Citizenship Education

at School in Europe
2017

Annexes: National Information
and Websites

Eurydice Report

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CONTENTS

INTRODUCTION

This document consists of the annexes of the report

Citizenship Education at School in Europe – 2017.

They provide national information and web links on:

- Top level strategies or action plans addressing citizenship education;

- Approaches to citizenship education according to national curricula;

- Online guidance developed or supported by education authorities addressing citizenship education;

- National programmes and initiatives supporting citizenship education through extra-curricular activities and participation in school governance;

- Continuing Professional Development (CPD) activities organised or supported by top level education authorities to help teachers develop the competences needed for delivering citizenship education;

- Top level coordinating bodies for CPD, including on citizenship education.

Information in the annexes is based on qualitative data. It covers the public sector schools and includes both general education and school-based initial vocational education and training programmes in 42 education systems.

ANNEXES

Annex 1: Top-level strategies or action plans, implemented since 2010/11, addressing citizenship education, including in primary, general secondary education and school-based IVET (ISCED 1-3), 2016/17

S<small>PECIFIC STRATEGIES OR ACTION PLANS ON CITIZENSHIP EDUCATION</small>

Belgium – French Community

Citizenship education decrees

A 'Decree concerning the organisation of a course on philosophy and citizenship education' at primary level was adopted in October 2015; and in July 2017, a 'Decree concerning the organisation of a course on philosophy and citizenship education at secondary level' was adopted. The main areas covered by the decrees include the objectives of the new courses promoting the development of students' competences and knowledge related to philosophy, citizenship and democracy education, teacher education and professional development. The decrees were implemented at primary level from September 2016 and from September 2017 at lower and upper secondary level.

   Timeframe: As of Sept. 2016 for ISCED 1 and as of Sept. 2017 for ISCED 2 and 3 (general and IVET)

   Website: http://www.gallilex.cfwb.be/document/pdf/41979_000.pdf and http://archive.pfwb.be/10000000206c0f3

France

Great school mobilisation for the values of the Republic

This action plan that has been gradually implemented since spring 2015. It consists of 11 measures for citizenship education proposed by the Ministry of Education, which cover the entire period of school education, including the pre-primary level and vocational education and training. The overarching aims of the action plan are: to ensure that secularism and the transmission of republican values is one of the main drivers in schools; to develop citizenship and a culture of engagement with all partners in schools; to fight inequalities and foster social diversity; to strengthen the sense of belonging in the Republic; and to mobilise higher education and research. Next to measures directly targeting schools and students – such as the 'Citizen's reserve' (*Réserve citoyenne*), a pool of key actors promoting citizenship education in each *académie* (i.e. the main administrative districts of the Ministry of Education and Ministry of Higher Education and Research) or the 'Citizen's pathway' (*Parcours Citoyen*), which sets out a strengthened, continuous focus on moral and civic education throughout students' school career, from their entry to school until their final year – the action plan includes a national plan for the continuing professional training of teachers and education professionals (see also Case study 4).

   Timeframe: Since 2015

   Website: http://www.education.gouv.fr/cid85644/onze-mesures-pour-un-grande-mobilisation-de-l-ecole-pour-les-valeurs-de-la-republique.html

Portugal

National Strategy for Citizenship Education and Citizenship Education Guidelines

The National Citizenship Education Strategy (ENEC) was developed in line with the priorities defined in the Programme of the XXI Constitutional Government for the area of education, and based on a proposal by the Working Group on Education for Citizenship. The ENEC will be implemented as of 2017/18. Its aim is to help students develop and participate actively in projects that promote fairer and more inclusive societies within the context of democracy, respect for diversity and the defence of human rights. The inclusion of this area in the curriculum is justified by the recognition of schools' responsibility to provide adequate preparation for active and informed citizenship, as well as appropriate education to achieve the 'UN Sustainable Development Goals'. The ENEC builds on previous developments in this area, most notable the 'Citizenship Education Guidelines' that were introduced by the Ministry of Education/Directorate-General for Education in 2012.

   Timeframe: National Citizenship Education Strategy since 2017/18 and Citizenship education guidelines since 2012

   Website: http://www.dge.mec.pt/estrategia-nacional-de-educacao-para-cidadania and
http://dge.mec.pt/sites/default/files/ECidadania/citizenship_education_guidelines.pdf

BROADER STRATEGIES OR ACTION PLANS, INCLUDING ON CITIZENSHIP EDUCATION OR RELATED TOPICS

Belgium – Flemish Community

Concept note media literacy

Timeframe: 2012-2014

Website: https://mediawijs.be/dossiers/dossier-wat-mediawijs/conceptnota-mediawijsheid-vlaanderen

Czech Republic

Youth strategy

Timeframe: 2014-2020

Website: http://www.msmt.cz/areas-of-work/sport-and-youth/youth-strategy-2014-2020?lang=2

Germany

Remembering our past for our future – Recommendations for a culture of remembrance to form an object of historical and political education in schools

Timeframe: Since 2014

Website: http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2014/2014_12_11-Empfehlung-Erinnerungskultur_englisch.pdf

Intercultural education at school

Timeframe: Since 2013

Website: http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/1996/1996_10_25-Interkulturelle-Bildung.pdf

Media education in schools

Timeframe: Since 2012

Website: http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2012/2012_03_08_Medienbildung.pdf

Estonia

Lifelong learning strategy 2020

Timeframe: 2014-2020

Website: https://www.hm.ee/en/estonian-lifelong-learning-strategy-2020

Youth field development plan for 2014-2020

Timeframe: 2014-2020

Website: https://www.hm.ee/en/activities/youth/youth-policy

Ireland

The Framework for the Junior Cycle 2015

Timeframe: Since 2015

Website: http://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf

Spain

Strategic plan for school co-existence

Timeframe: 2016-2020

Website: https://www.mecd.gob.es/educacion-mecd/mc/convivencia-escolar/plan-convivencia.html

Croatia

National strategy for creating an enabling environment for civil society development

Timeframe: 2012-2016

Website: http://strategija.udruge.hr/index.php/nacionalna-strategija-17.html

Italy

National guidelines for the curriculum of the pre-primary school and the first cycle of school education

Timeframe: Since 2012

Website: http://www.indicazioninazionali.it/documenti_Indicazioni_nazionali/DM_254_201_GU.pdf

Cyprus

Government manifesto for 'an educational system which encourages a nation of free-thinking people within a democratic framework, invests in education that is inclusive, allows for the individual to develop and express himself freely and provides opportunities for learning throughout life'

Timeframe: Since 2011

Website: http://www.moec.gov.cy/dme/index.htm

Latvia

Education development guidelines

Timeframe: 2014-2020

Website: http://likumi.lv//ta/id/266406?&search=on

Lithuania

Inter-institutional action plan for civic and national education

Timeframe: 2016-2020

Website: https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/f43db390f2cd11e5bf4ee4a6d3cdb874

Malta

Framework for the education strategy for Malta

Timeframe: 2014-2024

Website: https://education.gov.mt/en/resources/Documents/Policy%20Documents%202014/BOOKLET%20ESM%202014-2024%20ENG%2019-02.pdf

Austria

Working programme of the Austrian Federal Government

Timeframe: 2013-2018

Website: https://www.bka.gv.at/DocView.axd?CobId=53264

Slovenia

White paper on education in the Republic of Slovenia

Timeframe: Since 2011

Website: http://pefprints.pef.uni-lj.si/1195/1/bela_knjiga_2011.pdf

Slovakia

National strategy for global education

Timeframe: 2012-2016

Website: http://www.statpedu.sk/sites/default/files/dokumenty/ucebnice-metodiky-publikacie/narodna_strategia_globalne%20vzdelavanie_2012_2016.pdf

United Kingdom (England and Wales)

Prevent strategy

Timeframe: Since 2015

Website: https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

United Kingdom (Northern Ireland)

Shared education policy

Timeframe: Since 2015

Website: https://www.education-ni.gov.uk/sites/default/files/publications/de/Sharing%20Works%20A%20Policy%20for%20Shared%20Education%20Sept%202015.PDF

United Kingdom (Scotland)

Curriculum for Excellence

Timeframe: Since 2010

Website: http://www.gov.scot/Topics/Education/Schools/curriculum

Switzerland

Joint education policy objectives for the Swiss education area

Timeframe: Since 2011

Website: https://www.edudoc.ch/static/web/aktuell/medienmitt/erklaerung_18052015_f.pdf

Norway

Action plan against anti-Semitism

Timeframe: 2016-2020

Website: https://www.regjeringen.no/contentassets/16f1826b438748f1991b606f0b194ea6/8041-handlingsplan-antisemittisme-7k.pdf

Action plan against hate speech

Timeframe: Since 2016

Website: https://www.regjeringen.no/no/dokumenter/regjeringens-strategi-mot-hatefulle-ytringer-2016---2020/id2520975/

Action plan against radicalisation and violent extremism

Timeframe: Since 2014

Website: https://www.regjeringen.no/no/sub/radikalisering/id2001759/

Annex 2: Approaches to citizenship education according to national curricula for primary, general secondary education and school-based IVET (ISCED 1-3), 2016/17

Curriculum approaches	Themes/Subjects/Learning areas	Grades
Belgium (French Community)		
Cross-curricular theme	Embedded in the general objectives	1-6, 7-8, 9-12 (general and IVET)
Integrated into most subjects and in particular	Geography and history, French, languages, sport education, art education, moral studies, religion	1-6, 7-8
Integrated into other compulsory subjects	History	9-12 (general)
	Integrated course of history and geography	9-12 (IVET)
Compulsory separate subject (¹)	Education in philosophy and citizenship	1-6
Belgium (German-speaking Community)		
Cross-curricular theme	Embedded in the general objectives	1-6, 7-8
	Framework oriented guideline for information and media literacy	1-6, 7-8, 9-12 (general and IVET)
Integrated into other compulsory subjects	History, geography and German as mother language	1-6, 7-8, 9-12 (general and IVET)
Integrated into other optional subjects	Moral studies, religion	1-6, 7-8, 9-12 (general and IVET)
Belgium (Flemish Community)		
Cross-curricular theme	Cross-curricular attainment targets (incl. political-judicial, socio-economic and socio-cultural contexts)	7-8, 9-12 (general and IVET)
Integrated into other compulsory subjects	Man and society	1- 6
Bulgaria		
Integrated into other compulsory subjects	Man and society	3-4
	History and civilisation, geography and economy	5-7
	Social sciences	11-12 (general)
	Humanities	11-12 (general and IVET)
Integrated into other optional subject	Social sciences	11-12 (IVET)
Compulsory separate subject	Citizenship education	11-12 (general)
Optional separate subject	Citizenship education	11-12 (IVET)

(¹)   From 2016/17, 'Education in philosophy and citizenship' is a compulsory separate subject only in primary schools that offer a choice between different courses in religion and moral studies. In the other schools, the content and objectives of 'Education in philosophy and citizenship' must be acquired through all subjects. The situation has become similar at secondary level since 2017/18.

Curriculum approaches	Themes/Subjects/Learning areas	Grades
Czech Republic		
Cross-curricular theme	Thinking within European and global context, multicultural education, environmental education, media education, personal and social education	1-5, 6-9, 10-13 (general)
	Democratic citizenship	1-5, 6-9
	Democratic citizenship, environmental education	10-13 (IVET)
Integrated into other compulsory learning areas	People and their world	1-5
	People and the society (civic education)	6-9
	People and the society (basics of civics and social sciences)	10-11 (general)
	Basics of civic education or social sciences	10-11/12/13 ([2]) (IVET)
Integrated into other compulsory or optional learning areas ([3])	People and the society (basics of civics and social sciences)	12-13 (general)
Denmark		
Cross-curricular theme	Embedded in the general objectives	1-7, 8-10,11-13
Integrated into most compulsory subjects and in particular	Danish, health and sexual education and family studies	1-7
	History	3-7
	Danish, history, social studies, health and sexual education, family studies	8-9
	Social studies and health (citizen education)	11 (basic programme) (IVET)
	Social studies (citizen education)	11-13 (*Eux* ([4])) (IVET)
Germany		
Cross-curricular theme	Intercultural education, historical and political education, democracy education, human rights education, media literacy	1-4, 5-9, 10-13 (general and IVET)
Integrated into other compulsory subjects	Social sciences	1-4
	Languages	1/2/3-4
	History, social sciences, politics/citizenship education ([5]), languages	5-9, 10-13 (general and IVET)
Integrated into other optional subjects	Ethics/religion	1-4, 5-9, 10-13 (general and IVET)

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[2] Depending on the length of the IVET programmes (2, 3 or 4-years), it might not be provided at each grade.

[3] Whether this learning area is compulsory or optional depends on individual school.

[4] *Eux* programme leads to a general upper secondary qualification.

[5] One of these three subjects, subsumed under 'social sciences', is compulsory at lower secondary level in all *Länder*. The designations vary across the *Länder*.

