuable know-how and positive outcomes of recent European projects in which the Institute has successfully participated, such as Sharmed, Child Up, and Citized. The best practices and methodologies derived from these projects constitute an invaluable foundation now made available to the DeCiTeL consortium.

Secondly, the 2025–2028 program includes a structural commitment to peace education, undertaken in strict alignment with the UNESCO Recommendation of November 2023. This fundamental value-based direction is realized, reaches its

fullest expression, and is amplified through the Institute's current involvement in the European DeCiTeL project and through high-level training experiences conducted in collaboration with EIP Lab. From this perspective, the project is not perceived as a temporary addition, but as a natural catalyst of an educational process already underway and deeply rooted in the identity of our school.

Ensuring the real and lasting sustainability of these actions is a pre-existing and fully operational local network. The ICMeP embodies the model of an "open school": an inclusive place for growth and the sharing of talents, organically embedded in consolidated networks of collaboration with the many realities and stakeholders of the territory.

Finally, this is complemented by the creation of a direct and well-established educational alliance with families, based on dialogue understood as genuine care for the individual and on mutual listening. This synergy ensures that the project has access to a community predisposed to support the harmonious growth of students, guaranteeing that the results and impact of DeCiTeL will continue to thrive well beyond the conclusion of European funding.

List of LLE Partners

Municipality of Genoa

Local government authority responsible for coordinating social, educational, and urban development policies for the city. [Municipality of Genoa](#)

Municipio IV Media Valbisagno

Local administrative district of Genoa that manages community services and decentralization for the Val Bisagno area. [Municipio IV Media Valbisagno](#)

Social Services - Social Territorial Area 47

Inter-municipal aggregation for the joint management of social policies. [Social Services - Social Territorial Area 47](#)

AICQ Education Emilia-Romagna

Association promoting a culture of quality and excellence within education and vocational training systems. [AICQ Education Emilia-Romagna](#)

Rete SicuraScuola

It carries out research, training, planning, experimentation, and redesign of actions for a safe school. [Rete SicuraScuola](#)

Community of Sant'Egidio

Movement internationally recognized for its social commitment, support for the underprivileged, and peace-building initiatives. [Community of Sant'Egidio](#)

CineClub Nickelodeon

Cultural association and historic art-house cinema in Genoa focused on film education and audiovisual projects. [CineClub Nickelodeon](#)

Associazione Ligure per i Minori ALPIM

Regional association specializing in the protection of children's rights and supporting families in vulnerable situations. [Associazione Ligure per i Minori ALPIM](#)

UNIGE DIBRIS

The University of Genoa's Department of Informatics, Bioengineering, Robotics, and Systems Engineering. [UNIGE DIBRIS](#)

APS Nuvie

Social Promotion Association active in participatory citizenship and the development of community relationships.

APS Moltiplicatore

Social Promotion Association focused on creating networks and scaling up innovative social and educational practices.

La Tana dei Goblin (Boardgames association)

National association that promotes board gaming as a powerful tool for socialization, culture, and non-formal learning. [La Tana dei Goblin](#)

Fondazione Anna Solaro – Teatro dell'Ortica ETS Impresa Sociale

Historic theatre company specialized in social, community and research theatre [Fondazione Anna Solaro – Teatro dell'Ortica ETS Impresa Sociale](#)

Teatro Carlo Felice

Genoa's principal opera house and a premier institution promoting of symphonic music and performing arts. [Teatro Carlo Felice](#)

Giovine Orchestra Genovese

Historic musical organization that hosts high-level concert seasons and promotes music culture among younger generations. [Giovine Orchestra Genovese](#)

ASP Emanuele Brignole – RSA Doria Public Service Company

for Individuals providing specialized socio-health care and residential services for the elderly. [ASP Emanuele Brignole – RSA Doria](#)

Outputs

The sustainability and effectiveness of the DECITEL project are based on the articulated network of partners of the LLE and on the concrete outputs they generate and make available to the community. These results are not limited to the mere production of material goods, but include the provision of structured services, the organization of training events, the supply of technological equipment, and the definition of solid management models intended to last over time.

A first crucial area of intervention concerns the development of key competences through digital innovation and the strengthening of STEM disciplines. The activities carried out by the partners offer the school community tangible pathways designed to stimulate the learning of these subjects, integrating the theoretical approach with the practical application of the scientific method through innovative delivery methods. This effort translates into targeted action aimed at actively counteracting and deconstructing those cultural stereotypes and prejudices that still fuel the knowledge gap between female and male students. Through specific modules and in-depth learning pathways, the objective is to foster the development of greater awareness—especially among female students—regarding their aptitude and potential in scientific fields.

The use of educational robotics emerges as a physical and methodological output of vital importance as true catalysts for cross-curricular learning across all subjects. Their practical use dynamically promotes teamwork, creative synthesis, and an approach based on genuine interdisciplinarity. These tools make it possible to develop practical skills that will prove crucial in students' future professional lives, while at the same time acting as a powerful guidance tool. Furthermore, by constituting a permanent laboratory for experimentation, educational robotics contributes significantly to reducing dropout rates, offering spaces for critical discussion on the ethical use of new technologies and effectively promoting equitable and inclusive education.

The second major pillar of DECITEL outputs is managerial and strategic in nature and takes shape through the core principles of the Community Educational Pact,

translated into concrete operational protocols and permanent working groups. The first of these principles is co-design: the school, social services, and the Third Sector do not act in isolation, but plan together to maximize the resources expressed by the community. This participatory design model aims to stabilize and expand already existing integrated pathways, transforming the public school into a social laboratory and into the central hub of a “community of practice” devoted to lifelong learning. The sustainability of these actions is ensured by a dense network of institutional relationships involving associations, families, and citizens, who commit to supporting the pact through methods and practices designed to last over time, accompanied by specific coordinated actions for the search for sponsors and funding sources.

