



# Stakeholders Engagement Plan



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## **Democratic Citizenship Teaching and Learning (DECITEL)**

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# Index

## Table des matières

|                                                            |    |
|------------------------------------------------------------|----|
| 1. Introduction .....                                      | 4  |
| 2. European and local context.....                         | 5  |
| European context (By OBESSU, DARE and EPA) .....           | 5  |
| Local contexts.....                                        | 7  |
| Italy (EIP Lab, UNIMORE and IC Molassana e Prato) .....    | 7  |
| Austria (By Vienna Forum/Polis) .....                      | 8  |
| Flanders/Belgium (By HOGENT) .....                         | 9  |
| France (By UniCA).....                                     | 11 |
| Greece (By UOI).....                                       | 11 |
| Turkey (By BU).....                                        | 12 |
| Romania (By Politechnica).....                             | 13 |
| 3. Inventory of Good Practices .....                       | 14 |
| OBESSU.....                                                | 14 |
| DARE.....                                                  | 14 |
| EPA – European Parents’ Association.....                   | 15 |
| Italy (By UNIMORE, EIP Lab and IC Molassana e Prato) ..... | 16 |
| Austria (By Vienna Forum/Polis) .....                      | 18 |
| Flanders/Belgium (By HOGENT) .....                         | 18 |
| France (By UniCA).....                                     | 19 |
| Greece (By UOI).....                                       | 19 |
| Turkey (By BU).....                                        | 20 |
| Romania (By Politechnica).....                             | 20 |
| 4. Insights from good practices .....                      | 21 |
| 5. Roadmap for next steps & Sustainability .....           | 24 |
| 6. References.....                                         | 24 |
| 7. Annex .....                                             | 25 |

# 1. Introduction

**DECITEL** prioritises civic engagement, inclusion, global citizenship, and technology-enhanced learning. Its specific objectives include creating a sustainable Teacher Academy Alliance, developing teacher competence frameworks, co-designing learning modules and lesson plans, producing a toolkit for Local Learning Ecosystems (LLE), upscaling good practices, and documenting innovative practices in partner schools.

**WP5 – Local Learning Ecosystems** extends Citizenship Education beyond schools by engaging civil society, local administrations, and communities in participatory activities that foster citizenship competences among teachers, students, and citizens. The present **Stakeholders Engagement Plan (Deliverable D5.1)** focuses on identifying and mapping relevant actors within the LLEs. These ecosystems are networks of interconnected actors and institutions within a given geographic area, including formal education settings, non-formal and informal learning environments, community organizations, local authorities, and citizens, which collaborate to support learning, knowledge exchange, and the testing, adaptation, and long-term sustainability of educational innovations such as the DECITEL toolkit.

Effective stakeholder engagement from the very beginning is crucial: the toolkit is co-designed with local stakeholders, who are then committed to validating its first version through new citizenship education initiatives. To achieve this, all project partners identified key stakeholders within their networks, combining European-level organizations with local partners for a country, regional, and local perspective. Each partner selected two good practices for analysis to inform the project. Finally, a roadmap for next steps and sustainability was developed to guide the ongoing engagement of stakeholders and the long-term development of these ecosystems, laying the foundation for the subsequent toolkit **(D5.2)** and final report **(D5.3)**.

## 2. European and local context

The following sections provide an overview of citizenship education at European and local levels as addressed by the project partners, highlighting policy frameworks, implementation practices, and the roles of key actors in shaping civic competences within their respective local or European contexts.

### European context (By OBESSU, DARE and EPA)

The [European Education Area](#) (EU) fosters collaboration among European Union Member States to build more resilient and inclusive national education and training systems. It is a key policy of the European Union and provides a strategic frame for the development of all educational sectors. Specific transnational working groups offer a forum to exchange experiences and practices on addressing common challenges while respecting the principle of subsidiarity and the diversity of EU Member States. The European Commission's [Action Plan on Basic Skills](#) (2025) highlights the importance of basic skills as foundational for the development of Lifelong Learning Competences. Citizenship there assumes crucial importance, understood as “The ability to act responsibly and participate fully in civic life, grounded in an understanding of social, economic, legal and political structures. This involves understanding and evaluation of civic and democratic concepts, institutions and processes, including democracy, media literacy, crisis preparedness and respect of others and freedom of speech.” (Action Plan on Basic Skills, p.2).

[A European Parliament briefing](#) (November 2023) examined how citizenship education is integrated into national curricula across Europe. While the subject is designed to promote shared values and civic engagement at both national and EU levels, its implementation remains uneven, with some countries prioritizing national citizenship over a European dimension. This aligns with [the Council of Europe’s Education Strategy 2024–2030](#), which emphasises placing democracy at the heart of education by enhancing citizenship education, fostering democratic and intercultural competences, and encouraging dialogue and cooperation based on shared democratic values across Europe (Council of Europe, 2024).

According to [Eurydice](#) (2017), citizenship education appears in EU curricula either as a cross-curricular theme, part of another subject, or as a standalone subject. France devotes the most instructional hours, followed by Finland, Estonia, and Greece—countries where the subject is compulsory at all three levels of general education.

However, almost half of EU Member States still lack clear regulations or guidelines for developing teachers' competencies in this field during initial training.

The 2022 report [Education for Citizenship in Times of Global Challenge](#) revealed large disparities in civic knowledge and skills across 22 countries, including European states, Brazil, Colombia, and Chinese Taipei. Few teachers reported receiving adequate training—whether pre-service or in-service—on fundamental topics such as elections, voting, or political systems. This lack of preparation may weaken young people's capacity to participate effectively in democratic life, at a time when public trust in institutions is declining.