Curriculum approaches	Themes/Subjects/Learning areas	Grades
Estonia		
Cross-curricular theme	Social and citizen competence, cultural and value competence, communication competence and entrepreneurship competence	1-6, 7-9, 10-12 (general and IVET)
Integrated into most other compulsory subjects and in particular	Personal, social and health education, language and literature	1-6, 7-9
	History	5-6
	History, language and literature	10-12 (general and IVET)
Compulsory separate subject	Civics and citizenship education	6, 7-9, 10-12 (general and IVET)
Ireland		
Cross-curricular theme	Embedded in the general objectives	1-6, 7-9
Integrated into other compulsory subjects and learning areas	Social, personal and health education ('Myself and Other', 'Myself and the Wider World'), social, environmental and scientific education	1-6
	History, geography, science, social, personal and health education	7-9
Compulsory separate subject	Civic, social and political education ([6])	7-9
Optional separate subject	Politics and society	11-12 (general and IVET ([7]))
Greece		
Cross-curricular theme	Flexible zones of creative activities, cross-curricular activities	1-6, 7-9
	Embedded in the general objectives	10-12 (general and IVET)
Integrated into other compulsory subjects	Greek language and literature	1-6
	Study of the environment	1-4
	History and religious education	3-6
	Physic, physical education	5-6
	History, religious education, Greek language and literature, ancient language, science, physical education	7-9, 10-12
	Ancient language	10-11
	Philosophy	11
Integrated into other optional subjects	Ancient language	12
Compulsory separate subject	Social and civic education	5-6, 9
	Civic education	10-11 (general), 10 (IVET)

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[6]   Since 2017/18, the formerly separate subject 'civic, social and political education' has been integrated into the compulsory area of learning 'wellbeing'.

[7]   There are no nationally implemented IVET programmes at secondary level of education. The available programmes which have a vocational dimension have similar citizenship education provision to that found in general ISCED 3 provision.

Curriculum approaches	Themes/Subjects/Learning areas	Grades
Spain ([8]**)**		
Cross-curricular theme	Embedded in the general objectives	1-6, 10-12 (general and school-based IVET)
	Civic and constitutional education	7-9, 10-12, 10 (IVET)
Integrated into other compulsory subjects	Natural sciences, social sciences, Spanish language and literature, mathematics, first foreign language	1-6
	Biology and geology, physics and chemistry, geography and history, Spanish language and literature, mathematics, first foreign language	7-9
	Spanish language and literature, first foreign language	10-12 (general)
	Geography and history, mathematics	10 (general)
	Philosophy	11 (general)
	Spanish history	12 (general)
Integrated into other optional subjects	Ethical values	7-9, 10 (general)
Integrated into vocational training modules	Communication and society I and II	10-11 (basic vocational training cycles) (IVET)
	Training and career guidance, enterprise and entrepreneurial initiative, workplace training	11-12 (intermediate vocational training cycles) (IVET)
Compulsory separate subject	Education for citizenship and human rights	5 (Andalucía), 8 (Extremadura)
Optional separate subject	Ethical and moral values (Galicia)	1-6
	Social and civic values	1-6
	Culture and moral values (Cataluña)	7-9
	Education for citizenship and human rights	9 (Andalucía, Aragón, Canarias), 11-12 (general- Andalucía), 11 (general- Aragón)
France		
Cross-curricular theme	Personal and citizenship education	1-5, 6-9
	Enseignement pratique interdisciplinaire (sustainable development, information, communication, citizenship)	6-9
	Supervised personal work (TPE) (ethics and responsibility, individual and collective, inequalities)	10-12
	Citizen pathway	1-5, 6-9, 10-12, 10-11 CAP (IVET), 12-13 BEP (IVET), 11-13 Bac Pro (IVET)
Integrated into other compulsory subjects	History and geography, French, physical education and sports	1-5, 10-11 CAP (IVET), 12-13 BEP (IVET), 11-13 Bac Pro (IVET)
	History and geography, French, physical education and sports, earth and life science	6-9, 10-12
	Philosophy	12
Integrated into other optional subjects	Economic and social sciences	11-12
Compulsory separate subject	Moral and civic education	1-5, 6-9, 10-12, 10-11 (CAP) ([9]) (IVET), 12-13 (BEP) ([10]) (IVET), 11-13 (Bac Pro) ([11]) (IVET)

([8])   Unless otherwise specified, information reflects the basic curriculum of the Ministry of Education, Culture and Sports applying nationwide and completed by the Autonomous Communities in their own jurisdiction.

([9])   *Certificat d'Aptitude Professionnelle*

([10])   *Brevet d'aptitude professionnelle*

([11])   *Bac professionnel* 2-3 years

Curriculum approaches	Themes/Subjects/Learning areas	Grades
Croatia		
Cross-curricular theme	Civic education	1-3, 4-8
	Curriculum for citizenship education	9-12 (general and IVET)
Compulsory separate subject	Politics and economy	12 (general and IVET)
Optional separate subject ([12])	Citizenship education	8
Italy		
Cross-curricular theme	Embedded in general objectives	1-5, 6-8, 9-13 (general and IVET)
Integrated into other compulsory subjects	History, geography	1-5, 6-8
	Socio-historical disciplines, law and Economics	9-13 (general and IVET)
Cyprus ([13])		
Cross-curricular theme	Embedded in the general objectives	1-6, 7-9
	Embedded in the general objectives as well as objectives of most subjects	10-12
Integrated into other compulsory subjects	Health education	1-6
	Modern Greek, literature, ancient Greek, religious studies, foreign languages, physical education, biology, home economics, art education	7-9
	Modern Greek, literature, Latin, ancient Greek, religious studies, foreign languages, physical education	10-12 (general)
	Biology	10 (general)
Integrated into other optional subjects	Economics, art education	10-12 (general)
	Sociology, psychology, philosophy, biology, home economics	11-12 (general)
Compulsory separate subject ([14])	Civics	12 (general)
Latvia		
Cross-curricular	Embedded in the general objectives	1-6, 7-9, 10-12 (general and IVET)
Integrated into other compulsory subjects	Latvian language, foreign language, history of the world and history of Latvia, sports, literature	1-6, 7-9, 10-12 (general and IVET)
	Ethics, ICT, natural science, social studies, music, visual art, home economics and technologies	1-6
	ICT, geography, social studies, music, visual art, home economics and technologies	7-9
	Natural science	10-12 (general)
	ICT, music, economics, health education	10-12 (IVET)
Integrated into other optional subjects	Ethics, ICT, geography, music, visual arts, economics, politics and rights, literature, culture studies, health education	10-12 (general)
	Geography, politics and rights, natural science	10-12 (IVET)

([12]) Schools decide whether to teach this subject.

([13]) Information for school-based IVET is missing.

([14]) The content of the compulsory separate subject 'civics' is being covered by other subjects as of 2017/18.

Curriculum approaches	Themes/Subjects/Learning areas	Grades
Lithuania (¹⁵)		
Cross-curricular theme	Social, civic, cultural and communication competences embedded in general objectives	5-10 (general), 11-12 (general), 9-12 (IVET)
Integrated into other compulsory subjects	Discovery of the world	1-4
	History, geography, Lithuanian language and literature, languages	5-10 (general), 11-12 (general), 9-12 (IVET)
	Human safety, Economics and entrepreneurship	5-10 (general)
	Integrated course of social sciences	11-12 (general, (9-12) IVET
Integrated into other optional subjects	Ethics, religion	5-10 (general), 9-12 (IVET)
	Ethics, religion, law, philosophy, economics and entrepreneurship	11-12 (general)
Compulsory separate subject	Civic education	9-10 (general), 9/10 (IVET)
Luxembourg		
Cross-curricular theme	Approaches to relationships	1-6
Integrated into other compulsory subjects	History, geography	1-6
	Life and society (¹⁶)	7-9, 10-11 (general)
Compulsory separate subject	Citizenship education	10-11 (general), 10-13 (IVET)
	Civic education	12
	Knowledge of the contemporary world	12-13 (general)
Hungary		
Cross-curricular theme	Embedded in the general objectives	1-4, 5-8, 9-13 (general), 9-11 (IVET)
Integrated into other compulsory subjects	History social and citizenship studies	5-8, 9-12 (general)
	Community development	9-11 (IVET)
Integrated into other optional subjects	Ethics	1-4, 5-8, 9-12 (general)
	Geography	7-8
Compulsory separate subject	Social studies	9-10 (IVET)
Optional separate subjects (¹⁷)	Homeland studies	1-4, 5-8
	Social and economic and citizenship studies	11-12 (general)
Malta		
Cross-curricular theme	Embedded in the cross-curricular themes 'education for sustainable development', 'education for entrepreneurship creativity and innovation', 'education for diversity'	1-6, 7-9, 10-11 (general), 12-13 (IVET)
Integrated into other compulsory subjects	Social studies, personal, social and career development	3-6, 7-9
	Personal, social and career development	10-11 (general), 12 (IVET)
	Social studies	10-12 (general)
Integrated into other optional subjects	Ethics, religious education	1-6, 7-9, 10-11 (general)
	European studies, history, geography, ethics, religious education	9, 10-12 (general)

(¹⁵)   From 2017/18, it has become compulsory for schools to organise a social-civic activity at each grade of ISCED 2.

(¹⁶)   Since 2017-2018, the subject 'life and society' has also been compulsory at primary level (grades 1-6).

(¹⁷)   Schools decide whether to teach these subjects.

Curriculum approaches	Themes/Subjects/Learning areas	Grades
Netherlands		
Integrated into other compulsory learning area	Personal and world orientation, man and society	1-6
Integrated into a compulsory domain of attainment targets	Humans and society, humans and the environment	7-9 (VWO-HAVO), 9-10 (VMBO)
Integrated into a compulsory learning area	Social studies	10-12 (general)
Separate subject or integrated (School autonomy)	Citizenship education	11-14 (IVET)
Austria		
Cross-curricular theme	Citizenship education as integral education principle	1-4, 5-8, 9-12 (general), 9-12/13 (IVET)
Integrated into other compulsory subjects	General and social studies	1-4
	History, social studies and citizenship education	6-8, 9-12 (general)
	Variable	9-11/12/13 (secondary technical and vocational school, college for higher vocational education and school for intermediate vocational education) (IVET)
Integrated into other optional subjects	Variable ([18])	9-12 (general), 9-13 (IVET)
Compulsory separate subject	citizenship education	10-13 part-time vocational school/apprenticeship (IVET)
Poland		
Cross-curricular theme	Key skills: reasoning, academic thinking, communication, critical analysis of information, team working, etc. Key attitudes: active citizenship, sense of initiative, counter-acting discrimination, etc. embedded in general objectives	1-6, 7-9, 10-12 (general and basic vocational IVET), 10-13 (technical school) (IVET)
Integrated into other compulsory subjects	History and society	4-6
	Introduction to entrepreneurship	10-12 (general and basic vocational school – IVET, 10-13 (technical school) (IVET)
Integrated into other optional subjects	Ethics	1-6, 7-9, 10-12 (general and basic vocational school -IVET), 10-13 (technical school) (IVET)
	History and society	10-12 (general), 10-13 (technical school) (IVET)
Compulsory separate subject	Knowledge about society ([19])	7-9, 10/11/12 (general and basic vocational school - IVET), 10/11/12/13 (technical school) (IVET)
Optional separate subject	Knowledge about society	10-12 (general), 10-13 (technical school) (IVET)
Portugal ([20])		
Cross-curricular theme	Citizenship education	1-6, 7-9, 10-12 (general)
Integrated into other compulsory subjects	Contemporary world, area of integration	10-12 (professional and apprenticeship courses) (IVET)
Compulsory separate subject	Citizenship and modern world	6-9 (education and training Courses) (IVET)
	Citizenship and Society	10-12 (education and training courses) (IVET)

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[18]   Schools can choose which optional subject they offer to students, which implies that citizenship education can be offered as a separate subject or integrated into other subjects.

[19]   The subject 'knowledge about society' must be taught for one of the grades at ISCED 3, at the discretion of the school head.

[20]   Since 2017/18, 'citizenship and development' is being piloted in 230 public and private school clusters in the form of a compulsory separate subject in grades 5 to 9, and as a cross-curricular theme in the remaining education levels.

Curriculum approaches	Themes/Subjects/Learning areas	Grades
Romania (21)		
Cross-curricular theme	Embedded in the general objectives	10-12 (IVET)
Integrated into other compulsory subjects	Personal development	1-3
	Philosophy	13 (general)
Integrated into other optional subjects	Philosophy for children	4-5
	Humanitarian international law, education for intellectual property rights, education for development	10-13 (general)
	Sociology	12 (general)
Compulsory separate subject (22)	Civic education	4-5
	Civic culture	8-9
Optional separate subject	Education for society	1-3
	European education	4-5
	Civic culture, moral-civic education	6
	Civic culture, education for children's rights	7
	Intercultural education	6-9
	Civic education, competence in mass media, education for democracy, human rights, intercultural education, European Union institutions	10-13 (general)
	Social studies, children's rights/child protection services	13 (general)
Slovenia		
Cross-curricular theme	Embedded in the general objectives	1-6, 7-9, 10-13 (general), 10-11/12/13 (IVET)
Integrated into other compulsory subjects	Slovenian language	1-6
	Society	4-5
	History, geography	6
	Slovenian language, history, geography	7-9,10-13 (general)
	Sociology	11 or 12/13 (general)
	Slovenian language	10-13 (all IVET programmes)
	Social sciences or Social and natural sciences	10-11/12 (2 and 3-year IVET programmes)
	History, sociology, geography (23)	10-13 (4-year IVET programmes)
Integrated into other optional subjects	Various subjects from the field of natural sciences and technology, social sciences and humanities	7-9
Compulsory separate subject	Patriotic and citizenship culture and ethics	7-8
Compulsory separate modules	Citizenship culture, education for peace, family and non-violence	10 or 11 or 12 or 13 (general)
Optional separate subject	Citizenship culture	9

(21)   The grade referred to as the first grade of ISCED level 1 corresponds to a preparatory grade.