This is accompanied by a strong drive for innovation, understood as a shared assumption of educational responsibility between the school and the territory, in which minors and families are placed at the center as true protagonists of change.

ICMeP uses the MNR Methodology of Narration and Reflection and other dialogical practices implemented as a means to promote education for citizenship and peace through the practice of dialogue, listening, and respect.

The pathways generated aim to innovate the very learning outcomes, promoting contexts of well-being both inside and outside the school to educate aware and responsible citizens. Within this vision, inclusion becomes a structural practice: diversity and differences are institutionalized as added value, with constant attention to fostering shared learning and reducing any risk of marginalization for vulnerable individuals. In this way, the idea of a widespread educational context is affirmed, in which formal and informal learning intertwine in a virtuous way, guiding action toward the recognition and enhancement of everyone’s talents. Finally, the activities promoted foster what is referred to as agency, providing participants with concrete tools to become active builders of their own future within a governance framework based on horizontal subsidiarity, where a stable public-private network cooperates by identifying common objectives to strengthen the entire social capital of the territory.

Outcomes: Transformative Educational Impact

The outcomes are reflected in the deep results expected in individuals and in the partners involved, manifesting themselves through radical changes in perspectives, an evolution of attitudes, and a substantial renewal of both personal and collective motivation.

The core of these outcomes draws vital energy from the philosophy underlying the Community Educational Pact. The most disruptive expected result is a real shift in mental and professional paradigms among all the actors involved: the project aims to bring back to the center of daily activities the deep meaning of “being a school” and, at the same time, to foster full awareness of “being an educational community.” Education thus ceases to be perceived as the simple one-way delivery of a service and instead becomes the conscious assumption of a collective and shared responsibility.

This new perspective triggers a fundamental outcome redefining the coordinates of educational action, leading to a profound reconsideration of time, space, and relationships. Teachers, partners, and students progressively learn to experience learning time no longer as a rigid segment marked by the school bell, but as an expanded flow that breathes with the rhythm of community life. Participants’ motivation is renewed and strengthened thanks to the awareness that learning can and must take place everywhere, dismantling the traditional isolation of the classroom to extend into neighborhoods, theaters, association venues, and laboratories spread throughout the territory. Finally, a tangible transformation takes place in interpersonal and institutional relationships, which move away from purely hierarchical dynamics to embrace horizontal logics of collaboration and co-construction of knowledge.

This renewed awareness ensures long-term motivational impact. Teachers, third-sector operators, families, and students—finally feeling like integral and active parts of a true “educational community”—develop such a deeply rooted sense of belonging and such strong intrinsic motivation that the practices introduced by the DeCiTeL project can sustain themselves over time, successfully and resiliently surviving the challenges of both the present and the future.

Impact on Students, Families and Educational Community

The first and most tangible level of impact is observed within the student and adolescent population, as a structural and permanent safeguard against school dropout. Thanks to the institutionalization of support workshops, enhancement activities, and specific anti-dropout modules, school policy is transformed: tackling educational failure becomes a daily and codified practice. This approach generates a measurable increase in basic competences and a deep recovery of motivation, with transformative effects on students experiencing socio-cultural disadvantage or severe demotivation.

This is accompanied by a profound impact on the systemic development of key competences, destined to become an integral part of future citizens' lifelong skill sets. The curricular inclusion of STEM laboratories, robotics, and environmental education ensures the acquisition not only of digital and technical competences, but also of fundamental relational, social, and civic soft skills. Students develop creativity, critical thinking, and a strong aptitude for collaboration and teamwork. One of the most significant outcomes is the drastic reduction of the so-called "confidence gap" and the deconstruction of gender stereotypes, a result that is particularly evident and necessary within the learning of scientific and technological subjects.

From a value-based and relational perspective, the methodologies introduced by DeCiTeL generate a direct impact on active citizenship and social inclusion. Project activities foster the development of a broader and more widespread awareness of the inalienable rights of individuals, the essential value of legality, the urgency of environmental sustainability and a deep respect for diversity. The ultimate result of this process is the structural development of agency among young people: the real capacity to make autonomous choices and the ability to actively and positively influence their social context.

Finally, the educational policies consolidated by the project have a significant impact on the psychophysical well-being of younger generations and on the construction of their life projects. Physical activities, sports practices, and innovative mindfulness laboratories contribute to an overall improvement in adolescents' mental and physical health. Continuous participation in these community and social spaces acts to increase the LLE and Partnership Network.

10. Organising Bureau of European School Student Unions (OBESSU)

Citizenship education is at the core of OBESSU's mission of increasing democratic engagement and ensuring that students are represented in decision-making structures. OBESSU aims to empower young people with the knowledge, skills, and values necessary to actively participate in democratic processes both within schools and in wider society. Citizenship education therefore plays a crucial role in fostering critical thinking, political awareness, and a sense of responsibility among students, enabling them to become active and engaged citizens. Outputs from the DeCiTeL project will be integrated in the work of OBESSU in the following ways:

Advocacy on the European Declaration of School Student Rights

Originally adopted at the OBESSU General Assembly in Ohrid in 2006 and most recently amended in 2023, the *European Declaration of School Student Rights* serves as a call to all actors within the education sector and wider society to implement and promote school students' rights, including the rights to participation and association. Across Europe, students' rights are often violated, restricted, discredited, or otherwise compromised, highlighting the continued need for advocacy and policy action to ensure that these rights are effectively respected and implemented. Strengthening citizenship education can support this campaign by increasing students' awareness of their rights and responsibilities, equipping them with the knowledge and confidence needed to advocate for their representation and to engage with democratic structures within their schools and communities.

