

# DEMOCRACY AT SCHOOL

## **Guidelines and Toolbox for a Whole School Approach in Citizenship Education**



# Democracy at School

## Guidelines and Toolbox for a Whole School Approach in Citizenship Education



Co-funded by the  
Erasmus+ Programme  
of the European Union

*The CITIZED project is funded by the European Commission under the Erasmus+ Programme (Agreement Number 621541-EPP-1-2020-1-IT-EPPKA3-IPI-SOC-IN). This publication only reflects the views of the authors, the Commission cannot be held responsible for any of the information contained herein.*

# Impressum

A publication of the CITIZED project: [www.citized.eu](http://www.citized.eu)

Catherine Carré-Karlinger, Patricia Hladschik and Nikolai Weber (eds.): **Democracy at school – Guidelines and Toolbox for a Whole School Approach in Citizenship Education.** Brussels, Nice, San Remo, Valletta, Vienna 2023.

**Authors:** Catherine Carré-Karlinger, Patricia Hladschik, Nikolai Weber (Austria); María Ballesteros Melero, Liliane Esnault, Julie Raouane, Monica Turrini (Belgium); Catherine Blaya, Jimmy Stef (France); Irene Baraldi, Claudio Dondi, Edoardo Gimigliano, Alessia Ibba (Italy); John Attard, David Degabriele (Malta).

**Download** this handbook here: [www.citized.eu/activities/whole-school-approach-toolkit](http://www.citized.eu/activities/whole-school-approach-toolkit)

Also available in the following languages:

- **French:** *La démocratie à l'école – Recommandations et manuel pour une approche globale à l'école pour l'éducation à la citoyenneté.* Version adaptée et traduite par Catherine Blaya, Jimmy Stef.
- **German:** *Demokratie in der Schule – Leitfaden und Toolbox für einen gesamtschulischen Ansatz in der Politischen Bildung.* Übersetzt von Catherine Carré-Karlinger, Nikolai Weber.
- **Italian:** *Democrazia a scuola – Linee guida e toolbox per un approccio di sistema all'educazione alla cittadinanza.* Tradotto da Irene Baraldi, Claudio Dondi, Alessia Ibba.

**Layout and graphics:** Franz Hagmann, [www.franzhagmann.ch](http://www.franzhagmann.ch)

## The CITIZED partners

- Project coordination: International Institute of Humanitarian Law (IIHL), Italy, [www.iihl.org](http://www.iihl.org)
- Fondation des Régions Européennes pour la Recherche, l'Éducation, et la Formation (FREREF), Belgium, [www.freref.eu](http://www.freref.eu)
- Ministry for Education and Employment (MEDE), Malta, <https://education.gov.mt>
- Organising Bureau of European School Student Unions (Obessu), Belgium, [www.obessu.org](http://www.obessu.org)
- *polis* – Austrian Centre for Citizenship Education in Schools, Austria, [www.politik-lernen.at](http://www.politik-lernen.at)
- Université Côte d'Azur (UCA), France, [www.univ-cotedazur.eu](http://www.univ-cotedazur.eu)



International Institute of Humanitarian Law  
Institut International de Droit Humanitaire  
Istituto Internazionale di Diritto Umanitario



GOVERNMENT OF MALTA  
MINISTRY FOR EDUCATION  
SPORT, YOUTH, RESEARCH  
AND INNOVATION



OBESSU  
Organising Bureau of  
European School Student Unions



Austrian Centre

for Citizenship Education in Schools



# Table of contents

*This is an interactive PDF which allows you to jump to a specific site by clicking on the link in this table of contents.*

<b>I. A Whole School Approach for Citizenship Education: some preliminary remarks</b>	<b>5</b>
I.1. Welcome to the CITIZED handbook and toolbox on democratic school development	5
I.2. Why is it important to become a democratic school?	6
I.3. What is a Whole School Approach for Citizenship Education?	8
I.4. The Whole School Approach: A pathway towards CE	9
<b>II. The CITIZED handbook for schools</b>	<b>12</b>
II.1. Why a CITIZED handbook?	12
II.2. Who is the CITIZED handbook for?	15
II.3. How does the CITIZED handbook support a WSA implementation for CE?	16
II.4. How to relate the CITIZED handbook to the RFCDC	19
II.5. Which pedagogical approaches are used in the handbook?	21
<b>III. Let's go to practice!</b>	<b>23</b>
III.1. Becoming familiar with the CITIZED handbook	23
III.2. Planning the implementation of a WSA for CE in your school	24
III.3. CITIZED toolbox	26
1. Tools for supporting schools in developing their own action plan	28
2. Examples of inspiring school projects and activities for CE	30
3. Examples of self-reflection tools	33
<b>IV. In a nutshell: Key recommendations for the WSA stakeholders</b>	<b>36</b>
IV.1. If you are a school head or if you are part of the school governing bodies	36
IV.2. If you are a teacher	39
IV.3. If you are a student or a student organisation	43
IV.4. If you are a parent or a parents organisation	46
IV.5. If you are a teacher trainer	48
IV.6. Community involvement: Educational cooperation with communities	50
<b>V. Assessing the initial situation</b>	<b>53</b>
V.1. CITIZED questionnaire for school heads	54
V.2. CITIZED questionnaire for teachers	56
V.3. CITIZED questionnaire for students and students organisations	58
V.4. CITIZED questionnaire for parents or parent's organisations	60
V.5. CITIZED questionnaire for teacher trainers or heads of a faculty/school of education	62
V.6. CITIZED questionnaire for community involvement	64
V.7. SWOT Analysis	65
V.8. Reflection impulses for the further development of competences for a democratic culture	66
<b>Annex 1: The CITIZED Project</b>	<b>68</b>
<b>Annex 2: Aknowledgements</b>	<b>69</b>

# I. A Whole School Approach for Citizenship Education: some preliminary remarks

## I.1. Welcome to the CITIZED handbook and toolbox on democratic school development

- *Do you think that schools should contribute to developing democratic competences?*
- *Are children's rights such as the right to participation and inclusion important to you?*
- *Do you want a class and school climate in which everyone can work together equally and peacefully?*

*If these questions sound familiar to you, this handbook might be of interest for you.*

The purpose of this handbook is to accompany all stakeholders at school in the process of democratic school development. It is based on the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC) and it includes both theoretical explanations as well as practical tools for a whole school approach in citizenship education.

### You can use the handbook:

- In order to get familiar with important concepts and approaches
- As a stimulus for reflection
- As a "toolbox" for a school development process
- As a framework for a whole school approach in specific topics like "Digital Citizenship Education"

### Some possible entry points and ways of using the handbook:

*You are already familiar with the theoretical approaches of democratic school development and want to start with a status quo analysis of your school:*

**You can start directly with the analytical tools provided in [chapter V](#).**

*You want to know more about the role of the different stakeholders in the process of democratic school development:*

You can read [chapter IV](#) about the role of school heads, teachers, students, parents and community involvement and start from here.

*You are quite familiar with democratic school development and just want to get some fresh ideas:*

Have a look at the toolbox in [chapter III](#) and explore different approaches.

*You want to apply a whole school approach to a specific topic like Digital Citizenship Education:*

Have a look at the cyclical model described in [chapter II](#) and then adapt the assessment tools in [chapter V](#) for your purposes.

Depending on your preferred learning and working style, you can build your own path through the handbook:

- If you prefer to have the concepts clear first, start with reading [Chapter I](#) with background information, then proceed to the role of the different stakeholders and other sections.
- If you prefer to do something concrete and get to conceptual clarifications only if needed, then start with the analytical tools provided in [Chapter V](#) and have a look at the toolbox.
- If you prefer to reflect on the role of the different stakeholders, you can start with [Chapter IV](#).

## 1.2. Why is it important to become a democratic school?

Considering the ever-increasing challenges that our world faces today, education has an important role in cultivating mutual respect, inclusion, and equality. The need to support young people in becoming active, informed, and responsible citizens requires strengthening school practices to empower students to exercise self-determination in terms of their education.

Educational institutions play a crucial role in building and cultivating democratic values among students because they help them to defend their rights and responsibilities in society. Moreover, democratic schools are places where students and teachers have an equal vote in the decisions about their learning and social lives. **Students need not only Citizenship Education, but also experience of democracy in their everyday lives** to develop the essential competences that contribute to resilience against anti-democratic phenomena. In this regard, democratic education can be considered a fundamental tool for ensuring that all children have a right to have a say on matters which affect them as clearly stated in article 12 of the *UN convention on the rights of the child*.

Thus, schools must embrace the teaching of Citizenship Education not only to develop a young democratic culture but also as a vector for change against the increasing threats to fundamental



values such as peace, equity and human rights Europe is facing. Democratic schools must have a systemic impact in engaging students in their civic duties through a set of practices called Citizenship which defines a person as a member of a society (EC, 2017).

To start, it is possible to foster a democratic culture through the education system by applying anti-discriminatory approaches based on the Council of Europe standards and practices. Schools can embrace three specific dimensions to disseminate democracy: a holistic approach, a self-reflective culture and a high-performance culture according to every school level.

- 1 Firstly, schools must adopt a **holistic approach** to enhance knowledge and awareness on the concept, policies, practices and benefits of inclusive and interactive education. In doing this, it is fundamental to implement transparent decision making by school authorities and respect everyone's personality and opinion, listening to different students' points of view.
- 2 Secondly, a **self-reflective culture** should be encouraged in involving students in their planning and evaluation, enabling them to seek a change of perspective with regard to all stakeholders.
- 3 Finally, a **positive learning** culture is fundamental to allow not only students but also members of the school community such as teachers and parents to make mistakes in the learning process thanks to their active role and participation. In this context, building a democratic culture on the strengths of a school will allow educational institutions to act as community players.

#### Good practices and further information:

The Council of Europe has established the **Democratic Schools Network** because it believes that schools should set examples of inclusive and transparent decision-making by systematically using democratic principles in their work and operations, and improving their models by comparing them with other relevant actors (CoE, 2022). The Democratic Schools Network doesn't specify what a democratic school is, but how a democratic school can define a democratic culture. The network supports schools across Europe in building and maintaining democratic culture and is committed to working on six main themes (CoE, 2022):

- Making children's and students' voices heard
- Addressing controversial issues
- Preventing violence and bullying
- Dealing with propaganda, misinformation and fake news
- Tackling discrimination
- Improving well-being at school

*The Council of Europe project "Free to Speak - Safe to Learn"*  
[www.coe.int/en/web/campaign-free-to-speak-safe-to-learn](http://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn)

## I.3. What is a Whole School Approach for Citizenship Education?

The Whole School Approach (WSA) for Citizenship Education (CE) can be seen as a pathway encouraging the development of democratic citizens. In this regard, although Whole School Approaches can vary according to each school's particular situation, UNESCO, the European Commission and the Council of Europe have developed a series of tools and instruments that can be applied in different educational contexts:

- UNESCO affirms that the WSA “includes all school staff, students and community partners, and links with all aspects of school life”. The Whole School Approach is considered a key strategy to promote education in different areas such as human rights, inclusion, environmental sustainability and democratic principles (UNESCO, 2018). In the education institutions, a WSA implies collective and collaborative action in and by a school community to improve student learning, behaviour and well-being, and the conditions that support these” (IBE-UNESCO, 2013a, p. 61).
- According to the European Commission (2020), “a ‘Whole School Approach’ is an ecological way of viewing a school. The school is seen as a multidimensional and interactive system that can learn and change; an open learning hub which provides support to its environment and receives support from the community” (p.8).
- As affirmed by the Council of Europe, the adoption of a WSA in the field of Citizenship Education represents an added value as it consists of a systemic approach with personal, educational, institutional and social dimensions involving different stakeholders and actors (RFCDC, Vol.3; EC, 2020). As the CoE affirms, ‘For democracy and human rights to become a reality in daily life in a society, they should become a reality in daily life in schools. Schools are where young people often get their first opportunity outside the family to develop and practise the democratic competences that they need for active engagement and living together in diverse societies’ (RFCDC, Vol.3, p. 2). Accordingly, the adoption of a Whole School Approach to the teaching of Citizenship Education would ensure that all aspects of school life, including decision making structures and processes, teaching methods, practices and resources, staff and students behaviours and relations, would reflect democratic and human rights principles. At the same time, this can positively influence the school environment, creating a sense of safety and peace in schools, which also increases students’ performance and achievements. As affirmed in VOL. 3 of the RFCDC, ‘students who feel part of a school community and enjoy good relations with their parents and teachers are more likely to perform better academically and be happier with their lives’.

### Recommendations:

In sum, all three of the approaches briefly presented here concur that the following parameters are of particular importance:

- To adopt a global view of the school as an open system fulfilling its institutional function with full awareness of Citizenship Education (role of schools in a society)



- To emphasise CE as a core educational goal, never to be neglected despite focus on professionalisation or standards of qualifications/performance in key subject areas.
- To always contextualise this approach and consider existing resources as well as specific challenges facing the school that is undertaking the WSA approach.

## I.4. The Whole School Approach: A pathway towards CE

### How to become a truly democratic school through a WSA?

- Targeting more participation: School = microcosmos of society. Participation at school leads to more willingness to participate (not only in the political sphere, but in society as a whole)
- Targeting more equity: CE as a WSA = a step for more social justice that requires patience and mindfulness.
- Targeting more cooperation (for active change): A WSA for CE offers a systemic management based on development of democratic competences.
- Recognising complexity: both CE and WSA require specific competences.
- Supporting the development of transversal competences and the institutionalisation of CE.
- WSA as democratic school development: an exciting and rewarding journey!

### Key principles for a WSA focusing on democratic culture and Citizenship Education:

Whole-school approaches on Citizenship Education can have different focal points and priorities. They can integrate democratic values and human rights principles into teaching and learning, governance and the overall atmosphere of the school in manifold ways – depending on the local context and the specific goals.

In our view there are some key principles that are of relevance for each WSA, keeping in mind that a successful whole-school approach in CE needs the active involvement and commitment of all stakeholders in a school.

- **Participation:** Participation is a right as well as a pre-condition for the functioning of a democratic system and for a democratic culture on a more general level. When schools become places where participation can be experienced, they make an important contribution to motivate students to be active citizens.
- **Inclusiveness/Inclusion:** A true democratic culture needs an inclusive approach, an inclusive school ethos. This also includes a holistic and comprehensive approach to inclusion that includes all layers of diversity, from the inner sphere (gender, age, race, ability, etc.) to the outer (values, beliefs, income, religion, etc.) and to the environmental conditions of all stakeholders involved.

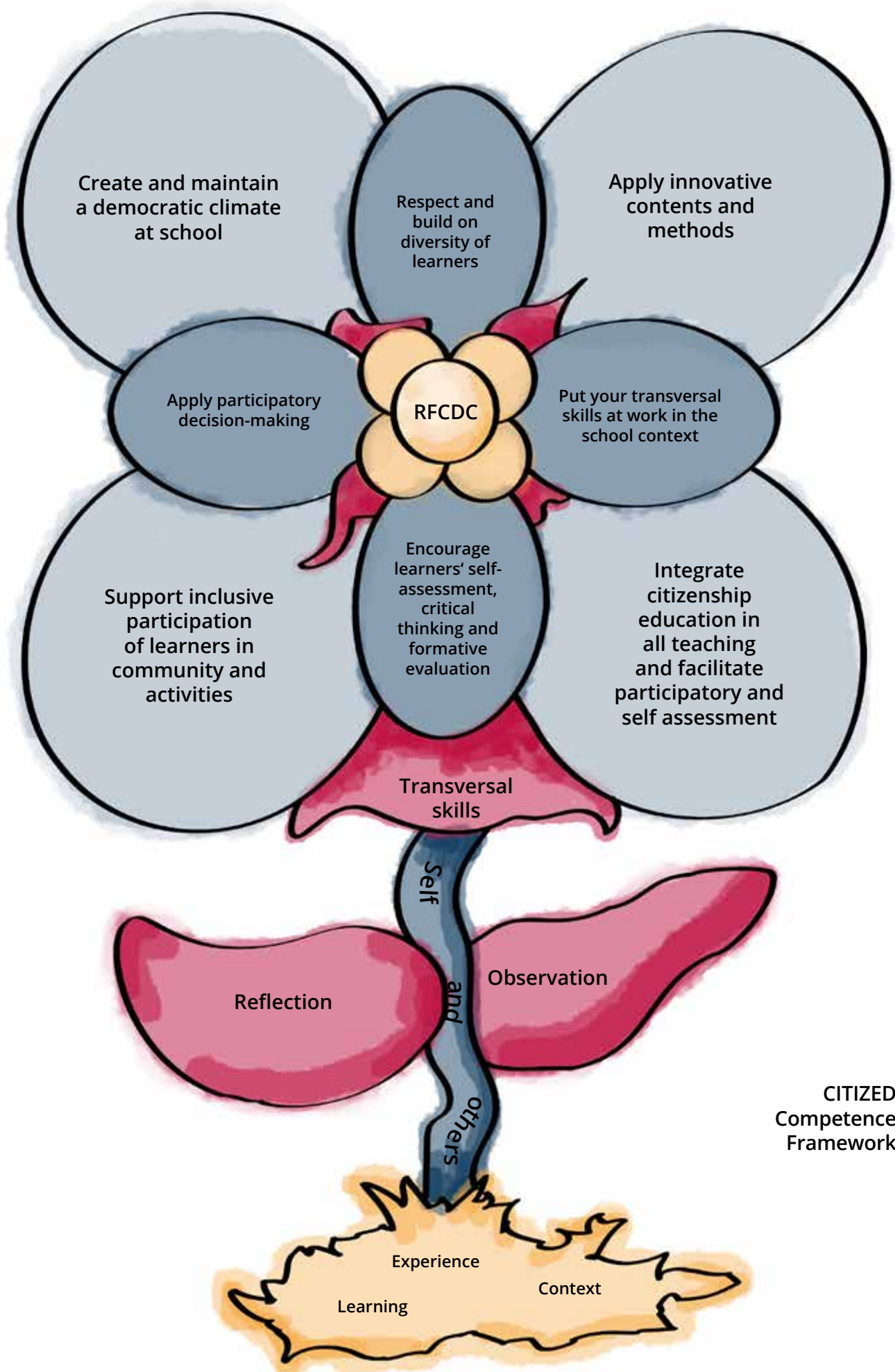
- **Empowerment** of learners as active citizens is set down as a fundamental goal in the RFCDC. This requires experience-based learning oriented alongside the defined competences for democratic culture.

