



FRAMEWORK FOR THE KEY CITIZENSHIP COMPETENCES

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EXECUTIVE SUMMARY

The 'Framework for the Key Citizenship Competences' is the first significant deliverable of the WeAreEurope Project. The core aim of the Project is the design and implementation of a digital, online game for teaching key competences of the EU citizenship to primary school students (ages 6-10 years old). This deliverable is the outcome of an extensive literature research aiming at identifying the most significant competences of EU citizenship, allowing the consortium to select those which can better be treated via the final product (online game).

During the kick off meeting the partners exchanged information and ideas regarding this issue. UOWM as the leading partner of the corresponding task undertook the responsibility to conduct a literature review in order to clarify the necessary terminology, but also to examine the state of the art in Citizenship Education in the EU and attempt to propose a framework for the key competences. The rest of the consortium members undertook the role of the critical reviewer in order to ensure the quality of the deliverable, but also contributed to the recording of best practices (see next paragraph).

This deliverable comprises of four sections, namely chapters 1 to 3 and one appendix. In the first section a theoretical background is established and the necessary terms are discussed, explained and eventually clarified. In the second section, the Citizenship Education approaches in the EU Member States, especially when implemented via the official curricula are recorded and analyzed. In section three, the proposed framework is presented, constituting the basis for the future tasks of the Project. Finally, the Appendix provides information about prior or ongoing, citizenship education related European projects, along with a set of indicative best practices on the matter, functioning as a basis for thought for the design of the final product of the WeAreEurope Project.



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INTRODUCTION

Citizenship is a notion connected to the membership within an organized community. Several definitions are available in the literature, relying mainly on elements/qualities that constitute citizenship. Consequently, a clear definition of what citizenship is cannot be found in the literature. On the contrary, many descriptions on what citizenship includes or what makes a good citizen are available. From Ancient Greece up to today, key features were described as attributes of a good citizen. Some of them remained the same through the ages and others were significantly altered, based on the peculiarities and the social bonding of each period.

The core aim of the WeAreEurope project is the creation of an online digital game which would serve as means of educating 6-10 year old students about citizenship within the context of the European Union. For this goal to be met, a study on the notion of citizenship and the area of Citizenship Education is necessary in order to determine the aspects of the final product which would better serve its purpose.

This document is the result of the corresponding study and it is structured as follows; initially the notion of citizenship and its structural elements is defined. Then, citizenship within the EU and any possible differentiations that derive from this context are highlighted. Furthermore, an examination of the constituents of Citizenship Education along with the significance of its implementation is made, along with a research regarding the approaches followed in various EU countries within their official curricula. This examination leads gradually to the identification of the most important factors of Citizenship Education, allowing the formulation of a framework for the key competences to be included in such a program. Of course, the notion of competence is analyzed and explained. This study report is finalized with a grouping and categorization of key competences, in which the elements of each competence are included in order to allow the design of educational material and/or activities.

Finally, an Appendix is included in the report, presenting a list of projects related to Citizenship Education over the past few years within the EU context. From this list, an indicative selection of good practices on the level of distinct learning activities or overall project scopes is presented, serving as “food for thought” for the consortium in order for the next steps of the WeAreEurope project to be better designed.



CHAPTER 1: From Global to EU Citizenship definition

The first chapter of this document introduces the notion of citizenship in general, gradually focusing on the differentiation deriving under the EU scope. An extensive literature review was made in order to identify the elements which constitute citizenship, leading to the selection of the most important ones in order to formulate the Framework of competences for an ideal EU citizen.

Citizenship: an overview

Citizenship, historically, has been linked to the privileges of membership of a particular kind of political community. In this community, those who enjoy a certain status are entitled to participate on equal basis with their fellow citizens in making the collective decisions that regulate social life (Bellamy, 2008).

In every community, there are common-sense understandings of who belongs, and who does not (Cesarani and Fulbrook, 2003). However, over time, the qualities needed to be characterized as a citizen have changed. The cities of ancient Greece first gave rise to the notion of citizenship, which were different to the ancient Roman republic and to the nation states that emerged in the late 18th and early 19th centuries (Bellamy, 2008). In each age, however, new features or issues about citizenship emerged.