(22)   Between 2017/18 and 2020/21, a new compulsory separate subject 'social education' is being introduced in grades 6-9.

(23)   These three subjects are compulsory for all students in some programmes; while in other programmes school or student may decide to take two out of three subjects.

Curriculum approaches	Themes/Subjects/Learning areas	Grades
Slovakia		
Cross-curricular theme	Personal and social development, media education, multicultural education, regional education and folk culture	1-4, 5-9
	Personal and social development, media education, multicultural education	10-13 (general)
Integrated into other compulsory subjects	Homeland	3-4
Integrated into other optional subjects	Ethics	1-4, 5-9, 10-13 (general)
Compulsory separate subject	Civics	6-9, 10-13 (general), 10-13 (IVET)
Finland		
Cross-curricular theme	Transversal competences of 'Participation, involvement and building a sustainable future' Multidisciplinary learning modules	1-6, 7-9
	Active citizenship, entrepreneurship and the world of work, multidisciplinary learning modules	10-12 (general)
	Interaction and cooperation, sustainable development, active citizenship and different cultures embedded in the key competences for lifelong learning of vocational qualifications	10-12 (IVET)
Integrated into most other compulsory and optional subjects		1-6, 7-9, 10-12 (general)
Integrated into other compulsory units		10 or 11 or 12 (IVET)
Compulsory separate subject	Social studies	4-6, 7-9, 10-12 (general)
	Civic skills and working life competences	10 or 11 or 12 (IVET)
Optional separate subject	Social studies (1 course)	10-12 (general)
Sweden		
Cross-curricular theme	Embedded in the general objectives	1-6, 7-9, 10-12 (general and IVET)
Integrated into other compulsory subjects	Social studies	1-6
	History, religion, geography	4-6, 7-9
	Social studies, history, religion	10-12 (general and IVET)
Integrated into other optional subjects	Geography	10-12 (general and IVET)
United Kingdom (England) [24]		
Not specified (Non statutory programme of study [25])	Citizenship	1-6
Separate subject/statutory programme of study [26]	Citizenship	7-9, 10-11 (general and IVET)

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[24] School-based IVET is not a separate stream of provision. Therefore the approach to citizenship for students who may be taking some vocational courses is the same as for those taking general education courses.

[25] Schools may decide to implement this programme of study in fulfilment of the statutory requirement set out in legislation, to provide a 'balanced and broadly-based curriculum' which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society'.

[26] The content of the citizenship subject set out in the curriculum framework document (applying to maintained schools only, not to Academies) must be delivered, but schools can decide through which approach (separate subject, integrated, cross-curricular).

Curriculum approaches	Themes/Subjects/Learning areas	Grades
United Kingdom (Wales) [27]		
Cross-curricular theme	Education for sustainable development and global citizenship	1-6, 7-9, 10-11 (general and IVET
Integrated into a compulsory learning area	Personal and social development, well-being and cultural diversity	1-2
	Personal and social education (themes: sustainable development and global development, active citizenship)	3-6, 7-9, 10-11 (general and IVET)
United Kingdom (Northern Ireland) [28]		
Cross-curricular theme	Thinking skills and personal capabilities	1-7, 8-10, 11-12 (general and IVET)
Integrated into a compulsory learning area	Personal development and mutual understanding (strands: mutual understanding in the local and wider community, personal understanding and health)	1-7
	Learning for life and work (local and global citizenship, personal development)	11-12 (general and IVET)
Integrated into all compulsory learning areas	In particular: Learning for life and work (local and global citizenship, personal development)	8-10
United Kingdom (Scotland)		
Cross–curricular theme	Successful learners, confident individuals, responsible citizens and effective contributors	1-7, 8-11, 11-13 (general), 12-14 (IVET)
Integrated most compulsory learning areas and in particular	Health and well-being	1-7
	Social studies	8-11, 11-13 (general), 12-14 (IVET)
Bosnia and Herzegovina		
Compulsory separate subject	Democracy and human rights	9, 13 (general), 12 (IVET)
Switzerland		
Cross-curricular theme	Embedded in the general objectives	1-6, 7-9, 10-13 (general and IVET)
Integrated into other compulsory subjects	Humanities and social sciences	1-6, 7-9
	Humanities and social sciences (history, politics)	10-12 (general)
Integrated into other compulsory learning area	Society (ethics, identity and socialization, culture, ecology, politics, law)	10-12/13 (IVET)
	History and politics (politics and democracy, globalization, history)	13 (IVET)
Iceland		
Cross-curricular theme	Six fundamental pillars: 'Democracy and human rights', 'equality', 'creativity', 'education for sustainable development', 'literacy in the broadest sense', and 'health and welfare'	4-7, 8-10
	Two fundamental pillars: Democracy and human rights are fundamental pillars	11-14 (general and IVET[29])
Integrated into other compulsory subjects	Social studies	4-7, 8-10

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[27]   School-based IVET is not a separate stream of provision. Therefore the approach to citizenship for students who may be taking some vocational courses is the same as for those taking general education courses.

[28]   School-based IVET is not a separate stream of provision. Therefore the approach to citizenship for students who may be taking some vocational courses is the same as for those taking general education courses.

[29]   This applies to all the IVET programmes integrated into general upper secondary schools.

Curriculum approaches	Themes/Subjects/Learning areas	Grades
Liechtenstein ([30])		
Cross-curricular theme	5 key skills/abilities (networked thinking, awareness of subjectivity, sense of solidarity, ability to take responsibility, courage and optimism), and 5 cross curricular learning objectives (interconnectivity/interdependencies, image and perception, diversity and equity, conflicts and conflict resolution, change/vicissitude and future) embedded in the general objectives	1-5, 6-9
	Embedded in the general objectives	10-12 (general)
Integrated into other compulsory subjects	Human and environment, religion and culture, life skills	1-5
	Human and environment (covering the subjects: social sciences, life skills, religion and culture, history, economies, media)	6-9
	History, ethics, law and economics (government), life skills	10-12 (general)
Montenegro		
Cross-curricular theme	Embedded in the general objectives	1-5, 6-9, 10-13 (general and IVET)
Integrated into other compulsory subjects	Science and social studies	1-3
	Social studies	4-5
	History	6-9, 10-13 (general and IVET)
	Psychology	11 (general and IVET),
	Philosophy	13 (general)
	Sociology	12 (general and IVET)
Integrated into other optional subjects	(researching in) humanitarian law	8-9
Compulsory separate subject	Civic education	6-7
Optional separate subject	Civic education	10-13 (general), 13-14 (IVET)
Former Yugoslav Republic of Macedonia		
Integrated into other compulsory subjects	Society (the pupils and their communication with other, the pupils and their behaviour in the place where they live)	1-3
	Society (municipalities, settlements)	4-5
	Sociology	11 (general)
Compulsory separate subject	Citizenship education	8-9, 13 (IVET)
Norway		
Cross-curricular theme	Embedded in the general objectives	1-7, 8-10, 11-13 (general and IVET)
Integrated into other compulsory subjects	Social studies (history, geography, civics), knowledge of Christianity, religion, philosophies of life and ethics	1-7, 8-10
	Social studies (history, geography, civics)	11-12 (general), 12 (IVET)
Optional separate subject	Democracy in practice	8-10
	Politics: individual and society	12-13 (general and IVET)
Serbia		
Optional separate subject	Citizenship education – knowledge of self and others	1-4
	Citizenship education	5-8, 9-12 (general and IVET)

([30])   Students in IVET-programmes attend schools in Switzerland for the school-based part of their programme.

Curriculum approaches	Themes/Subjects/Learning areas	Grades
Turkey		
Cross curricular theme	Embedded in the general objectives	1-4, 5-8
Integrated into other compulsory subjects	Life science	1-3
	English, religious culture and ethics	4, 5-8, 9-12 (general)
	English, Arabic	5-8
	Turkish revolution history and Kemalism	5-7, 11 (general)
	Social studies	4, 5-7
	Sociology	11 (general)
	Second foreign language	9-12 (general)
	Arabic	9-10 (general)
	History	10 (general)
	Sociology and education, sociology II	12 (general)
	Studies of social sciences	11-12 (general)
	Professional development (effective Communication, environmental protection and professional ethics, and Ahi modules)	9 (IVET)
Compulsory separate subject	Human rights, citizenship and democracy	4
Optional separate subject	Law and justice	5-8
	Democracy and human rights	9/10/11/12 (general and IVET)

Annex 3: Online Guidance developed or supported by education authorities addressing citizenship education in primary, general secondary education and school-based IVET (ISCED 1-3), 2016/17

Belgium – French Community

Top-level website for citizenship education:

Web page for educators providing information on the themes and pedagogical approaches to citizenship education

> **Website:** www.enseignement.be/index.php?page=0&navi=4033

Belgium – German-speaking Community

Top-level website for citizenship education:

Education portal gathering all important information and news about school and education, including citizenship education

> **Website:** www.bildungsserver.be

Wider sources:

The Action Plan on Intercultural and Religious Dialogue for the 2016-17 school year outlines a project based learning approach to citizenship education, and is supported by a section on the education portal.

> **Website:** www.ostbelgienbildung.be/desktopdefault.aspx/tabid-4840/8584_read-51076/

Democracity is a role play workshop for primary schools, also used in other areas of Europe.

> **Website:** www.pdg.be/desktopdefault.aspx/tabid-4045/

Belgium – Flemish Community

Top-level website for citizenship education:

Educational Resources Network 'KlasCement' is a free platform where teachers help each other by sharing educational resources, including on citizenship education.

> **Website:** www.klascement.net

Wider sources:

Education website providing subsection on de-radicalisation, including information on the Educational Network of Islam Experts supporting this work at the top-level

> **Website:** onderwijs.vlaanderen.be/nl/deradicalisering

Czech Republic

Top-level website for citizenship education:

Methodological Portal RVP.CZ is a portal for teachers including guidance and resources for citizenship education.

> **Website:** http://rvp.cz/

Denmark

Top-level website for citizenship education:

The EMU.dk web portal for educators provides a wide range of resources, including teaching materials focusing on citizenship education, e.g. lesson plans and inspirational materials.

> **Website:** www.emu.dk/

Germany

Top-level website for citizenship education:

The Federal Agency for Civic Education has a website containing materials and instruments to support professionals whose daily work involves the area of citizenship education.

> **Website:** www.bpb.de

Wider sources:

Strengthening Democracy – Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs

> **Website:** www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2009/2009_03_06-Staerkung_Demokratieerziehung.pdf

Building Intercultural Education – Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs

> **Website:** www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/1996/1996_10_25-Interkulturelle-Bildung.pdf

Recommendations for a Culture of Remembrance to form an Object of Historical and Political Education in Schools – Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs

> **Website:** www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2014/2014_12_11-Empfehlung-Erinnerungskultur_englisch.pdf

Recommendation on the Promotion of Human Rights in Schools – Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs

> **Website:** www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/1980/1980_12_04-Menschenrechtserziehung-englisch.pdf

Features of the Democratic School is a guide produced by teacher training institutions in the federal states of Berlin, Brandenburg, Hamburg, Saxony, Saxony-Anhalt and Thuringia

> **Website:** http://li.hamburg.de/demokratie/material/3137692/artikel-merkmale-demokratiepaedagogischer-schulen/

Estonia

Top-level website for citizenship education:

The Union of History and Civics Teachers provides a website containing information and materials and instruments to support history and civic teachers.

> **Website:** www.eays.edu.ee/aja/

Wider sources:

The Good School Model was launched in 2012 and is a school based reflection of the wider outcomes of school education beyond league tables based on academic achievement, in line with the priority placed by the Estonian national curriculum on character building.

> **Website:** http://www.eetika.ee/en/good-school/good-school-model

Ireland

Top-level website for citizenship education:

The Junior Cycle Professional Development Service website contains pedagogical guidance and curriculum resources for citizenship education.

> **Website:** www.jct.ie

Professional Development Service for Teachers provides a website containing pedagogical guidance and support for teachers of SPHE (primary level) and Politics and Society (upper secondary level).

> **Website:** www.pdst.ie

Wider sources:

The student-led action research project is expected to engage directly with citizenship education issues.

> **Website:** www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Senior_Cycle/Politics_and_Society/FINAL-Politics-and-Society-Specification-2015-DES.pdf

The Blue Star Programme supports students to carry out projects related to European citizenship.