Schools can set priorities and put a focus on specific issues/key principles like social justice, diversity, equity, democracy, respect, empowerment and capacity building, encouragement, integration, participation, support of local projects, reflection, self-reflection, active citizenship, responsibility, etc. This is preferable because a WSA on Citizenship Educations needs to fit to the local context.

### Which competencies for CE are addressed in a Whole School Approach?

A WSA for CE never focuses on single competences, it always addresses **clusters of competences**, like every democratic situation addresses a whole bundle of competences. Of course schools can set priorities when it comes to fostering certain competences that need to be further developed in their specific context, but the ultimate goal of all teaching and learning situations is to make a contribution to what the RFCDC calls **“competences for democratic culture”**.

CITIZED puts a focus on teachers' competences, as they are the facilitators of the concrete learning processes. Nevertheless, the competence framework developed in the project can serve as a guideline for the whole system and shows how the RFCDC can serve as a core element for setting further priorities:



## II. The CITIZED handbook for schools

### I II.1. Why a CITIZED handbook?

Implementing a Whole School Approach is an exciting, pioneering, but also complex and challenging project. The CITIZED handbook is designed to provide guidance throughout the implementation process and to offer helpful resources towards a democratic whole school. It includes **principles to facilitate the process and guidelines for practice.**

The handbook understands a Whole School Approach for Citizenship Education as:

- **A long and non-linear process** that involves many actors with different roles and functions: children and pupils, parents, teachers, school board, organisations of civil society, communities, NGOs, etc. School acts as a society interface; it supports local projects and initiatives over the long term.
- **A systemic process** that requires institutional collaborations beyond the school: the concertation with and support from school authorities promotes an action-oriented pedagogy that aims to have a real impact on life. It first requires a collective vision and inclusive ethos as well as an effort for coordination.
- **A flexible process** which must be adapted to each school. It respects the local context and local ways of working and strives for shared leadership. It empowers all stakeholders to develop their own solutions to challenges. It bases decisions and actions on the recurrent analysis and assessment of the present situation: it requires careful planning, monitoring and continuous evaluation.
- **A collective process** that nourishes itself from engagement and dialog, focuses on attitudes and supports personal development. It promotes socio-emotional learning.
- **A democratic process** that promotes a sustainable change towards social justice and participation. It should be based on supportive policies and power-sharing encouraging learning-by-doing with the participation of all stakeholders.
- **A didactic process** that should help build transversal educational competencies such as intercultural competencies in all school subjects that requires the use of appropriate methods, transformative approaches and innovative curricula.
- **A quality assurance process** in education that includes professional support for teachers. It integrates capacity-building into the school planning process.

The CITIZED handbook can **help schools set up their mission statement, to define goals, create an action plan and select adequate methods and activities.** Schools are guided towards creative thinking in order to develop strategies for learning and teaching CE adapted to the needs of all learners: participation, inclusion and empowerment represent key transversal dimensions. It is about raising awareness for CE in general and for the discrimination of marginalised groups, giving these groups a voice, perceiving their strengths, listening to their needs and

giving space for differences. It is also a matter of seeking solutions together for crucial problems of society through active engagement, in order to move towards a greater representation and participation of the interests and aspirations of all, in a democratic spirit. The school as a social microcosm can exercise this transformative power, provided that it becomes responsive to inequalities, not least institutional and educational inequalities. This is one of the key rationales underpinning this handbook, which **proposes strategies and resources to support and strengthen the cooperation and professional development** of all actors involved for more social justice and participation.

The CITIZED handbook gives an **overview on WSA implementation processes for Citizenship Education**. It complements the RFCDC conceptual framework and recommendations with practical advice and tools and collects good examples of what is already existing.

While WSA implementation usually follows similar principles, it varies in its course according to each school context. It has to combine ...

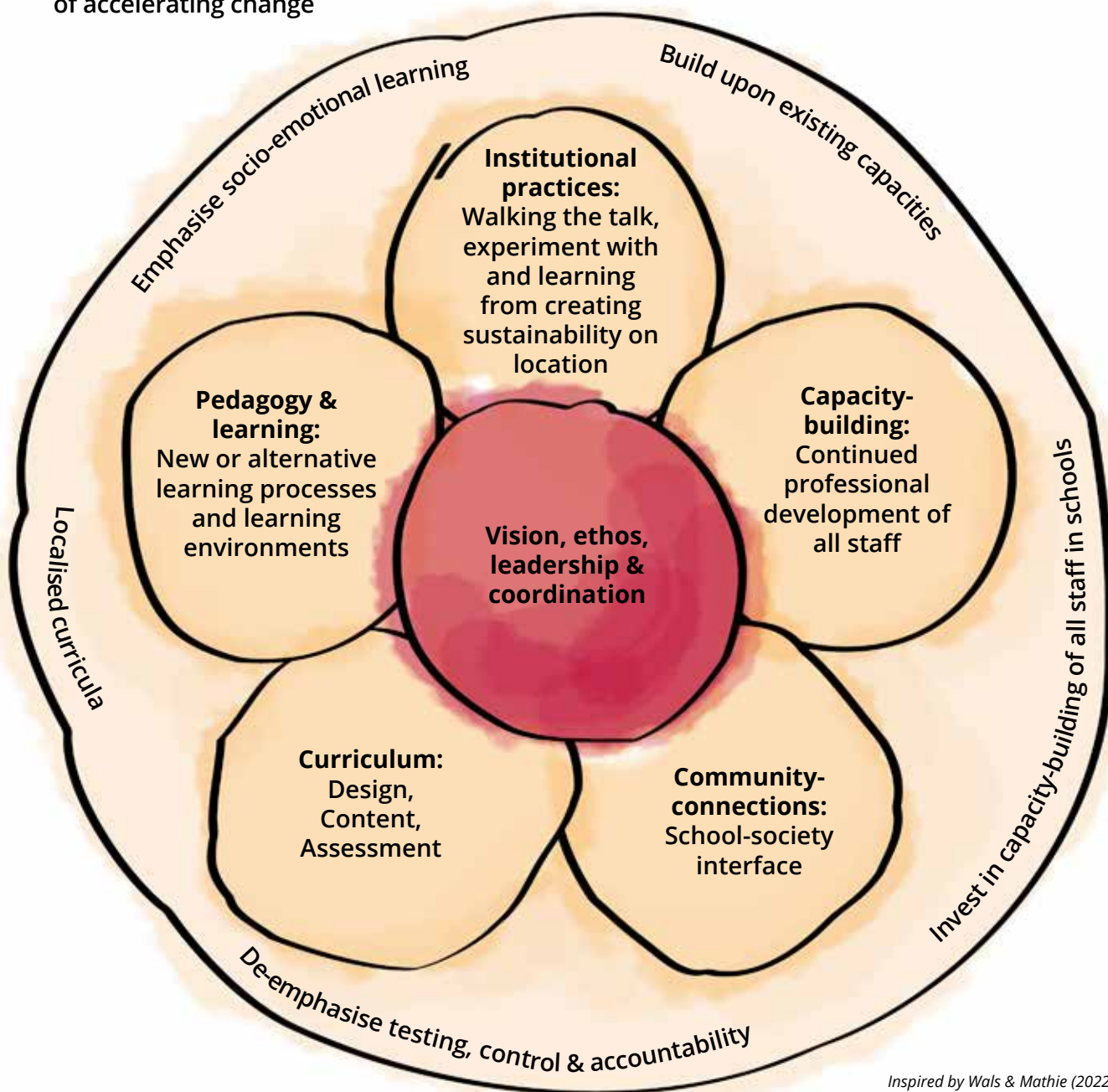
- cultural aspects, reflected in the teaching content, the mission statement, the values emphasised by the institution and the underlying objectives with ...
- structural conditions, related to the organisational framework, the means and spaces available, the modes of information and communication, and ...
- personal factors, involving human resources, attitudes, personal and professional development.

Therefore, the handbook highlights carefully selected WSA models for Citizenship Education. It suggests **a range of methods, materials and tools to ensure a transfer into practice, step by step**. Each school can pick useful tools and examples, as needed.

There is real urgency to understand Citizenship Education in both its **local and global dimensions** and to link these two within the school. In this sense, UNESCO's promotion of a WSA linked to global Citizenship Education overlaps with and complements the RFCDC recommendations. The diagram below shows the different operational strands which can easily be related to a common conception of WSA. Furthermore, it illustrates how a Whole School Approach (WSA) could support the SDG4 – Quality Education, especially in relation to sustainable development issues as covered by the other SDGs.



Learning for sustainability in times of accelerating change



Inspired by Wals & Mathie (2022). Healthy policies for enabling a Whole School Approach.

*Healthy policies for enabling a Whole School Approach.  
Support whole child, whole school and whole community approaches.*

Institutionalising global education and Citizenship Education largely faces the same challenges: one of the most crucial ones is **sustainability\***. It is about embedding project-based pedagogy in school practices, standardising inclusive approaches and making them a key pillar of education for democracy in the curriculum. The CITIZED handbook **selects examples of projects that also tackle global issues.**

*\*To go further, the following paper could be useful to better understand these objectives:*



“The concept of sustainability and its contribution towards quality transformative education”, a thematic paper from UNESCO, with the contribution of Thomas K.J. Macintyre and Arjen Wals, 2022.

Engaging as a whole school for CE is an educational and political decision with social implications. It can be seen as a commitment to democratic values and be made more binding by positioning it publicly.

## | II.2. Who is the CITIZED handbook for?

It is intended for all actors wishing to implement or already involved in a Whole School Approach for Citizenship Education, and more specifically for education professionals: practitioners in classrooms, teachers and student teachers of all subject matters, teacher educators, curriculum developers, policy makers, school boards and school leaders, in all types of schools as well as in teacher training institutions. It also considers parents, external cooperation partners, communities and organisations who aim at or are actively participating in the school’s initiatives within this framework.

There are a range of available WSA handbooks providing tools for practice, all with similar core elements but organised slightly differently and emphasising different aspects. A **key objective** of the CITIZED handbook is to **take into account both the cross-cutting dimension of a WSA and the specificity of each actor’s role**. It therefore takes the perspective of each particular group while showing how they are interrelated and interact. It primarily targets specific groups of WSA stakeholders in different sections (see [Chapter IV](#)):

- **Governance**, which is composed of school authorities at national and local level and cares for quality assurance in a democratic way by
  - providing adequate organisation and human resources,
  - promoting the consideration of international recommendations and formulating educational goals for CE,
  - embedding professional expertise in curricula and not least,
  - supporting schools on their way to CE implementation through appropriate measures on teacher training as well as monitoring and evaluation of the school development process
- **Teachers**, who facilitate the development of all learners’ CE competencies and promote human rights education through innovative teaching approaches including reflection /self-reflection and project-based cooperation
- **Pupils and students**, who represent both the main target group and the main actor-group of Citizenship Education promoting social change based on democratic values
- **Parents**, who have a strong relationship with schools and pupils/students – although decreasing with the age of their children – but are also involved in activities and carry out a variety of functions outside of school
- **Teacher trainers** (and teacher training organisations), who are involved in student practice at school and design pre- and in-service training courses

- **Civil society** (local authorities, etc.) and **communities** (associations, NGOs, etc.), which provide opportunities to develop partnerships and offer an active participation in actions that promote a sustainable democracy in schools

*In the following you will find the rationale behind the creation of the handbook for WSA itself: the underlying concept, its key principles and its content.*

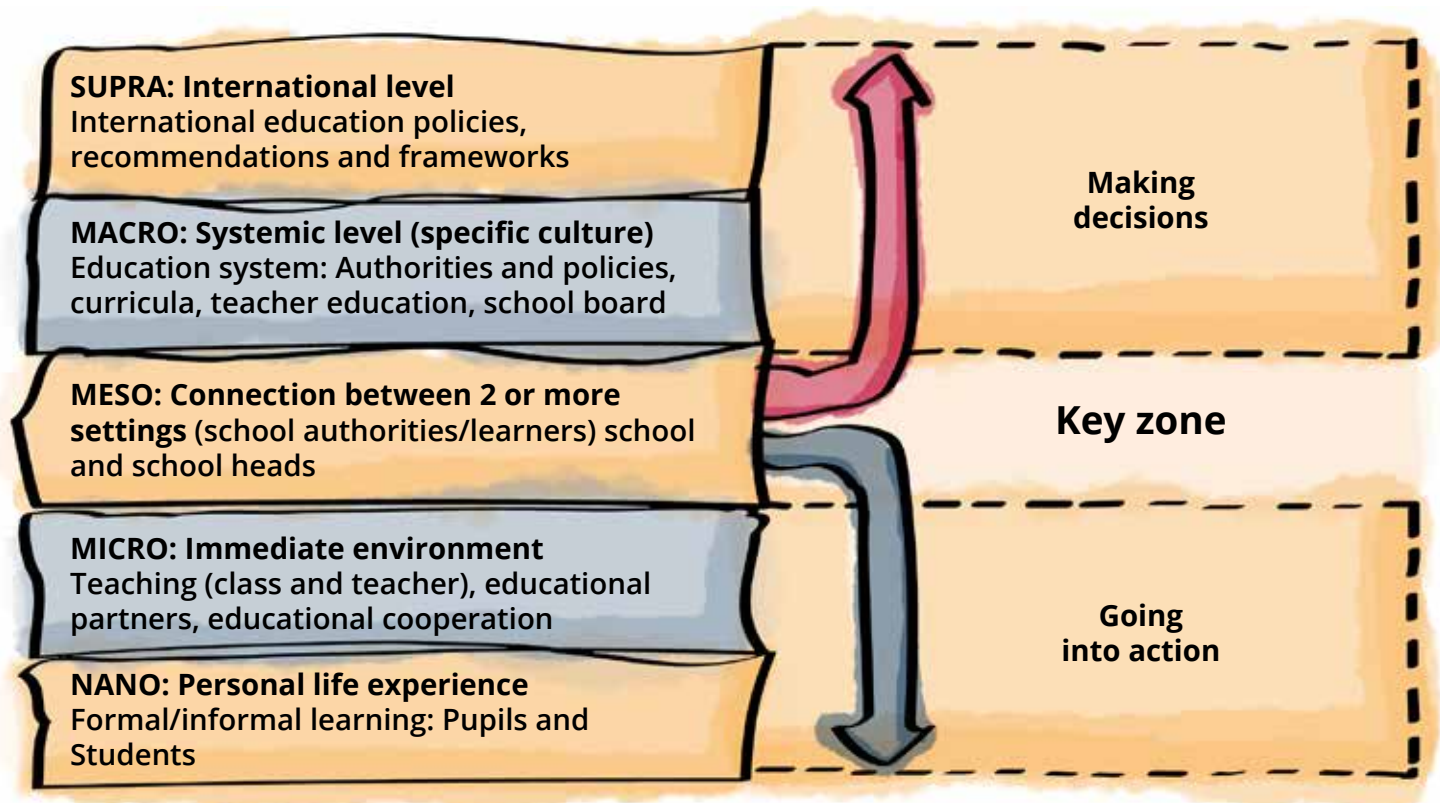
## **II.3. How does the CITIZED handbook support a WSA implementation for CE?**

### **II.3.1. The focus of the handbook lies on the actors and distinguishes different levels of action related to a WSA.**

At this point it seems important to concretise the crucial role of the school, which can be defined as the key zone where both decision-making and action are harmonised. As part of the school system and place where educational goals are brought to the targeted group of learners to be put into practice, the school as an institution is considered the most important interface. On the one hand, the school's scope of action is determined by a hierarchical relationship with school authorities, teaching staff and learners; on the other hand, a school can define its own mission statement, choose an educational focus and open up to a more or less intensive cooperation with parents and civil society. From this perspective, the role of school heads is crucial who are responsible for the implementation of education policies. Research shows that their impulse is of paramount importance to make change happen.\*

\*Van Oord, L. (2013). Towards transformative leadership in education. *International journal of leadership in education*, 16(4), 419-434.