Vote@16 Campaign

Legislating the right to vote at the age of 16 aims to ensure that the voices of young people are included in democratic decision-making processes. It allows young people to influence policies that significantly affect their lives, including those related to their intellectual, emotional, and social development as well as their learning environments. Following the recommendations outlined in the Ready to Vote Paper published in 2024, OBESSU works together with its Member Organisations (MOs) and the European Youth Forum to develop strategies and take action to further expand voting rights for young people across European

countries. In this context, citizenship education plays a crucial role in preparing young people to participate meaningfully in democratic processes, and the curriculum resources developed by DeCiTeL can help address this gap.

Capacity Building to Strengthen Student Representation

The curriculum on citizenship education that will result from DeCiTeL will be key for OBESSU in producing capacity-building materials to strengthen student representation. By providing structured knowledge on democratic participation, rights, responsibilities, and intercultural understanding, the curriculum will support student representatives in developing the skills needed to effectively advocate for their peers and engage in decision-making processes at local, national, and international levels. This will enable OBESSU to further equip student unions with practical tools and resources that empower students to actively participate in shaping inclusive and democratic education systems.

Efforts on Global Action and SDGs

Citizenship education is key for the work that OBESSU does on global action with associations like the Global Student Forum and the SIRIUS Policy Network for Migrant Education. By promoting democratic values, critical thinking, intercultural understanding, and active participation, citizenship education equips students with the skills and knowledge needed to engage in global policy discussions, advocate for their rights, and contribute meaningfully to inclusive and sustainable education systems. The Global Student Forum (GSF) is a fundamental partner and ally that ensures our efforts and fights make visible the student perspective in high-level international policy procedures and work related to SDG 4, Quality Education, and Student Rights. Through citizenship education, students are empowered to understand these international frameworks and actively participate in shaping them. OBESSU is committed to collaborating with GSF and SIRIUS to ensure that global perspectives in citizenship education are fully considered. Through this collaboration, OBESSU will support the expansion of the curriculum to deepen discussions on migration, inclusion, and diversity, while advocating for a Europe that embraces multiculturalism and ensures that all learners feel represented and included within education systems.

Policy Initiatives

OBESSU is involved in a series of policy initiatives focused on fostering democratic engagement and citizenship education, such as:

European Democracy Shield

OBESSU contributes to discussions surrounding the European Democracy Shield by advocating for the meaningful participation of young people and students in democratic life. In its engagement with this initiative and supported by the DeCiTeL resources, OBESSU can emphasise the importance of strengthening citizenship education, promoting democratic values in schools, and ensuring that education systems equip learners with the critical thinking skills needed to navigate disinformation and participate actively in democratic processes.

Advocacy on the SDGs

As part of this commitment to sustainable development, OBESSU encourages school students to actively participate in international policy strategies like those of the United Nations, UNESCO, ECOSOC, and other Sustainable Development Goals (SDGs) to promote broad global discussions and decision-making processes related to sustainability. OBESSU's primary goal is SDG 4, Quality Education, of the 2030 Agenda for Sustainable Development. Supported by the DeCiTeL network, OBESSU will focus on forming alliances with youth-led and civil society associations that share the common objective of demanding equitable, inclusive, and lifelong learning opportunities.

Policy Paper on "Comprehensive Approaches to Citizenship Skills"

In 2026, OBESSU will also publish a, arguing that proficiency in citizenship is as fundamental as literacy or numeracy, directly linking this to the Basic Skills Action Plan. The DeCiTeL consortium and the network activated through the local learning ecosystems can be key in disseminating this paper and making sure that its recommendations to national and European policy-makers get implemented.

11. Democracy and Human Rights Education in Europe (DARE)

Recognition and Visibility of Non-formal Education

As DARE describes in its mission statement, the network “aims to achieve recognition, visibility and adequate resources for Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) as a core obligation for the formal, non-formal and informal education throughout Europe.” It does so at the European level through **engagement in relevant policy discussions and developments within the EU and the Council of Europe**, as well as in member states, and through **networking and transnational exchange among key stakeholders in the several fields of democracy and human rights education** in youth and adult education, in lifelong learning, and in various educational sectors such as non-formal education, formal education, teacher/trainer/youth worker training, specific educational fields...

In terms of initial and continuous teacher training, this means that the network focuses particularly on the **contribution of non-formal education providers and civil society actors to the quality and knowledge of teachers**. This concerns initial training and, in particular, continuing education and training, whether in the official context of teacher training systems or informally in courses taken by teachers outside their working hours.

Barriers

We recognise a variety of barriers that the DeCiTeL project aims to reduce in various ways with the LLEs.

- Recognition as teacher training programmes
- No formal recognition
- Asymmetrical ideas of cooperation
- Unequal resources
- Discursive devaluation as „soft skill“ teaching or „informal“ learning
- Only rudimentary dialogue between research and practice

Quality of non-formal educational expertise

Therefore, the DARE network expects that the LLEs are suitable for tapping into the potential and quality that non-formal education providers have to offer for teacher training. These include

- Providing up-to-date knowledge on socio-political issues, digitalisation and complex thematic areas
- Developing methodology for dealing with social skills and social controversies, suitable for strengthening a democratic culture in the classroom and among colleagues.
- Creating opportunities for reflection and professional development for individual teachers
- Supplementing content and methods that formal teacher training cannot provide or can only provide with a delay.
- Teaching democratic and socio-political skills in an interdisciplinary perspective that is often missed in initial and continuous teacher training
- Creating spaces and arrangements for professional and intellectual development
- Practice orientation and life-world orientation
- ...

From this, the network and its members will derive insights for teacher training and continuing education and for the training of non-formal pedagogic professionals. The findings will be incorporated into the **network's further collaborations and the activities of its members** to develop democratic learning environments, schools and educational organisations.

- Trainings and workshops facilitated by the network (like at DARE's annual TrendLabs or workshops for facilitators and educators organised in the frame of projects)
- Promoting and sharing these ideas and insights in activities organised by DARE members
- In workshops and on panels attended by DARE experts (and consequently in national networks and in the frame of EU and CoE)
- In publications of DARE

We will also emphatically address this topic in our **advocacy activities and policy dialogues**.