> **Website:** http://www.europeanmovement.ie/blue-star/

Greece

Wider sources:

The School Press service encourages teachers and students to collaborate and publish magazines and articles.

> **Website:** http://schoolpress.sch.gr

Spain

Top-level websites for citizenship education:

National website focusing on school co-existence offered to the educational community, providing information about teacher training, protocols, publications, legislation and useful links

> **Website:** http://www.mecd.gob.es/educacion-mecd/eu/mc/convivencia-escolar/inicio.html

Asturias educational administration website offering information to the education community about the promoted actions related to co-existence and school participation

> **Website:** https://www.educastur.es/centros/orientacion-y-diversidad/convivencia-y-participacion

País Vasco educational administration website offering information to the education community about the promoted actions related to education for peace and co-existence

> **Website:** http://www.eskolabakegune.euskadi.eus/web/eskolabakegune/modulo-adi-adian

Castilla y León educational administration website offering information to the education community about training for teachers and students, information about good practices and useful links

> **Website:** http://www.educa.jcyl.es/convivencia/es/informacion-especifica/formacion-sensibilizacion

Andalucía educational administration website offers offering information to the education community about the promoted actions related to school co-existence and peace education

Website: http://www.juntadeandalucia.es/educacion/webportal/web/convivencia-escolar

Castilla-La Mancha educational administration website containing information and educational resources about environmental education, quality of life, school life and multiculturalism

Website: http://www.educa.jccm.es/es/sistema-educativo/orientacion-convivencia-atencion-diversidad/convivencia/educar-valores

Navarra educational administration website offering information, materials and resources on values for inter- and intra-personal development, education and family values, peaceful co-existence, etc.

Website: https://www.educacion.navarra.es/web/dpto/educacion-en-valores

Cataluña educational administration guidance for the education of social and civic values at primary to upper secondary levels

Website: http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/colleccions/competencies-basiques/primaria/prim-educacio-valors.pdf

Wider sources:

Resources on love and relationships

Website: https://sede.educacion.gob.es/publiventa/idealovenam-socializacion-preventiva-de-la-violencia-de-genero/violencia-de-genero/20538

Critical thinking for citizens

Website: https://www.antifrau.cat/index.php?option=com_content&view=article&id=200:jo-si-educacio-per-a-la-integritat&catid=16&Itemid=347&lang=ca

Education for democracy

Website: http://www.parlament.cat/web/serveis-educatius/index.html

Understanding ethics

Website: http://www.xtec.cat/~mlluelle/implicat/index.html

France

Top-level website for citizenship education:

EDUSCOL is the Ministry of Education platform providing a section with guidance and resources on citizenship education.

Website: http://eduscol.education.fr/pid23353/citoyennete.html

Wider sources:

2013 *Loi pour la Refondation de l'École de la République* (loi n° 2013-595 du 8 juillet 2013) outlines a new programme of citizenship education.

Weblink: https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000027677984&categorieLien=id

Parcours Citoyen is the citizenship education learning pathway and includes interdisciplinary learning projects.

Website: http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=90913

Heros is an activity for primary school students (grade 5).

Website: http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=94708

Croatia

Top-level website for citizenship education:

The Education and Teacher Training Agency website provides a list of documents on recommendations and teaching materials, addressing learning both inside the classroom and extra-curricular.

Website: http://www.azoo.hr/index.php?Itemid=615

Italy

Top-level website for citizenship education:

Piedmont Institute for the History of Resistance and Contemporary Society 'Giorgio Agosti' website containing resources and didactical material related to citizenship education

> **Website:** http://www.istoreto.it

Cyprus

Top-level website for citizenship education:

A section on the website of the Pedagogical Institute offering information and examples of good practices for teachers in the area of citizenship education

> **Website:** http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=955&Itemid=422&lang=el

Wider sources:

Discovering the Elephant is a learning guide to explore intercultural diversity and acceptance of others.

> **Website:** http://www.moec.gov.cy/dde/diapolitismiki/ilektroniko_yliko/3_3_anakalyptontas_ton_elefanta.pdf

Latvia

Top-level website for citizenship education:

The National Centre for Education has a general website addressing all levels of primary, secondary and VET education, including resources on citizenship education.

> **Website:** http://visc.gov.lv/audzinasana/metmat.shtml

Wider sources:

7 Stories About Us is a series of short films addressing age, sex, race, sexual orientation, ethnicity and religious affiliation.

> **Website:** http://www.jps.lv/en/4/79/

Lithuania

Top-level website for citizenship education:

The Education Garden web platform covering citizenship education and related fields including media literacy, entrepreneurship and national security and offering educational materials, and offering a space for teacher discussions

> **Website:** https://sodas.ugdome.lt/

Wider sources:

The Concept of the Good School (originally seen in Estonia) is a school self-evaluation indicators project to reflect the value of whole school approaches e.g. democratic school governance, democratic participation and leadership.

> **Website:** https://www.e-tar.lt/portal/lt/legalAct/f2f65120a7bb11e5be7fbe3f919a1ebe

Luxembourg

Top-level website for citizenship education:

The Centre for Citizenship Education has a dedicated website which is developing guidance and materials to support citizenship education.

> **Website:** https://portal.education.lu/zpb/

Malta

Top-level website for citizenship education:

There are a range of websites to support teachers of PSCD and history, with educational resources and materials on personal, social and career development as well as history teaching.

Website: http://psd.skola.edu.mt/; http://mpsda.org.mt/; http://history.skola.edu.mt/; https://htamalta.wordpress.com/

Wider sources:

Maltese Association of Parents of State School Students is a voluntary organisation officially representing parents of students attending state schools in Malta. It aims to act as a reference point and to strengthen the partnership between parents, educators and the Maltese educational authorities and policy makers.

Website: www.mapsss.org

Netherlands

Top-level websites for citizenship education:

Citizenship in School is a website with information and tools to support citizenship education in primary to upper secondary, including education for those with special needs.

Website: http://burgerschapindeschool.nl/

Citizenship in School-based IVET contains information and tools to support citizenship education in IVET, including resources on the four dimensions of political and legal, economic, socio-cultural and active citizenship.

Website: https://www.mboraad.nl/platforms-projecten/burgerschap-het-mbo

Resource Centre or wiki supporting schools and teachers in primary, secondary education and vocational education with teaching materials including citizenship education

Website: https://www.wikiwijsleermiddelenplein.nl/

Wider sources:

National School Debate competition

Website: http://dsdcfoundation.nl/

Austria

Top-level websites for citizenship education:

Polis, the Austrian Centre for Citizenship Education in Schools, has a website for schools, providing teaching materials and a range of information about good practices, trainings, workshops, etc.

Website: www.politik-lernen.at

The Citizenship Education Portal is a section within the Austrian school portal serving as an information platform on citizenship education and offering a variety of thematic dossiers, information about curricula, institutions, competitions and teaching materials

Website: www.politische-bildung.at

Wider sources:

The Political Competence Model has been developed by the Austrian government and highlights the competences involved in political education.

Website: https://www.bmb.gv.at/schulen/unterricht/ba/glv_kompetenzmodell_23415.pdf

Poland

Top-level website for citizenship education:

The Centre for Citizenship Education is an NGO that is sign-posted to by the government as a provider of guidance and curriculum resources for citizenship education, publishing a range of textbooks recommended for use in the classroom.

Website: https://glowna.ceo.org.pl/

Portugal

Top-level websites for citizenship education:

A section within the Ministry for Education website providing reference documents, guidance and information on citizenship education

    Website: http://www.dge.mec.pt/educacao-para-cidadania

Romania

Top-level website for citizenship education:

The Teacher – A Professional in the Education System is a project and website gathering resources and information for the competence development of teachers with specialisation in 'Man and Society'.

    Website: http://socioumane.pmu.ro/ro/despre_proiect

Slovenia

Top-level website for citizenship education:

The e-library with Materials for Citizenship Education, Patriotic Education and Ethics is a website providing support to schools and educational staff in the form of online materials and information.

    Website: https://skupnost.sio.si/course/view.php?id=2111; https://skupnost.sio.si/course/view.php?id=1140

Slovakia

Top-level website for citizenship education:

Global Education has a website containing a virtual library, articles and blogs, virtual school (suggestions, themes and ideas for teachers on how to implement global education in the teaching process).

    Website: http://www.globalnevzdelavanie.sk/co-je-gv

Finland

Top-level website for citizenship education:

The Edu.fi Website is maintained by the Finish National Agency for Education and provides information and support for teaching, such as online learning material and pedagogical tools as well as important material to support the curriculum implementation.

    Website: http://edu.fi/

Wider sources:

Me and My City is a physical space and learning environment designed to allow students to have practical experience of being a consumer, citizen and worker.

    Website: http://yrityskyla.fi/en/

KiVa is a national anti-bullying programme.

    Website: http://www.kivaprogram.net/; http://www.ssf-ffm.com/vertaissovittelu/index.php?id

Sweden

Top-level website for citizenship education:

The Swedish National Agency for Education website has a section addressing the development of fundamental values in pre-school and school

    Website: https://www.skolverket.se/skolutveckling/vardegrund

United Kingdom (England)

Online sources of guidance for citizenship education

Website providing practical advice, support and resources to help teachers, school leaders, parents and all those working with children and young people to keep them safe from the dangers of extremism. The site was created by the Department for Education and the Home Office.

> **Website:** http://educateagainsthate.com/

United Kingdom (Wales)

Top-level website for citizenship education:

Hwb Digital Learning for Wales provides educational resources for citizenship education through Personal and Social Development, Well-being and Cultural Diversity, Education for Sustainable Development and Global Citizenship and Personal and Social Education.

> **Website:** https://hwb.wales.gov.uk/resources/tree?sort=created&language=en

Wider sources:

The Welsh Baccalaureate is a national skills-based qualification.

> **Website:** http://qualificationswales.org/qualifications/welsh-baccalaureate/?lang=en

United Kingdom (Northern Ireland)

Top-level website for citizenship education:

Council for the Curriculum, Examinations and Assessment (CCEA) is a non-departmental body reporting to the Department of Education. Through its website, CCEA provides a wide range of resources to support teachers of Personal Development and Mutual Understanding and Learning for Life and Work (including the Local and Global Citizenship strand).

> **Website:** http://ccea.org.uk/

Wider sources:

Shared Education policy in Northern Ireland offers a range of opportunities for children and young people from different community backgrounds to learn together so creating a more inclusive society.

> **Website:** https://www.education-ni.gov.uk/publications/sharing-works-policy-shared-education

United Kingdom (Scotland)

Top-level website for citizenship education:

The Curriculum for Excellence website contains resources and information to support teachers in different areas, including citizenship education.

> **Website:** http://www.educationscotland.gov.uk/

Switzerland

Top-level website for citizenship education:

The *PolitischBildung* website offers teaching materials, information and networking possibilities for teachers and students interested in citizenship education.

> **Website:** http://politischebildung.ch

The *Guide Education Citoyenneté Mondiale* is *a* pedagogical guide for citizenship education.

> **Website:** http://www.globaleducation.ch/globallearning_fr/resources/Guide_Education_Citoyennete__mondiale.pdf

Education for Sustainable Development is a webportal providing information and educational resources linked to citizenship education.

> **Website:** http://www.education21.ch/en

Liechtenstein

Top-level website for citizenship education:

The Centre for Educational Resources has a website offering educational resources and materials on all subjects, including citizenship education.

> **Website:** http://www.llv.li/#/11239/zentrum-fur-schulmedien

Wfl.li is a website offering information about further development and training opportunities for educational professionals in all subjects, including citizenship education.

> **Website:** https://www.wfl.li/index.php?id=15

Montenegro

Top-level website for citizenship education:

The Bureau for Education Services has web pages with information and resources for teachers about education for democratic citizenship and human rights, professional development, curricula, etc.

> **Website:** http://www.zzs.gov.me/naslovna/naslovna-medjunarodna/demokratsko_gradjanstvo; http://www.zzs.gov.me/naslovna/profesionalnirazvoj; http://www.zzs.gov.me/naslovna/programi

Turkey

Top-level website for citizenship education:

The Education Information Network is a web portal that both teachers and students can use to find written documents (books, journals, etc.) and online videos about many courses, including on citizenship education.

> **Website:** http://www.eba.gov.tr/

Annex 4: National programmes and initiatives supporting citizenship education through extra-curricular activities and participation in school governance in primary, secondary education and school-based IVET (ISCED 1-3), 2016/17

Belgium – French Community

National programmes:

CSEM: Higher Council for Media Education supports and implements national programmes of media education

> **Website:** http://www.csem.be/csem/missions

National programmes of cultural education linked to citizenship

> **Website:** http://www.culture.be/index.php?id=7051&no_cache=1

Démocratie ou Barbarie is a national programme of support for school projects linked to remembrance

> **Website:** http://www.democratieoubarbarie.cfwb.be/

Wider sources:

The Participation Council is an opportunity for extra-curricular engagement for students. It is a school governing body bringing together all actors in the local area including community representatives, the school head, teachers and students, parents and associations connected to the school. Its purpose is to be a forum for discussion, consultation and reflection, and a means by which school life is improved.