## Key role of schools in the education system



*Inspired by Bronfenbrenner (1979). The Ecology of Human Development \*adapted from EOL, ECML*

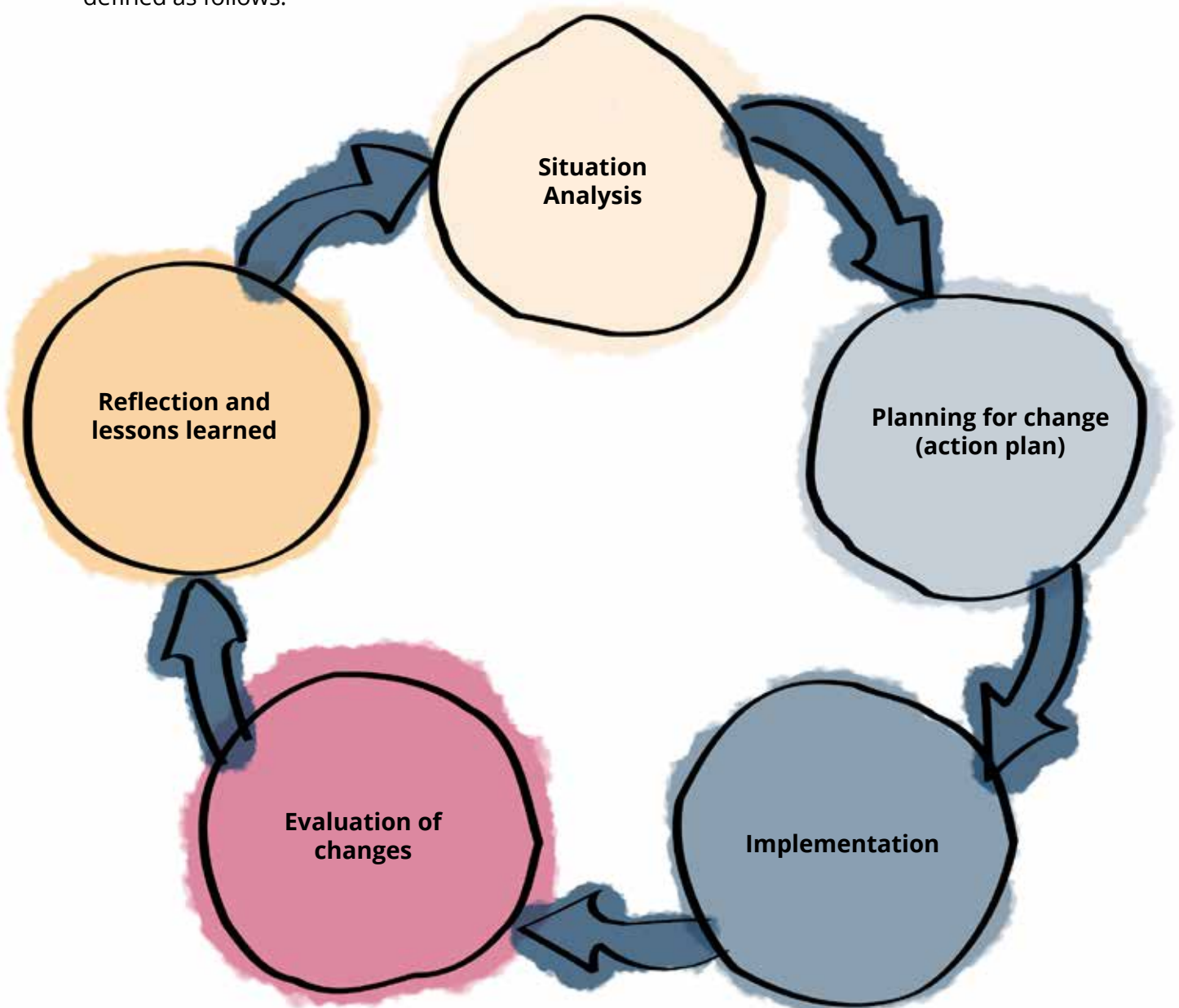
## The CITIZED toolkit supports ...

- **international policy makers** in spreading collective intelligence (e.g. the RFCDC) to improve and anchor citizenship education and human rights education in the school system, and to promote democratic values (supra level)
- **decision-makers** in raising awareness of the importance of citizenship education and highlighting its role in social justice, social inclusion and democracy (macro level)
- **schools** in assuming its mediation functions – i.e. its dynamic role in social inclusion and in the sustainability of democratic citizenship – and in developing a whole-school CE strategy for participation and social engagement (meso level)
- **teachers** in implementing reflective and participative teaching approaches to CE and fostering democratic values through cross-subject teaching and cooperation projects with civil society (micro level)
- **parents, civil society and communities** in cooperating with schools (micro level)
- **students** in becoming social actors and playing an active role in pluralistic societies (nano level)

### II.3.2. Implementation processes of a WSA are cyclical.

The CITIZED handbook takes up the implementation model in different stages highlighted in the RFDC's Volume 3 and offers various tools to support the respective actors in their task.

Five implementation steps can be distinguished to become a more democratic school by adopting a Whole School Approach. They should contribute to the promotion of a democratic culture at school level and the development of respective competences in learners. These steps are defined as follows:



*Inspired by Council of Europe – RFDC Guidance for Implementation – Guidance Document 5, 7.*

**Step 1:** To start a WSA process, it is necessary to first conduct a **situation analysis** and ascertain the current situation. It is about identifying how far principles of democracy and human rights are integrated into school life, looking at resources, challenges, strengths and weaknesses, and

considering the participation of all stakeholders. In this phase, using adequate tools can help to get an overview (e.g. whole-school assessments, SWOT analysis – see toolbox in **Chapter III**).

**Step 2:** Once the resources and needs are made visible, it is a matter of identifying potential areas of change and **developing an action plan** with concrete activities to be undertaken in order to achieve these changes (e.g. the RFCDC can be used as a guide for the choice of expected learning outcomes).

**Step 3:** At this stage it really goes to practice and it is time to **implement the action plan** involving the school community. Documentation and monitoring are part of this phase and enable the objectives to be kept in view.

**Step 4:** To ensure the quality of the actions undertaken, it is essential to **evaluate the progress and impact of the work done**. This is a self-evaluation phase, in which the school assesses its own educational performance. All key players are involved in a collective process.

**Step 5:** After this critical review of the achievements, **lessons learned are shared** with all stakeholders involved in the process. Peer exchange with other schools for feedback and dissemination of good practice can also be meaningful. Then, the school can **plan further actions accordingly**.

## **I II.4. How to relate the CITIZED handbook to the RFCDC**

The multilayered WSA concept shows the importance of applying the **principles underlying democratic schools** at several stages. These principles are summarised in the RFCDC accompanying materials. They should be used in curriculum development, teaching-learning methods and resources, assessment methods, school leadership, governance and decision-making, relationships between all players, extracurricular activities as well as in links with communities.

In this respect the CITIZED handbook **integrates the RFCDC recommendations in all its sections**. They are clustered in **three main transversal areas of action** and can be summarised as follows:

### **1 Teaching and learning** (actions to be taken in relation to curriculum, pedagogy and assessment):

- The CE principles are integrated as a cross curricular matter into all curriculum subjects.
- The classroom is a safe space where students feel able to discuss their views openly.
- Teachers provide students with opportunities to find out about and explore alternative ways of perceiving relevant issues.
- Students acquire positive high-quality participation.
- Students collect experiences through service learning and projects which are focused on issues that are of importance to the students themselves.

- Assessment methods are equitable, transparent and respectful of the dignity and rights of the learners.

## **2 School governance and culture** (actions to be taken in relation to leadership, school governance and interpersonal relationships within the school):

- Schools adopt an inclusive ethos which is safe and welcoming.
- The leadership style is nurtured by respect for democratic and intercultural principles, human rights, and participatory decision-making.
- Students get opportunities to express their views on matters of concern to them.
- The decision-making structures and procedures are inclusive.
- School policies are participative and schools provide functioning rules that guarantee equal treatment, equal access and inclusion.
- Schools set up procedures for the peaceful resolution of conflicts and disputes.
- Schools offer participative and authentic activities that enable students to exercise genuine power and to take responsibility for the outcomes.

## **3 Cooperation with civil society and communities** (actions to be taken in relation to extracurricular activities linked with communities):

- Schools provide extracurricular activities that enable students to engage actively in educational and societal issues.
- Teachers promote cooperative learning to enable meaningful interactions and contact with students from other ethnic and religious backgrounds.
- Teachers promote online dialogue with students in schools in other countries to discuss social, cultural and global issues.
- Schools establish partnerships with NGOs, youth organisations and non-formal education organisations.
- Schools establish partnerships with local authorities (for example youth councils or local municipalities).



## II.5. Which pedagogical approaches are used in the handbook?

The CITIZED handbook aims to promote democratic values within the school by supporting the development of specific areas of action and competences underpinned by the RFDC, as shown above. The recommendations, materials and tools introduced in the handbook share the following approaches:

**A democratic and participatory approach** creating supportive environments to be or become an active citizen and using inspiring models for transition and change in society: It is about experiencing democratic processes first-hand. This can be facilitated when all participants involved in the learning process can plan and negotiate aims, contents, activities and assessment together. Educators should demonstrate democratic behaviours and therefore contribute to the development of the competences of democratic culture (CDC) of learners.

**A collaborative approach** facilitating dialogue and ensuring a quality learning environment for all: By applying collaborative learning principles, classroom dynamics are deeply changed, and a wide range of CDC can be developed. The process of collaborating enables the development of openness and the motivation to accept change. The cooperation between teachers of several subjects can also lead to valuable and effective additional outcomes for the development of CDC. Furthermore, team-teaching reinforces the development of multiperspectivity and promotes anchoring in the curriculum.

**A holistic educational approach** considering school interaction with civil society and communities in all forms of learning (formal, non-formal and informal learning) through project-based activities: This pedagogical approach is particularly appropriate for the development of competencies for democratic culture because it contributes to acquiring critical understanding, to pooling appropriate attitudes, skills, knowledge, as well as to strengthening democratic values. It can be used within a specific subject area, but it is also very appropriate for cross-curricular activities and for addressing general interdisciplinary issues.

**A problem-solving approach** addressing crucial issues in society and raising awareness of their complexity, seeking solutions and taking initiatives for meaningful contributions: Service learning, which combines students' social engagement with in-classroom learning, is a form of teaching and learning that can facilitate this educational goal. It gives learners opportunities to connect knowledge, critical understanding, as well as skills acquired in a classroom setting with meaningful action targeting a real world issue.

**A reflexive and self-reflexive approach** promoting the personal development of all actors: Student-centred activities focusing on active learning place learners in the position of actors in their own learning process, rather than passive receivers of knowledge. However, this is only effective if systematic and continuous reflection is part of the learning process. Learning-by-doing and experience-based learning approaches engage students in a process in which intellectual, emotional and social skills are developed, as far as their ability to step back and look critically at themselves, their behaviour and their actions is simultaneously trained.

**An inclusive approach** empowering all actors as citizens and promoting intercultural dialogue for living together in equity and peace: It prevents vulnerable groups and marginalised people

from being discriminated against or excluded. It provides methods and “means through which citizens can communicate their views, needs, concerns and aspirations to other people who have different cultural affiliations from themselves” (Barret, 2019\*). It promotes human rights, integration, participation, personal, emotional and cognitive support, acceptance and empowerment.

*\*Barrett, M. (2019). The Council of Europe's Reference Framework of Competences for Democratic Culture: Recommendations on the use of a Whole School Approach, and new developments relating to the RFDC. Intercultura, 93, 24-29.*

# III. Let's go to practice!

## I III.1. Becoming familiar with the CITIZED handbook

### III.1.1. What does the CITIZED handbook offer?

The handbook has been designed to provide a comprehensive overview of WSA for CE and to help all stakeholders better understand and define their own role. In addition, the handbook also aims to emphasise the interconnectedness between stakeholders, identify areas for action and outline possible pathways to develop a democratic school. Its purpose is to both help and inspire schools to develop a whole-school strategy according to their needs identified in the context of a self-assessment process. It offers ...

- a short description of the main features that constitute a democratic school.
- a definition of the Whole School Approach (WSA) and brief insights into the WSA for Citizenship Education.
- the rationale for implementing this approach which explicitly links the RFCDC to school practice.
- an overview on pedagogical approaches underlying a WSA for CE.
- some key guidelines to get started with the WSA process for CE.
- a questionnaire for each stakeholder designed to assess the initial situation in school .
- a toolbox with selected resources and materials:
  - Tools for helping schools to develop their own action plan
  - Examples of inspiring school projects and activities with a range of practices which can be adapted to specific school contexts
  - Examples of (self)-reflection tools
- key recommendations for each stakeholder.
- Outline of the CITIZED project (in [Annex 1](#))
- The CITIZED partners with contact persons ([Impressum](#)).

### III.1.2. How to use the CITIZED handbook?

The handbook is conceived as a **strategic roadmap** with overall user guidelines enabling schools to set up a tailor-made whole-school strategy that supports the development of students' democratic competencies and of all stakeholders involved in the school system.

- Each chapter is designed to be **supportive to reflection and action**, including collective decision making.
- The handbook does not necessarily require a linear reading and allows several entries, depending on the needs of its readers.
- It takes the perspective of each stakeholder and offers the possibility to go into more detail, if appropriate.
- If you are looking for more support, a collection of selected online resources including examples of projects, materials and tools for implementation is available to you in the toolbox in **Chapter III**. A short description including a link to the online resource makes it easier to identify those that might be relevant in your context and to access the site immediately.
- It is recommended to become familiar with the handbook before initiating an action plan to promote CE at school level. The handbook can also be used specifically at any stage of the implementation process of the WSA, depending on your needs.

## III.2. Planning the implementation of a WSA for CE in your school

### III.2.1. How to get started with a WSA for CE?

Every school has its strengths and weaknesses, which depend on many factors: Size and facilities of the school, socio-economic background of the pupils/students, their number and diversity, already existing institutional, human and material resources, composition of the teaching staff and their qualifications, quality of management, geographical location with its assets and challenges, political orientation of the decision-makers, etc. All these factors will determine more specific issues to be addressed within and outside the school in terms of democratic culture and influence opportunities for action and projects.

*We recommend to ...*

- **Focus on your context** and gather information on the current status of CE in your environment and school(s): What is the understanding of CE there? Which key concepts are most relevant to your educational context? What are you good at? What do you need to change? ... (see also questionnaires in **Chapter V**)
- **Focus on all players** and how they are interconnected: Understand who has a say and who does not, observe how decisions are made, where participation happens and where it does not, identify the complexity of communication, involve all players and start to build teams and allocate tasks.

- **Focus on achievable goals:** Define objectives for CE in your school based on your preliminary analysis of the situation. This analysis serves to better determine the needs and the possible scope of action. Where do you want to go as a whole school? What is possible, who would have which task? How long should it take to reach the goals? What outcomes should be reached?
- **Focus on the process** and proceed step by step: Start with the situation analysis and only then create an action plan on this basis (see II.3.2., pp 18).
- **Focus on cooperation:** Look for meaningful opportunities within and outside the school according to the goals. Projects can be initiated by different stakeholders: school board, teachers, pupils/students, parents, organisations of civil society or communities. In any case, adopt a participatory approach, listen to every voice/counter-voice and address/clarify possible problem areas beforehand. The most effective projects and actions are those that have a real impact on school life and/or the immediate environment. If you are looking for inspiration, the toolbox in Chapter III could be useful to you.
- **Focus on possible methods and activities:** In order to ensure that the action plan/the project is not drawn up randomly, it is also important to select a pool of appropriate methods and activities with regard to the objectives. If you need a greater insight into pedagogical approaches, please read Chapter II.5. (pp 21).

### III.2.2. Which types of activities and actions support CE in a WSA?

Below are a few recommendations to help you select appropriate methods and design relevant activities. Look for educational strategies ...