The European Commission's [Education and Training Monitor 2024](#) stressed civic knowledge as a crucial predictor of young people's democratic engagement, highlighting the central role of teachers and well-structured citizenship education in sustaining democracy.

Finally, the [International Civic and Citizenship Education Study report](#) (2024) data points to a decline in citizenship skills across Europe. However, the survey's narrow focus—limited to a specific age group and educational sector—has been criticized, particularly from a youth work perspective. Critics argue that youth should be understood as a distinct developmental phase, and that such assessments risk overlooking the evolving nature of skills, revealing structural shortcomings in international stocktaking exercises.

As a key organisation for Citizenship Education the Council of Europe Educational and Youth working fields are of high relevance. The key reference document is the [Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education](#) (2010), which provides proper definitions of Education for Democratic Citizenship and Human Rights, underlines the educational sectors having a responsibility in Education, Training, Youth and NGO's, and defines the different fields of formal, non-formal and informal learning. Co-operation is highlighted as one of the three pillars of the European educational space, reinforcing the importance of joint efforts across countries, sectors, and stakeholders to promote democratic citizenship and human rights education. In that context, the [Council of Europe \(CoE\) Reference Framework on Competencies For Democratic Culture](#) (2015) provides a Europe wide standard Competence framework. Several related frameworks, such as [Digital Citizenship Education](#) or [Human Rights Education](#) frameworks or strategies such as the [Learners First - Education for Today's and Tomorrow's Democratic Societies](#) provide guidance for all educational sectors and might help in the development of local learning systems. All related CoE policies and frameworks are included in and contribute to the [European Space for Citizenship](#)

[Education](#). Its three pillars include the codification of principles for Citizenship Education, quality assurance in Citizenship Education and the dimension of co-operation as key for citizenship education.

Also relevant for the European context is the global initiative on learning ecosystems of the [UNESCO Institute for Lifelong Learning](#). The UNESCO approach to learning ecosystems emphasizes inclusive, lifelong learning by connecting formal, non-formal, and informal learning opportunities. It sees learning as a dynamic network of actors, resources, and spaces that respond to individual needs. These ecosystems aim to reduce barriers for disadvantaged groups and promote equity in education. Collaboration between schools, communities, NGOs, and local authorities is central. Overall, UNESCO frames learning ecosystems as a flexible, learner-centered environment supporting personal, social, and professional development. The [UNESCO Global Network of Learning cities](#) also includes many European cities.

## Local contexts

The following section provides an overview of the local and regional contexts explored within DECITEL, with contributions from Italy, Austria, Belgium, France, Greece, Turkey, and Romania. These contexts illustrate diverse approaches to citizenship education, showing how local initiatives and regional frameworks contribute to shared European challenges and opportunities.

### *Italy (EIP Lab, UNIMORE and IC Molassana e Prato)*

In Italy, schools are the primary providers of citizenship education, supported by universities offering teacher training in various formats and by Regional and Provincial Education Offices that organize courses. Law 168/2008 emphasized teacher training in citizenship and on the Constitution, while Law 92/2019 reintroduced citizenship education as a mandatory, graded subject across all school levels starting in the 2024/2025 academic year. At the regional and provincial level, offices coordinate teacher training events, while networks of schools, municipalities, social services, universities, civil society organizations, and regional school offices collaborate on intercultural education, contributing to citizenship education development.

San Remo developed a strong connection to peace following an international peace conference after World War I in 1920. The city hosts the International Institute of Humanitarian Law (IIHL, 1970) and the Education Inspiring Peace (EIP) Lab (2022). Under the municipality's coordination, a network of associations and educational institutions implements peace and citizenship education, creating synergies among numerous

initiatives—most notably the annual “Ottobre di Pace” series. Active members include IHL, EIP Lab, the municipal administration, and Liceo Cassini, along with other schools, the UNESCO Club, Amnesty International, the ASSEFA association, the International Alfred Nobel Foundation, and the local Rotary and Lions Clubs. The network coordinates activities and develops an integrated calendar of events for the school year.

The Istituto Comprensivo Molassana e Prato, a public school in Genoa, serves multiple neighborhoods on the city’s outskirts, encompassing historic districts, green areas, and densely populated zones accessible to local residents. In collaboration with local institutions and the third sector, the school implements numerous projects in civic, environmental, and arts education; combating educational poverty; digital innovation and robotics; guidance; and inclusion. Pupils come from mixed socio-economic backgrounds (low-medium to medium-high ESCS indices), which, supported by targeted teaching and interventions, is considered a strength of the programme. The presence of migrant students and students with disabilities has fostered inclusive teaching experimentation, producing positive outcomes for all. Serious hardship cases are addressed through structured pathways. The school maintains a peaceful relational climate, is recognised as a cultural hub, and its class composition and teacher-to-student ratios support learning progression. Additional pandemic-related needs have encouraged innovative educational practices, aligned with European planning initiatives.

The Department of Education and Humanities at UNIMORE, based in Reggio Emilia (a city well-known worldwide for its innovative approach to early childhood education and civic engagement), runs projects and training courses for teachers and pre-service teachers, incorporating Citizen Education related topics.

### *Austria (By Vienna Forum/Polis)*

In Austria, several forms of local learning ecosystems can be found that connect school-based, non-formal, and civil society learning. Typically, they are network-oriented and do not restrict learning to a single institution, but instead link schools, municipalities, cultural centers, NGOs, workshops, and universities. In terms of content, some focus on democracy and participation, others on sustainability and global responsibility, and still others on social learning, diversity, and conflict resolution. What they all have in common is that they draw on local resources, include different generations and actors, and strongly emphasize practical experiences and participation.