- Meetings: Round tables, discussions, online events of the network (l. e. during the Lifelong Learning Weeks, in DARE TrendLabs)
- Contributions to policy projects, feeding the insights in the network's policy positions and in the advocacy-related training activities for DARE members
- Other policy-related communication and outreach to other networks and policy stakeholders like through email communication, campaigns, policy positions...

Streaming the Democracy and Civic Dimensions into Education of Pedagogic Professionals

In an era of curriculum reforms that are moving away from a participatory concept of democracy, which encourages critical thinking and values plurality, it is important to teach modern conceptions of democracy, including pluralism, participation and the rule of law. Learners should be empowered to form opinions on current socio-political challenges in our societies and take steps to become active democratic citizens. Teacher education has a crucial role to play here. A teacher's democratic mindset, broad socio-political knowledge and wide-ranging methodological skills – not just in terms of teaching in a traditional classroom style – are fundamental to ensuring that pupils have positive learning experiences.

Democracy-related knowledge and methodology must therefore also play a role in subject-specific teacher training activities in which the LLEs are involved, even if these courses are not primarily concerned with democracy and society.

Furthermore, we would like to see the **variety of European perspectives on Education for Democratic Citizenship/Human Rights Education (EDC/HRE)** taken into account. These include, on the one hand, those relating to learners, such as those of the JRC/EU (currently DigComp, GreenComp, EntreComp, LifeComp), the Council of Europe (Reference Framework Competences for a Democratic Culture, Digital Citizenship Education), UNESCO (Media and Information Literacy, AI Literacy...) and the OECD. This also includes those who have developed (extracurricular) expertise in specific fields of work and topics.

Secondly, the **competence concepts relating to educational professionals** must be received and incorporated. Here, too, it is important to mention those competence perspectives that explicitly refer to the formal system, as well as

those that have been developed in the extracurricular field in youth and adult education (like for social workers, youth workers or non-formal facilitators).

Supporting Democratic Resilience

LLEs contribute to strengthening a democratic culture of cooperation in schools, in teacher training and by promoting civic engagement as an educational goal in society as a whole. With this in mind, DARE hopes that LLEs will **strengthen the work of the participating NGO partners**, increase their visibility and support them in challenging times.

We also see the **strengthening of university teaching staff** who are committed to EDC/HRE as a fundamental concern of the project.

The **formation of the alliance** itself also strengthens the democracy-related educational ecosystem.

12. European Parents' Association (EPA)

1. Network Activities Related to Partnership & Topics

Our organization operates – as the name indicates – on the European level connecting parents associations and federations of parent associations in 20 countries in Europe as well as representing parents towards the European institutions (EC, EP, CoE, etc.) and advocating for their rights as primary educators of their children.

As an association we are committed to respecting democratic rules and procedures within our organization. Our seven board members come from seven different countries and represent the width and the breadth of parental representation around Europe. Board members have a three year mandate, renewable once for a maximum of six years in total.

A. European Projects and Training Materials

As a parent association we do not specifically provide teacher training but we actively participate in European projects (Erasmus+, Horizon Europe, etc.) that develop training materials for adult educators, teachers, and — most importantly for us — **parents and parent educators**. While these projects do not always focus explicitly on democratic citizenship education, they address foundational skills that underpin democratic engagement, for example:

- **HERMMES Project:** Focused on media and digital literacy, equipping parents and educators with tools to identify and counteract disinformation, thereby fostering critical thinking and informed civic participation. www.hermmes.eu
- **e-Safety Network Project:** Promoted safe and responsible digital citizenship, indirectly supporting democratic values by empowering individuals to navigate online spaces securely and ethically. www.e-safety-network.eu
- **ECO Families Project:** Encourages sustainable and responsible family practices, linking environmental awareness to broader societal values and collective action. <https://eco-families.eu/>

These initiatives contribute to **education for democratic citizenship** by building competencies that enable individuals to engage critically and constructively in society.

B. Policy and Advocacy Work

We are deeply engaged in the work of the **Council of Europe**, participating in conferences, workshops, and policy dialogues to counteract democratic backsliding in Europe. Recent activities include:

- **Conference on Shaping Democratic Renewal (Strasbourg, March 2026):** Contributed to discussions on civic space and the path to a [New Democratic Pact for Europe](#) as proposed by CoE's General Secretary, Alain Berset, emphasizing the role of civil society in sustaining democracy ([more info](#)). [Internet](#)
- **Towards a European Space for Citizenship Education** Provided feedback on the Framework of Quality Assurance for the European Space for Citizenship Education, advocating for robust standards and inclusive approaches. [Internet](#)

C. Network-Wide Collaboration

Our participation in these fora allows us to:

- Share and learn from good practices across Europe and beyond (e.g., World Forum for Democracy).
- Identify gaps in democracy-related education and adapt existing materials or develop new ones to address these needs.

2. Assessing Policies and Addressing Challenges

A. Policy Assessment Framework

We assess democracy-related education policies through:

- **Participation in Policy Dialogues:** Engaging with policymakers, educators, and civil society to evaluate the effectiveness and inclusivity of existing frameworks.
- **Feedback Mechanisms:** Contributing to the development of policy documents, such as the European Space for Citizenship Education, by providing evidence-based recommendations.
- **Comparative Analysis:** Identifying successful programs in different countries and analyzing why they work, as well as pinpointing gaps and barriers to implementation.

B. Partnership Impact on Challenges

Our partnerships, especially within the Council of Europe and through European projects, help us:

- **Map Existing Programs:** Understand what initiatives are already in place, avoiding duplication and identifying opportunities for collaboration.
- **Adapt and Innovate:** Use insights from diverse contexts to tailor educational materials and advocacy strategies to local needs.
- **Build Collective Capacity:** Strengthen our network’s ability to respond to emerging threats to democracy, such as disinformation, polarization, and shrinking civic spaces.