- promoting **critical reflection on the school system and school practices:** Even though schools enjoy a certain autonomy, they remain part of a long-established school system and hardly change their own institutional culture. Most school norms are often taken for granted. Therefore, it is all the more **important to question** to what extent this culture encompasses democratic features: what about organisational structures, collective beliefs, interpersonal relationships, power relations, internal regulations, duties and rights, admission of pupils, grading systems and rankings, teaching contents, learning support, assessment methods, etc.?
- promoting **interaction between school and society:** Children go through several stages in the school system and are usually the ones who have to adapt to the respective institutions. Does the educational system bridge the gap between their parental home and society? How does the school deal with diversity and the different realities in the everyday life of its students? Does the school equip children and young people for the world outside and their future? Do children, young people and their parents have a say in school?
- School is a microcosm of society. Therefore, **collaborative and project-based activities dealing with crucial societal challenges** will help to open the school to an ever-changing world. To mention just a few examples, dealing with issues such as cultural diversity, inequity, institutional/societal discrimination, bullying, racism, migration or sustainable development is particularly suited to help modify attitudes and beliefs. Experiencing that action can make a real change will empower all stakeholders. In this respect, cooperation with parents and communities can be very fruitful.

- allowing **flexibility**: As a school contains a rather diverse community, it is not always easy to find a consensus and bring all stakeholders together in a single project. Plan activities where different scenarios are possible, use the resources of all actors and distribute different tasks. When pupils and students feel concerned, they are more likely to get engaged. Plan activities and actions addressing specific needs and interests of the people in your school. Younger children benefit from setting up activities and actions taking place in their immediate environment. With increasing age, awareness of global issues also grows.
- fostering **creativity**: A major goal of CE is to improve the quality of living together by promoting a democratic culture. If there is a need and a will for change, the next step is to find new ways. Therefore, it can also be useful to develop activities from which many ideas can emerge. Problem-solving approaches are, after all, based on creativity. Designing a project to achieve real improvements requires open space for shaping it yourself. This again increases the motivation and self-awareness to participate.
- promoting **learning together and from each other** at school level and as individuals: One of the greatest challenges of democratic culture is to achieve fairness and equity while respecting differences. Respect for others begins where there is a space for all and communication does not remain the privilege of the loudest. Inclusive approaches can be experienced through activities and projects that adapt roles and tasks to actors' own resources and abilities. Choose activities where people learn to listen and get a voice, plan projects giving space to all and allowing for complementary activities.

### | III.3. CITIZED toolbox

The CITIZED toolbox consists of a collection of online resources that you can access immediately, if needed. These resources have been selected to facilitate the process of implementing a WSA for CE in your school and should relieve you of a tedious web search.

- They serve to illustrate and concretise the more theoretical or abstract aspects of the handbook.
- They can give you guidance and inspiration on how to proceed in your school and give you some ideas for the practice.

*In general, it is not possible to use the materials straight away as you find them:  
**you need to first adapt them to your context.***

- Nevertheless, they can save you valuable time and allow you to benefit from the expertise and experience of other colleagues.
- You don't have to consult all of them, you can browse according to your needs and interests.
- On one website, you may find just a few helpful ideas or materials, and on others the whole contents may be of relevance for you.



A **brief description** is intended to give you an orientation about the purpose and contents of each resource or project, as an additional support for their selection. Most of the websites are in English, a few of them are in German, French or Italian. European projects supported by the Council of Europe are mostly available in different languages.

The toolbox offers these **tools and resources classified in a table with three phases**, although some of them could be assigned to more than one phase. The table also mentions whether the respective resource is designed for one or more specific stakeholders: e.g. teachers, pupils, parents...

## 1 Tools for supporting schools in developing their own action plan:

*Here you will find ...*

- tools for supporting the respective steps of WSA processes for CE, such as observation and self-assessment tools for schools, curricula ...
- examples of WSA implementation, with a focus on specific issues related to CE
- you can also access the CITIZED questionnaires in the handbook (see [Chapter V](#))

## 2 Examples of inspiring school projects and activities for CE:

*This category offers ...*

- a range of projects realised in different educational contexts and related to specific issues relevant for CE
- examples of activities and materials for supporting the anchoring of CE in the classroom or in school

## 3 Examples of self-reflection tools:

*The resources collected here can be used to support self-reflection. They can promote ...*

- self-reflection of teachers themselves
- self-reflection of their pupils/students in the classroom, in activities for CE
- self-reflection of other stakeholders in school, in projects for CE

# 1. Tools for supporting schools in developing their own action plan

To access the tools in this toolbox, please consult the digital version of this handbook here: [www.citized.eu/activities/whole-school-approach-toolkit](http://www.citized.eu/activities/whole-school-approach-toolkit)

Stakeholder	Tool	Description	
Parents	<b>Involving parents in plurilingual and intercultural education</b> ECML project, Council of Europe <a href="#">Link</a>	Involving parents in plurilingual and intercultural education is at the heart of inclusive education policy. Parents fosters shared education by combining different approaches: - social approach: sustaining social cohesion by strengthening the links between people, between linguistic and cultural communities; - cognitive approach: helping learners to build links between formal and non-formal education; - affective approach: helping children to construct a pluralistic identity; - educative approach: giving schools more purpose by developing connections to society at large.	EN
Parents	<b>One school, many languages. Creating an environment where all languages are valued. A handbook for schools.</b> <a href="#">Link</a>	Involving parents, examples of plurilingual families, tips for parents to enhance children's literacy and numeracy at home while keeping up their linguistic heritage in different languages.	EN
School Governance Bodies	<b>A Whole School Approach to Global Learning: Guidance for Schools</b> <a href="#">Link</a>	This guidance document has been created to follow on from the ideas provided in the previous publication, An Introduction to Global Learning: Guidance for Schools. This document focuses on Whole School Approaches to global learning which connect learning and reveal interconnections between issues, concepts and realities in our world. Whole school approaches move beyond the dedication of one or two motivated teachers and arrive at a team approach, involving both teaching and non-teaching staff and the wider school community. Evidence from best practice suggests this approach will achieve the greatest global learning outcomes across the school and will better support wider school improvement.	EN
Several stakeholders	<b>Self-assessment tool on inclusion in and around schools</b> <b>A European handbook</b> <a href="#">Link</a>	<p>This self-assessment tool can help you reflect on the inclusion policies and practices that are implemented in your school, and provide you with suggestions for further improvement.</p> <p>The self-evaluation is divided into seven areas. Each area includes a number of questions/indicators. Based on your answers, you will get a personalised report with the areas where your school already seems to be working well to prevent early school leaving and promote inclusion, and others in which there is more room for development.</p> <p>The questions are based on the NESET (Network of Experts working on the Social Dimension of Education and Training) analytical report Structural Indicators for inclusive systems in and around schools, with an emphasis on early school leaving prevention. Your self-assessment results will be accompanied by suggested resources from the European handbook for Schools and links to relevant chapters of the NESET report.</p> <p>The tool is for primary and secondary schools.</p>	EN

Stakeholder	Tool	Description	
Several stakeholders	<b>Living Democracy</b> <a href="#">Link</a>	<p>The website “Living Democracy” is an educational resource, available in multiple languages, which aims to promote democracy and human rights without additional cost to the user. The educational materials are prepared by educators from different countries and are approved by national authorities and the Council of Europe.</p> <p>The principle of the website teaching material is based on the idea that Education for Democracy and Human Rights enables students to have an active role in school and their life environment, empowers teachers, supports school leaders and provides guidance to parents in their daily life with children.</p> <p>The website provides resources for teachers, students, principals and parents.</p>	EN, FR, other languages
Several stakeholders	<b>Open Schools for Open Societies</b> <a href="#">Link</a>	The Open Schools for Open Societies project can help both parents and professionals to work more cooperatively. Together they can ensure that children develop the necessary skills and competences of the 21st century.	EN
Several stakeholders	<b>Democratic governance of schools (2007) guidelines for teachers and school leaders on adopting a democratic governance (and Whole School Approach)</b> <a href="#">Link</a>	This manual is a practical tool that is designed to bridge the gap between theory and practice in EDC. It is part of a series of tools that, together, make up the Council of Europe’s “EDC pack”. What is democratic governance and how can it benefit schools in preparing young people to become participating, democratic adult citizens? How can schools and other educational institutions evaluate how they contribute to their students’ education for democratic citizenship (EDC)? By looking at the ways in which their schools operate from day to day, the two authors of this manual, both of them heads of secondary schools, describe how the journey down the road towards democracy tends to take shape, help readers to estimate how far their school has come, and offer practical advice on starting, continuing and evaluating the journey.	EN, FR
Several stakeholders	<b>“Clean the Nature” Walk</b> <a href="#">Link</a>	For one morning or one afternoon, the whole school is leaving the classrooms’ walls to walk around their school and clean the environment. This outdoor activity is an opportunity to involve parents as accompanists and also have a preliminary sensitization session about waste separation and pollution.	FR
Several stakeholders	<b>Scuola di Pace – Montesole</b> <a href="#">Link</a>	Montesole School of Peace organises workshops intended for these professions that are mainly aimed at further training. Workshops are not only theoretical, but also real learning experiences, which aim to offer new suggestions and new possibilities of reflection for the everyday work with students, as well as new instruments or new ways to put the old instruments to use. The themes of study concern education on history and memories, the (Italian) constitution, citizenship, human rights, the emotional and social growth of young people.	IT, EN, DE
Several stakeholders	<b>A Whole-School Approach – Transition handbook</b> <a href="#">Link</a>	Drawing on research and evidence available, this whole-school approach to supporting transition sets out effective principles for a positive post-pandemic return to schools. It draws upon adapted Public Health England principles of the whole-school approach to emotional health and wellbeing, enabling longer term academic and life-long outcomes to be achieved. It summarises key concepts, approaches and signposts resources that focus on establishing a sense of safety, wellbeing, connectedness, resilience and learning. An excellent transition process is vital to ensure children are well positioned to prioritise health and wellbeing, ensuring good attendance, attainment and lifelong outcomes both now and in the future.	EN

## 2. Examples of inspiring school projects and activities for CE

Stakeholder	Tool	Description	
Parents	<p>Cyprus: A cross curricular holistic approach involving school, family and wider community.</p> <p><a href="#">Link</a></p>	<p>This report provides an analysis of practical examples of the use of a WSA to help achieve Sustainable Development Goal (SDG) 4 - Quality Education for all, and all the other connecting SDGs. Distinct but inevitably connected and reinforcing features of a WSA are highlighted.</p>	EN
School Governance Bodies	<p>Handbooks for School – School Education Gateway</p> <p><a href="#">Link</a></p>	<p>The European handbook for Schools offers concrete ideas for improving collaboration within, between and beyond schools with a view to enabling all children and young people to succeed in school. School leaders, teachers, parents and other people involved in different aspects of school life can find helpful information, examples of measures and resource material to inspire their efforts in providing effective and high-quality early childhood and school education. The aim of the handbook is to support the exchange and experience among school practitioners and policy makers.</p>	EN, FR, IT, DE, other languages
Teacher trainers	<p>Respect and tolerance to difference- respect et tolérance à la différence: Monsieur Blaireau et Madame Renarde</p> <p><a href="#">Link</a></p>	<p>Children’s comic series on respect and tolerance. The six volumes can be read independently and in any order you like.</p>	FR
Teachers	<p>COMPASS: Manual for Human Rights Education with Young People, Council of Europe</p> <p><a href="#">Link</a></p>	<p>The Compass Manual is a compilation of non-formal education activities that educate on and promote human rights education.</p>	EN, FR, IT, DE, other languages
Teachers	<p>COMPASITO: Manual for Human Rights Education with Children, Council of Europe</p> <p><a href="#">Link</a></p>	<p>COMPASITO is the adaptation of the Compass manual for children, promoting and educating on human rights education.</p>	EN
Teachers	<p>Seeds for Change: Developing Global Citizens through Play - An early Level Resource, <a href="#">HOW</a> (Highland One World, Global Learning Centre, UK), 2023</p> <p><a href="#">Link</a></p>	<p>‘Seeds for Change’ provides practical guidance, suggestions and case studies from around Scotland to encourage global citizenship education through a child-centred, play-based approach. The resource aims to provide inspiration and support for practitioners and children to explore and celebrate our diverse world with curiosity, empathy and respect.</p>	EN
Students	<p>Generation d-Liberation, Assembly handbook</p> <p><a href="#">Link</a></p>	<p>This handbook provides a clear step-by-step guide on how to organise student assemblies where students can discuss relevant political topics for them and come up with recommendations to different stakeholders. The handbook was created in the framework of the Conference on the Future of Europe and provides specific guidance on the topics of: addressing climate change, quality education, decent jobs for young people, minority rights and mental health.</p>	EN

Stakeholder	Tool	Description	
Students	<b>#EcoFighters: A guide for school students into environmental activism</b> <a href="#">Link</a>	In this guide, you will learn practical tips on how to design, implement and evaluate your own climate activism action or campaign.	EN
Students	<b>Guidelines on Peer Education</b> <a href="#">Link</a>	These guidelines are for students to carry out activities together with other students for students, promoting peer-to-peer education and setting it up in practice.	EN
Students	<b>The school student guide to the universe of democratic participation</b> <a href="#">Link</a>	This guide promotes active participation of students in elections proposing different activities and initiatives they can carry out in order to participate in elections even though they may not have the right to vote.	EN
Students	<b>All Included. Toolkit for Migrant Student Empowerment.</b> <a href="#">Link</a>	This handbook showcases how to carry out small, medium and large scale projects promoting migrant and refugee students participation, empowerment and inclusion. Those projects are by students for students.	EN
Students	<b>Manual for School Students</b> <a href="#">Link</a>	Through this manual, you will learn how students can get organised in their schools and create student representation and participation structures to advocate for their rights and make their voices heard.	EN
Several Stakeholders	<b>EDC/HRE Whole School Approach for the prevention of discrimination and violence in schools and communities</b> <a href="#">Link</a>	This publication was developed for education practitioners, policy makers and others interested to learn about strategies for preventing discrimination and violence in schools and communities through a Whole School Approach focused on the “positive values” of democracy, human rights and intercultural dialogue. This approach assumes that long-term solutions to violence and discrimination in schools involves sustainable strategies to foster the well-being of the school community in conjunction with specific strategies to raise awareness about and change behavior related to discrimination, bullying and other forms of violence.	EN
Several Stakeholders	<b>A guide to creative Verbatim Theatre – London National Theatre</b> <a href="#">Link</a>	Verbatim theatre is a type of theatre-making where the text is generated from interviews with ‘real life’ people. Video gives advice on how to create your own piece of verbatim theatre.	EN
Several Stakeholders	<b>The National Child Day. Children’s rights activity guide. Government of Toronto</b> <a href="#">Link</a>	Through this guide participants will have the opportunity to: <ul style="list-style-type: none"> <li>• Demonstrate an understanding of equality, human dignity and justice</li> <li>• Distinguish between needs and wants</li> <li>• Identify the rights and responsibilities of children in Canadian and international contexts</li> <li>• Understand the importance and interdependence of child rights</li> <li>• Explore and demonstrate an understanding of the Convention</li> <li>• Work cooperatively in groups</li> <li>• Consider and be respectful of the rights and opinions of others.</li> </ul> <p>Learning about child rights may stir up sensitive and controversial issues that require further discussion. To access more child rights resources and ideas, please visit the National Child Day website.</p>	EN, FR

Stakeholder	Tool	Description	
Several Stakeholders	<b>What Do We Do with a Difference? France and the Debate over Headscarves in School</b> <a href="#">Link</a>	The debate in France over the wearing of veils by Islamic girls in schools has served for nearly two decades as a nexus for emotional controversy and debate. Religion and secularism in public schools. Immigration and assimilation. Gender and ethnicity. Participation in democracy and public debate. Rapid social change and cherished cultural traditions. Personal, collective, and national identities. Using a unique mix of scholarly insights, first-person stories, interviews with school-age students, plus multimedia resources and examples from popular culture, What Do We Do with a Difference? uses that national debate as a way to develop an educational framework for integration, tolerance, and cultural acceptance.	EN
Several Stakeholders	<b>Teaching Mocking Bird</b> <a href="#">Link</a>	Learn how to incorporate civic education, ethical reflection and historical context into a literary exploration of Harper Lee's novel, To Kill A Mockingbird.	EN
Several Stakeholders	<b>Creative Tools: Civic engagement for Young People</b> <a href="#">Link</a>	This manual presents an approach and provides tools for engaging young people in municipal governance based on the work of Growing Up In Cities Canada.	EN
Several Stakeholders	<b>Cartooning for peace – dessins pour la paix/ dessins de presse</b> <a href="#">Link</a>	An educational tool to help students understand and work with press cartoons and caricatures.	FR
Several Stakeholders	<b>Schools Resilience handbook</b> <a href="#">Link</a>	WSA on wellbeing at school, good tools like action plan etc.	EN
Teachers	<b>Democracy Game Box</b> <a href="#">Link</a>	The Democracy Game Box includes eight printable analogue games, two of which are also available in a digital version. These games are an excellent way to build a bridge between theory and practice. They allow practitioners to create a stimulating and inclusive learning atmosphere and encourage learners to actively engage and interact with others.	EN, DE, FR, other languages
Students	<b>Toolbox to fix a broken education system</b> <a href="#">Link</a>	Become familiar with your rights as a student and with the Declaration of School Student Rights to strive for a better education and more active participation of students. You can also find more resources on activities to mobilise yourself!	EN
Students	<b>Organizing a Protest, Walkout or Boycott</b> <a href="#">Link</a>	Protests are a good way to raise awareness and demonstrate support for an issue. They can also help people feel they are part of a bigger movement and inspire them to action. The goal of protesting isn't just to yell and hold up signs, it's to inspire change and influence your community. However, protests can be controversial, so you should think about the pros and cons in your particular situation.	EN
Students	<b>Activism Inside Out</b> <a href="#">Link</a>	Personal, step-by-step guide to becoming a more effective change-maker:  Are you concerned with the current state of affairs of our planet? Do you want to create a fairer and more sustainable world? Do you struggle to keep up with all the events and crises that are happening in the world, and the accelerating pace at which they are unfolding? Do you sometimes feel a sense of hopelessness in the face of the challenges our world is going through?	EN