> **Website:** http://www.gallilex.cfwb.be/document/pdf/39269_000.pdf

Belgium – German-speaking Community

National programmes:

Kultur macht Schule is a national programme of support for cultural activities (can also be part of curriculum)

Website: http://www.bildungsserver.be/desktopdefault.aspx/tabid-3964/7104_read-41299/

The Parliament of the German-speaking Community of Belgium coordinates democracy programmes and activities for schools.

Website: http://www.pdg.be/desktopdefault.aspx/tabid-4045/

Bulgaria

National programmes:

The annual Citizenship Education Olympiad aims to develop social and civic skills among students and is organised by the Ministry of Education.

Website: http://www.mon.bg/?go=page&pageId=16&subpageId=80

With Care for Each School Child is a national programme to enhance learner achievement and support citizenship education related extra-curricular activities, including training and support for participation in the Citizenship Education Olympiad.

Website: www.mon.bg/?go=page&pageId=13&subpageId=943

Czech Republic

National programmes:

National Programme Environment supports a network of environmental training centres and information centres. These centres organise curricular and extra-curricular programmes in cooperation with schools and provide guidance for teachers.

Website: http://www.env.cz/cz/narodni_program_zivotni_prostredi; http://www.ekocentra.cz/

The National Programme for Global Development Education is a programme includes support for extracurricular activities familiarizing children and youth with the goals, principles and topics related to global development issues of the present-day world. It supports both One World in Schools and Variantny Education (below).

Website: http://gene.eu/wp-content/uploads/Gene_NationalStrategy-CzechGDE2011EN.pdf

One World in Schools is a programme with both curricular and extra-curricular content, addressing citizenship education themes including society and international human rights

Website: https://www.jsns.cz/en/home?id=243

Variantny Education is a programme for global development education

Website: https://www.varianty.cz/about-varianty

Wider sources:

The national guidelines on extra-curricular learning (Methodology to support the creation of school curriculum in school facilities for extra-curricular [leisure] education) do not directly link to citizenship education but emphasise the role of the school in providing extra-curricular activities.

Website: https://www.varianty.cz/about-varianty

Germany

National programme:

The Federal Government runs a Youth Debates competition (may also be linked to curriculum).

Website: https://esmunich.de/en/home/secondary-school/projects/youth-debates.html

Estonia

National Programmes:

Tugila is a programme which provides activities targeted at empowering young people who are not currently in education, employment or training (NEETs), as part of wider *Estonian Youth Guarantee National Action Plan.* The programme assists them in realising their potential and return to being a productive member of society as quickly as possible, raising their confidence and self-esteem.

> **Website:** https://tugila.ee/support-program-youth-prop/

Local Youth Councils are attached to local government councils. The objective is to allow young people to take part in decision-making processes at local level.

> **Website:** http://www.enl.ee/en/enl

Greece

Wider sources:

Sameworld is a global environmental citizenship project aiming to provide learning activities around the topics of Environmental Justice, Climate Change and Environmental Migrants.

> **Website:** www.sameworld.eu

Spain

National programmes/Autonomous Community programmes:

Cataluña service-learning programme

> **Website:** http://www.aprenentatgeservei.cat

Cataluña community service programme

> **Website:** http://xtec.gencat.cat/ca/comunitat/serveicomunitari/

Galicia programmes supported by the Proxecta funding plan:

> **Website:** http://www.edu.xunta.gal/portal/planproxecta

Galicia Supportive Schools Network (*Red de centros escolares solidários*)

> **Website:** http://www.edu.xunta.gal/portal/node/6254

Galicia Children's Volunteerism: be moved

> **Website:** http://www.edu.xunta.gal/portal/node/19880

Galicia Education in values and Global Citizenship

> **Website:** http://www.edu.xunta.gal/portal/node/19814

Galicia +Comunidad: Education for sustainable, caring and cooperative culture

> **Website:** http://www.edu.xunta.gal/portal/node/19773

Wider sources:

The Gitanos Association runs extra-curricular arts activities linked to awareness of and work with the Roma community

> **Website:** www.gitanos.org

France

National programme:

Politique de la Ville is a programme addressing strong inequalities in academic success and different areas of city policy. The city-level administration and the Ministry of Education have developed specific actions to promote the educational success of students from the priority neighbourhoods. 1 500 neighbourhoods in large cities, medium-sized towns and rural areas have been prioritised. Part of this national programme provides funding to develop a new offer of extra-curricular activities, complementing existing public education systems and including educational, artistic, cultural and sporting activities.

> **Website:** http://www.cget.gouv.fr

Wider sources:

The Week of Press and the Media supports work on media literacy.

> **Website:** http://www.clemi.fr/fr/

The *Chemins de Mémoire* project offers intergenerational learning through a cultural project linked to remembrance

> **Website:** http://www.defense.gouv.fr/actualites/memoire-et-culture/les-ressources-en-ligne-du-site-chemins-de-memoire

La Mallette des Parents is a websites for parents to get involved in their child's school and education.

> **Website:** http://mallettedesparents.onisep.fr

Ireland

Wider source:

The 2016 Parent and Student Charter Bill outlines requirements for all schools to engage and consult with parents and students.

> **Website:** https://www.education.ie/en/Parents/Information/Parent-and-Student-Charter/General-Scheme-of-an-Education-Parent-and-Student-Charter-Bill-2016.pdf

Young Social Innovators contributes practical social innovation experiences for young people.

> **Website:** http://www.youngsocialinnovators.ie

Student Councils Ireland

> **Website:** www.studentcouncils.ie

Italy

National programme:

Ministry of Education offers a range of annual activities, including:

- A Day in the Senate
- I would like a law that…
- Witness Rights
- Training Day at Montecitorio
- Parlawiki – building the vocabulary of democracy

> **Website:** http://www.istruzione.it/allegati/2016/prot9969.zip

Cyprus

National programme:

Prevention Centres 'Micri Arktos' work with schools and the wider community to deliver a programme of activities for personal and social skills, supporting a prevention approach to substance misuse or harmful behaviours.

> **Website:** http://onek.org.cy/en/home-page/programs-and-service/counseling-services/micri-arktos/

Latvia

National programme:

4H Clubs (Mazpulki) is a rural-based youth association that works with young people on the development of 'head, heart, hand and health', helping them to build a strong body and spirit. This is based on the US equivalent, and also present in other EU countries.

>   **Website:** http://www.mazpulki.lv/lv/page/par_mums

Latvian Scouts and Guides organisation

>   **Website:** https://www.scout.org/node/136636?language=en

Latvian Youth Guard is one of the largest youth movements in Latvia, this brings together young people in lower and upper secondary ages. The organisation cooperates with education institutions as well as National Armed Forces, providing civic education and extra-curricular activities through the development of military-based activities, developing patriotism, citizenship consciousness, teamwork and bravery as well as physical abilities and self-discipline.

>   **Website:** http://www.jic.gov.lv/en/Jaunsardze.aspx

Wider sources:

Guidelines on Value Education and Evaluation Procedure of Information, Teaching Aids, and Teaching and Education Methods were introduced in 2016 including strengthening of student participation.

>   **Website:** https://likumi.lv/ta/id/283735-izglitojamo-audzinasanas-vadlinijas-un-informacijas-macibu-lidzeklu-materialu-un-macibu-un-audzinasanas-metozu-izvertesanas

Lithuania

National programmes:

The Model European Parliament in Lithuania aims to educate young people about the European Union and to develop the youth understanding of their role as citizens of Lithuania and as citizens of the EU.

>   **Website:** http://mep.lt/mep2015/kas-yra-mep/

The Citizenship Academy is the largest national programme offering simulations of local government councils in Lithuania. During the simulation, students become members of the council, elect a mayor, discuss the city's vision, explore problems, propose ideas and compete in the pre-election game Ecosim Elections. The local level teams can also participate in deciding questions of national importance.

>   **Website:** http://pilietiskumomokykla.lt

A programme of student internships in government encourage upper secondary and school-based IVET students to be aware of and understand national institutions and the work of the public sector and government. This is intended to encourage civic activity, and includes a one week internship either at a government office or one of the 14 ministries.

>   **Website:** https://lrvk.lrv.lt/lt/naudinga-informacija/moksleiviai-i-vyriausybe-2

Wider sources:

Let's do it! is an environmental protection initiative in Lithuania designed to bring together students and the community.

>   **Website:** http://mesdarom.lt/

International youth debating opportunities between young people from central and eastern European countries

>   **Website:** https://www.goethe.de/ins/lt/lt/spr/unt/ver/jdi.html

Hungary

National programme:

School Community Service Programme was introduced in the 2011 Act on National Education, this is a compulsory national programme of 50 hours of community service as a condition of obtaining the school leaving certificate. The aim is to raise social awareness, improve the self-confidence and competences of students, with an opportunity for career guidance. The Eszterházy Károly University Hungarian Institute for Educational Research and Development coordinates the programme, sharing guidelines, practice examples and a partner search facility via a dedicated website, and organises accredited training courses for teachers.

> **Website:** www.kozossegi.ofi.hu

Malta

National programmes:

Ekoskola supports schools to develop extra-curricular environmental activities and raise awareness of the importance of this work (part of a global programme).

> **Website:** http://www.ekoskola.org.mt/; http://www.ecoschools.global

Sport Malta provides extra-curricular physical activity and team building for students.

> **Website:** www.sportmalta.org.mt/

Netherlands

National programme:

Prodemos activity programs to help explain the systems that govern democracy and the rule of law, and to show what citizens themselves can do to exert political influence – at municipal, provincial, national and European level.

> **Website:** https://www.prodemos.nl/english/about-prodemos/

The Society Internship is a chance for students to volunteer in the community (can also be part of curriculum).

> **Website:** http://www.maatschappelijkestage.nl/

Austria

National programme:

Sparkling science is a national programme of citizen science projects, where researchers work side by side with young people on current research topics.

> **Website:** www.sparklingscience.at

The Austrian Youth Parliament is open for young people to experience politics, and since 20156 has also included a parliament for apprentices.

> **Website:** www.reininsparlament.at/was-ist-das-lehrlingsparlament-lp.html

Wider source:

The Austrian Parliament provides workshops and tours to young people through Democracy Workshops.

> **Website:** http://www.demokratiewebstatt.at/demokratiewerkstatt/die-werkstaetten/

Portugal

Wider sources:

The *Tic Toc na Escola do Futuro* project offers integrated learning involving digital and artistic languages.

> **Website:** http://educacaoartistica.dge.mec.pt/tic-toque.html

The Portuguese Policy Experimentation and Evaluation Platform offers diverse entrepreneurial learning experiences for young people.

> **Website:** http://peep.pt/projects/

Romania

National programme:

Different School – know more, be better! is a national programme to support a specific programme of extra-curricular activities for each school, which includes citizenship activities.

> **Website:** http://beta.edu.ro/sites/default/files/_fi%C8%99iere/Invatamant-Preuniversitar/2016/management/ORDIN%204496_2015_Anexa.pdf

National Strategy of Community Action is an extra-curricular educational programme to promote social cohesion by connecting high schools with link organisations that work with children who have specific needs.

> **Website:** http://snac.edu.ro/download/SNAC-Explanatory-Note.pdf

Slovenia

Wider source:

National guidelines for extra-curricular learning (*Interesting Activities for Basic Education*) offer information for schools to organize as an extended program of extra-curricular learning with the aim of enabling the discovery and development of student interests.

> **Website:**http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/devetletka/program_drugo/Interesne_dejavnosti_cb.pdf

United Kingdom (England)

National programme:

The National Citizen Service was introduced in 2011 aimed at bringing together young people aged 15 to 17 from different backgrounds to help them develop greater confidence, self-awareness and responsibility. The programme involves three phases: a residential course of outdoor adventure activities, a residential self-discovery programme and a group work phase to plan and deliver a social action project.

> **Website:** http://www.ncsyes.co.uk

Wider sources:

Online toolkit for engaging parents

> **Website:** https://www.gov.uk/government/publications/parent-view-toolkit-for-schools

United Kingdom (Wales)

Wider source:

Welsh Government developed a Student Councils toolkit for schools and students to use, accompanied by a best practice guide.

> **Website:** http://gov.wales/docs/dcells/publications/100209activitypacken.pdf;
> http://gov.wales/docs/dcells/publications/090925schoolcouncilbestpracticeguideen.pdf

Pupil Voice website to support student participation

> **Website:** http://www.childrensrights.wales/index.php/cafe/189-pupil-voice

United Kingdom (Northern Ireland)

National Programme

See National Citizen Service in United Kingdom (England). In Northern Ireland, the scheme was introduced in 2012.

> **Website:** http://www.cooperationireland.org/programmes/youth-education-programmes/ni-national-citizen-service/

United Kingdom (Scotland)

National programme:

Duke of Edinburgh Award Scheme is a youth achievement award for 14- to- 24-year-olds, aimed at fostering social and employability skills through outdoor pursuits, volunteering and team-work.