In ancient Greece, the key feature of citizenship was the equality of citizens as rulers or makers of the law. Gender, race and class defined citizenship in ancient Greece. However, women, children, immigrants, 'metics' (those whose families had been settled in Athens for several generations) and slaves were excluded from the citizenship. As a result, citizenship was enjoyed by a minority of the population. In Rome the key feature of the citizenship was equality under the law. During the Roman Empire, the populations of conquered territories were given a version of Roman citizenship while being allowed to retain their own forms of government. This Roman citizenship was a legal version rather than a political kind (citizenship without the vote) (Bellamy, 2008).

With the rise of nation states, new elements of citizenship definition began to emerge. Notions of citizenship defined by common ideas and the right to reside in the country of birth began to overlay or displace the primacy of kinship (Cesarini and



Fulbrook, 2003). Since the ethnic revitalization movements of the 1960s and 1970s, ethnic groups have articulated their grievances and pushed for equality and structural inclusion. In addition, the rise of ethnic revitalization movements and international migration has complicated the conceptions of citizenship and citizenship education. These developments made the task of designing schools that promote democracy, social justice, and human rights more difficult and complexed (Banks, 2009).

According to Bellamy (2008) citizenship has three components. The first component, **membership** or **belonging**, concerns who is actually a citizen. Membership is the core constituent of citizenship. Being a citizen is to belong to a given political community. The second component, **rights**, has often been seen as the defining criterion of citizenship. The third component is **participation**.

In a short definition which combines the aforementioned constituents, Bellamy (2008) describes citizenship as "...a condition of civic equality. It concerns membership within a political community where all citizens can determine the terms of social cooperation on an equal basis. This status not only secures equal rights to the enjoyment of the collective goods, provided by the political association, but also involves equal duties to promote and sustain them – including the good of democratic citizenship itself".

A classic definition of citizenship provided by Marshall (1991), claims that citizenship is composed by three elements. Firstly, the **civil** element which comprises in the rights necessary for individual freedom, liberty of the person, freedom of speech and thought, the right to own property, and the right to justice. Secondly, the **political** element which refers to the right to participate in the exercise of political power, as a member of a body invested with political authority or as an elector of the members of such a body. For example, the corresponding institutions are the Parliament and the councils of local authorities. Thirdly, the **social** element concerns rights about economic welfare and security, sharing the social heritage and living the life of a civilized human being, according to the standards prevailing in the society. For example, the institutions most closely connected with it are the education system and the social services (Marshall, 1991).

Generally, there are two types of theories for citizenship, the **normative** and the **empirical** one. Normative theories attempt to set out the rights and duties a citizen ideally ought to have, while empirical theories seek to describe and explain how citizens came to possess those rights and the duties they have (Bellamy, 2008).



Citizenship could also be defined as the equal membership in a political community to which rights and duties, participatory practices, benefits and a sense of identity are attached. Considering the historical development of this concept, three elements of citizenship appear to be constantly present, namely: a) appurtenance, which is the feeling of belonging to the polity, b) passive citizenship which is the protection provided by the polity, and c) active citizenship, which presupposes the participation in the polity. These, three, elements have developed within the framework of national citizenship and have been subjected to cross-national variations (EC, 2013b).

Ruud (1997) states that citizenship has four dimensions: a) the political/legal dimension, related to the political rights and duties *Vis a Vis* the political system, b) the social dimension, concerning the relations between individuals in a society and demands loyalty and solidarity, c) the cultural dimension, based on the consciousness of a common cultural heritage, and d) the economic dimension, which refers to the relation of an individual towards the labour and consumer market and implies the right to work and to a minimum subsistence level.

In legal terms, citizenship refers to the rights and obligations granted on the individuals by the state in which they are citizens, declared by their nationality. These rights are crucial, and the legal definition highlights the important relationship between the citizen and the state. Important concepts of citizenship are rights and responsibilities of the individual in relationship to the state. (Hoskins et al., 2012).

Citizenship in the EU

Generally, citizenship presupposes a public sphere for action, deliberation and political participation. While national public spheres have aspired to be homogeneous, Europe is quite heterogeneous. Heterogeneity is not simply a statement of the empirical fact that European societies display considerable diversity along multiple axes, such as ethnicity, nationality, religion, age and gender. This fact is connected with the recognition that diversity is a source of strength in the European Union (EC, 2013b).