### | 3. Examples of self-reflection tools

Stakeholder	Tool	Description	
Teachers	<b>RFDC Teacher Self-Reflection Tool</b> <a href="#">Link</a>	The teacher self-reflection tool supports teachers and student teachers in developing their democratic professional ethos and competences. It offers guidance to teachers and multipliers throughout this development process and in their work with the Council of Europe's Reference Framework of Competences for Democratic Culture (RFDC). It can be used as a starter for getting acquainted with the RFDC, but can also be seen as a very general accompaniment to self-reflection on teaching and democratic competences.	EN, FR
Several Stakeholders	<b>Reflection methods for educators in the non-formal sector of civic education (pp. 73 ff.)</b> <a href="#">Link</a>	Low threshold methods on democratic competences for groups of up to 25 educators who come together in conferences or workshops. They can also be used for individual reflection and can be adapted for the use in the formal sector.	EN
Several Stakeholders	<b>Autobiography of intercultural Encounters (AIE), Council of Europe</b> <a href="#">Link</a>	The Autobiography is a resource designed to encourage people to think about and learn from intercultural encounters they have had either face to face or through visual media such as television, magazines, films, the Internet, etc.	EN, FR, IT, other languages
Several Stakeholders	<b>Woher komme ich? Reflexive und methodische Anregungen für eine rassismuskritische Bildungsarbeit (Where do I come from? Handbook for Reflection): G. Wolf, J. Goltz (2015)</b> <a href="#">Link</a>	Reflective and methodological suggestions for critical educational work on racism. Diakonisches Werk der evangelischen Kirche in Württemberg. Stuttgart. Co-financed by EU Integration Fund.	DE
Several Stakeholders	<b>PEPELINO: European portfolio for pre-primary educators - The plurilingual and intercultural dimension, ECML</b> <b>Self-reflection tool - also suitable for teachers in primary schools</b> <a href="#">Link (EN)</a> ; <a href="#">Link (DE)</a> ; <a href="#">Link (FR)</a>	PEPELINO is a tool for personal reflection on professional competences, focusing on the plurilingual and intercultural dimension of work with pre-primary and primary children. It was developed at the European Centre for Modern Languages of the Council of Europe. Based on language policy documents of the Language Policy Unit and the European Commission and on reference documents produced by the ECML, it seeks to encourage consideration of educational and policy issues related to the acquisition of languages of socialisation, the development of plurilingual competence, intercultural education and recognition of children's individual language repertoires when implementing curricula in different learning contexts.	EN, DE, FR



Stakeholder	Tool	Description	
Several Stakeholders	<b>Global Schools: EYD 2015 to Embed Global Learning in primary education</b> <a href="#">Link</a>	The project activities include the spread of global education in the curricula of primary schools and provide for a strong involvement of the various local authorities in Europe. The long-term purpose: the initiatives aim therefore at promoting a cultural change in teaching, designed to make students more aware of the mechanisms of historical, geographical and social factors that favour the reduction of poverty, the protection of human rights, and the promotion of sustainable lifestyles. The specific objective is to design and promote models of Global learning in primary education replicable by schools in similar systems through the creation of a European network of 155 schools that in a structured manner integrate Global learning in their curriculum.	EN
Several Stakeholders	<b>Culturally responsive teaching: a reflection guide</b> Jenny Muñiz, 2020- New America <a href="#">Link</a>	This resource is intended to support the reflexive practice and ongoing learning of culturally responsive teachers. Additionally this guide can be used by those who support teachers. Teacher training institutions and school system leaders can take a closer look at how (far) the 8 culturally responsive teaching competencies outlined in this resource are embedded.	EN
Several Stakeholders	<b>Liberté de conscience – liberté d’expression</b> <a href="#">Link</a>	Possible ways of working on the issue of freedom of expression in the classroom and its integration into the subject matter.	FR
Several Stakeholders	<b>Racisme et discrimination: Une petite flamme dans la nuit</b> <a href="#">Link</a>	Children’s book (in French) with stories about racism and injustice	FR
Several Stakeholders	<b>“France Info” runs a broadcast on fake news</b> <a href="#">Link</a>	Online podcast (in French) “The true from the false”. This is a news and “fact-checking” meeting that sifts through the small and large approximations circulating on websites and social networks.	FR
Several Stakeholders	<b>Scuola 2030. Istituto Nazionale Documentazione Innovazione Ricerca Educativa Scuola 2030. School for the creation of values.</b> <a href="#">Link</a>	The 2030 Agenda for Sustainable Development is a development agenda that 193 UN member countries signed up to in 2015. Italy, as well as many other countries, has developed its own National Strategy for Sustainable Development, which includes specific commitments and targets related to the 17 Sustainable Development Goals (SDGs) in the Agenda. In Italy, ASviS (Italian Alliance for Sustainable Development) promotes the implementation of the 2030 Agenda with the aim of raising awareness of its importance in Italian society, raising public awareness and involving all citizens, starting precisely with students and young people through schools and Education for Sustainable Development initiatives. The Scuola2030 project aims at “fostering the spread of the culture of sustainability” in schools so that they, too, become bearers of this instance and, in close contact with the territory, act actively for the pursuit of the development goals by 2030 as indicated in the 2030 Agenda.	IT

Stakeholder	Tool	Description	
Several Stakeholders	<b>Guidelines for Teachers and School Leaders towards Whole School Approaches – Learn to Change</b> <a href="#">Link</a>	The handbook is specifically designed to give you as a teacher a compact knowledge of the origins, functions, policies and strategies of the European Union. In addition, methods are included that aim, on the one hand, to enhance students' knowledge about the EU and, on the other hand, to support an understanding of and a connection with basic European values. This manual was developed with suggestions for learning for and through European values using student-centred pedagogies that are fit for upholding a democratic culture in classrooms and schools. In addition, this handbook provides accompanying material with resources for teaching about the European Union and European values.	EN
Several Stakeholders	<b>Guidelines for education for peace and "glocal" citizenship</b> <a href="#">Link</a>	The guidelines (3 pages) are the result of the work of 162 teachers who have been involved in a training and research program entitled "Peace is taught and learned". Description of good practices.	EN
Several Stakeholders	<b>Le livre des droits de l'homme. Gallimard jeunesse</b> <a href="#">Link</a>	Children's book whose objective is to make people understand human rights through illustrations and concrete examples.	FR
Several Stakeholders	<b>Freedom of expression: Liberté d'expression</b> <a href="#">Link</a>	Short video in French (3min.) in which a child explains with his own words what freedom of expression is.	FR
Students	<b>Council of Europe: Autobiography of Intercultural Encounters.</b> <a href="#">Link</a>	This resource is designed to encourage people to think about and learn from intercultural encounters they have had face to face.  The focus is on intercultural encounters that have made a strong impression or had a long-lasting effect. In discovering what underlies these encounters, users become more aware of their experience and reflect on their reactions, thereby developing their intercultural competences.	EN, FR, IT, other languages
Students	<b>Council of Europe: Images of Others: an Autobiography of Intercultural Encounters through Visual Media.</b> <a href="#">Link</a>	This resource is designed to encourage people to think about and learn from intercultural encounters they have had through visual media such as television, magazines, films, the Internet, etc.  The focus is on intercultural encounters that have made a strong impression or had a long-lasting effect. In discovering what underlies these encounters, users become more aware of their experience and reflect on their reactions, thereby developing their intercultural competences.	EN, FR

## IV. In a nutshell: Key recommendations for the WSA stakeholders

### IV.1. If you are a school head or if you are part of the school governing bodies

#### Who is this section for?

If you are – at any level – involved in the school leadership, as a school director or as a member of any kind of school governing body (SGB), this chapter is for you.

The leadership of a school plays a crucial role in all school development processes, also when it comes to democratic school development. Only when the school leadership supports the process new strategies can be developed and implemented. For a whole-school approach to citizenship education, this means recognising citizenship education as a central educational goal for which time and resources must be made available.

Democratic school development processes that take a whole-school approach can improve the overall quality and standards of teaching and learning. A whole-school approach also allows for continuous planning, monitoring and evaluation of all school practices and an effective assessment of learning processes.

#### Challenges:

The development of collaborative behaviours requires time and a change of approach and mind-set in each individual person and in the system as a whole. Therefore, a whole-school approach usually contains both top-down and bottom-up elements; and it requires the cooperation and active participation of all stakeholders.

- **The opportunities and benefits of adopting a WSA on CE strongly exceed its challenges and difficulties**, as it is beneficial to all learners, not only to those exposed to risks such as exclusion, learning difficulties or dropping out of school.
- **A WSA on CE can help governing bodies** in addressing many issues that are currently gaining importance in society and school, such as the increase of inequality and social exclusion.
- **Democratic school development processes are challenging, also for the school management.** It is their task to create supportive conditions for the development of a whole-school approach in this area. This means providing time, space and resources for a participatory effort to define needs and areas for improvement, to implement citizenship education approaches, and to evaluate and reformulate specific goals as needed.

## Methodology: How to do it – What can you do?

In a WSA, the school governing body (SGB) can play a key role for Citizenship Education (CE) implementation in many ways: empowering the school staff, institutionalising CE, enabling the dissemination and the development of curricula, providing opportunities for participation in the institutional context, ensuring adequate legal framework conditions, providing adequate time resources etc.

- Thus, the important role of SGB is to encourage, enable, support, recognise, evaluate and reward teachers, learners and other stakeholders that directly intervene in the daily practice.
- Governing bodies should consider themselves agents of change. At the same time they should have a supportive role in their relation to students, teachers, the whole school staff and the community around the school.
- School management is also the link between school and society. For example, it is the task of the school management to obtain financial resources and expertise from relevant institutions and associations in order to promote democratic school development and civic education at school.

## How can SGB implement the Whole School Approach?

The Whole School Approach is a cyclical process that can be restarted, anytime a new need or possible improvement is identified. Here are 5 steps to keep as guidelines if you want to develop a Citizenship Education action:

- **Step 1: Analyse the situation:** status quo analysis collecting strength and needs;
- **Step 2: Identify potential of change:** follow the recommendations of the CoE: Democratic Governance of Schools (2007) and develop a vision, set up goals and support key actors;
- **Step 3: Implement an action plan,** establishing meaningful collaborations when necessary;
- **Step 4: Evaluate communication,** process and action: define success indicators and monitor them, analyse results and assess the collective evaluation process;
- **Step 5: Share the lessons learnt:** share results and good practices through open-house days, students' volunteering projects, public presentations etc.

*For more information on the cyclical process of the WSA, we invite you to read more in [Chapter 11.3.2., \(pp 18\)](#).*

## How to collaborate with others:

Democratic governance refers to the entire school system, including the relationships between teachers, pupils and parents, as well as the way in which the school management shapes everyday situations, possible conflicts or informal encounters in everyday school life.

*Often, indicators of the level of democratic governance within a school can be identified in elements, such as 'the tone in the messages on the notice boards; the way SGB communicate with pupils and*

*staff; the state of walls and furniture; the social intercourse in the school yard and outside classrooms etc. To what degree school heads, students and staff share responsibility for the school is reflected in their behaviour on all levels.'* (CoE, 2007, p. 21).

School management and school supervision should bear in mind that cooperation is of fundamental importance for a successful implementation of a whole-school approach. To this end, it is a good idea to use existing positive developments as a starting point for further development and improvement and to interact and enter into dialogue with existing school structures: student councils, school committees and similar bodies.

### **Guidelines to interact with different actors in the school:**

- The creation of democratic spaces for discussion is strongly recommended: SGB should involve all actors in decision-making processes, acknowledging them as actors for change.
- Teachers should be considered as key actors: teachers' engagement should be promoted and supported by welcoming their suggestions, encouraging their participation in decision-making and facilitating their professional development. This can be done by providing them with training in the field of Citizenship Education. Staff meetings and multi-disciplinary collaboration among teaching and non-teaching staff can be encouraged.
- Students should also be strongly considered as agents of change: a space for them to be heard and listened to should be set up. Laboratories, activities and workshops on Citizenship Education should be promoted in every class.
- The community around the school should also be involved in the internal school activities. Cooperation among schools and educational networks regarding the Whole School Approach and Citizenship Education are crucial.
- Parents should also be invited to participate in school activities through parental consultations etc.

## | IV.2. If you are a teacher

### Who is this section for?

If you are a teacher, this section is for you! You have a key function at the school and therefore have enormous potential to help shape a democratic school development process in your school.

### *Some key aspects to be considered:*

- Teachers are key players in a whole-school approach to citizenship education. Their commitment promotes a democratic culture in education and integrates human rights education and inclusive education.
- Participatory approaches and innovative teaching strategies for the classroom and for the whole school can significantly contribute to strengthening democratic competences of students and changing the mindset of the entire school staff – especially when carried out in cooperation with parents and communities.
- Reflection on one's own attitudes, beliefs and values is an important element in the whole-school approach to citizenship education. Self-reflection develops the competences teachers need to foster democratic competences in learners - for a positive approach to diversity, respect for all people and the planet as a whole, and strengthening resilience against discrimination and injustice.

*For more information on the Whole School Approach and on how to use this handbook, we invite you to read [Chapter I \(pp 5\)](#) and [II \(pp 12\)](#).*

### Challenges:

As a teacher, contributing to the development of a democratic culture in your school may mean facing various challenges. To name a few:

- Questioning your own behaviour, your institutional framework and your professional goals regarding democratic values;
- Dealing with power relations and exploring new pathways towards a democratic school and teaching culture: finding a balance between authority and autonomy, promoting participation and equity;
- Dealing with diversity (in society, in school, in the classroom, among colleagues, with your own mindset...);
- Dealing with fears, prejudices, conflicts, individual and collective beliefs;
- Promoting critical thinking about society and citizenship in school, developing a sense of equity and responsibility;



- Promoting and accompanying pupils' and students' active engagement: "opening the classroom to the world".
- Assessing CE competencies and establishing a culture of formative evaluation in your school. In this regard the RFDC could be useful to you.

*We also recommend **Chapter II.4. (pp 19)** of the *CITIZED* handbook if you want to know how to relate it to the RFDC.*

### Methodology: What can you do and how?

Implementing a Whole School Approach for CE is a complex cyclical process that requires that you first gain an overview of your school's strengths and weaknesses in terms of democratic values and practices. It also means that you should not stand alone, but interact at different levels of the school system and plan your teaching aims for CE with other educational partners.

- A WSA requires a systemic look at power structures and transparent professional communication;
- The careful planning of actions and projects with all stakeholders is a prerequisite for successful outcomes, since in a WSA the focus not only lies on the project goals, but on the entire process of promoting a democratic culture;
- The quality of the results is also an indicator for the quality of the processes towards a democratic school. Monitoring through ongoing reflection and a final evaluation complete the cyclical process.
- In turn, the final evaluation should be the basis for planning next steps.

*For more information on the implementation processes, we invite you to read **Chapter II.3.2. (pp 18)**.*

### How can you engage in a WSA for Citizenship Education?

In your classroom, it's mainly about helping pupils/students to become concerned and engaged in CE, regardless of which subject you teach. For this to happen, creating a safe environment and an appropriate atmosphere that allows for dialogue and discussion about crucial social topics and sensitive personal issues such as identities, bullying, etc is required. This can be best achieved through inclusive approaches to teaching.

*Your role as a teacher supporting the implementation of a Whole School Approach for CE is very diverse. You can be ...*

- **A facilitator** on the journey to a democratic school, implementing participative approaches, empowering pupils and students to be part of decision-making processes and become responsible citizens;

- **An advisor**, ensuring equity, supporting the learners' agency (= their ability to act) and providing the needed support for students to engage in the school's democratic processes and institutions;
- **A moderator**, dealing with conflicting values and tackling controversial discussions;
- **A co-educator**, together with parents, communities, and other actors;
- **A mediator**, e.g. between parents and students;
- **A manager** who plans, helps coordinate and monitor actions or projects within the school, with communities, with parents, and other actors.