Website: http://www.dofe.org/what-is-dofe

Wider sources:

Information on the role of parents through the Scottish Schools (Parental Involvement) Act 2006
Website: http://www.gov.scot/resource/doc/148166/0039411.pdf

Switzerland

National programme:

Youth Parliament

Website: http://www.jugendparlamente.ch/de/informationen/was-ist-ein-jugendparlament/

Engagament.ch is a national programme driving engagement from young people by asking them to contribute their idea for change. The best ideas are discussed by young parliamentarians in the Youth Parliament.

Website: https://www.engage.ch/fr/a-propos/article/comment-%C3%A7a-marche

Campus Democracy is a national platform to promote political education and political participation throughout Switzerland, supporting knowledge sharing, synergies between stakeholders and building a network between different types of organisation involved in this area of work.

Website: http://www.campusdemokratie.ch/de

Wider source:

Easyvote is a voting tool to foster political participation.

Website: https://www.easyvote.ch/de/home/

The Law on fostering activities for young people allows national funding of projects such as those run by Cantons, communities of non-governmental organisations.

Website: https://www.bsv.admin.ch/bsv/fr/home/finanzhilfen/kjfg.html

Montenegro

National programme:

Winter School in Nature – Magic Winter is an extracurricular programme of nature-based activity for social, physical and emotional health

Website: http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=221154&rType=2;
http://www.zzs.gov.me/rubrike/projekti/projekti/Rubrike_projekti_projekti_cetinje/

Annex 5: CPD activities organised or supported by top level education authorities to help teachers develop the competences needed for delivering citizenship education, 2016/17

Belgium – French Community

- Framework for teaching 'Philosophy and Citizenship Education': Rational and direction of changes (*Les référentiels en éducation à la philosophie et à la citoyenneté: Des changements oui mais pourquoi et comment?*)

  Provider:

  Institut de la formation en cours de carrière (IFC)

  Objective and content:

  Teachers will be familiarised with the competences framework for the subject 'Philosophy and Citizenship Education'; understand the changes related to the teaching and learning of this subject; learn how to promote students competences through various activities, teaching of relevant concepts (e.g. emotions, values, democracy, the distinction between rules and laws, etc.); identify the existing teaching resources how to create new materials.

  Website: http://www.ifc.cfwb.be

Belgium – German-speaking Community

- Intercultural and interreligious dialogue (*Weiterbildungsmodule zum Thema interkultureller und -religiöser Dialog*)

  Provider:

  Autonome Hochschule and CPD-Commission for teaching staff

  Objective and content:

  The aim of this CPD programme is to develop the intercultural and interreligious competences of the teaching staff. Topics that are covered include: dealing with prejudice, racism and extremism at school; ready for diversity – module 1 & 2; intercultural school development; basic knowledge about the 5 world religions; and religious and cultural diversity as learning challenge (ISCED 1, 2 & 3).

  Website: http://www.bildungsserver.be/desktopdefault.aspx/tabid-4846/8593_read-48132/

- Being a citizen in Western Europe – How do we want to shape our cohabitation?

  Provider:

  Autonome Hochschule and CPD-Commission for teaching staff

  Objective and content:

  The course shows in a child-friendly way how democracy and dictatorship shape the coexistence of people what are the consequences. The participants receive handbooks on how they can prepare history lessons based on this perspective.

  Website: http://www.ahs-dg.be

Czech Republic

- Various CPD training courses

  Provider:

  National Institute for Further Education

  Objective and content:

  Courses for teachers devoted, for example, to global development education, ethics education and bullying at schools

  Website: http://www.nidv.cz/en/

- The Varianty Educational Program of People in Need

  Provider:

  People in Need

  Objective and content:

  Educational courses in the field of inclusive education, intercultural education and education for global development

  Website: https://www.varianty.cz/about-varianty

- The Slovak and Czech Regional Academy

  Provider:

  National Institute for Education in the Slovak Republic, the Council of Europe, the European Wergeland Centre, the Methodology and Pedagogy Centre, National Institute for Certified Educational Measurements, Open Society Foundation, National Institute for Education of the Czech Republic

  Objective and content:

  A whole school approach training program for teams of teachers, their school heads and representatives of NGOs to promote human rights education in the Slovak Republic and the Czech Republic.

  Website: http://www.theewc.org/Content/What-we-do/Summer-Academies/The-Slovak-and-Czech-Regional-Academy

Germany

- Common content requirements for subject-related studies and subject-related didactics in teacher training applying to all the *Länder* (*Ländergemeinsame inhaltliche Anforderungen für die Fachwissenschaften und Fachdidaktiken in der Lehrerbildung*)

  Provider:

  Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany

  Objective and content:

  The common content requirements for subject-related studies and subject-related didactics in teacher training which apply to all the *Länder* include democracy education and democracy didactics for teachers in the subject-area politics/social studies/economics.

  Website: http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2008/2008_10_16-Fachprofile-Lehrerbildung.pdf

- Standards for Teacher Training in the Educational Sciences (*Standards für die Lehrerbildung: Bildungs-wissenschaften*)

  Provider:

  Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany

  Objective and content:

  The Standards for Teacher Training in the Educational Sciences), agreed by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany, make the knowledge of the constitution law, the education and the conventions on Human Rights obligatory.

  Website: http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2004/2004_12_16-Standards-Lehrerbildung.pdf

- Remembering of our past for our future – Recommendations for a culture of remembrance to form an object of historical and political education in schools (*Erinnern für die Zukunft – Empfehlungen zur Erinnerungskultur als Gegenstand historisch-politischer Bildung in der Schule*)

  Provider:

  Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany

  Objective and content:

  The aim of a common 'culture of remembrance' in schools is to enable young people to describe and evaluate historical developments and to understand that they have the ability to shape and change our world with their own actions.

  Website: http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2014/2014_12_11-Empfehlung-Erinnerungskultur_englisch.pdf

- Intercultural education at school (*Interkulturellle Bildung und Erziehung in der Schule*)

  Provider:

  Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany

  Objective and content:

  Apart from engaging with other languages and cultures the objective is to further the ability to consider one's own perceptions of other people and to put them in context, and being aware of and reflecting on the social framework conditions in which these perceptions have developed.

  Website: http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/1996/1996_10_25-Interkulturelle-Bildung.pdf

- Media education in schools (*Medienbildung in der Schule*)

  Provider:

  Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany

  Objective and content:

  The attainment of media competence through media education in schools includes the constructive and critical examination of the media world on the one hand, and the sensible use of the possibilities it offers for individual learning processes on the other.

  Website: http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2012/2012_03_08_Medienbildung.pdf

- Strengthening of democracy education (*Stärkung der Demokratieerziehung*)

  Provider:

  Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany

  Objective and content:

  Children and young people are to learn about the advantages, achievements and opportunities of democracy and to recognise that basic principles of democracy like freedom, justice and solidarity as well as tolerance may not to be put into question.

  Website: http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2009/2009_03_06-Staerkung_Demokratieerziehung.pdf

- Recommendation of the Standing Conference of the Ministers of Education and Cultural Affairs on the promotion of human rights in schools

  Provider:

  Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany

  Objective and content:

  Education with respect to human rights is intended to equip the student with the ability to promote the realisation of human rights in his or her personal and political surroundings. He or she should be ready to use the question concerning the realisation of human rights as an important yardstick for assessing the political conditions both in their own country and in other countries. This includes being prepared to stand up for the rights of others.

  Website: https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/1980/1980_12_04-Menschenrechtserziehung-englisch.pdf

- Educating about Europe in schools (*Europabildung in der Schule*)

  Provider:

  Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany

  Objective and content:

  It is the task of schools to make pupils aware of the convergence of the European peoples and states and to the rearrangement of their relations with each other. Schools are to contribute to an awareness of common European bonds and develop an understanding of European links in many areas of life and the necessity of decision-making on a European level. Furthermore, it is the task of schools to further and develop respect and interest for the variety of European languages and cultures.

  Website: http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/1978/1978_06_08_Europabildung.pdf

Estonia

- Regional summer academy for the Baltics on human rights education and education for democratic citizenship and history learning

  Provider:

  European Wergeland Centre and the Estonian Ministry of Education

  Objective and content:

  A whole school approach training program for teams of teachers and their school heads to promote education for democratic citizenship with a particular focus on history teaching.

  Website: http://www.theewc.org/Content/What-we-do/Summer-Academies/Regional-Baltic-Summer-Academy

Ireland

- Social Personal and Health Education

  Provider:

  Professional Development Service for Teachers

  Objective and content:

  Training for all primary school teachers on the subject Social Personal and Health Education.

  Website: www.pdst.ie

- Junior Cycle Short Courses

  Provider:

  Junior Cycle

  Objective and content:

  Junior Cycle Short Courses training for semi-specialist and specialist teachers (ISCED 2) on areas relevant to CSPE and to active learning

  Website: www.jct.ie; http://www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015.pdf

- Politics and Society

  Provider:

  Professional Development Service for Teachers

  Objective and content:

  Training for semi-specialist and specialist teachers (ISCED 3) on the subject Politics and Society, with a focus on focus on methodology, active learning and research methodology

  Website: www.pdst.ie; http://www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Senior_Cycle/Politics_and_Society/FINAL-Politics-and-Society-Specification-2015-DES.pdf

Greece

- Greek Summer Academy on Human Rights for teachers and school heads

  Provider:

  European Wergeland Centre and the Greek Ministry of Education

  Objective and content:

  The Greek Summer Academy for teachers and school heads (October 2015) focused in particular on contemporary challenges in Greek schools, within a whole school approach. Thirteen teams of Greek teachers and their school heads from all over the country participated in the Academy. Efforts are being made for the Summer Academy on Human Rights to become a yearly event.

  Website: https://www.theewc.org/content/what-we-do/Summer-Academies/Greek-Summer -Academy

Spain

- School coexistence and active citizenship in the digital age

  Provider:

  Ministry of Education, Culture and Sport in collaboration with the International Menéndez Pelayo University

  Objective and content:

  The Ministry of Education, Culture and Sport in collaboration with the International Menéndez Pelayo University organises the summer courses 2017. One of the courses offered is entitled 'School coexistence and active citizenship in the digital age' and will be held in Valencia in the month of July.

  Website: http://educalab.es/intef/formacion/formacion-presencial/cursos-verano/cursos-201

- First State conference on school coexistence with focus on 'The strength of education'

  Provider:

  Ministry of Education, Culture and Sport in collaboration through the National Centre for Innovation and Educational Research

  Objective and content:

  A conference was held on24-26 May 2017 targeting university and other teachers, students, etc. and discussion the following citizenship education related topics: educational activities for the promotion of diversity and bullying prevention; successful educational actions to overcome racial or ethnic discrimination; prevention and detection of racism, xenophobia and intolerance in the classrooms; psychosocial bullying aspects.

  Website: http://educalab.es/-/i-congreso-estatal-de-convivencia-escolar

- Management and prevention of gender violence.

  Provider:

  Government of Castilla y León

  Objective and content:

  The objective of this training programme is to learn techniques for promoting respect and tolerance for gender diversity among students.

  Website: http://www.educa.jcyl.es/profesorado/es/formacion-profesorado/plan-autonomico-formacion-permanente-profesorado

- Master in Citizenship and Human Rights: Ethics and Politics (inter-university program)

  Provider:

  University of Barcelona

  Objective and content:

  The overall objective of this master's degree is to provide specific training from the perspective of ethics, politics and the philosophy of law, in order to provide students with the ability to learn how to counsel and make decisions regarding the development of human rights and democratic policies, problems of civic life in today's multicultural context, subjectivity and identity, as well as regarding the dilemmas of bioethics and biopolitics.

  Website: http://www.ub.edu/estudis/es/mastersuniversitaris/ciutadaniaidrets/presentacion

- Activities offered and managed by the network of Galicia teacher training.

  Provider:

  Network of Galicia Teacher Training

  Objective and content: Teacher training activities on topics such as: Ethical and political movements of the XX and XXI centuries: Didactic application in the classroom; Promoting inclusive citizenship; Education for global citizenship; Cooperative methodologies and citizen participation; Citizenship and digital knowledge; Citizenship Education: the cinema as a resource.

  Website: http://www.edu.xunta.gal/portal/node/19602

- Conference on Co-existence

  Provider:

  Castilla-La Mancha Government

  Objective and content:

  Conference on Co-existence covering the following topics: Child Health Care; The gender role; Education and society; Seminar on conflict resolution.

  Website: http://www.ub.edu/estudis/es/mastersuniversitaris/ciutadaniaidrets/presentacion

- *+Comunidade* Programme

  Provider:

  Government of Galicia

  Objective and content:

  The objectives of the teacher training are: training in the culture of sustainability, care and cooperation as well as in the methodology of learning and service; become acquainted and use teaching and learning tools and resources to understand and critically transform the destructive and consumerist style of life; develop strategies for identifying socio-environmental problems at a local level and analyse their impact on a global level; develop methodologies for accompanying actions and tasks performed by students in the field of care and the culture of sustainability; provide the community with learning strategies through the sharing of knowledge amongst the participating schools.