3. Impact of DeCiTeL Collaboration

A. Advocacy

- **Amplified Voice:** Our involvement in the **Liaison Group of the EESC** and co-organization of sessions during the **Civil Society Week 2026** (e.g., “Democracy and Education,” “Digital Transformation in the EU”) allows us to showcase the DeCiTeL project and highlight the intersection of digital transformation and democratic values.
- **Policy Influence:** By including DeCiTeL’s findings and tools in our presentations and advocacy work, we contribute to broader discussions on how digital literacy and education can support democratic resilience.

B. Training Designs

- **Integration of Research:** DeCiTeL’s research will inform our training materials, ensuring they reflect current challenges and best practices in civic and digital education that will have an impact on the long run.
- **Targeted Outreach:** We adapt DeCiTeL’s resources for parents and more specifically for parent (adult) educators, making complex topics accessible and actionable for families.

C. Partnerships

- **Network Expansion:** Collaboration with DeCiTeL connects us to new partners, including academic institutions, NGOs, and EU bodies, enriching our collective impact.
- **Continuity:** Strengthened partnerships ensure the continuity of our work, even in challenging political environments.

Sustainability: The Vital Role of Civil Society

As a **Civil Society Organization (CSO)**, we play a crucial role in guaranteeing a continued democratic environment. However, our sustainability is inextricably linked to the health of democracy itself:

- **Democratic Erosion:** In countries experiencing authoritarian backsliding, CSOs are often among the first targets, as they oppose the erosion of human rights, the rule of law, and democratic norms. Watch here the [contribution](#) of our Hungarian member during CSW 2026 at the EESC.
- **Resilience Through Collaboration:** By building strong networks, participating in European and international forums, and leveraging projects like DeCiTeL, we not only advance our mission but also create safeguards against democratic regression. Example of collaboration with ALDA, EPA, EVBB, LLLP, OBESSU, UEF, YES Forum & EIP Lab during CSW 2026. Read the full report [here](#).
- **Long-Term Impact:** Our focus on all education sectors —formal, non-formal and informal with a special emphasis on engaging parents and families — ensures that democratic values and critical thinking are passed on to future generations, fostering a culture of active citizenship and resilience and building a more democratic, inclusive, and resilient society.

EPA will therefore not create Local Learning Ecosystems but rather work on the meta-level through advocacy and awareness raising to enhance policies that in turn foster the creation of LLEs and support the engagement of all stakeholders.

13. Education Inspiring Peace Lab (EIP Lab)

1. Partners in the LLE

The LLE of Sanremo is a multi-stakeholder network bringing together civil society organizations, schools, cultural actors, and local institutions to promote peace, democratic citizenship, and participatory governance through collaborative activities and co-designed initiatives.

*Civil Society (or Non-Governmental) Organizations (CSO/NGOs),
Schools, Municipality, Private Non-profit Associations*

- Alfred Nobel International Association – Sanremo
- Amnesty International - Gruppo 073 Sanremo
- Assefa ODV
- Centro Ascolto Caritas Sanremo ODV
- Club per l'Unesco di Sanremo ODV
- Club Tenco
- Coop Liguria – Sezione Soci Sanremo
- Education Inspiring Peace Lab
- FHM Italia ODV
- Fondazione L'Uomo e il Pellicano
- Inner Wheel Club di Sanremo
- Libera Imperia
- Liceo G.D. Cassini
- Mappamondo e Casa Africa ODV
- Movimento dei Focolari
- Popoli in Arte
- Rotary Club Sanremo
- Rotary Club Sanremo Hanbury
- Soroptimist Club Sanremo

Alfred Nobel International Association

Local branch of the Alfred Nobel International Association, promoting cultural exchange and institutional relations between Sanremo, Swedish institutions, and the legacy of the Nobel Prize. It supports initiatives related to peace, science, and international cooperation.

Amnesty International - Gruppo 073 Sanremo

Local group of Amnesty International, dedicated to the promotion and protection of human rights through awareness campaigns, advocacy, and educational activities.

Assefa ODV

Non-profit organization engaged in humanitarian aid and development cooperation projects, primarily in India, focusing on sustainable development and community empowerment.

Centro Ascolto Caritas Sanremo ODV

Local branch of Caritas providing social support and assistance to vulnerable groups, especially migrants and people in economic hardship, promoting inclusion and solidarity.

Club per l'Unesco di Sanremo ODV

Local UNESCO Club promoting education, cultural heritage, intercultural dialogue, and peace through educational and cultural initiatives aligned with UNESCO values.

Club Tenco

Renowned cultural organization dedicated to the promotion of Italian songwriting and music culture, organizing events such as the Tenco Prize and contributing to artistic expression as a tool for social reflection.

Coop Liguria - Sezione Soci Sanremo

Local section of Coop Liguria, a consumer cooperative that promotes social, cultural, and educational initiatives for its members and the wider community.

FHM Italia ODV

Non-profit organization working in Sierra Leone, focusing on supporting vulnerable groups such as children with disabilities and minors in detention, through humanitarian and educational projects.

Fondazione L'Uomo e il Pellicano

Foundation engaged in organizing cultural events and initiatives aimed at fostering social awareness, dialogue, and community engagement.

Inner Wheel Club di Sanremo

Part of the international Inner Wheel network, promoting gender equality, women's empowerment, and social service initiatives.

Libera Imperia

Local branch of Libera, a national network committed to fighting organized crime and promoting legality, social justice, and active citizenship.

Liceo G.D. Cassini

Local secondary school actively involved in educational projects and student engagement initiatives related to citizenship, rights, and social responsibility.

Mappamondo e Casa Africa ODV

Organization supporting migrants through language education, cultural mediation, and integration programs within the local community.

Movimento dei Focolari

Global movement promoting peace, dialogue, unity, and social cohesion through community-based initiatives and intercultural exchange.