When the ethnic revitalization movements began in the 1960s and 1970s, the Western nations were characterized by tremendous ethnic, cultural, racial, religious, and linguistic diversity. This diversity resulted from several historical developments. Europe has historically been a crossroad and meeting ground of diverse ethnic,



cultural, linguistic, and religious groups. Diversity in Europe was increased when thousands of migrants from colonial nations came to Europe in order to improve their economic and social status, in the years following World War II (Banks, 2009). Thus, diversity seems to be the fundamental and intertemporal characteristic of Europe as a territory.

CIDREE/DVO (2008) introduces a European Framework of key competences which is a reference tool for policy makers, education and training providers. It identifies and defines the key competences that citizens require for their personal fulfilment, social inclusion, active citizenship and employability in a knowledge based society. The European Framework defines **competences** as a combination of **knowledge, skills** and **attitudes** appropriate to the context of EU citizenship. Such competences are characterized as key competences when they support personal fulfilment and development, active citizenship, social inclusion and employment, thus contributing from an individual basis on the sustainability of the social group, especially one with the diverse characteristics of the EU.

The roots of EU citizenship, leading to an official description of its constituting elements, can be found in the establishment of workers' free movement among EU member countries; a consequence deriving from the Treaty of Paris (in 1951) which allowed the sharing of resources for the production of coal and steel and the Treaty of Rome which concerned the reduction of customs duties among countries which formed the EU later on (in 1958). EU citizenship has been the product of institutional design and co-creation by actors at all levels of governance. It is actualized by citizens' formal and informal citizenship practices (EC, 2013b). European citizenship complements the concept of national citizenship by transcending national boundaries, and challenges nationalistic notions of the nation state by emphasizing a common identity between citizens of different countries in Europe.

The rights afforded by EU Citizenship in terms of mobility, and the programs run by the European Commission (such as the Europe for Citizens program) have enabled citizens to associate with each other and build cross-border relationships. European cooperation has been built upon an attempt to overcome the dreadful results of war, experienced at the fullest during the first half of the 20th century through WWI and WWII, based on nationalism and racism and the development of a common set of fundamental human rights. The recollection of the region's dark history and the process of building bonds in Europe based on human rights and economic cooperation, form a basis for knowledge and values in which the definition



of Active or Participatory Citizenship rests. Therefore, the latter is a concept at a European level which connects participation with human rights and democracy (Hoskins et. al., 2012).

On the one hand, national citizenship is considered to be the political reflection of a pre-existing ethnos or a civic national body. On the other hand, EU citizenship is more about the furnishing of a common political and social space that legal/authoritative Institutions at the supranational level, governments and EU citizens co-create. *This co-creation entails recognition of the mutual interdependence of institutional actors and legal orders and their co-involvement in the creation of realities that enhance the life prospects of human beings. It is based more on interconnections, multilateral dialogues and relations and less on autonomy and institutional closure* (EC, 2013b).

Among the plethora of terms and concepts relating to citizenship, Hoskins et al. (2012) claim that only 'Active' or 'Participatory Citizenship' have the breadth to encompass formal politics and community support, as well as political civil society activities and, at the same time, contain a clear reference to the democratic values that should be supported. Thus, they propose to retain the terminology of either **Participatory** or **Active Citizenship** and consent to the following definition of participation:

Participation in a civil society, community and/or political life, characterized by mutual respect and non-violence and in accordance with human rights and democracy (Hoskins 2006, as cited at Hoskins et. al., 2012).

According to the European Union, every citizen of a member state is also considered to be a European Citizen with rights and obligations. Citizenship of the Union shall be additional to and not replace national citizenship. European Union citizenship seeks to make more enriched life horizons possible. In particular, EU citizens have the right (EU, 2010; EC, 2013a; EC, 2013b): a) not to be discriminated against on the grounds of nationality, b) to move and reside freely within the EU (Article 20.2a and Article 21), c) to vote and stand as candidates in municipal and European Parliament elections wherever they live in the EU, under the same conditions which apply in their national elections (Article 20.2b and Article 22), d) to be assisted by another EU country's embassy or consulate outside the EU under the



same conditions as a citizen of that country, if their own country is not represented (Article 20.2c and Article 23), e) to petition the European Parliament, apply to the European Ombudsman and address the EU Institutions (in any official EU language) (Article 20.2d and Article 24), and f) to organize or support, together with other EU citizens, a citizens' initiative to call for new EU legislation.