In Austria, schools have considerable autonomy to design their teaching and learning activities, which includes the option to collaborate with external partners. The [official](#)

[decree on project-based](#) learning explicitly encourages cooperation with outside experts and institutions to make learning more practical, interdisciplinary, and student-centered. Schools can invite NGOs, cultural organizations, companies, or public institutions to contribute, provided that their activities align with the educational mission. Such collaborations are common in fields like sustainability, health, culture, or civic education. The school leadership is responsible for approving and coordinating external involvement. Neutrality, child protection, and data security must always be ensured. Larger projects or activities during mandatory school hours may require informing parents or, in some cases, approval by school authorities. Overall, the legal framework supports and even encourages partnerships, as long as they are pedagogically valuable and appropriate. This creates a flexible but well-regulated environment for enriching education through cooperation.

According to the Grundsatzlerlass Politische Bildung ([General Ordinance 2015 on Citizenship Education as a Cross-curricular Educational Principle](#)), these approaches are particularly encouraged because citizenship education is considered a cross-curricular task that should combine knowledge with active engagement. Approaches like *service learning* frame schools as active community actors, allowing students to engage with real societal needs while strengthening civic competence. Schools can also cooperate with municipalities through youth councils or other participatory initiatives, enabling students to take part in local decision-making processes and experience democracy in practice. All these forms of cooperation align with the General Ordinance's goal of fostering political awareness, responsibility, and democratic participation.

In Austria, learning ecosystems also support parental education by connecting community programs, NGOs, and educational institutions. Initiatives like the Salzburger Bildungswerk offer workshops on parenting and family topics in collaboration with local communities. The [Level Up](#) adult education program provides adults with opportunities to enhance skills, indirectly benefiting parents. The [federal parental education platform](#) offers resources, events, and guidance to encourage parental learning. Overall, these ecosystems recognize parents as key actors in children's education and promote accessible, lifelong learning opportunities.

### *Flanders/Belgium (By HOGENT)*

At the federal level, the Belgian Agency for International Cooperation, Enabel, promotes global citizenship education through its BeGlobal (Belgian federal knowledge center for global citizenship education) programme. This initiative supports policy dialogue,

strengthens and innovates teaching practices, and operates a centre of expertise for sharing, producing, and disseminating knowledge on global citizenship.

In Belgium, the communities are responsible for culture, education, and language-related matters. In the Flemish Community, all schools work towards the same final attainment goals for citizenship education as set by the Flemish Ministry of Education and Training. Schools, however, enjoy broad autonomy to decide on teaching methods, curricula, timetables, and the ways they deliver citizenship education, whether as a separate subject, integrated across subjects, or through project-based approaches.

Education in Flanders is organised into different educational networks, and both government-aided private schools and government-run schools are supported by their respective educational support services in working on citizenship education through, for example, professional learning communities with a focus on citizenship and historical awareness, the provision of toolkits, training courses, and so on. They are supported in this by external organisations with specific expertise in citizenship education, such as Studio Globo, Djapo, and Keki Knowledge Centre for Children's Rights.

Ghent, in the Dutch-speaking region of Flanders, is home to HOGENT (University of Applied Sciences and Arts), which includes a Teacher Training Department that incorporates citizenship explicitly into its curriculum and is one of four universities of applied sciences and arts in the city, alongside two universities. The city hosts a wide network of schools and educational initiatives. Schools organised by the city council can count on educational support from the guidance service of the City of Ghent, which organises training on topics such as diversity, becoming an active bystander, and combating racism. There are also other organisations outside of the formal educational context that offer open training, workshops and events for all citizens to promote living together in diversity. Amal, the Agency for Integration and Civic Integration Ghent, and LABO VZW, a movement for critical citizenship with a strong focus on social justice, are 2 locally based examples of this.

Numerous non-formal organisations also support the development of citizenship skills, with some based outside Ghent (Antwerp, Brussels) but collaborating locally. Schools and teachers have autonomy to choose with which organisations to collaborate, depending on their priorities, budgets, and educational approaches.

### *France (By UniCA)*

France faces ongoing challenges related to social cohesion and civic education, particularly after terrorist attacks such as those in Paris or Nice, which increased citizens' sense of insecurity. In both primary and secondary schools, civic and moral education is embedded in the curriculum, with schools playing a key role in transmitting Republican values, promoting social inclusion, and addressing issues of segregation among pupils with immigrant backgrounds. This education combines theoretical understanding of citizenship with practical activities aimed at fostering democratic awareness, community participation, and shared values among young people.

In the Alpes-Maritimes Department, civic education is coordinated through the Rectorate of Nice, representing the Ministry of National Education, which ensures implementation of national curricula, monitors civic education programs, and supports teacher training. Since 2015, moral and civic education has been mandatory in primary and secondary schools. The teacher training department Inspé (Institut national supérieur du professorat et de l'éducation) of the Université Côte d'Azur combines theoretical knowledge of citizenship with practical classroom methods, including secularism and Republican values. This training institute serves both the Alpes-Maritimes and Var departments, two administrative regions in southeastern France.

The Local Education Authority (DASEN) developed the "Passeport Citoyen" for lower secondary schools, promoting communal living rules, positive behaviors, and stronger links between families, schools, and society, with pupils actively participating through the Youth County Council. At the city level in Nice, the municipality fosters civic education through partnerships with schools and local institutions, creating a supportive ecosystem that integrates national policies, regional guidance, and local initiatives.