Popoli in Arte

Association promoting intercultural dialogue and international exchange through artistic and educational activities.

Rotary Club Sanremo

Local branch of Rotary International, engaged in humanitarian, educational, and peacebuilding initiatives at local and global levels.

Rotary Club Sanremo Hanbury

Local Rotary club contributing to community development, international cooperation, and peace-related initiatives, including participation in the Rotarian Action Group for Peace.

Soroptimist Club Sanremo

Part of Soroptimist International, focused on promoting women's rights, gender equality, and social development through advocacy and community projects.

2. The LLE in Short

This LLE addresses the need to move democratic citizenship from theory to practice by creating a structured and participatory local ecosystem where civil society, institutions, and citizens actively collaborate and school teachers may find a supportive environment to practice democratic processes. It specifically responds to some relevant challenges:

- The lack of spaces for continuous civic dialogue and participation
- The challenge to engage citizens in democratic and peace-related processes
- The fragmentation of local initiatives, by fostering coordination among stakeholders
- The challenge to translate values such as peace, inclusion, and sustainability into concrete actions

2.3 What Need Does this LLE Address?

While values such as peace, inclusion, sustainability, and participation are widely recognized, there is a lack of structured spaces where these principles can be actively practiced through collaboration among citizens, civil society organizations, schools, and institutions. This LLE responds to the need for a shared platform that enables continuous dialogue, co-creation, and collective action at the local level.

In particular, the LLE addresses the following needs:

- Strengthening active citizenship: creating opportunities for citizens to engage directly in democratic processes and community-building activities
- Engaging young people: fostering youth participation through educational initiatives, school involvement, and creative projects that promote awareness of peace and social responsibility
- Enhancing coordination among stakeholders: overcoming fragmentation by connecting diverse local actors and encouraging joint initiatives
- Promoting intercultural dialogue and inclusion: addressing social divisions and supporting integration, particularly in relation to migrant communities
- Using culture and creativity as tools for engagement: leveraging music, arts, and cultural events to make peace-related themes accessible and impactful
- Improving local identity and visibility: positioning Sanremo as a “City of Peace” for both residents and visitors

The LLE builds upon an already active local ecosystem of organizations working on peace, culture, and social engagement. Its added value lies in providing a shared strategic vision and a structured framework that connects and strengthens these existing initiatives. In particular, the LLE expands the traditional focus on peace by integrating it within a broader perspective of democratic citizenship, linking themes such as participation, inclusion, sustainability, and rights.

This shift has been developed through a co-creation process ensuring both relevance and local ownership.

3. How do Activities Build and Strengthen the LLE?

3.1 Initial Phase

The LLE was established thanks to three funding members: the EIP Lab, the High School Liceo Cassini and the Municipality of Sanremo. Together they started a process of multi-stakeholder engagement involving local NGOs, cultural associations, schools, and service clubs. The LLE is part of the DECITEL project, which promotes democratic citizenship education and participatory approaches at local level. The Sanremo ecosystem represents one of the local implementations of this broader European initiative.

The group was formed through:

- Initial networking among key local actors already active on peace, culture, and social issues
- A collective presentation meeting, where partners introduced themselves and shared expectations
- The definition of a common mission: promoting Sanremo as a City of Peace
- The creation of a shared identity, including a logo developed in collaboration with Fondazione Pistoletto
- The process emphasized co-creation, horizontal governance, and shared ownership. Indeed, in 2026 the Group was divided into 4 sub-working-groups:
- School & Youth (SG): need for education on peace, emotions, rights, and active citizenship
- Dialogue & Discussion (DD): need for structured intergenerational dialogue and civic debate
- Music & Arts (MA): need to use culture and creativity as tools for awareness and engagement

- Visibility & External Engagement (VE): need to strengthen the identity of Sanremo as a City of Peace

Each group develops a specific topic that was identified after a collective process.

3.2 Implementation Phase

Activities are structured around monthly plenary meetings and working groups.

Key activities implemented so far include:

Policy Lab: Used to collectively generate ideas and define strategic priorities, applying participatory methodologies

Creation of 4 Working Groups:

- Educational and Youth-focused Activities (Group SG):
 - School workshops
 - Student competitions (art, essays, drawings) on peace
- Civic Dialogue Activities (Group DD):
 - Intergenerational dialogue meetings on key societal themes
 - First public discussion
- Cultural and Artistic Initiatives (Group MA):
 - Planned multimedia exhibition (photo, music, dance)
 - Street art project on peace
 - Music initiatives (e.g. peace-themed songs, collaboration with international Rotary networks)
- Visibility and Networking (Group VE):
 - Promotion of Sanremo as a City of Peace through communication tools and public installations
 - Planning of thematic tours on peace-related places in the city
- Cross-cutting initiatives:
 - Proposal for a shared physical space (headquarters)
 - Planning of monthly public events, especially during the tourist season
 - Engagement with institutions (e.g. Municipality, Vice Mayor)

3.3 Sustainability Mechanism

The sustainability of the LLE is ensured through:

- Structured Working Groups: enabling continuous engagement and division of responsibilities
- Monthly meetings: ensuring coordination and monitoring
- Co-design approach: strengthening ownership among partners
- Institutional involvement: active engagement of the Municipality as a co-actor
- Search for a physical space: to provide visibility, continuity, and operational capacity
- Access to EU funding (e.g. CERV Programme): to support long-term activities

4. Institutional and Local Impact of the LLE

The sustainability of the LLE is ensured through a combination of organizational structure, stakeholder ownership, and institutional embedding.