*We recommend **Chapter II.5. (pp 21)** if you want to read more about appropriate pedagogical approaches for CE. In the Toolbox **Chapter III.3 (pp 26)** you will also find some tools and best-practice examples that could help you to plan your teaching activities.*

### How to collaborate with others:

Acting as a whole school may require some effort. As a teacher, you are involved in all phases of the implementation and have different stakeholders or partners who will co-design the action plan and ensure its implementation with you. Bringing together all the people involved in a WSA for CE is not easy and certainly requires many discussions, but it can also change the school atmosphere positively and empower everyone. Getting engaged in crucial issues related to CE in your school and in society requires looking far beyond the classroom and working with multi-professional teams.

### As a teacher you can collaborate with:

- **The school board:** You can contribute to an interdisciplinary analysis of the power relations and social climate in your school, to the mission statement and to the selection of key principles for CE together with the school head. You can support the implementation of these principles as well as of appropriate curricula for CE in your teaching;
- **Other teachers:** you can plan, coordinate or manage actions and projects together. You can learn from existing good practices and be open to suggestions from your colleagues;
- **Pupils and students:** Pupils/students are partners who can also help you learn. As a teacher, you should be aware of the beliefs and values of the communities your students are coming from in order to be responsive to them. Listen to your pupils/students and become aware of their needs, support them in designing actions or projects for CE. Give them free spaces where they can take initiative, express themselves and share without inhibitions, while at the same time getting guidance from you to acquire and experience democratic values.
- **Parents:** Give a voice to parents too, treat them with the respect due to co-educators and support them in co-designing actions or projects for CE;

- **Communities:** Open your classroom for service-learning and for projects in the community. Such actions and projects can actually make a difference, strengthen citizenship education skills and enable the acquisition of social skills.
- **Teacher trainers:** are responsible for teacher education and in-service training and are at your side when you need support. They can help you reflect on your attitudes, beliefs and values about CE. They can give you methodological support and, if requested, accompany the development of a democratic culture in your school as advisors.

## IV.3. If you are a student or a student organisation

### Who is this section for?

If you're a student, this section is for you! Students are the biggest part of the school community, however, too often their opinions and voices remain silenced by the education system. This chapter can be used by any student to take action and learn Citizenship Education in practice.

Participation is an important principle in the Convention on the Rights of the Child, which says that children have the right to express themselves freely, to receive and share views and information. The Convention recognises the importance of giving children an opportunity to influence decision making concerning them and their rights and to actively participate as citizens and actors of change. As in broader society, the principle of active participation needs to be recognised as a cornerstone of the school system.

### Challenges:

- **Being heard:** Students hear many times that “young people are not interested”, or “young people do not want to engage”. However, as we have seen with the Fridays for Future movement, students do want to have an active role in shaping the society of the present, the future they will inherit. Despite this, the participation processes and structures are not designed to include students' needs, ideas and concerns, so one of the first steps is to create those spaces for participation of school students and to reform pseudo-participatory institutions. You can find out more about different types of youth participation [here](#).
- **Getting others involved:** sometimes it can be hard to get other students motivated and involved because of the lack of participation culture and because this may be seen as an “extra task” for which many may not have enough time or enough interest to get engaged. Here it is very important to collaborate with other school actors to acquire student participation during school time and within school curricula to remove the barriers for participation.
- **Student representation:** it may be useful for you to reflect on questions such as: How do I represent my group? How do I want to be represented?
- **Getting started:** in the beginning you may not know how to start and it may feel that the process will be very long and challenging, but in this chapter we hope to give you some useful tools to get you started.

### Methodology/how to do it – What can you do?

- **Organise yourself**
  - Creating participation and students' representation structures in your school
  - Creating a students union or organisation in your school
  - Proposing your own activities during or outside school hours

## ■ Activities

- **Peer education:** carry out informal or organised activities with your peers to develop their knowledge, skills, beliefs and attitudes enabling them to be responsible for themselves and others and to create a space where they can feel well, safe and respected.
- **Student assemblies:** You can gather students to discuss a topic that is important to you and come up with recommendations or solutions. More information on how to organise a student assembly [here](#).
- **Outdoor/out of school activities:** You can propose or carry out activities that foster experiential learning and active citizenship. These activities can take place in nature, in another part of your town, cooperating with other NGOs, within other institutions, with the youth centre in your neighbourhood etc.
- **School audit and action plan:** to know how to take action, it is useful to first identify your school's needs and obstacles. Afterwards, it is necessary to make a concrete proposal that includes all the steps and information on how the action is going to be carried out ("action plan").

## How to collaborate with others:

### ■ With other students:

- Gather with other students: motivate your friends or classmates to carry out Citizenship Education activities and to have a say in school.
- There is normally an elected representative in each class: gather them to see which activities you can implement at different levels.
- Representation: Some schools have student councils/parliaments, get in touch with them.
- If your school does not have a student council or parliament, gather other classroom representatives or motivated students to create your own structure. Then, you can talk to your teachers and the governing board to develop a students' participation structure, according to the procedures of your country/region. More on how to create a student organisation [here](#).

- **With teachers:** You can start by contacting the Citizenship Education teacher or the teachers that can more easily become your allies and support you, convincing also other teachers, parents and the school board, and by leaving space in the classroom for students to participate and self-organise.

### ■ With the school board:

- If there is student representation in the school board: work on involving more students and getting more active and stronger representation.
- If there is no student representation in the school board: work together with other students and teachers to develop this structure.

- **With the community:** many students may already practice extra-curricular activities such as leisure activities, volunteering, etc. Why not approach them to see how you or your school can collaborate with them?

- **With parents:** it may be hard sometimes for parents to understand the students' need to organise autonomously and to have their own spaces to discuss, or to allow for extra-curricular or out-of-school activities. You can explain the benefits of this type of learning to them for your education and your future, and find allies in other school stakeholders to support you.



## IV.4. If you are a parent or a parents organisation

Who is this section for?

Parents and parents' associations

- CITIZED wants to contribute to parents' associations recognising democratic school development as an important and positive contribution to the educational success of their children.
- Parents' associations can support a Whole School Approach to Citizenship Education or even initiate it themselves, if a school has not yet started with it.

*For more information on the Whole School Approach and on how to use this handbook, we invite you to read [Chapter I](#) and [II](#).*

Parents as stakeholders of the school system:

Parents are important stakeholders in the school system. That's why they should play an important role in a Whole School Approach to Citizenship Education.

Parents as primary caregivers of a growing child are an important model for his or her social competences such as respect, tolerance, participation in the classroom. **The way a child is allowed to participate in decision-making in the family strongly influences their development.** Educators cannot therefore limit themselves to educating the child alone, detached from its family context. Rather, they should strive to **establish a "togetherness" between the parental home and the educational institution.**

*Parents are also part of the greater school community. For more information about the community as a stakeholder within the Whole School Approach, we kindly refer you to [Chapter IV.6.](#) of this handbook.*

In cooperation with parents, communication must always flow in both directions:

On the one hand, the educators receive information about the child's family environment. This makes it easier for them to understand the child's personal characteristics and difficulties, to respond adequately to the child's needs, and to start supporting the child at the exact point in his or her development.

On the other hand, parents receive information about their child's behaviour outside the family. They have the opportunity to get to know their child from the point of view of someone who is not part of the family. They can check to what extent they agree with the educators' educational goals, discuss these with them if necessary and also reflect on their own educational behaviour. In addition, parents have the opportunity to receive either direct professional advice or information about appropriate counselling options.

## What does this mean for a Whole School Approach to Citizenship Education?

If the goal of **promoting democratic competences (respect, tolerance, participation)** is supported **jointly** by school and home, the chances of success are much higher. Children and young people then receive the same messages from both important reference systems.

**Therefore, it is important that the school communicates its approach to parents:** that young people learn about democracy, but also through democracy (by experiencing real participation) and for democracy (by being guided to develop democratic skills).

The school should provide **possibilities for the parents to reflect on Citizenship Education**, both amongst themselves and together with the educators.

**Good Practice: Parents and the school make a joint commitment to Citizenship Education.**

## Why - the motivation for parents' involvement:

On the one hand, quite simply, **parents have a right to participate** in school life, because they have a say in the education of their children. On the other hand, for a school, active **parents who are interested in their children's learning progress are an asset.**

- If you are a parent and want to get more involved in your children's school, we recommend you to not try to do it alone, but instead collaborate with other parents and think of ways to interact. Maybe there is already a parents association you can join? If not, you can think of ways how you can get in touch with other parents (regular meetings, founding a parents association, etc.).
- We also recommend checking the Toolbox in ***Chapter III.3.*** for tools and best-practice examples that can help you get more involved at your children's school.

## The role of parents in the school system / specific challenges:

- Parents have a special role in the school system. They have specific rights and duties: the right to decide on their child's education and upbringing, but also the obligation to exercise this right in the child's best interest. That's why parents usually are very much interested in how their children are doing at school.
- As young people get older, the role of parents changes. The young people decide more and more for themselves and no longer need their parents as representatives for their concerns. In a Whole School Approach to Citizenship Education, this evolving role is taken into account.
- One issue that is particularly relevant in a Whole School Approach to Citizenship Education is the tension between parental rights and children's rights. Who decides what?

**Resource:** *Parental rights under the European Convention on Human Rights (ECHR): Dealing with different political or ideological beliefs. ([Link](#))*

## | IV.5. If you are a teacher trainer

### 1. Who is this section for?

This section targets teacher education institutions, faculties of education and teacher training centres. It is **dedicated to teacher trainers** and considers the professional competencies encompassing values, attitudes, skills, knowledge and critical thinking that teachers need to acquire in order to teach CE in a Whole School Approach. The main goal should be to empower all learners to become autonomous and respectful democratic citizens by equipping them with the competencies needed for democracy and intercultural dialogue, making the whole school a learning space for all its stakeholders.

### What needs to be considered?

Interventions aiming to develop social skills are most successful when they involve **Whole School Approaches** and are **part of the school culture and activities** including the student's parents or care-takers.

**Some teachers are reluctant** to approach controversial issues such as migration, religion and racism as they **do not feel competent** or fear classroom unrest including challenging behaviours from parts of the students. Teachers need to be provided with **strong support and foundations** to become **promoters of education to citizenship** and become **confident** they can play an important role in the development of their school community **to engage in positive and active Citizenship Education**.

### Competences to be developed:

- Basic Knowledge in Citizenship Education of local, national and global issues including political, sociological, psychological, pedagogic, ethical, and media perspectives.
- Methodological competencies based on practical experiences and learning-by-doing.
- Methodological competencies based on teaching and using active teaching methods including dialogue, brainstorming, role play, group work, planned games, etc.
- Knowledge and skills about personal, social and health education.
- Methodological competencies in developing a positive climate in the classroom with attention to students' attitudes and beliefs.
- General academic competences like critical thinking, problem analysing, etc.

### How to proceed?

- Teachers and pre-service teachers can be invited to design a school audit to assess the way CE is taught and implemented at school and to identify needs.

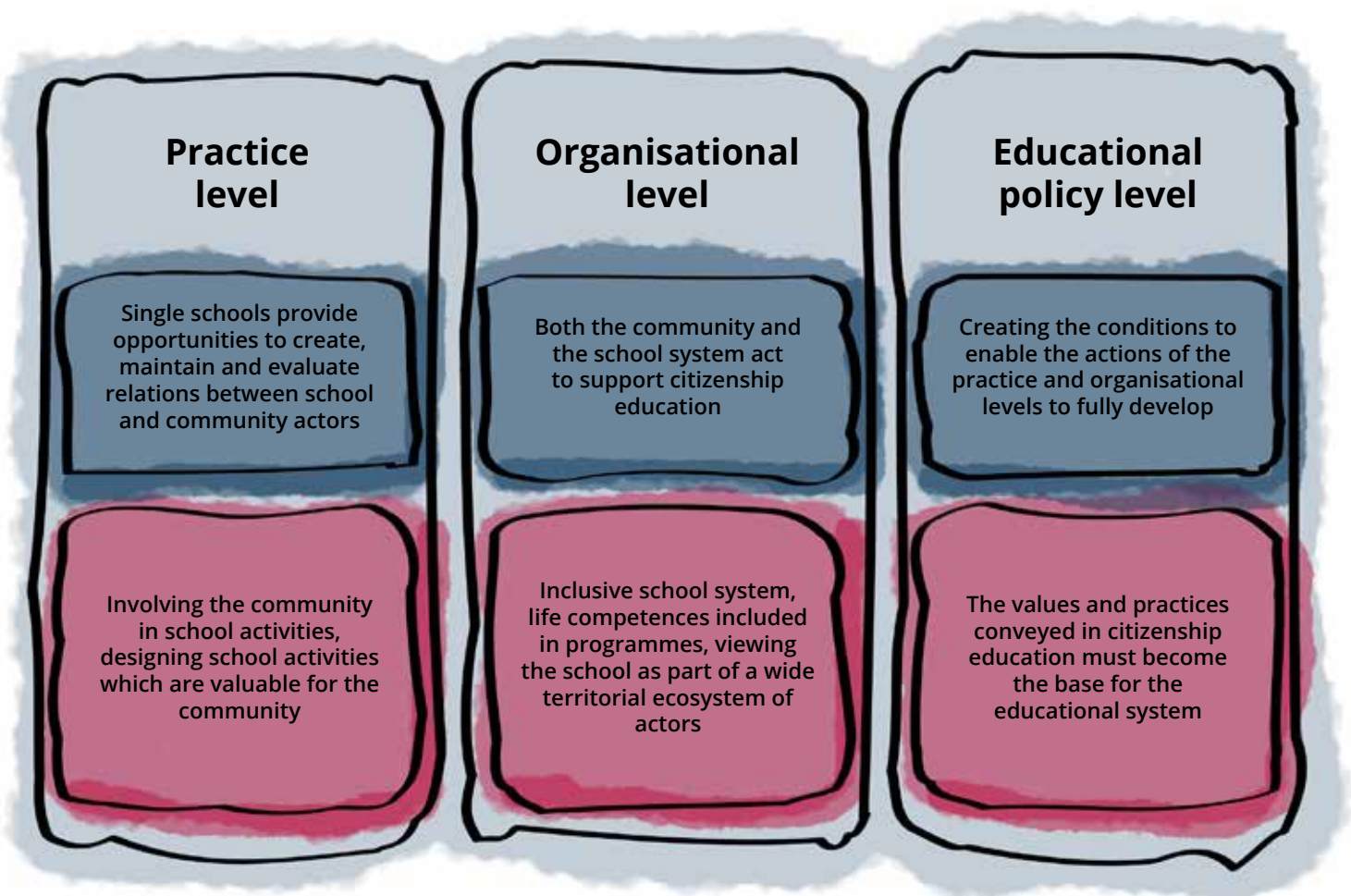
- Learning how to plan a system wide intervention: What support is needed? What kind of infrastructure is needed? Time frame? Materials? What would be the potential barriers for engaging in a Whole School Approach? How could these barriers be overcome?
- Communication to the whole community is paramount. This promotes the adhesion to the project and prevents resistance from colleagues who might not have any interest in the process.
- Identify which subjects could be used as a (support) to teach CE content, values and behaviours and how these could be linked to the curriculum in a cross-curricular approach.
- Work on concrete cases and offer the possibility to practise. For instance, immersive drama inspired by the “Theater of the Oppressed” is an applied drama technique and participatory theatre practice created to empower individuals to social change. It contributes to the learning of conflict-solving, cross-cultural communication, bullying and discrimination prevention, negotiation, and group building. As a teacher trainer you can guide participants through the whole process of creating and managing a forum theatre play, including the production of an actual theatre piece to be played in front of an audience based on actual cases encountered in the school. This process could engage other teacher trainers in history/art/languages/psychology etc. so that teachers could have a concrete model of what can be done in a cross-curricular perspective and in a collaborative manner.
- Propose to teachers to identify and reflect on potential stakeholders, partners or other agencies who could provide some support to an innovative WSA initiative on Citizenship Education (see [section IV.2](#). If you are a teacher).
- Provide learners the information and skills to search and retrieve relevant research findings and to be able to interpret and use them to guide decision making in their daily practice. Collaborative action research in cooperation with universities can be an interesting option as it enables to transform/improve practice, providing new knowledge at the same time.
- Ask teachers to design activities that could be implemented at school and followed up at home including parents, i.e. work on interculturality based on children’s stories from each country represented in the class for primary schools, the representation of their own country’s customs etc. (see [section IV.2](#). If you are a teacher and [section IV.4](#). If you are a parent or a parents organisation).
- Lead learners to set up an online network of schools who are working on CE to share knowledge and experiences. Introduce teachers to European schools networks. They will be able to use such a network in later CE activities.
- Think about how you can get students involved and become actors of Citizenship Education. Youth empowerment through youth led activities is shown to be effective in terms of school-based interventions, e.g. setting up working groups on issues such as (cyber-)bullying or the school climate. Organise student groups based on clear principles (see [section IV.3](#). If you are a student or a student organisation).
- Provide learners with guidance on how to monitor their progress when implementing WSA interventions for CE to improve their quality and assess their impact (c.f. Guskey 2000: Five Critical Levels of Professional Development).