### *Greece (By UOI)*

Civic education in Greece has a long history, beginning in the early 20th century, initially under a strong nationalist framework aimed at fostering obedience, discipline, and loyalty to the state. After the restoration of democracy in 1974, reforms in 1976 and 1980 reoriented the subject toward promoting democratic values, critical thinking, civic responsibilities, and social participation. The 1982–1984 reforms further emphasized social and political education, aiming to develop critically thinking, socially aware citizens, and introduced subjects such as sociology in upper secondary education. Challenges persisted, particularly in secondary education, due to a lack of specialized teachers; this was addressed in the late 1990s with the appointment of graduates in sociology and political science. More recently, attempts to integrate European and

intercultural perspectives (2003 onward) have had mixed results, with some curricula still reflecting ethnocentric tendencies, and the removal of social studies from senior high school in 2020 raising concerns about students' readiness for active citizenship. Today, the Greek curriculum for both primary and secondary education includes Social and Political Education (SPE), aimed at developing democratic citizens through critical thinking, creative imagination, and logical analysis. In primary schools, SPE is taught in grades 5 and 6, with 25–26 hours per year plus additional hours for related activities, providing structured opportunities for pupils to understand social and political life in a healthy democracy. Additionally, Social Responsibility and Democratic Education are included as courses in undergraduate and postgraduate programs offered by Greek Universities.

### *Turkey (By BU)*

Citizenship education in Turkey is often framed together with human rights, democracy, and participatory values. The formal curriculum includes compulsory courses for younger students (primary) and elective/higher level courses for secondary education on Human Rights, Citizenship and Democracy. These are intended not just to teach facts but to cultivate values: tolerance, responsibility, equality, respect, participation.

It is also promoted both through non-formal initiatives and teacher professional development programs. Non-formal education is often supported by the Ministry of National Education (MoNE), civil society, and youth programs. These efforts complement the formal school curriculum, which already incorporates a compulsory “Human Rights, Citizenship and Democracy” course at the primary level.

Alongside this, MoNE organizes in-service training and long-term development plans delivered through the General Directorate of Lifelong Learning and more recently the National Education Academy. Both the institutionalized teacher development programs and the diverse non-formal activities provide important channels to strengthen children's citizenship learning and help align Turkey's education system with broader democratic and participatory values.

In Turkey, citizenship education for children is supported both through non-formal initiatives and teacher professional development programs. One of the largest NGOs in the country, The Educational Volunteers Foundation of Turkey (TEGV), delivers non-formal education to primary school children aged 6–14, focusing on social, emotional, cognitive, and academic skills. Operating in 25 cities, TEGV collaborates with the MoNE to complement state-provided education. Its programs aim to empower children, under

the motto “As each child changes, Türkiye flourishes”. In parallel, the Teachers Academy Foundation (ORAV), focuses on the professional and personal development of teachers and educational administrators at all levels. Through peer-to-peer learning, continuous needs analysis, and feedback from thousands of teachers across Turkey, ORAV curates programs that strengthen educators’ skills in guiding children’s social, emotional, digital, and cognitive development. Together, TEGV and ORAV create a dual ecosystem that develops both children and the educators responsible for shaping active, responsible members of society.

### *Romania (By Politechnica)*

In Romania, civic education is embedded in the formal curriculum at primary and lower secondary levels, though its structure combines compulsory and optional elements. In grades 3–4, pupils study “Civic Education,” introducing basic concepts of community, rights, and responsibilities. In lower secondary (grades 5–8), citizenship topics are included in “Social Education,” covering critical thinking, children’s rights, intercultural understanding, financial literacy, and democratic citizenship, typically through one-hour-per-week modules. At upper secondary level, there is no mandatory civic education course, although some schools offer optional classes in civic culture or constitutional studies; additional subjects such as history, geography, religion, and socio-human sciences also contribute to civic competence and democratic values.

Alongside formal schooling, Romania benefits from a vibrant ecosystem of NGOs and foundations that support civic education and democratic engagement. International foundations (e.g. Friedrich Ebert Stiftung, Konrad Adenauer Stiftung or Hanns Seidel Foundation) and national organizations (e.g. Asociația Pro Democrația, CeRe, ActiveWatch or VeDem Just) provide teacher training, youth programs, extracurricular activities, and initiatives in legal literacy, civic technology, and public participation. Regional actors such as the Romanian Youth Movement for Democracy (Bacău) and Centrul pentru Resurse Civice (Constanța) extend these activities to communities outside the capital. Flagship events such as the Gala Societății Civile showcase and reward exemplary civic projects, fostering replication and strengthening citizen engagement across the country.

Research, including the ICCS 2022 study, indicates that Romanian students’ civic knowledge remains below the international average, highlighting the need for enhanced teacher preparation, curriculum development, and opportunities for active student participation. The combination of formal curriculum, non-formal initiatives, and civil

society engagement constitutes the national ecosystem for citizenship education in Romania.

### 3. Inventory of Good Practices

The following section presents the good practices collected by DECITEL partners, highlighting a total of 24 initiatives across Europe. These practices illustrate diverse local or regional approaches to citizenship education, encompassing formal and non-formal learning, civic engagement, teacher training, and collaborative projects involving schools, universities, NGOs, and public authorities.

#### *OBESSU*

GP-1 (Shared with DARE): [The Fundación CIVES](#) in collaboration with the [University of Valencia](#), delivers a postgraduate certificate in Education for Democratic Citizenship and Human Rights. It equips educators with the knowledge and skills to foster human rights, tolerance, intercultural dialogue, and active civic participation. The program strengthens teacher competences through formal training, combines theory and practice, and creates a growing network of professionals dedicated to citizenship education. Communication is ensured through university and foundation channels, while lessons highlight the value of structured, scalable collaboration between universities and NGOs.