“While national citizenships presuppose peoples' rootedness, EU citizenship has been intimately linked to citizens' mobility and to border crossings. Mobility has personal and collective dimensions” (EC, 2013b). Consequently, the attribute of EU citizenship became more complex than that of national citizenship by being required to address the diversity deriving from the aforementioned freedom of movement and residence. From the beginning of the European Union, the member states focused on the definition of citizenship, thus describing the EU citizenship. Specifically, with the Maastricht Treaty, the Treaty on the Functioning of the European Union and the Lisbon Treaty the principles of EU Citizenship were established.

Initially, the Treaty on the Functioning of the European Union (signed in Rome, in 1958) entails the right: a) to non-discrimination on the basis of nationality when the Treaty applies, b) to move and reside freely within the EU, c) to vote for and stand as a candidate for the European Parliament and municipal elections, d) to be protected by the diplomatic and consular authorities of any other EU country, e) to petition the European parliament and complain to the European Ombudsman , f) to contact and receive a response from any EU institution in one of the EU's official languages, and g) to access European Parliament, European Commission and Council documents under certain conditions. Moreover, all the EU citizens have the right to equal access to the EU Civil Service (EC, n.d.). The EC Treaty, also, establishes the four fundamental freedoms, namely the **free movement/conveyance** of: a) **goods**, b) **people**, c) **services**, and d) **capital**. These rights are therefore now **attached** to the notion of the EU citizenship, whereas previously they were attached exclusively to citizenship within a member state (Cesarani & Fulbrook, 2003).

In addition, the Treaty on European Union (known as The Maastricht Treaty, into effect as of November 1st, 1993) established the concept of Union Citizenship by stating that ‘every person holding the nationality of a Member State is a citizen of the European Union’. The rights which were added to those mentioned in previous Treaties (free movement and residence rights from the Treaty on the Functioning of the European Union) were the following: a) electoral rights in the Member State of residence in municipal and European Parliament elections, b) consular and



diplomatic protection offered to EU citizens when travelling abroad and non-judicial means of redress, such as the right to petition the European Parliament and to apply to the Ombudsman (EC, 2013).

The Lisbon Treaty (2007) introduced a new form of public participation for European citizens, the Citizens' Initiative. The latter allows one million citizens who hold the nationality of a significant number of EU countries to call directly upon the European Commission in order to bring forward an initiative/subject of interest to them within the framework of its powers. Also, EU citizenship is regularly taken into consideration in the judgments of the Court of the Justice (EC, n.d.).

European Union (EU) citizenship seems to be a strong concept in the European Union edifice. It has assumed constitutional importance, has become a fundamental status of EU nationals, strengthened over time and has apparently been embraced by many European citizens (EC, 2013b). According to a recent Eurobarometer survey (EC, 2013c):

- 81% of the respondents are aware of their status as EU citizens. Almost all respondents know that this status is additional to their national citizenship.
- 88% of the respondents are familiar with their rights to free movement.
- 89% of the respondents are aware of their right to petition the EU institutions.
- 82% are aware of the prohibition of discrimination on the ground of nationality.

Across the European Union, just over 1/3 of the respondents felt that they needed to know more about their rights as EU citizens. Also, 24% considered themselves well informed about the actions they needed to take when their EU rights are not respected. Citizens seemed to be increasingly aware of their status under European Law. However, the image of EU seems to be rather downgraded and gradually fainting, due to economic and financial crisis (EC, 2013b; EC, 2013c).



CHAPTER 2: Educating about Citizenship

In the second chapter of this document, Citizenship Education is reviewed. With this term the integration of appropriate approaches, methods and courses within formal education systems, mainly, is described. Initially, the scope of this chapter is to examine what the term includes in matters of educating people. Furthermore, a literature review was conducted in order to examine how EU Member States treat Citizenship Education within their official curricula. The aim of this chapter is to highlight the importance of Citizenship Education by showcasing the fact that almost of the Member States have integrated it in their curricula, but also to understand how such education is provided in order to identify similarities and best practices. This would allow the selection of key competences within the EU Citizenship Education, especially those which should be treated in a more straight forward manner, eventually via the main product of the WeAreEurope project, in Primary Education.

Citizenship education: What is it about?