  Website: http://www.edu.xunta.gal/portal/es/node/19910

- Volunteering (*Miúdo: Móvete!*)

  Provider:

  Government of Galicia

  Objective and content:

  The objectives of the teacher training are to encourage teachers to play a facilitating role in the learning processes and in the active participation of students in solidarity projects, and to provide teachers with the mechanisms that enable students to become acquainted with volunteering in an exciting and motivating way.

  Website: http://www.edu.xunta.gal/portal/node/19880

- *Conecta Cultura*

  Provider:

  Government of Galicia

  Objective and content:

  The objectives of the teacher training are: to acquire strategies to train students in psychosocial skills and intercultural education; to identify and analyse 'social beliefs' such as prejudice, stereotypes, etc. that can lead to discriminatory attitudes, speech and practices, which in turn can create manifest or latent conflicts; to make use of appropriate didactic materials and tools to deal with intercultural education; and to create two-way communication channels with families.

  Website: http://www.edu.xunta.gal/portal/node/19759

- Classrooms: Inclusive and egalitarian

  Provider:

  Government of Galicia

  Objective and content:

  The objectives are to provide teacher training on the equal rights of people with disabilities.

  Website: http://www.edu.xunta.gal/portal/node/19760

- Values education and global citizenship

  Provider:

  Government of Galicia

  Objective and content:

  The objectives of the teacher training are to promote knowledge of the Convention on the Rights of the Child through the integration of children's rights as universal ethical principles and rules of conduct, in order to transform the reality of schools.

  Website: http://www.edu.xunta.gal/portal/node/19814

France

- National in-service training plan for teachers and school staff (*Plan de formation continue des enseignants et des personnels d'éducation*)

  Provider:

  In France each *académie*, the main administrative districts of the Ministry of Education and Ministry of Higher Education and Research, develops each year the 'Academic training plan' (*Plan académique de formation*). It is established based on the Ministry directives, transmitted by the director of the *académie*, and elaborated by the inspectors.

  Objective and content:

  The national in-service training plan for teachers and school staff aims to help them deal with issues related to citizenship (French and European), moral and civic education, secularism and the fight against prejudice. It involved a presentation (in June 2015) of the new programme to around 1 000 inspectors and teacher trainers within the different French *académies* who were then tasked with passing on this knowledge to 300 000 teachers by the end of 2017, as well as a national training seminar on the teaching of civic and moral education and the implementation of the citizen's pathway in classrooms and schools (*parcours citoyen*) (Brive, 8-9 March 2017).

  Website: http://www.education.gouv.fr/cid85644/onze-mesures-pour-un-grande-mobilisation-de-l-ecole-pour-les-valeurs-de-la-republique.html

Croatia

- Structural and functional dimensions of civic competence in teaching geography – National expert meeting (April 2015)

  Provider:

  Education and Teacher Training Agency

  Website: http://www.azoo.hr/index.php?option=com_content&view=article&id=5664:materijali-sa-strunih-skupova-strukturne-i-funkcionalne-dimenzije-graanskih-kompetencija-u-nastavi-geografije&catid=274:geografija&Itemid=465

- Civic education and communication for experts in education and rehabilitation – National expert meeting (August 2014)

  Provider:

  Education and Teacher Training Agency

  Website: http://www.azoo.hr/index.php?option=com_content&view=article&id=5351:predavanja-sa-strunog-skupa-graanski-odgoj-i-kumunikacija-za-strunjake-edukacijsko-rehabilitacijskog-profila-&catid=283:struni-suradnici-edukacijsko-rehabilitacijskog-profila&Itemid=115

- Methods of non-formal learning in teaching civic education – National expert meeting (August 2014)

  Provider:

  Education and Teacher Training Agency

  Website: http://www.azoo.hr/index.php?option=com_content&view=article&id=5377:materijali-sa-strunih-skupova-metode-neformalnog-uenja-u-nastavi-graanskog-odgoja-&catid=266:engleski-jezik&Itemid=115

- Civic Education and Sustainable Development – National expert meeting for teachers of biology, geography and chemistry (April 2014)

  Provider:

  Education and Teacher Training Agency

  Website: http://www.azoo.hr/index.php?option=com_content&view=article&id=5288:dravni-struni-skup-uitelja-i-nastavnika-biologije-geografije-i-kemije-graanski-odgoj-i-odrivi-razvoj-&catid=270:biologijapriroda&Itemid=115

Italy

- National Plan for Teacher Training (*Piano nazionale per la formazione degli insegnanti*)

  Provider:

  The Italian Ministry of Education establishes the priorities for teacher training, allocates the resources, monitors the outcomes of activities and establishes agreements with providers of the training itself. Then, schools, according to the formative needs expressed by the single teacher through the Individual Training Plan, plan and organise, also through school networks, the training of their staff. Schools use a training provider among those who have gained accreditation by the Ministry of Education on the basis of defined criteria and procedures.

  Objective and content:

  The National Plan for Teacher Training aims to enhance teacher CPD as one of the pillars for the improvement of the whole education system. It defines the nine national thematic priorities, including citizenship education, as well as more general competences, such as developing effective relationships between schools and families, strengthening professional competences and attitudes to facilitate mutual understanding, peer education and education and career guidance.

  Website: http://www.istruzione.it/allegati/2016/Piano_Formazione_3ott.pdf

Cyprus

- One-day trainings on a variety of topics related to citizenship education

  Provider:

  Pedagogical Institute

  Objective and content:

  One-day trainings organised are offered in schools or on a central basis during the 'Teachers' days' on a variety of topics related to citizenship education. In 2016/17 they include: Cultivating empathy; Applying anti-racist policy in our school: Challenges in the management of racist incidents; Human relations and crisis management in the school community: From conflict to respect of diversity; Racism-promoting and teaching equality; Stereotypes, Prejudices, Racism: Towards an education on the basis of human rights; Cultivating awareness of students against racism and intolerance; Integration of migrant students in the general classroom; Acceptance of the 'Other' person; Developing empathy skills to students in the modern multicultural school.

  Website: http://www.pi.ac.cy

- EU/CoE Pilot Project Scheme on Human Rights and Democracy in Action: Teaching controversial issues – developing effective training for teachers and school leaders

  Provider:

  Pedagogical Institute

  Objective and content:

  The aim of the project was to develop effective training on teaching controversial issues and to strengthen the capability and confidence of teachers and school leaders in this area. Other countries involved in the project were Ireland, Spain, the United Kingdom and Montenegro, with the support of Austria, France, Sweden and Albania. The first cycle of the project was conducted in 2014-2015 (on 'Living with Controversy – A Training Tool for Teachers') and the second cycle in 2015-2016 (on 'Managing Controversy: A Whole-School Training Tool'). The outcome of the project is a professional development programme for teachers designed to support and promote the teaching of controversial issues in schools in Europe.

  Website: http://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/teaching-controversial-issues-developing-effective-training-for-teachers-and-school-leaders

Latvia

- Regional summer academy for the Baltics on human rights education and education for democratic citizenship and history learning

  Provider:

  European Wergeland Centre and the Latvian Ministry of Education

  Objective and content:

  A whole school approach training program for teams of teachers and their school heads to promote education for democratic citizenship with a particular focus on history teaching

  Website: http://www.theewc.org/Content/What-we-do/Summer-Academies/Regional-Baltic-Summer-Academy

Lithuania

- Citizenship education in schools

  Provider:

  Education Development Centre

  Objective and content:

  The objective of this program is to strengthen and update history, geography and Lithuanian language teachers' citizenship education competences, to present good work experience, and to discuss the nuances of teachers' citizenship education competences when organising investigative and project activities.

  Website: https://duomenys.ugdome.lt/renginys/?2164

- National security and citizenship provisions strengthening in education

  Provider:

  Education Development Centre

  Objective and content:

  The objective is to develop history, geography and Lithuanian language teachers' ability to integrate topics related to national security and citizenship basics in teaching in schools. Other topics include counter-propaganda; real and fictional battles in Lithuania's public space; citizen and country defence.

  Website: https://duomenys.ugdome.lt/renginys/?2023

- Media and IT literacy qualification improvement seminars

  Provider:

  Education Development Centre

  Objective and content:

  The objective is to enable history, geography and Lithuanian language teachers to integrate media and IT literacy education in the teaching of various other subjects, library activity, informal education. Participants learn how to help students analyse and critically assess the media and information, to recognise ideologies spread through the media or the interests of certain groups, to understand the mechanisms, values and forces that define which information is provided in the media, as well as legal aspects of journalism.

  Website: https://sodas.ugdome.lt/kraite/renginiu-programos/1767

- Regional summer academy for the Baltics on human rights education and education for democratic citizenship and history learning

  Provider:

  European Wergeland Centre, the Lithuanian Ministry of Education and Science, the Education Development Centre and the Council of Europe

  Objective and content:

  A whole school approach training program for teams of teachers and their school heads to promote education for democratic citizenship with a particular focus on history teaching.

  Website: http://www.theewc.org/Content/What-we-do/Summer-Academies/Regional-Baltic-Summer-Academy

Luxembourg

- Opening of schools (part of the training programme on 'Democratic school culture')

  Provider:

  National training institute for teachers (*Institut de formation de l'éducation nationale*)

  Objective and content

  The main objective of this training is to learn about cooperation with outside partners, to understand the local community as a place of learning, and to develop projects with the class.

  Website: https://ssl.education.lu/ifen/descriptionformation?idFormation=109385

Hungary

- History of parliamentarism and citizenship studies

  Provider:

  Office of the National Assembly

  Objective and content:

  The training provides theoretical knowledge and methodology, which helps teachers' students to become responsible citizen. Participants learn about the legislative processes and will be able to develop formal and informal educational activities to teach the history and recent way of work of the Hungarian National Assembly.

  Website: http://pedakkred.oh.gov.hu/PedAkkred/Catalogue/CatalogueDetails.aspx?Id=5966

- Social sensitization and school community service in primary and secondary schools

  Provider:

  Hungarian Institute for Educational Research and Development

  Objective and content:

  The main aim is to familiarise teachers with social sensitisation fields (culture, health, environment, etc.) and to encourage co-operation among primary and secondary schools and those organisations which could host pupils for community service.

  Website: http://pedakkred.oh.gov.hu/PedAkkred/Catalogue/CatalogueDetails.aspx?Id=5642

Malta

- Annual Inset courses

  Provider:

  Institute for Education

  Objective and content:

  Examples of objectives from different CPD courses for teachers of social studies, geography, history, and personal, social and career development (PSCD) organised between July and September 2017 are: learning how to collaborate with teachers of different subjects; discussing and adopting new methodologies, reflecting on continuous assessment opportunities, revising annual exam papers to improve their content and referring to digital resources as support tools, etc.

  Website:
  https://instituteforeducation.gov.mt/en/Documents/Circulars/2017/CATALOGUE%202017%20Professional%20Development%20Sessions.pdf

Austria

- Master in Citizenship Education

  Provider:

  Johannes Kepler University Linz

  Objective and content:

  The Master in Citizenship Education programme aims at strengthening the following teacher competences: political decision making competence; political modelling competence; political method- and research competence; media competence; social competence; pedagogical competence; didactics and methodology; (self-) reflection. The content of the programme covers topics such as: introduction into citizenship education; politics and media; cultural politics; gender and politics; educational system and society; teaching methods for citizenship education; research methods etc. Furthermore the participants have the choice between many optional subjects.

  Website: www.jku.at/ifz/content/e156973/e213328/e213805/Curriculum2013.pdf

- Master in Citizenship Education

  Provider:

  Danube University Krems (University for Continuing Education)

  Objective and content:

  The course aims to provide teachers with academic and practical skills related to citizenship education. They will be in particular trained to implement citizenship education as an integrated topic as well as cross-curricular educational principle. The topics covered by the course include basic concepts of citizenship education, politics and media, culture, economics, Europe, participation etc. Each cycle of studies is devoted to another main topic. The course starting in 2017 will focus on radicalism, extremism and prevention.

  Website: www.donau-uni.ac.at/de/studium/politischebildung/index.php

- University course on 'Global Citizenship Education'

  Provider:

  Centre for Peace Research and Peace Education, Faculty of Humanities of the Alps-Adriatic University Klagenfurt

  Objective and content:

  The course offers a continuing education for teachers, teacher trainers and other multipliers. Citizenship education, global learning, intercultural learning and peace education merge into one integrative concept. The perception and understanding of global processes and perspectives as well as competences that facilitate independent judgment are enhanced. The participants develop knowledge and didactic competences that allow them to create teaching and learning processes revolving around citizenship education, global learning, intercultural learning and peace education.

  Website: www.uni-klu.ac.at/frieden/inhalt/453.htm

Poland

- Various CPD activities

  Provider:

  Centre for Education Development

  Objective and content:

  The most recent CPD activities covered issues such as legal education at school, counteracting hate speech, ethics education, social and civic competences in formal education, active schools and global responsibility, school democracy, citizenship and human rights education, multiculturalism in school practice. Participants are being prepared, amongst others, to support schools in the development of competences (applicable to coordinators) and to implement citizenship education-related tasks as part of compulsory classes and after-school activities (applicable to teachers). Moreover, participants learn about methods for implementing citizenship education tasks.