Short Term

- Increased awareness of peace, democratic values, and active citizenship
- Engagement of local organizations and citizens in joint initiatives
- Organization of pilot events (workshops, discussions, cultural initiatives)

Medium Term

- Strengthening of participatory decision-making processes at local level
- Consolidation of collaboration among civil society and institutions
- Activation of young people through school-based activities
- Development of structured educational programs on peace and citizenship
- Creation of an International Academy, connected to the 2023 UNESCO Recommendation on Peace and Democratic Citizenship, starting from the activities of the International Institute of Humanitarian Law, UNESCO Chairs and RUNIPACE Network.
- Organization of large-scale public events (festivals, exhibitions, conferences)
- Increased visibility of Sanremo as a City of Peace for residents and visitors

Long Term

- Establishment of the LLE as a local democratic governance model
- Contribution to local public policies on participation, education, and inclusion

- Institutional recognition and integration into municipal strategies
- Creation of a long-lasting cultural identity centered on peace, dialogue, and sustainability
- Replicability of the model in other cities at national and European level

This combination of bottom-up participation and institutional support ensures that the LLE can continue beyond the duration of the DECITEL project.

14. National University of Science and Technology POLITEHNICA Bucharest

Introduction and Purpose

This sustainability plan outlines how the Local Learning Ecosystem (LLE) developed by Politehnica Bucharest within the DECITEL project will be maintained and further developed beyond the project's duration. Sustainability is understood as the long-term integration of results, partnerships, and practices into institutional structures and local educational ecosystems. The plan therefore focuses on ensuring ownership among stakeholders, embedding outcomes into existing systems, and creating conditions for continuous development and impact.

Vision and Concept

The Local Learning Ecosystem (LLE) is designed as a collaborative and locally grounded network that brings together the university, schools, civil society organisations, and public institutions. Its main goal is to create a space where these actors can work together, learn from each other, and develop new approaches to teaching democratic citizenship. It combines digital skills, civic engagement, and social innovation, encouraging learning that is practical, participatory, and connected to real-life challenges.

At Politehnica Bucharest, this approach does not start from zero. The university already has strong, long-term relationships with schools and NGOs, built through its active involvement in teacher training and community-based activities. Over the years, Politehnica has implemented service-learning projects, collaborated with schools, and worked closely with civil society organisations to bring students into direct contact with real community needs. These experiences have created trust, networks, and working models that naturally support the development of the LLE.

The LLE therefore builds on what already exists and takes it a step further. It aims to make these collaborations more structured, more visible, and more sustainable over time. Instead of being a temporary project, the LLE strengthens existing partnerships and helps turn them into a stable and lasting ecosystem. In doing so, it supports a shift towards more open, collaborative, and socially engaged forms of education, rooted in the local context but connected to wider European developments.

Local Context and Needs

In Romania, citizenship education is present across different levels of the education system, but it is often fragmented and lacks continuity, particularly at upper secondary level. While elements of civic education are integrated into subjects such as social education, history, and socio-human sciences, there are limited opportunities for students to engage in applied, participatory, and community-based learning. At the same time, Bucharest benefits from a dynamic ecosystem of civil society organisations that actively promote democratic participation, media literacy, and civic engagement. However, collaboration between formal education and these actors remains inconsistent. The LLE developed by Politehnica Bucharest responds to this context by creating structured connections between schools, NGOs, and the university, addressing gaps in advanced civic and digital citizenship education.

Stakeholder Ecosystem

The sustainability of the LLE is built on a strong and diverse network of partners, each bringing a different type of expertise and playing a complementary role. At the centre of this ecosystem is Politehnica Bucharest, which acts as the coordinator and ensures the academic foundation of the initiative. Through its experience in teacher training and research, the university supports the development of pedagogical approaches and ensures that the results are integrated into long-term educational programmes.

Schools are essential partners (see Annex 1), as they provide the real-life context where ideas can be tested and applied. The LLE works with a range of schools, including institutions such as Școala Centrală in Bucharest, Ion Iorgulescu Secondary School in Argeș, and several technical colleges like Petru Maior and Gheorghe Airinei. These partnerships allow innovative practices to be implemented directly in classrooms and adapted to different types of learners, including general and vocational education.

A particularly important role is played by civil society organisations, which bring experience in civic education, democratic participation, and community engagement. The LLE benefits from collaboration with a wide range of NGOs, from international foundations such as Friedrich Ebert Stiftung, Konrad Adenauer Stiftung, Hanns Seidel Foundation, and Friedrich Naumann Foundation, to national organisations like Expert Forum, Funky Citizens, CeRe, ActiveWatch, and the Center for Independent Journalism. These organisations contribute not only

expertise, but also real-world perspectives, helping connect educational activities to current societal challenges.

In addition, the ecosystem includes organisations focused on community development, human rights, and youth participation, such as Fundația Comunitară București, APADOR-CH, VeDem Just, and several regional and local initiatives across Romania. Their involvement ensures that the LLE remains connected to local communities and diverse social contexts, extending its impact beyond the classroom.

Public institutions, including Casa Corpului Didactic București, support teacher training and help link the LLE to formal professional development structures. At the same time, collaboration with experts and actors from the digital and innovation sectors strengthens the development of digital competences and helps connect education with the realities of the labour market.

Sustainability Strategy

The sustainability of the LLE is ensured through a combination of institutional, organisational, and collaborative mechanisms that build on existing practices while creating new structures for long-term continuity. A central element of this approach is the integration of the project's results into the university's academic programmes, particularly within teacher training and didactic master's programmes at Politehnica Bucharest. This ensures that the methodologies, materials, and pedagogical approaches developed within the project are not used only temporarily, but become part of the regular educational offer, continuously updated and improved over time.

At the same time, sustainability is strongly supported by the continuity of partnerships. The collaboration with schools, NGOs, and other stakeholders is not limited to the project duration, but is based on already established relationships that will be further strengthened through joint activities, co-designed initiatives, and shared ownership of the LLE. These partnerships will continue to generate new learning opportunities, projects, and community-based activities, ensuring that the ecosystem remains active and relevant.