Citizenship education was introduced in the formal school curricula of most modern societies in the beginning of the twenty-first century (Eurydice, 2005; 2012). The report of the Council of Europe on the broader role of education, adopted in November 2004, stressed that education contributes to the preservation and renewal of the common cultural background in the society, but also to learning essential social and civic values such as citizenship, equality, diversity, tolerance and respect. This is of further significance at a time when all Member States are challenged by the question of how to deal with the issue of increasing social and cultural diversity. Moreover, an important part of education's role in the strengthening of social cohesion is to provide people with the necessary supplies, thus enabling them to enter and sustainably stay in working life. Consequently, citizenship education should extend knowledge, skills (social, intellectual, technological), attitudes (respect for cultural and political diversity, respect for rational argument, interest in community affairs) and values (democracy justice, rule of law) and stimulate participation (Ruud, 1997; EU, 2006).

Focusing on the school level, citizenship education refers to those aspects which are intended to prepare students to become active citizens, by ensuring that they have the necessary knowledge, skills and attitudes to contribute to the



development and well-being of the society in which they live and to understand and participate in the process of political decision-making. It is a broad concept, which encompasses not only teaching and learning in the classroom but also practical experiences gained through school life and activities in wider society (Ruud, 1997; Eurydice, 2012).

Therefore, it is more effective when supported by a school environment where students are given the opportunity to experience the values and principles of the democratic process in action. All countries have introduced some form of regulation to promote student participation in school governance, usually in the form of class representatives, student councils or student representation on school governing bodies. The higher the level of education, the more common it is to have regulations which allow student participation in school governance. Parent participation in the latter is also triggered but also delineated and reinforced through corresponding regulations or recommendations (Eurydice, 2012; Ghasempoor et al., 2012).

Citizenship education involves a wide range of different elements of learning, including:

- 1) Knowledge and understanding. People should learn about and gain understanding upon topics like laws and rules, the democratic process, the media, human rights, diversity, money and the economy, sustainable development and world as a global community. Equally important are concepts like democracy, justice, equality, freedom, authority and the rule of law;
- 2) Skills and attitudes. These include critical thinking, analyzing information, expressing opinions, taking part in discussions and debates, negotiating, conflict resolution and participating in community action;
- 3) Values and dispositions. Education should facilitate capacity building and attitudes towards the respect for justice, democracy and the rule of law, openness, tolerance and courage to defend a point of view. Furthermore the willingness to listen to, work with and stand up for others should be highlighted and enhanced.

Although the notion of citizenship can be traced back to Ancient Greece, there is as yet no academic consensus on its components, conceptual parameters or implications. According to Turner (1993) citizenship has been broadly defined as 'a set of social practices which define the nature of social membership'. In the past, it has often been assumed that the community in question was a nation-state, and



indeed, that citizenship was seen as inextricably linked to the nation-state (Ghasempoor et al., 2012).

The International Civic and Citizenship Education Study (IEA, 2010) examined the ways in which countries prepare their young ones to undertake their roles as citizens. ICCS was based on the premise that preparing students for citizenship roles involves helping them to develop relevant knowledge and understanding, but also to form positive attitudes toward being a citizen and participating in activities related to civic and citizenship education. These notions were elaborated in the ICCS framework, which was the first publication to emerge from ICCS.

According to Ruud (1997), the goal of citizenship education is to stimulate the active participation of citizens in the civil society and in political decision-making within a constitutional democracy. The justification for this claim is that for the functioning of a democratic society, participation and integration (socially and politically) of citizens is of fundamental importance. Such a democratic society presupposes that fundamental rights- like the separation of civil rights, political parties, free press, social rights, etc.- are respected. This concept of citizenship goes beyond the simple legal relationship between the citizen and the state. It further includes active citizens' participation in the political, civil and cultural development of society and respect for human rights and democratic values (Gifford & Gomez, 2014).

Citizenship education should also help students develop an identity and an attachment to the global community and a human connection to people in many parts of the world. Global identities, attachments, and commitments constitute cosmopolitanism. Cosmopolitans view themselves as citizens of the world who will make decisions and take actions in the global interests that will benefit humankind. Nussbaum (2002) stated that their "allegiance is to the worldwide community of human beings" (Banks, 2009).

In the 2000s, citizenship education has been reformed in order to provide students with civic equality, cultural recognition and validation (Banks, 2008). UNESCO has promoted global citizenship education since the launch of the UN Secretary-General's Global Education First Initiative (GEFI) in 2012, which made fostering global citizenship one of its three education priorities. These conditions are essential for helping students internalize human rights values, ideals, and behaviors. Citizenship education should also help students to develop thoughtful and clarified



identifications within their cultural communities and their nation states. It also should help them to develop clarified global identifications and deep understandings of their roles within the worldwide community. Students need to understand how life in their cultural communities and nations influences other nations and the cogent influence that international events have on their daily lives (Banks, 2009).