## IV.6. Community involvement: Educational cooperation with communities

In a whole-school approach, the school's relations to the community are important. This concerns many different places of learning, such as institutions of politics (municipality, parliament, etc.), civil society offerings (NGOs, etc.), places of remembrance (memorials), institutions of social life (old people's homes, etc.) or cultural life (museums, theatres, libraries, etc.).

*The relationship between school and the community in which it is embedded is comprised of different levels:*

- **At the single "school level" (practice):** the relations happen as far as there is enough space and will to carry them. That takes three main elements: the relations between actors, the activities that enable, foster, support sustain these relations, and the recognition of the benefits from them; some elements characterise this level, such as:
  - the degree of "openness" of the school;
  - how community actors are invited into the school and school activities and how school activities are considered useful or valuable for the community;
  - how "mixed" activities may happen, in and out of the school, with children and other community members;
  - how the evaluation of such relations takes place, including community and societal challenges.
- **At the school system level (organisation):** here we are mostly dealing with ideas such as the Whole School Approach, the inclusiveness of the school system, the inclusion of "life competences" in the school system programmes.
- **At the city life level (organisation):** the organisation of the city (or district, or the territory at large) is not only considering the school system as a member of the municipal / territorial system, but more largely thinking of the territorial ecosystem as a full network of actors, actions, structures, interests, concerns, and resources.
- **At the educational policy level and at the citizenship policy level (policy):** learning to be a citizen and acting as a responsible citizen result from the integration of a set of ideas, principles, practices, values, attitudes that should be declared as the fundamentals ruling the life of the city and constituting the roots of the educational system; only then the organisational and practical levels will have the possibility to take their full development and ensure the largest benefit for all the actors.



## Why to engage?

### ■ Challenges and opportunities:

Communities are a complementary place of learning to schools. Community education aims to combine educational work with community work because democratic learning is dependent on learning opportunities within and for the community. The competence to participate in society is achieved through empowerment for collective development processes, which makes the integration of formal, non-formal and informal learning at the community level necessary. Communities can be seen as the true learning places for children and adults. Communities can also be understood as “learning territories”, to which school networks make an important contribution.

### ■ Motivation:

In addition to facilitating encounters with actors from politics and society, opening up schools and cooperating with external (educational) institutions and organisations is important. For example, non-school institutions can react competently to socio-cultural phenomena with their specific expertise.

### ■ Role of communities in a WSA for CE:

A community offers learning opportunities for people at all stages of life. The appeal to bring “real life into school” is one thing – it is even better to send the pupils “out into real life”, into the community as a “true learning place”, where real life challenges have to be mastered. Municipalities offer a wide range of educational opportunities, especially in the area of non-formal education, from day-care centres to adult education centres.



## How to recognise, valorise, sustain?

- Develop long-term partnerships throughout the whole “ecosystem” (not just one-shot events);
- Support internships in NGOs, even for young children;
- Foster children’s commitment in the community’s ruling structures (municipal council, urban development etc.)
- Publish appreciated actions in local and social media;
- Share with other communities;
- Value informal and less formal learning in the learning outcomes of the formal education system;
- Consider enhancing such issues in teachers’ training and continuous education;
- Encourage teachers, staff and school heads to develop professional and geographical mobility;

## How to connect?

Parents	↔	School	→	School board
Parents	↔	Parents	→	School fairs, outdoor activities, parents associations or groups
NGOs	↔	Teachers	→	Classroom workshops, long-lasting partnerships, school accreditations
Teachers	↔	NGOs	→	Conferences, interventions of NGOs in school
Teachers, Parents	↔	Local authorities	→	Meetings, conferences
Teachers	↔	Employers	→	Classroom workshops, field trips
Teachers	↔	Students	→	International exchange programmes

*For more activity examples, go to **Chapter III (pp 23)** of the handbook.*

# V. Assessing the initial situation

In this section you will find some tools that you can use to assess the status quo in your school: questionnaires, a template for a SWOT analysis and a reflection on democratic competences.

- V.1. CITIZED questionnaire for school heads
- V.2. CITIZED questionnaire for teachers
- V.3. CITIZED questionnaire for students and students organisations
- V.4. CITIZED questionnaire for parents or parent's organisations
- V.5. CITIZED questionnaire for teacher trainers or heads of a faculty/school of education
- V.6. CITIZED questionnaire for community involvement
- V.7. SWOT analysis
- V.8. Reflection impulse for the further development of competences for a democratic culture

The possibility of digitising the questionnaires (e.g. with google forms) holds great potential and makes the questionnaires more accessible, especially in larger schools. The visualisation of the results makes the evaluation of the results easier. Additionally, visualised results allow for comparability between questionnaires.

*In order to ensure valid responses, we recommend filling out the questionnaires anonymously.*

## V.1. CITIZED questionnaire for school heads

This questionnaire is intended to help you make an initial analysis of the current situation at your school and to encourage you to reflect on what you would like to change with regard to a Whole School Approach in Citizenship Education. If you receive many answers in areas 4 or 5, this shows that many things are already going well at your school. If you get many answers in the range of 1 or 2, it does not automatically mean that everything is going badly. The result just gives you an indication of the strengths you can build on and where there is potential for development. Filling out the questionnaire takes about 5 minutes.

*Mark the checklist below accordingly.  
1 = not true at all (...) 5 = completely true; dk = don't know / cannot say.*

Whole school approach towards Citizenship Education		
I can easily access resources on the concepts of the Whole School Approach and Citizenship Education.	1 2 3 4 5	dk
As a school leader, I feel myself appropriately prepared and supported to promote Citizenship Education with a Whole School Approach.	1 2 3 4 5	dk
I have participated in training for the Whole School Approach.	1 2 3 4 5	dk
In my school, Citizenship Education is being implemented on all levels of school governance.	1 2 3 4 5	dk
In my school there is an active discussion of how to improve Citizenship Education between school staff and other stakeholders.	1 2 3 4 5	dk
School environment		
In my school, there is a welcoming environment where everyone can feel supported and safe.	1 2 3 4 5	dk
In my school, school governance bodies have a democratic approach.	1 2 3 4 5	dk
I promote a culture of dialogue and self-reflection in my school.	1 2 3 4 5	dk
I actively use school self-evaluation tools to strengthen openness and transparency in the school community.	1 2 3 4 5	dk
Relations with students		
I ask students' feedback regarding their scholastic experience.	1 2 3 4 5	dk
I consult students' opinions on important matters concerning school governance.	1 2 3 4 5	dk
Relations with teachers		
I facilitate teamwork, multi-disciplinarity and collaboration among teaching and non-teaching staff.	1 2 3 4 5	dk
I give enough time and space to teachers to express themselves and to talk about their problems.	1 2 3 4 5	dk
I encourage staff meetings.	1 2 3 4 5	dk
I encourage democratic decision-making in staff meetings.	1 2 3 4 5	dk

## Relations with parents

My school is open to parental involvement and consultation.	1 2 3 4 5	dk
---	-----------	----

I actively invite parents to take part in school governance debates and processes.	1 2 3 4 5	dk
--	-----------	----

## Relations with other stakeholders and the community

I am open to stakeholders' feedback in order to improve the school governing system.	1 2 3 4 5	dk
--	-----------	----

In my school, school governance bodies, before taking any relevant decisions, consult stakeholders or other related actors.	1 2 3 4 5	dk
---	-----------	----

I promote a dialogue between different school stakeholders.	1 2 3 4 5	dk
---	-----------	----

I organise meetings with stakeholders or with the community around the school at least once every six months.	1 2 3 4 5	dk
---	-----------	----

In my school, all members of the school community are equally provided with tools and information to participate in meaningful decision-making in school.	1 2 3 4 5	dk
---	-----------	----

## V.2. CITIZED questionnaire for teachers

This questionnaire is intended to help you make an initial analysis of the current situation at your school and to encourage you to reflect on what you would like to change with regard to a Whole School Approach in Citizenship Education. If you receive many answers in areas 4 or 5, this shows that many things are already going well at your school. If you tend to get many answers in the range of 1 or 2, it does not automatically mean that everything is going badly. The result just gives you an indication of the strengths you can build on and where there is potential for development. Filling out the questionnaire takes about 5 minutes.

*Mark the checklist below accordingly.  
1 = not true at all (...) 5 = completely true; dk = don't know / cannot say.*

### Whole school approach towards Citizenship Education

I can find help from all those involved in our school to practise a Whole School Approach and Citizenship Education.	1 2 3 4 5	dk
Good citizenship is the basis of our school system and therefore promotes and supports a Whole School Approach for Citizenship Education	1 2 3 4 5	dk
I have been trained to practise a Whole School Approach to Citizenship Education.	1 2 3 4 5	dk

### Class environment

My class creates a welcoming environment where students feel safe to practise Citizenship issues.	1 2 3 4 5	dk
I use a democratic approach (both for teacher and students) in the way my class operates.	1 2 3 4 5	dk
A culture of dialogue and self-reflection processes are the natural way how decisions are taken in class.	1 2 3 4 5	dk
In my classroom, self-evaluation tools and transparency are highly promoted so that students will become self-critical.	1 2 3 4 5	dk
Good practices of citizenship are promoted while dubious citizenship practices are questioned and well discussed with the aim of finding better solutions.	1 2 3 4 5	dk

### Relations with students

I ask for and give students constructive feedback on the happenings in the class.	1 2 3 4 5	dk
Students are consulted and well involved in matters concerning class governance and actions.	1 2 3 4 5	dk
Students are made to feel safe that they can open up and suggest their original ideas without being judged.	1 2 3 4 5	dk
Students show that they enjoy being part of the classroom life. They are free to suggest changes to improve the learning experience.	1 2 3 4 5	dk
Reasoning and trial and error are the basis of the governance of my class.	1 2 3 4 5	dk

### Relations with superiors

I find all the backing needed to practise good citizenship. 1 2 3 4 5 dk

My school provides me with all the necessary tools and materials to explain the notion of good citizenship. 1 2 3 4 5 dk

Respect between me and my superiors is mutual and therefore sets a good example to students. 1 2 3 4 5 dk

### Relations with colleagues

We facilitate teamwork and collaboration between all the teaching staff. 1 2 3 4 5 dk

During staff meetings teachers are given the needed space to express themselves and to talk about their problems. 1 2 3 4 5 dk

### Relations with parents

I make use of parental involvement and consultation. 1 2 3 4 5 dk

I keep parents informed with the way we practise good citizenship to follow up at home. 1 2 3 4 5 dk

Parents are given space to make suggestions in the governance of my classroom. 1 2 3 4 5 dk

## V.3. CITIZED questionnaire for students and students organisations

This questionnaire is intended to help you make an initial analysis of the current situation at your school and to encourage you to reflect on what you would like to change with regard to a Whole School Approach in Citizenship Education. If you receive many answers in areas 4 or 5, this shows that many things are already going well at your school. If you tend to get many answers in the range of 1 or 2, it does not automatically mean that everything is going badly. The result just gives you an indication of the strengths you can build on and where there is potential for development. Filling out the questionnaire takes about 5 minutes. Please note that this questionnaire is suitable for students in secondary school. For students in primary (elementary) school, it would need to be adapted accordingly.

What is the situation like in your school? Which statements are true, and which are not?

*Mark the checklist below accordingly.  
1 = not true at all (...) 5 = completely true; dk = don't know / cannot say.*

In my school...		
Students have real opportunities for participating in decision making.	1 2 3 4 5	dk
Students have rights.	1 2 3 4 5	dk
Those who speak their mind do not have to fear disadvantages.	1 2 3 4 5	dk
Students and teachers work together and exchange ideas.	1 2 3 4 5	dk
Teachers accept wishes and criticism from students.	1 2 3 4 5	dk
The personal learning progress of students is important to teachers and is discussed together with the students.	1 2 3 4 5	dk
Active participation and critical thinking are encouraged.	1 2 3 4 5	dk
There is a student council or student representative.	1 2 3 4 5	dk
In the classroom		
In the classroom conflicts are discussed and solved together.	1 2 3 4 5	dk
In the classroom we listen to each other, no one is belittled or put in a bad light.	1 2 3 4 5	dk
Relations with teachers		
Teachers make an effort to use innovative methods and discuss important topics for students in the classroom	1 2 3 4 5	dk
Teachers respect students.	1 2 3 4 5	dk



### Learning ...

... also means that nobody is left behind, and that diversity enriches the learning process	1 2 3 4 5	dk
---	-----------	----

... is adapted to the realities of students' lives.	1 2 3 4 5	dk
---	-----------	----

### Throughout the school ...

... there are possibilities for each age group to participate and help shape the school.	1 2 3 4 5	dk
--	-----------	----

... assemblies are held regularly.	1 2 3 4 5	dk
------------------------------------	-----------	----

### Open questions:

- What would you like to change about your school?
- What would you do to make class more creative and interactive (e.g. online quizzes, discussions etc.)?
- Are you experiencing any mental health issues like anxiety, stress, fear, anger?

## V.4. CITIZED questionnaire for parents or parent's organisations

This questionnaire is intended to help you make an initial analysis of the current situation at your school and to encourage you to reflect on what you would like to change with regard to a Whole School Approach in Citizenship Education. If you receive many answers in areas 4 or 5, this shows that many things are already going well at your school. If you tend to get many answers in the range of 1 or 2, it does not automatically mean that everything is going badly. The result just gives you an indication of the strengths you can build on and where there is potential for development. Filling out the questionnaire takes about 5 minutes.

*Mark the checklist below accordingly.  
1 = not true at all (...) 5 = completely true; dk = don't know / cannot say.*

### General questions

It is easy for me to take part in the decisions made at my children's school.	1 2 3 4 5	dk
I get enough support to get involved at my children's school.	1 2 3 4 5	dk
At my children's school, decisions are made in a democratic way.	1 2 3 4 5	dk

### Relations with school leaders

My children's school is open to the opinions of parents.	1 2 3 4 5	dk
I have a say in school decisions. My voice is heard and respected.	1 2 3 4 5	dk
I get support from school leaders to get active in the school.	1 2 3 4 5	dk
I get enough information about important things happening at my children's school.	1 2 3 4 5	dk
The information I get from the school is easy to understand.	1 2 3 4 5	dk

### School environment

At my children's school, there is a welcoming environment where everyone feels supported and safe.	1 2 3 4 5	dk
There is a strong culture of dialogue and self-reflection in my children's school community.	1 2 3 4 5	dk

### Relations with students

I have a say in what is being taught to the students.	1 2 3 4 5	dk
At my children's school, students feel comfortable about talking to teachers about issues and problems.	1 2 3 4 5	dk
My children's school encourages students' expression of their personal identity.	1 2 3 4 5	dk
I have a clear idea of what is going on in my children's school life.	1 2 3 4 5	dk

## Relations with teachers

I talk with teachers at least once every six months via different channels (in person, e-mail, social media, telephone ...).	1 2 3 4 5	dk
If I have problems or questions, I feel safe to address them to my children's teachers.	1 2 3 4 5	dk
Before making important decisions, teachers ask parents for their opinion.	1 2 3 4 5	dk

## V.5. CITIZED questionnaire for teacher trainers or heads of a faculty/school of education

This questionnaire is intended to help you make an initial analysis of the current situation at your educational institution and to encourage you to reflect on what you would like to change with regard to a Whole School Approach in Citizenship Education. If you receive many answers in areas 4 or 5, this shows that many things are already going well at your school. If you tend to get many answers in the range of 1 or 2, it does not automatically mean that everything is going badly. The result just gives you an indication of the strengths you can build on and where there is potential for development. Filling out the questionnaire takes about 5 minutes.