GP-2: [JEF national sections](#) (JEF France, JEF Portugal, JEF Belgium), supported by the European Youth Forum, lead the Europe at School: Youth to You project, recruiting and training youth volunteers to deliver interactive peer-to-peer workshops in schools. The initiative addresses gaps in formal curricula on democracy and citizenship, fostering student understanding of European democratic processes and encouraging civic engagement. Systematised through structured volunteer training and replicable methods, the project has empowered hundreds of students and created a network of active young citizens.

#### *DARE*

GP-1: (Shared with OBESSU)

GP-2: [The John Dewey Research Center for the Didactics of Democracy \(JoDDiD\)](#) supports teachers, schools, and teacher students in developing practical approaches to democratic and citizenship education. Its “3-Course Menu” is a 90-minute workshop that combines short videos, collegial exchange, and reflective questions to introduce innovative, inclusive, and low-threshold methods, designed for teacher training, conferences, and network meetings, and encouraging self-organised learning without

additional moderation. A central feature of JoDDiD's work is its deliberate focus on bringing democratic learning into everyday and unconventional spaces. Instead of confining it to classrooms or "learning cages," JoDDiD moves into public and non-formal environments such as cultural venues, community initiatives, or even bus stops and hair salons. In this way, democracy is treated as a lived practice, and educators are invited to reflect on their own attitudes while recognising the pivotal role institutions and teachers play in fostering it. In addition, JoDDiD adapts European tools for local contexts, including DEMOGAMES, which operationalises the RFCDC into educational methods, and TEVIP, a toolkit for Translating European Values into Practice.

### *EPA – European Parents' Association*

GP-1: [The European Federation for Intercultural Learning \(EFIL\)](#), the umbrella organisation of AFS in Europe and the Mediterranean with 24 member organisations, has developed an Intercultural Learning (ICL) Toolbox to support the internationalisation of school education. Presented within the Committee Education for Democracy of the CoE INGO Conference, the toolbox provides teachers and school staff with practical activities to give lessons an intercultural dimension, encourage critical thinking and dialogue, and foster education for democratic citizenship. It addresses stereotypes and prejudices by promoting diversity as a richness, and can be applied both in classrooms and in non-formal settings such as youth clubs or community centres. The toolbox is used in EFIL's intercultural training but is also available for schools and other learning environments. While further dissemination beyond EFIL and AFS remains a challenge, the initiative has generated strong interest among teachers and pupils. A key lesson is that the activities should be embedded structurally in the curriculum and accompanied by teacher training, rather than being limited to one-off events.

GP-2: [The EU CONVINCe project \(EU Common Values INclusive Education\)](#) was a joint initiative of ETUCE, EFEE, and ESHA (2018–2020) to support teachers, school leaders, and the wider education community in delivering inclusive quality education and addressing citizenship issues. The project responded to challenges of multiculturalism, diversity, and social inclusion. It focused on civic education, democratic school culture, intercultural dialogue, teaching sensitive issues, digital responsibility, and preventing radicalisation through inclusive practices. Tools included a research report on good practices, a Massive Open Online Course on citizenship and human rights, and joint policy statements on democratic citizenship and inclusive schools. Stakeholders involved teachers, principals, education providers, students, and families. A key challenge was the lack of dedicated curriculum space for citizenship education, requiring teachers to integrate it without clear guidance.

*Italy (By UNIMORE, EIP Lab and IC Molassana e Prato)*

GP-1 (UNIMORE): [CittadinaRE](#) was a two-year training programme (2015–2017) funded by the Ministry and implemented by a network of 22 secondary schools in Reggio Emilia, in collaboration with the Municipality and the University of Modena and Reggio Emilia (UNIMORE). It aimed to strengthen citizenship education through teacher training on communication, conflict, and prejudice, and by developing assessment tools to observe and stimulate students' civic skills. Around 50 teachers and 150 pupils participated, with peer- and teacher-led observation methods piloted during group work, assemblies, and visits. The initiative was systematised, producing a freely available toolkit, and fostered reflection, responsibility, and quantitative insights into students' citizenship skills.

GP-2 (Unimore): [Viaggi della Memoria](#) (Memory trips) is an annual initiative (since 1997) promoted by the Legislative Assembly of Emilia-Romagna, engaging secondary school students and teachers through immersive educational trips to historical sites such as concentration camps, Jewish ghettos, and other 20th-century landmarks across Europe. The trips aim to develop active, informed citizenship, foster understanding of racism and discrimination, and promote peace and tolerance. The initiative is systematised with preparatory meetings, guided site visits, interaction with witnesses and historians, and reflective activities using multimedia. Over 20,000 pupils have participated, generating educational projects on citizenship and democracy. Stakeholders include schools, local authorities, cultural institutions, associations, and research institutes. The initiative employs newsletters, social media, websites, and public events to communicate and support engagement. Key lessons include the importance of longitudinal activities, teacher training, and collaborative evaluation to enhance students' learning and understanding of European history and democratic values.

GP-3 (EIP Lab): **Festa dello Sport e della Pace** is an annual one-day event in San Remo that highlights how sport values—such as mutual respect, understanding, and conflict transformation—contribute to “preventive peace.” The 2024 edition (14 September) featured Nobel Peace Prize candidate and artist Michelangelo Pistoletto, who led a promenade showcasing local sport groups and artworks linking sport and peace, followed by a masterclass in the “Garden of Peace” hosted by IIHL and EIP Lab. The initiative involved 38 schools, the City of San Remo, the National Olympic Committee, 47 local sport associations, and Fondazione Città dell'Arte. While not yet systematised, the event fostered massive citizen participation, public debate, and engagement, demonstrating the potential of sport and art to attract young people and communities to the values of peace and free expression.