An important component of this strategy is the development of a digital repository that will host the resources created within the LLE (learninno.upb.ro). This repository will include teaching materials, guidelines, examples of good practices, and project outputs, all made available as open educational resources. By ensuring easy access, adaptability, and continuous updating, the repository will

function as a living platform that supports both current and future educators, as well as other stakeholders interested in democratic citizenship education.

In addition, organisational structures such as an LLE coordination group and regular stakeholder meetings will play a key role in maintaining communication, alignment, and strategic direction. These structures will facilitate ongoing dialogue between partners, support the monitoring of activities, and allow the ecosystem to adapt to emerging needs and opportunities.

Finally, the continuation of practical activities remains essential for sustainability. Workshops, service-learning projects, civic hackathons, and other innovation-driven events will continue to be organised, building on the models already tested within the project. These activities not only keep stakeholders engaged, but also ensure that the LLE remains a dynamic and practice-oriented environment, where learning is continuously connected to real-world challenges.

From Activities to Structural Impact

A key goal of the LLE is to move beyond isolated project activities and turn them into lasting practices that become part of everyday education. Instead of treating workshops, projects, or events as one-time experiences, the LLE focuses on embedding these approaches into regular teaching and institutional routines.

This is done by integrating collaborative methods such as co-teaching between university staff, teachers, and external experts, as well as by developing learning activities together with schools and civil society organisations. Over time, these collaborations are not seen as “extra” activities, but as a natural part of how teaching and learning take place. Joint curriculum development and continuous interaction with external stakeholders help ensure that what is taught remains relevant, practical, and connected to real societal needs.

Initiatives such as service-learning projects, civic hackathons, and digital citizenship workshops play an important role in this process. At Politehnica Bucharest, many of these approaches have already been tested through community-based activities and partnerships with schools and NGOs. Within the LLE, these experiences are further developed, documented, and transformed into models that can be reused, adapted, and scaled. In this way, successful practices do not remain isolated examples, but become part of a shared framework that can be applied across different contexts.

Gradually, this leads to deeper changes in teaching methods, encouraging more interactive, participatory, and interdisciplinary approaches. It also strengthens

cooperation between institutions, as collaboration becomes more structured and continuous. At the same time, it supports the development of a culture of participation, where students, teachers, and partners are actively involved in shaping learning processes.

Expected Impact

The impact of the LLE is expected to develop progressively over time. In the short term, it will increase teachers' competences in democratic and digital citizenship education and initiate pilot activities in schools. In the medium term, it will contribute to more participatory and inclusive school cultures, as well as stronger collaboration between educational stakeholders. In the long term, the LLE will support the institutionalisation of democratic citizenship education within curricula and teaching practices, while also influencing local educational policies and community engagement. Through these developments, the LLE contributes to the formation of active, informed, and responsible citizens.

Monitoring and Indicators

The sustainability and impact of the LLE will be monitored through a set of qualitative and quantitative indicators. These include the number of modules integrated into academic programmes, the number of teachers participating in training activities, the quantity and usage of open educational resources, and the extent of stakeholder involvement. Regular feedback from participants and partners will be collected to support continuous improvement. Monitoring mechanisms will ensure that the LLE remains responsive to emerging needs and maintains its relevance and effectiveness over time.

Risks and Mitigation

Several risks may affect the sustainability of the LLE, including dependence on individual actors, limited resources, or insufficient institutional integration. These risks are addressed by embedding the LLE within formal structures such as curricula and institutional strategies, ensuring shared ownership among stakeholders, and developing simple and replicable tools and practices.

Conclusion

The sustainability of the Politehnica Bucharest LLE is ensured through the integration of its results into institutional frameworks, the establishment of strong and lasting partnerships, and the transformation of project activities into long-term educational practices. By connecting formal education with civil society,

public institutions, and the private sector, the LLE becomes a dynamic and evolving ecosystem capable of generating lasting impact. It contributes not only to the improvement of teaching and learning, but also to the development of a more participatory, informed, and resilient society.

The POLITEHNICA Bucharest's LLE

Stakeholder	Categories of stakeholders:
Secondary School „Ion Iorgulescu”, Argeş county, Romania	Public secondary school
High School ‘Şcoala Centrală’, Bucharest, Romania	Public high school
Petru Maior Technical College, Bucharest, Romania	Public high school (VET)
Gheorghe Airinei Technical College of Post and Telecommunications	Public high school (VET)
George Bacovia Secondary School	Public secondary school
Casa Corpului Didactic Bucureşti (CCD Bucureşti) [House of Teachers]	Teacher training institution
Friedrich Ebert Stiftung (FES)	NGO – International Foundation
Konrad Adenauer Stiftung (KAS)	NGO – International Foundation
Hanns Seidel Foundation (HSS)	NGO – International Foundation
Friedrich Naumann Foundation (FNF)	NGO – International Foundation
Asociația Pro Democrația (APD)	NGO – National
Expert Forum (EFOR)	NGO – National Think Tank
Funky Citizens	NGO – National

CeRe (Centrul de Resurse pentru Participare Publică)	NGO – National
ActiveWatch	NGO – National
Centrul pentru Inovare Publică	NGO – National
Fundația pentru Dezvoltarea Societății Civile (FDSC)	NGO – National Foundation
Center for Independent Journalism (CJI)	NGO – National
Fundația Comunitară București	NGO – Local/National Network
Politeia	NGO – National
APADOR-CH	NGO – National (Helsinki Committee)
VeDem Just (Educație Juridică)	NGO – Specialized
Romanian Youth Movement for Democracy (RYMD, Bacău)	NGO – Regional
Centrul pentru Resurse Civice (CRC, Constanța)	NGO – Regional
Asociația Rădăuțiul Civic (Suceava)	NGO – Local/Regional
Străzi pentru Oameni (Bucharest)	NGO – Local
Asociația Timbru de Bucovina (GOYNG project)	NGO – Regional (NE Romania)