Global citizenship education entails three core conceptual dimensions, which are common to various definitions and interpretations of global citizenship education (Palaiologou and Dietz, 2012). These core conceptual dimensions draw on a review of the literature, established conceptual frameworks, approaches and curricula on global citizenship education, as well as technical consultations and recent work in this area by UNESCO (2015). They can serve as the basis for defining global citizenship education goals, learning objectives and competencies, as well as priorities for assessing and evaluating learning. These core conceptual dimensions are based on, and include, aspects from all three domains of learning: a) cognitive, to acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations, b) socio-emotional, to have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity and c) behavioral, to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Citizenship Education in EU national Curricula

In recent years, citizenship education has clearly gained prominence in national curricula across Europe. All countries emphasize on the importance of acquiring social and civic competences and this applies to all education levels. This highlights the importance of citizenship education in all the EU Member States. According to studies and reviews (Eurydice, 2002; 2005; 2012; CIDREE/ DVO, 2008; IEA, 2010; EC, 2013), citizenship education is part of the national curricula in all countries. Citizenship education's programs are ambitious. Citizenship is no longer merely a cross-curricular theme, but neither is it merely a stand-alone curriculum subject. It is a network that threads across the whole school (Ghasempoor et al, 2012).

The ways in which citizenship education is implemented, however, differs from country to country. Research on the curricula of the EU countries has been



conducted three times, in 2002, 2005 and 2012 respectively. The last two have many common elements, as opposed to the first one which is significantly different. Citizenship education is delivered in schools, following three main approaches:

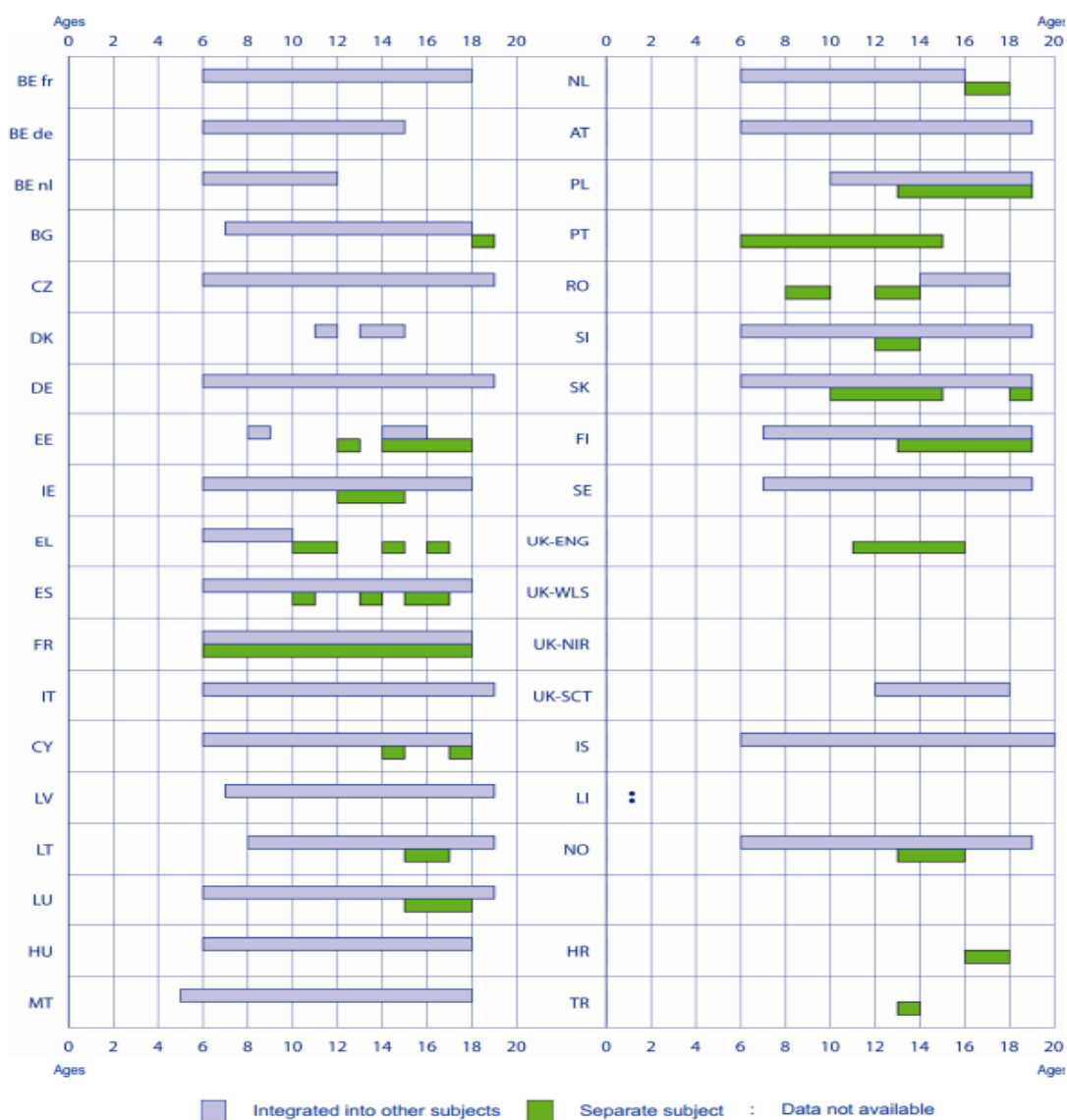
- as a stand-alone discipline (e.g.: EL, FR). 20 education systems (3 more compared to the 2005 study) treat citizenship education as a compulsory separate subject, starting at primary or secondary level.
- as part of another discipline (e.g.: IT, DE). Whether or not taught as a separate subject, citizenship education is embedded into other curriculum subjects in the vast majority of countries. Subjects that integrate citizenship education mostly fall under the social sciences, history, geography, languages, and ethics/religion.
- as a cross-curricular dimension (e.g.: FIN). This approach exists alongside one or both of the above-mentioned approaches in all countries. As a cross-curricular dimension, all teachers must contribute to the realization of citizenship education and its related objectives as defined by national curricula (CIDREE/ DVO, 2008; IEA, 2010; Eurydice, 2012; EC, 2013).