GP-4 (EIP Lab): **Ottobre di Pace San Remo** is a month-long annual initiative mobilizing local civic associations and citizens around peace, non-violence, and Sustainable Development Goals. The 20th edition featured debates, lectures, sport, art and music events, and film screenings, with active participation of local schools. Stakeholders include ASSEFA, UNESCO Club of San Remo, Amnesty International, the City of San Remo, and EIP Lab. The initiative fostered a culture of peace across generations, connecting local activities to international events such as the Oslo Nobel Peace Prize ceremony. Despite challenges in drawing citizen attention during times of conflict, Ottobre di Pace has become a well-known model, connecting to other festivals like the Augsburg Peace Festival, and highlights the potential of schools and local networks in citizenship education.

GP-5 (IC Molassana e Prato): [Metodologia della Narrazione e della Riflessione \(MNR\)](#) is an educational approach developed in Italy since 2000 to prevent antisocial behaviour, bullying, and school violence, progressively evolving into a tool for citizenship education. Implemented in 38 schools with local organisations (APS Moltiplicatore, APS Nuvie), it uses narration and reflection to foster communication, inclusion, and personal growth. The method involves four steps: individual reading, small-group reflection, collective dialogue, and observer feedback. MNR is systematised and applied with pupils aged 3–16, parents, and in school governance, with labs in higher education (UNIGE DISFOR) and recognition in international research (UNIMORE, Malmö). Documented in EU projects such as SHARMED and CHILD-UP, it has proven effective in countering functional illiteracy and language impoverishment while promoting democratic dialogue and citizenship skills.

GP-6 (IC Molassana e Prato): [Peace Games](#) is a six-month initiative (October 2024–March 2025) developed by EIP Lab, engaging upper primary pupils and teachers through workshops on peace, reflection, and game design. Pupils created new “peace games,” while teachers explored the RFCDC framework and the outputs of the ERASMUS+ Peace Games project. The initiative was systematised through neighbourhood game tournaments in collaboration with Tana dei Goblin, Italy’s largest non-profit board game community, which helped organize the tournaments and supported the use of games for educational and social purposes. The games produced were donated to the Community of Sant’Egidio for its School of Peace. The project fostered creativity, collaboration, and democratic reflection, embedding citizenship and peace education into playful, participatory learning.

### *Austria (By Vienna Forum/Polis)*

GP-1: [Wiener Bildungsgrätzl](#) (Learning Neighborhoods Vienna) are local educational networks that link schools, kindergartens, libraries, youth centers, NGOs, and cultural associations within Vienna's districts. Since 2017, they aim to reduce inequalities by opening institutions to neighbourhoods, fostering participation, and supporting disadvantaged areas. Guided by seven core principles (openness, basic skills, multilingualism, empowerment, inclusion, gender sensitivity and social justice), they create joint learning and leisure opportunities. With over 20 neighbourhoods established, they have strengthened collaboration, visibility of education, and youth participation, though challenges remain in funding, coordination, and reaching disadvantaged families.

GP-2: [Network of Service Learning Schools \(Upper Austria\)](#) links academic learning with community engagement by embedding voluntary, socially relevant projects into school curricula. Launched in 2019, it enables students to apply subject knowledge to real-life challenges, strengthening democratic competencies, civic responsibility, and school-community ties. Coordinated by the University of Education Upper Austria and supported by Erasmus+ partners in the [SLEAD project](#) (Service Learning for Democracy in Europe), the network has grown beyond its initial 6 schools, training teachers and fostering an increasing number of youth-led projects, despite challenges of scaling, funding, and teacher workload.

### *Flanders/Belgium (By HOGENT)*

GP-1: **KLIMAX!** is a semester-long project for bachelor students in secondary education (geography, biology, economy, and project general subjects) focused on sustainability and the Sustainable Development Goals (SDGs). Students select a “wicked problem,” design creative teaching methods, and implement workshops for secondary school pupils using Education for Sustainable Development principles. It has been running over 10 years and connects students with educational organisations to provide content and didactic support.

GP-2: [The BeGlobal masterclass](#) supports teachers and educational experts in Flanders to embed and sustain global citizenship education in schools. Participants receive process-oriented tools, theoretical input, and coaching to implement and maintain change in their schools. The programme includes an intensive kick-off and follow-up days, creating a network of professionals committed to citizenship education. Results include strengthened skills, knowledge, and a shared toolbox, empowering participants

to adapt and lead initiatives at school level. Lessons learned highlight the value of team-based participation within schools to ensure sustainable and broad impact.

### *France (By UniCA)*

GP-1: [Collège Maurice GENEVOIX](#), a secondary school in Toulon in the VAR region, offers mobility programs for disadvantaged lower secondary pupils (14–15 years old) to promote inclusion, equal opportunities, and cultural and memorial citizenship education. Over the course of a school year, 45 students participated in visits to schools, enterprises, associations, and heritage sites, including Auschwitz-Birkenau and industrial sites, enhancing their European identity, intercultural skills, civic awareness, and professional perspectives.

GP-2: The “[I Am Europe](#)” project by **Université Côte d’Azur** (UniCA) promotes European citizenship and civic engagement among students and local communities through interactive workshops, creative activities, and competitions. Over two years, pupils, university students, and residents engaged with EU policies, Erasmus+, and local EU-funded projects via escape games, quizzes, seminars, and discussions, enhancing awareness of European action, eco-innovation, and civic participation.