*Mark the checklist below accordingly.  
1 = not true at all (...) 5 = completely true; dk = don't know / cannot say.*

### Whole school approach towards Citizenship Education

I can easily access resources on the concepts of the Whole School Approach and Citizenship Education for teachers initial training	1 2 3 4 5	dk
I can easily access resources on the concepts of the Whole School Approach and Citizenship Education for teachers in-service training	1 2 3 4 5	dk
As a teacher trainer, I feel myself appropriately prepared and supported to promote Citizenship Education with a Whole School Approach.	1 2 3 4 5	dk
I have participated in training for teaching the Whole School Approach.	1 2 3 4 5	dk
In my institution, Citizenship Education is being taught for all levels of schooling.	1 2 3 4 5	dk
In my institution there is an active discussion of how to improve teachers training for Citizenship Education between academia and other stakeholders.	1 2 3 4 5	dk

### Faculty/university/school of education cooperation with stakeholders

In my institution there is a strong Citizenship Education professional association operating at the local and regional levels that acts as a source for teacher education through seminars and workshops.	1 2 3 4 5	dk
In my institution we develop links with civil society organisations to develop meaningful active Citizenship Education	1 2 3 4 5	dk
Staff with expertise in Citizenship Education work alongside local schools to develop curriculum programmes on Citizenship Education	1 2 3 4 5	dk

## Preparation towards Citizenship Education

There is a specific curriculum of teacher education about Citizenship Education.	1 2 3 4 5	dk
Citizenship education is compulsory in the school curricula.	1 2 3 4 5	dk
Colleagues are aware of the relevance of training future teachers towards Citizenship Education.	1 2 3 4 5	dk
In my institution, students are aware of the relevance of teaching young people Citizenship Education	1 2 3 4 5	dk
In my institution we facilitate teamwork, multi-disciplinarity and collaboration among teaching and non-teaching staff.	1 2 3 4 5	dk
We give enough time and space to teachers in initial training to express themselves and to talk about their problems.	1 2 3 4 5	dk
We encourage students to develop links with civil society organisations to develop meaningful active Citizenship Education	1 2 3 4 5	dk

## V.6. CITIZED questionnaire for community involvement

In a whole-school approach, the school's relations to the community are important. This concerns many different places of learning, such as institutions of politics (municipality, parliament, etc.), civil society offerings (NGOs, etc.), places of remembrance (memorials), institutions of social life (old people's homes, etc.) or cultural life (museums, theatres, libraries, etc.).

This questionnaire is intended to help you to make an initial analysis of the current situation at your school and to encourage you to reflect on what you would like to change with regard to a Whole School Approach on Citizenship Education. If you receive many answers in areas 4 or 5, this shows that many things are already going well at your school. If you tend to get many answers in the range of 1 or 2, it does not automatically mean that everything is going badly. The result just gives you an indication of the strengths you can build on and where there is potential for development. Filling out the questionnaire takes about 5 minutes.

**What is the situation like in your school? Which statements are true, and which are not?**

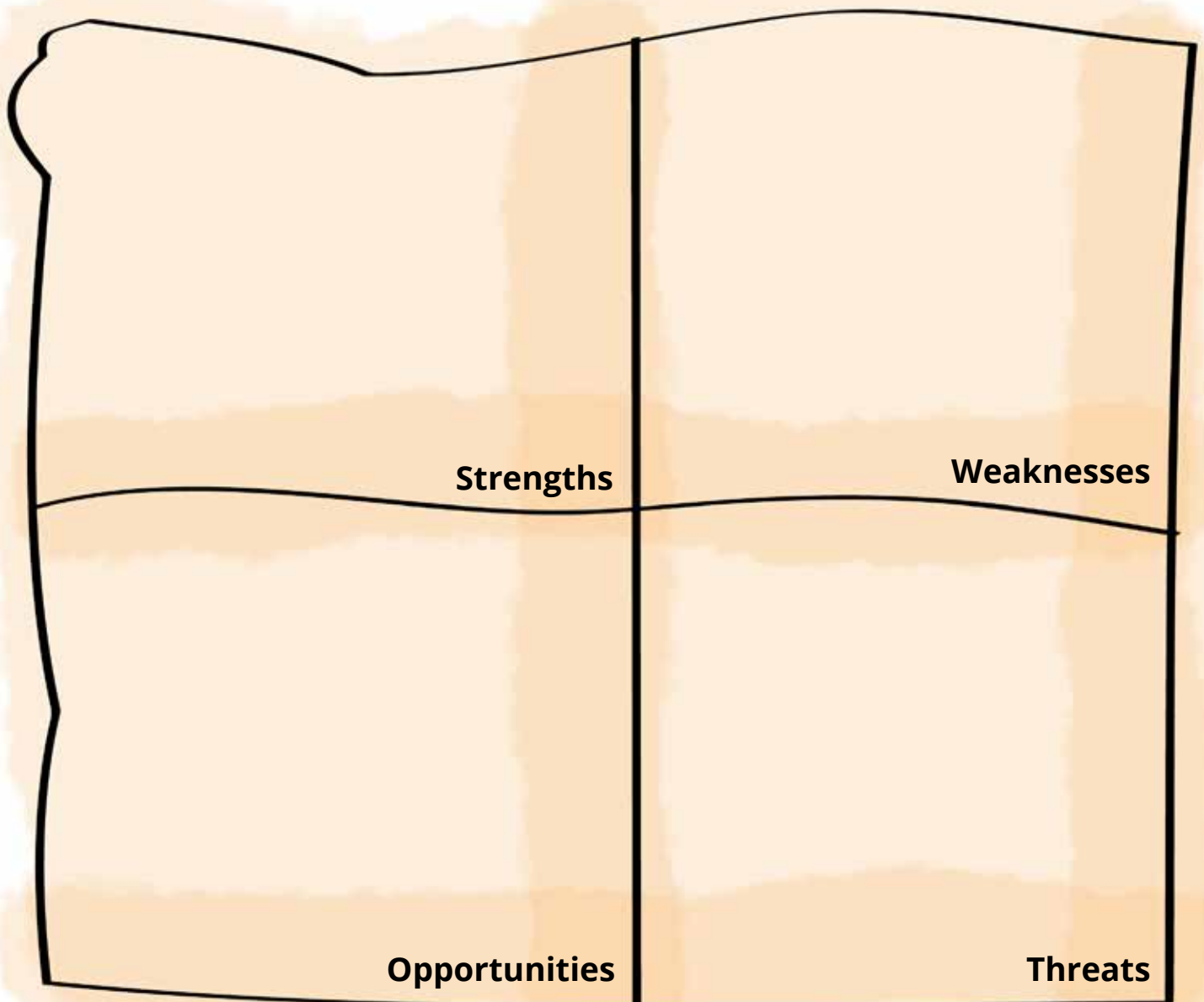
*Mark the checklist below accordingly.  
1 = not true at all (...) 5 = completely true; dk = don't know / cannot say.*

Openness of the school		
The school regularly consults representatives of the various communities such as parents' association, social and health workers or NGOs.	1 2 3 4 5	dk
Representatives of the various communities such as parents, social and health workers or NGOs have a voice within the school.	1 2 3 4 5	dk
The school management consults representatives from the community before making decisions that are relevant to them.	1 2 3 4 5	dk
The school staff is making active efforts to include every representative of the various communities related to the school ecosystem.	1 2 3 4 5	dk
School practice		
The school promotes exchange with local bodies / institutions / communities.	1 2 3 4 5	dk
The school promotes and supports exchange and mobility abroad (for instance school trips abroad, Erasmus exchange etc.).	1 2 3 4 5	dk
The school board is regularly planning activities with external stakeholders regarding art and/or culture.	1 2 3 4 5	dk
The school board is regularly planning activities with external stakeholders regarding health and/or safety.	1 2 3 4 5	dk
The school regularly organises or participates in the organisation of public events	1 2 3 4 5	dk

## | V.7. SWOT Analysis

Based on the initial reflections from the questionnaires, you can make a SWOT analysis as a basis for developing an action plan. It can also be interesting to compare the views of the different stakeholders:

- What does the school management identify as strengths, weaknesses, opportunities or threats?
- How do teachers see it?
- What are the assessments of the pupils or the parents?





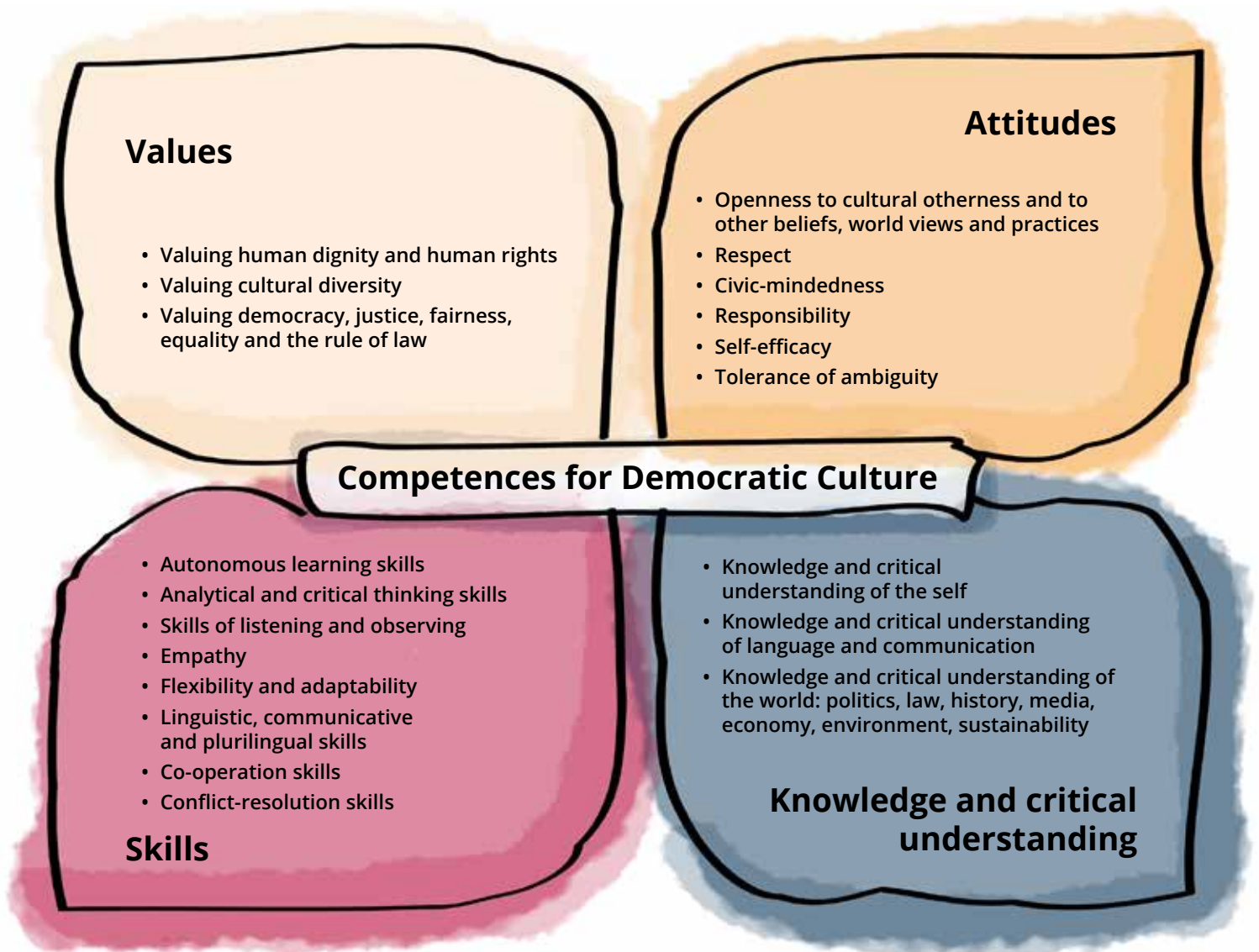
## V.8. Reflection impulses for the further development of competences for a democratic culture

Which competences for citizenship education are addressed in a whole-school approach?

A whole-school approach to citizenship education and democratic school development never focuses on individual competences, but always on **bundles of competences**, just as every democratic situation addresses a whole bundle of competences.

Of course, schools can prioritise when it comes to promoting certain competences that need to be developed in their specific context, but the ultimate goal of all teaching and learning situations is to contribute to what the RFCDC calls ‘**competence for democratic culture**’.

Reference Framework of Competences for Democratic Culture (RFCDC)  
„Butterfly Model”



*Inspired by Reference Framework of Competences for Democratic Culture*

## Which five competences from the butterfly model are particularly relevant for a whole-school approach to democracy and participation?

*Note: You could theoretically choose only three or six or seven competences. The exercise is primarily intended to stimulate reflection and discussion about strengths and weaknesses and possible actions at the school. It can be done from an individual perspective (e.g. What competences do I need as a teacher to promote a democratic culture?) or with a systemic view (e.g. What competences are currently particularly important for our school location?).*

- Individual phase: Write down those **five competences** that are particularly important from your perspective.
- Reflection in small groups: **Comparison** of the selected competences **and discussion**.
- **Joint discussion of the results** based on the following impulse questions:
  - Are the results very different?
    - Are there competences that are equally important to all?
    - Which competences were selected because they already exist to a high degree and are lived?
    - Which competences were selected because they still need to be promoted and strengthened?

## What does the result mean for our school?

- Are the selected competences already sufficiently present in our school?
  - If yes, how can we maintain and develop them?
  - If not, how can we promote these competences in particular?
- What will change if we promote these competences?

# Annex 1: The CITIZED Project

CITIZED is a European funded project dedicated to Citizenship Education in European education systems. It focuses on teachers' capacity building and empowerment and on schools' commitment by complementing existing policies and measures. The newly developed ideas were tested and validated through the EIP Lab's online benchmarking system designed to compare and link schools and policy makers.

[www.citized.eu](http://www.citized.eu)

## How is CITIZED structured and which are its specific objectives?

From December 2020 until November 2023, the project addressed the following specific objectives:

- Reviewing, analysing, comparing and classifying existing policy approaches to the development of Citizenship Education, pointing out what works where and at what conditions, thus identifying inhibiting and enhancing factors in the different contexts;
- Proposing and testing self-assessment and self-reflection instruments and training modules enabling future teachers and in-service teachers to implement effective learning strategies, adequate to develop the set of pupils/students competences related to democratic citizenship;
- Developing a collaborative open platform and giving access to good practice examples and methodological instruments for schools implementing "whole school" Citizenship Education projects;
- Maximising the impact of the project activities in terms of support to large scale implementation of the validated good practices.

## What are the CITIZED outcomes?

- A critical review of recent curricula and national policies in the field of Citizenship Education including a classification of the most frequent measures;
- A stakeholders-validated competence framework for teachers intervening in the field of Citizenship Education, building on a review of existing models in this field, and an operational model for a European qualification for teachers mostly specialising in this domain;
- A handbook for schools engaging to become members of the Democratic Schools Network;
- A set of 5 transnational Policy workshops (MT, IT, BE, AT, FR) to maximise the dissemination of the project outcomes and the creation of an effective policy impact across EU Member States.

# Annex 2: Acknowledgements

We would like to express our deepest appreciation to the schools that piloted this handbook. Thanks to their contributions, it passed through an extensive, diverse and critical reviewing process throughout Europe. We hope your efforts will support many other schools to embark on their own whole school development journey.

*The CITIZED team*

Much gratitude is due to the following pilot schools (in alphabetical order):

## Austria:

beteiligung.st. Fachstelle für Kinder-, Jugend- und BürgerInnenbeteiligung, Graz (Styria), Austria  
[www.beteiligung.st](http://www.beteiligung.st)

Europaschule Linz | Praxisvolks- und Mittelschule der Pädagogischen Hochschule Oberösterreich, Linz (Upper Austria), Austria  
[www.europaschule-linz.at](http://www.europaschule-linz.at)

Ganztagsvolksschule Am Schöpfwerk, Vienna, Austria  
[www.gtvs12.schule.wien.at](http://www.gtvs12.schule.wien.at)

Höhere Bundeslehranstalt für wirtschaftliche Berufe Schrödinger, Graz (Styria), Austria  
[www.hlw-schroedinger.at](http://www.hlw-schroedinger.at)

Pädagogische Hochschule Oberösterreich, Linz (Upper Austria), Austria  
[www.ph-ooe.at](http://www.ph-ooe.at)

Volksschule Eibiswald, Eibiswald (Styria), Austria  
[hwww.vs-eibiswald.at](http://hwww.vs-eibiswald.at)

## France:

École Gambetta, Grasse, France  
[www.education.gouv.fr/annuaire/06130/grasse/ecole/0060263d/ecole-elementaire-gambetta.html](http://www.education.gouv.fr/annuaire/06130/grasse/ecole/0060263d/ecole-elementaire-gambetta.html)

École Rothschild, Nice, France  
[www.education.gouv.fr/annuaire/06000/nice/ecole/0060422b/ecole-primaire-rothschild-1.html](http://www.education.gouv.fr/annuaire/06000/nice/ecole/0060422b/ecole-primaire-rothschild-1.html)

## Italy:

Istituto Comprensivo "A. Manzoni", Reggio Emilia, Italia  
[www.icmanzoni-re.edu.it/](http://www.icmanzoni-re.edu.it/)

Istituto Comprensivo Molassana e Prato, Genova, Italia  
[www.icmolassanaeprato.edu.it/](http://www.icmolassanaeprato.edu.it/)

Istituto Comprensivo "G. Lucatelli", Tolentino, Italia  
[www.iclucatelli.edu.it/](http://www.iclucatelli.edu.it/)

Based on the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC), the CITIZED handbook includes both theoretical foundations as well as practical tools for a whole school approach in citizenship education. It is designed to provide guidance throughout the implementation process and to offer helpful resources towards a democratic whole school.

A key objective of the CITIZED handbook is to take into account the cross-cutting characteristics of a whole school approach and to offer individual guidelines from the perspective of each stakeholder involved.