  Website: https://www.ore.edu.pl/wydzialy/rozwoju-kompetencji-spolecznych-i-obywatelskich

- Democracy at school

  Provider:

  Polish Ministry of National Education, Centre for Education Development, the European Wergeland Centre and the Council of Europe

  Objective and content:

  A year-long project implemented in an international environment and composed of two stages, a week-long training course at the training centre of the Centre for Education Development and 10-month-long implementation of projects at schools.

  Website: https://www.ore.edu.pl/programy-i-projekty-77777/akademia-letnia-demokracja-w-szkole

Portugal

- Financial education in schools

  Provider:

  Ministry of Education/Directorate-General for Education

  Objective and content:

  The objectives of the training are to promoting teachers' acquisition of contents in the areas of economy and finance, and to qualify them for financial education approaches in the scope of citizenship education. The topics covered in this training include: Financial education within Citizenship Education; Planning and managing the family's budget; Means of payment, bank accounts and loans; The financial system; Insurance companies; Savings applications; Credits; Ethics, rights and duties of financial consumers.

  Website: http://www.dge.mec.pt/noticias/educacao-para-cidadania/oficina-de-formacao-educacao-financeira-nas-escolas-0

- Learning through Entrepreneurial Challenges

  Provider:

  Ministry of Education/Directorate-General for Education, PEEP – Platform for Entrepreneurship Education in Portugal

  Objective and content:

  The objectives of the training are: to foster the adoption of entrepreneurial teaching methodologies, related to experiential learning and project-work, so as to enable the development of creativity and risk-assumption; to foster the adoption of pedagogical practices that enable observation, inquiry and reflection/action; to foster project-based learning through meaningful activities carried out within Youth Start – Entrepreneurial Challenges Project; to motivate teachers and students for teaching/learning processes through the use of the UStart Challenge Model methodologies; to enable teachers to share good entrepreneurship education practices in classroom; to foster research in schools; to promote a collaborative school culture, through the share of good practices, resources and experiences among school community elements and other stakeholders; to fostering the development of IT skills, providing tools and resources to teachers.

  Website: http://www.youthstartproject.eu/

- Education for Peace

  Provider:

  Conservatório de Música de Coimbra

  Objective and content:

  The objectives of the training are to presenting and analyse how Education for Peace can be approached by schools and projects, within the transversal curricular area of citizenship education; and to systematise principles/values needed for Education for Peace so as to organise pedagogical strategies to embed it in schools.

  Website: http://www.dge.mec.pt/noticias/educacao-para-cidadania/educacao-para-paz

Slovenia

- Strengthening of social and civic competences of education staff

  Provider:

  Research Centre of the Slovenian Academy of Sciences and Arts

  Objective and content:

  The training addresses the inclusion of migrants and their families in Slovenia, promotion of intercultural dialog and acceptance of differences, as well as the Slovenian language as a second language.

  Website: https://lim3.mss.edus.si/katis/KatalogProgramov.aspx?sifraPS=ESS&idTS=84

- Communication with parents

  Provider:

  University of Ljubljana, Faculty of Arts

  Objective and content:

  Through this training, teachers learn about: the possibilities of good cooperation with parents; non-verbal communication with the responses between parents and teachers; possibilities of dissolving conflicts; and methods for resolving conflicts. They also learn to analyse different effective massages for parents and learn how to use them as well as the meaning of assertive teacher in relation to the parent. Finally the training addresses the issue of 'power of the teacher' versus 'partnership with parents', and how to handle personal and parents' emotions.

  Website: https://lim3.mss.edus.si/katis/ProgramPrijava.aspx?ID=614&A=detailKP

- Living in community

  Provider:

  National Education Institute Slovenia

  Objective and content:

  The training aims to extend the knowledge and skills of teachers with topics that promote competences for the culture of co-existence in the classroom, school life and outside school. The seminar is focused on the exploration of co-existence in the light of the development of creativity, innovation, volunteering, tolerance of cultural diversity and creating a relaxed, cooperative work in the classroom with activities at school and local level and in international projects.

  Website: https://lim3.mss.edus.si/katis/ProgramPrijava.aspx?ID=656&A=detailKP

Slovakia

- Development of democratic civic competences in primary and secondary schools

  Provider:

  Methodology and Pedagogy Centre

  Objective and content:

  The main objective of this educational programme for semi-specialist teachers of citizenship education is to develop their professional competences for efficiently implementing democratic civic competence in the education process in primary and secondary schools.

  Website: http://www.mpc-edu.sk/library/files/rozv_komp_k_dem_obcian_na_zs_a_ss.pdf

- Citizenship education content innovation in secondary schools by means of e-learning

  Provider:

  Methodology and Pedagogy Centre

  Objective and content:

  The main objective of this educational programme for semi-specialist teachers of citizenship education is to keep professional competences in compliance with the new conditions within the content change of the subject and updating professional knowledge with regard to innovations in individual parts of the content standard of citizenship education.

  Website: http://www.mpc-edu.sk/library/files/2011583.pdf

- Civic in State educational programme

  Provider:

  Methodology and Pedagogy Centre

  Objective and content:

  The main objective of this educational programme is to update and develop teachers' professional competences in teaching citizenship education in primary schools.

  Website: http://www.mpc-edu.sk/library/files/obc_nauka_v_skvp_isced2_po.pdf

- The Slovak and Czech Regional Academy

  Provider:

  National Institute for Education in the Slovak Republic, the Council of Europe, the European Wergeland Centre, the Methodology and Pedagogy Centre, National Institute for Certified Educational Measurements, Open Society Foundation, National Institute for Education of the Czech Republic

  Objective and content:

  A whole school approach training program for teams of teachers, their school heads and representatives of NGOs to promote human rights education in the Slovak Republic and the Czech Republic.

  Website: http://www.theewc.org/Content/What-we-do/Summer-Academies/The-Slovak-and-Czech-Regional-Academy

Sweden

- Framework for teaching 'Philosophy and Citizenship Education': Rational and direction of changes

  Provider:

  National Agency for Education

  Objective and content:

  Online CPD course packages for teachers as well as school heads on citizenship education related topics such as cooperative learning, enhancing critical thinking and media literacy and promoting democratic values.

  Website: http://www.skolverket.se/skolutveckling/vardegrund/utveckla-undervisningen/sju-timmar-om

Liechtenstein

- Training programme for all beginning teachers

  Provider:

  Office of Education (*Schulamt des Fürstentums Liechtenstein*)

  Objective and content:

  The training covers citizenship and civic education, school legislation and national history.

  Website: www.wfl.li

Montenegro

- Various teacher training programmes

  Provider:

  Bureau for Education Services

  Objective and content:

  The objectives and content of the different training programmes offered to teachers are to raise their awareness about the importance of democratic rights and responsibilities in society; to promote and protect democracy and the rule of law; to provide information, practices and activities with the aim of promoting students' understanding and views as well as attitudes relevant for constructing and defending a universal culture of human rights in society, in terms of promotion and protection of human rights and fundamental freedoms. Seminars are also devoted to strategies of teaching civic education.

  Website: http://www.zzs.gov.me/ResourceManager/FileDownload.aspx?rId=253287&rType=2

Serbia

- Training classes for citizenship education

  Provider:

  Regional Centre for Professional Development in Education, Cacak

  Objective and content:

  The training classes aim: to improve teachers' knowledge about the goals, outcomes and the integrity of the learning process in the teaching of citizenship education; to train teachers to develop students' competences for the 21st century; to strengthen teachers' competences for an interactive approach in teaching citizenship education. Topics covered include: the objectives, outcomes and learning in the teaching of citizenship education; the roles and competences of teachers and students; characteristics of quality citizenship education teaching and interactive methods and techniques; class planning; class preparation and evaluation.

  Website: http://www.rc-cacak.co.rs/en/

- Dealing with social stereotypes in the teaching of citizenship education

  Provider:

  Education for the 21st century, Belgrade

  Objective and content:

  The training aims: to introduce teachers to innovative approaches/methods in teaching citizenship education and to enable them to implement integrated teaching that is focused on students' identification, critical analysis and deconstruction of stereotypes in contemporary society. Topics covered include: the historical dimension of stereotypes in contemporary society; how to break down stereotypes by using educational film in teaching citizenship education; the application of new didactic methods in dealing with stereotypes in teaching citizenship education; planning of integrated teaching on how to recognize and degrade stereotypes.

  Website: http://edukacija21.com/

- Motivating students for learning using methods, techniques and games on citizenship education classes

  Provider:

  Pedagogic Society of Serbia, Belgrade

  Objective and content:

  The training aims: to empower teachers to motivate students to learn; to familiarise them with the application of games and innovative methods as teaching techniques; to expand their knowledge about styles and learning strategies. Topics covered include: students' motivation to work on during classes; the choice of methods of work in order to raise students' motivation; workshop activities and the importance of using games in the teaching of citizenship education; integration and evaluation; remembering and forgetting.

  Website: http://www.pedagog.rs/s/english/

Turkey

- Professional training on human Rights, citizenship and democracy

  Provider:

  Ministry of National Education General Directorate of Teacher Training and Development

  Objective and content:

  The training covers the following topics: human rights and democratic citizenship; law and justice; organisation management and leadership.

  Website: http://e-hizmetici.meb.gov.tr/

Annex 6: Top level coordinating bodies for CPD, including on citizenship education, 2016/17

Belgium – French Community

Institute of In-service Training (*Institut de la Formation en cours de Carrière*)

 Website: http://www.ifc.cfwb.be

Belgium – German-speaking Community

Autonomous Highschool in the German-speaking Community (*Autonome Hochschule in der Deutschsprachigen Gemeinschaft*)

 Website: www.ahs-dg.be

Czech Republic

National Institute for Further Education (*Národní institut pro další vzdělávání*)

 Website: http://www.nidv.cz/en/

Germany

The Institutes of School Pedagogy of the *Länder*, see e.g. the Institute for School Development of Niedersachsen (*Niedersächsisches Landesinstitut für schulische Qualitätsentwicklung*)

 Website: http://www.nibis.de/nibis.php?menid=9479

Ireland

Professional Development Service for Teachers

 Website: http://www.pdst.ie/

Greece

Institute of Educational Policy

 Website: http://www.iep.edu.gr/el/

Spain

National Institute of Educational Technologies and Teacher Training (INTEF)

 Website: http://educalab.es/intef

France

Directorate General for School Education (*Direction Générale de l'Enseignement Scolaire*), in collaboration with the General Inspection and the *académies*, i.e. the main administrative districts of the Ministry of Education and Ministry of Higher Education and Research, for teacher training

Website: http://www.education.gouv.fr/cid978/la-direction-generale-de-l-enseignement-scolaire.html

Croatia

Education and Teacher Training Agency

Website: http://www.azoo.hr/index.php?option=com_content&id=1999&Itemid=343

Cyprus

Cyprus Pedagogical Institute

Website: http://www.pi.ac.cy/pi/index.php?lang=en

Latvia

National Centre for Education

Website: http://visc.gov.lv/en/

Lithuania

Education Development Centre (EDC)

Website: http://www.upc.smm.lt/veikla/about.php

Luxembourg

Centre for Citizenship Education (*Zentrum fir politesch Bildung*)

Website: www.zpb.lu

Malta

Institute for Education

Website: https://instituteforeducation.gov.mt/en/Pages/Contact%20us/About-Us.aspx#

Austria

Federal Centre of Societal Learning and Education (*Bundeszentrum für Gesellschaftliches Lernen*)

Website: www.geschichtsdidaktik.com

Poland

Centre for Education Development

Website: http://new.ore.edu.pl/

Portugal

Scientific/Pedagogic CPD Council (*Conselho Científico-Pedagógico de Formação Contínua*)

Website: http://www.ccpfc.uminho.pt/

Romania

Specialised National Committee on Teacher Training

Website: http://legeaz.net/monitorul-oficial-762-2014/ordinul-men-4774-2014

Slovenia

Programme Council for Continuing Education and Training of Professionals in Education and Training (*Programski svet za nadaljnje izobraževanje in usposabljanje strokovnih delavcev v vzgoji in izobraževanju*)

Website: NA

United Kingdom (England)

National College for Teaching and Leadership (NCTL)

Website: https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership

Liechtenstein

Office of Education (*Schulamt des Fürstentums Liechtenstein*)

Website: http://www.sa.llv.li

Serbia

Institute for Education Advancement

Website: http://www.zuov.gov.rs/

Citizenship Education at School in Europe – 2017

Annexes: National Information and Websites

This document consists of the annexes of the report *Citizenship Education at School in Europe – 2017*. They provide national information and web links related to the following aspects of citizenship education: top level strategies or action plans; curriculum approaches; online guidance and support materials; extra-curricular learning activities and participation in school governance; continuing professional development activities for teachers; and top level coordinating bodies for teacher training.

Information in the annexes is based on qualitative data. It covers the public sector schools and includes both general education and school-based initial vocational education and training programmes in 42 education systems.

The Eurydice Network's task is to understand and explain how Europe's different education systems are organised and how they work. The network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is co-ordinated by the EU Education, Audiovisual and Culture Executive Agency. For more information about Eurydice, see http://ec.europa.eu/eurydice.

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