### *Greece (By UOI)*

**GP-1: Drosostalida** is a private social enterprise founded in 2014 that bridges education and the labour market by providing training, consultancy, and networking for disadvantaged youth and adults. Since 2019, it has organized annual entrepreneurship pitching events at national and European level, offering mentoring and support for young people—from secondary students to unemployed youth—to develop and present business ideas tackling social challenges. With over 500 participants engaged and strong collaborations with universities, chambers of commerce, SMEs, and local authorities, the initiative strengthens social entrepreneurship, digital literacy, and active citizenship, though challenges remain in sustaining motivation and engagement.

**GP-2: [The Academy of Entrepreneurship \(AKEP\)](#)** promotes youth civic engagement and socially responsible entrepreneurship through two complementary initiatives. The EUROTHON Hackathon (2020–2022) empowered young people to co-design projects on democracy, inclusion, and sustainability, combining non-formal methods with school settings and producing lasting resources (OER, toolkit, training modules). The Erasmus for Young Entrepreneurs program (since 2009) connects aspiring and experienced entrepreneurs across Europe, fostering civic-minded, socially impactful ventures and strengthening cross-border cooperation. Together, these practices link democratic

participation with entrepreneurial learning, creating sustainable opportunities for youth empowerment at both local and European levels.

### *Turkey (By BU)*

GP-1: [The Educational Volunteers Foundation of Turkey \(TEGV\)](#) provides non-formal education to children aged 6–14, supporting social, emotional, cognitive, and academic development across 25 cities. One of their initiatives delivers 8–10 week training on STEM and sustainability, integrating 17 Sustainable Development Goals and engineering design principles. The programme is systematised, led by volunteers and education experts, and aims to foster practical skills and awareness of sustainability among students. As another example, the “Workshops for a Better World” project was first implemented at TEGV activity centers during the 2018-2019 Activity Year. The two-phase project aimed to raise awareness among children and volunteers on human rights issues. Within this scope, seven educational activities were held for volunteers (on human rights, children's rights, discrimination, participation, peace, and ecology) and six for children (on human rights, children's rights, discrimination, participation, and ecology). As a result of these activities, a total of 1,460 volunteers and 23,414 children were reached.

GP-2: [The Teachers Academy Foundation \(ORAV\)](#) supports the professional and personal development of teachers across Turkey using a peer-to-peer learning model and evidence from needs analyses. The EşitBiz Conference, part of their initiative on equality and human rights education, brought together around 150 teachers and experts to share best practices on inclusivity in education. The one-day event showcased 10 high-quality practices selected through a double-blind peer review, promoting creative methods to enhance equality in classrooms.

### *Romania (By Politehnica)*

GP-1: [The Cyber Explorers Service-Learning Project](#) is an educational initiative that combines hands-on learning with community service to enhance students’ digital literacy, cybersecurity awareness, and civic responsibility. Through the project, students engage in activities such as identifying online security risks, promoting safe internet practices, and helping local communities navigate digital challenges. By applying their technical skills to real-world problems, participants not only develop practical cybersecurity knowledge but also contribute to the public good, fostering both personal growth and social impact.

GP-2: **The Superheroes in Action Service-Learning Project** is a school-based service-learning initiative aimed at preparing students for emergency situations while fostering

teamwork and civic responsibility. Master’s students designed and facilitated a thematic game simulating emergencies like fires or accidents, allowing students to apply knowledge in interactive, team-based challenges. The project enhanced participants’ emergency preparedness, risk awareness, and collaborative skills, while giving master’s students practical teaching experience.

GP-3: [The SLIDE Social Hackathon](#) is a service-learning initiative connecting student teams with NGOs, experts, and the Centre for Public Innovation to co-create solutions addressing digital gaps, civic transparency, and social inclusion. During a one-day hybrid hackathon, interdisciplinary student teams developed prototype solutions for digital inclusion and public accountability, guided by mentors and community partners. The project strengthened students’ digital skills, intercultural collaboration, and understanding of civic challenges, while producing replicable, real-world e-service-learning outcomes.

## 4. Insights from good practices

The analysis of 24 good practices (Table 1) across the DECITEL project reveals a diverse ecosystem of actors contributing to citizenship education. NGOs and non-profit organizations represent the largest share, accounting for 8 out of 24 practices, highlighting the critical role of civil society in fostering civic engagement, social entrepreneurship, and inclusive educational initiatives. Higher education institutions follow with 7 practices, demonstrating their contribution to teacher training, research-based methodologies, and the development of innovative educational tools. Schools and school networks contribute 7 practices, emphasizing the importance of direct engagement with pupils and the integration of citizenship education into everyday learning contexts. Finally, federal, regional, and local administrations are involved in 4 practices, providing institutional support, coordination, and opportunities for scaling initiatives at community and national levels.