In 20 European education systems which were studied, the core curricula at a national level treat citizenship education as a compulsory separate discipline; sometimes starting at the primary level but, often, at the lower secondary and/or upper secondary level. Comparing this observation, made during the last two studies, with the first Eurydice study (2005), it appears that three countries (Finland, Spain and the Netherlands) have introduced the separate subject approach since then (Eurydice, 2012).

Citizenship as a separate subject can also be introduced by schools individually, within the context and the power of their autonomy for the school level curriculum realization. Citizenship education subsists as a compulsory separate discipline both in primary and secondary education in Estonia, Greece, Spain, France, Portugal and Romania.

In the majority of countries, citizenship education is integrated into several subjects or educational/learning areas, despite if it is also taught as a separate compulsory subject or not (Fig.1). A learning area brings together the content or objectives from several closely related disciplines or subjects into a discrete teaching block. The subjects which incorporate aspects of citizenship education are mostly geography, social sciences, history, languages, and ethics/religious education. The

distinction between the ‘separate subject’ and the ‘integrated subject’ approach does not necessarily imply major differences between countries in the content of the citizenship curriculum (Eurydice, 2012).

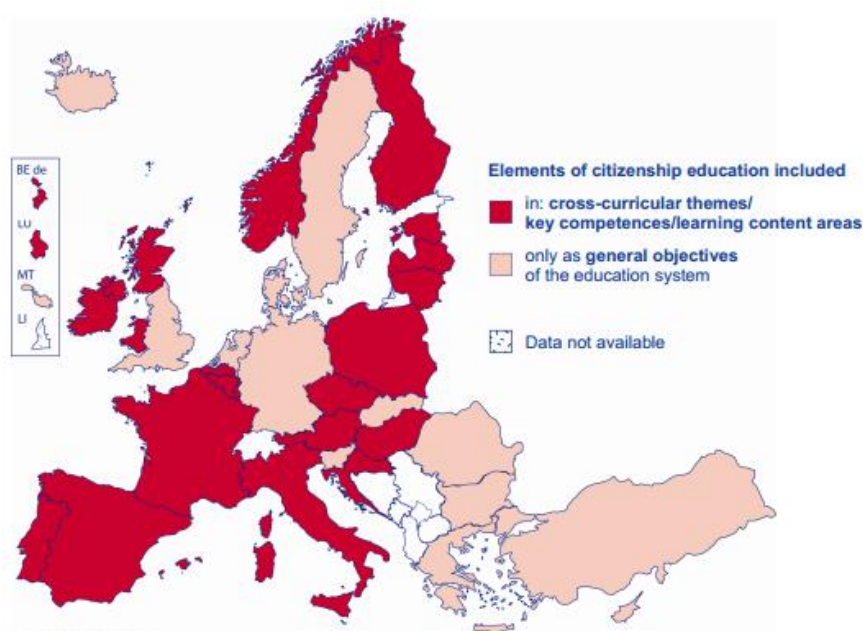


Source: Eurydice.

Figure 1 Citizenship education as a separate subject or integrated into other subjects (Source: Eurydice, 2012).

On the other hand, when citizenship education is treated as a cross-curricular subject, all teachers must contribute towards the achievement of the related objectives as defined by the national curricula. To some extent, all countries award a cross-curricular status to citizenship education since they all include objectives related to this area in the introductory sections of their national curricula. In 13

countries learning objectives related to citizenship education are included in the national curricula in sections related to cross-curricular themes or key competences that apply to the whole teaching and learning process as well as to other aspects of school life (e.g. France, Spain, Latvia etc). In six countries, citizenship education is integrated into or is designated a cross-curricular learning area that all teachers should contribute to implementing (e.g. Italy, Croatia, etc), (Fig. 2).



Source: Eurydice.

Explanatory note

The cross-curricular dimension can apply in any one of the three ISCED school levels. More details on this can be found in the annex.

Country specific notes

Belgium (BE fr): The cross-curricular element arises from the school head's obligation to organise an interdisciplinary activity dealing with education for active and responsible citizenship at least once every two years throughout ISCED 1 to 3.