| Category                | Number of GPs | Good practices                                                                                                                                                                                 |
|-------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NGO / Non-profit</b> | 8             | GP-1 & GP-2 (Greece / Drosostalida & AKEP), GP-1 & GP-2 (Turkey / TEGV & ORAV), GP-2 (OBESSU / JEF national sections), GP-2 (DARE / JoDDiD), GP-1 & GP-2 (EPA / EFIL – EU CONVINCENCE project) |
| <b>Higher Education</b> | 7             | GP-2 (Austria / PH OÖ), GP-1 (Belgium / HOGENT), GP-1 (OBESSU and DARE / Fundación CIVES & University of Valencia),                                                                            |

|                                                  |   |                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  |   | GP-2 (France / UniCA), GP-1, GP-2 & GP-3 (Romania / Politechnica)                                                                                                                                                                                                                           |
| <b>School / School Network</b>                   | 7 | GP-1 & GP-2 (Italy / UNIMORE – CittadinaRE & Viaggi della Memoria), GP-4 & GP-6 (Italy / IC Molassana e Prato & EIP Lab / Peace Games), GP-5 & GP-6 (Italy / EIP Lab / Ottobre di Pace & Festa dello Sport e della Pace), GP-2 (Belgium / HOGENT), GP-1 (France / Collège Maurice GENEVOIX) |
| <b>Federal / Regional / Local Administration</b> | 4 | GP-3 & GP-4 (Italy / EIP Lab / City of Sanremo), GP-2 (Belgium / HOGENT and federal ministry), GP-1 (Austria / Wiener Bildungsgrätzl)                                                                                                                                                       |

**Table 1. Categories of Participating Organisations**

*Note: Some good practices could fit into multiple categories, but each has been placed in the category that best describes it.*

These good practices, while diverse in format and target group, reveal common patterns and insights about effective citizenship education initiatives. They illustrate how different types of actors—ranging from NGOs and universities to schools and local authorities—collaborate to foster civic competences, promote participatory learning, and create sustainable impact. The following general observations summarize key trends, approaches, and challenges identified across the practices:

- **Strong role of higher education and NGOs:** Many good practices are led by universities, colleges, NGOs, and non-profit organizations, providing both theoretical knowledge and practical implementation. They often combine teacher training, research-based methods, and civic engagement initiatives.
- **Schools as implementation sites:** Schools often serve as venues for project activities rather than primary initiators, although some school networks actively integrate students and teachers in co-creation and participatory learning.
- **Peer training and project-based approaches:** Peer-to-peer learning and student-led projects are common, fostering active engagement.
- **Systematization and scalability:** Many initiatives are systematised with repeatable structures, standardized methods, or reusable modules, enabling replication in other contexts.
- **Multilevel stakeholder involvement:** Projects frequently engage multiple levels of stakeholders, including students, teachers, schools, higher education

institutions, NGOs, local authorities, and international partners, creating broad and interconnected networks.

- **Reflection and evaluation:** Built-in reflection mechanisms are common, such as peer and teacher feedback, workshops, hackathons, and observation tools, to monitor impact and reinforce learning outcomes.
- **Challenges:** Funding, time, and staffing remain significant constraints, particularly for NGO- and non-profit-led initiatives. Additionally, engagement sustainability requires continuous coordination among local and international partners.
- **Integration of formal and non-formal approaches:** Many good practices combine formal training with non-formal, participatory methods.

In addition, a set of further guiding questions and the insights the good practices generated are presented below to complement these observations and support deeper reflection on effective citizenship education practices:

- **Materials and approaches are often developed in European collaborations;** however, they frequently remain European-level resources, making scalability and the transfer of functioning approaches or initiatives between countries an ongoing challenge.
- The strong role of higher education institutions and NGOs in the field is unanimously confirmed in practice. However, **the legal conditions and frameworks** for cross-sectoral cooperation among the education, learning, youth, vocational education and training, and adult learning sectors differ widely between countries. This highlights a clear need to better understand supportive and hindering factors, and to conduct a more precise analysis of the conditions for cooperation between these different sectors.
- The development of local learning ecosystems for Citizenship Education can be linked to the concept of local or regional *learning landscapes*. However, there is a need to more clearly define what local ecosystems include and what their scope can be in Citizenship Education.<sup>1</sup>

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<sup>1</sup> Learning landscape is a specific term used in the German context. The term refers to long-term, professionally designed learning offers, aimed at joint, planned action, actualised through local politically desired networks that – starting from the perspective of the learning subject – include formal educational places and non-formal learning worlds and refer to a defined local space. Only if all these factors are met is it possible to build a learning landscape in which sustainable, long-term changes can be achieved through professionally reflected, planned, action-oriented collaboration between various actors and the support of the community.

## 5. Roadmap for next steps & Sustainability

The collection of contextual information and the identification of stakeholders and good practices in each location where the DECITEL project operates, as presented in this first report of WP5 (WP5-D5.1), should inform the following steps:

- Review the contact status of stakeholders listed in the annex of the engagement plan and commit to updating it.
- Share the good practices from other territories with the local group of main stakeholders (a local focus group should be organized in October) and collect expressions of interest regarding the presented good practices and potential collaboration or peer-learning initiatives. These may be incorporated as exchanges within the existing DECITEL Working Group or take the form of new, specific initiatives and projects originating from the DECITEL Erasmus Teacher Academy (e.g., ERASMUS+ Call for Proposals in Spring 2026 or study missions funded by local authorities).
- Identify common elements of good practice that could be transferable between countries and across age groups, with the aim of building or consolidating the local learning ecosystems (LLE). These findings may contribute to the second deliverable of WP5 (Draft Toolkit for LLE), which should be ready for peer review by 10th November and for delivery by 30th November.
- Agree on an initial development plan for each LLE among the main stakeholders involved (through a planning meeting or a one-day policy lab in November).
- Share the draft plans by the end of October and identify one or two stakeholders in each local context who speak English and are willing to participate in the International Working Group that was set up with the representatives of the DECITEL consortium to coordinate on stakeholder engagement.

## 6. References

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## 7. Annex

A detailed classification of stakeholders identified across the DECITEL project, organised by type, is presented in the annex.