Belgium (BE de): 'Empowering students to contribute to the shaping of society' is one of the main objectives of all the framework programmes which specify the skills that should be developed and that students should attain by the end of ISCED 1 and 2 in each discipline or group of disciplines.

Czech Republic: The provision of a separate subject focused on citizenship education at ISCED levels 2 and 3 depends on the given school.

Germany: The Figure shows existing policies coordinated between Länder. The situation may differ at Land level.

Cyprus and Iceland: The new school curricula in force since September 2011 and to be implemented from 2011/12 strengthen the cross-curricular element of citizenship education.

Slovenia: 'Citizenship culture' is one of the elective elements of the compulsory curriculum that schools must offer their students at upper secondary level. These elective elements are provided outside the normal timetable, usually as activity days, but schools are free to choose other methods.



Figure 2 The cross-curricular approach to citizenship education (Source: Eurydice, 2012).

A combination of these approaches is often used. European countries' curricula well reflect the multi-dimensional nature of citizenship. Schools are assigned objectives via the curricula, not only in terms of the theoretical knowledge students should acquire, but also in terms of skills to be mastered, and attitudes and values to be developed; students' active participation inside and outside school is



also widely encouraged. Generally, citizenship curricula cover a wide and very comprehensive range of topics, addressing the fundamental principles of democratic societies, contemporary societal issues such as cultural diversity and sustainable development, as well as the European and international dimensions (Eurydice, 2012).

An earlier Eurydice (2002) study focused on the development of knowledge and skills for the European citizens. However, according to later studies (Eurydice, 2005; 2012), citizenship education includes four main aspects:

- **Political literacy**, which often includes learning about issues such as social, political and civic institutions, human rights, national constitutions, citizens' rights and responsibilities, social issues, recognition of the cultural and historical heritage as well as the cultural and linguistic diversity of society.
- **Critical thinking and analytical skills**, which are crucial in order to develop political literacy since they allow young people to analyze and evaluate information on social and political issues.
- **Attitudes, values and behaviors**, students should acquire through citizenship education at school. This objective may comprise, for instance, learning about respect and mutual understanding, social and moral responsibilities, and developing a spirit of solidarity with others.
- **Active participation**, which requires students to actively participate in their community, enables them to put into practice the knowledge and skills they have learned, as well as the values and attitudes they have acquired through their learning in connection with the first three objectives.

The ICCS (2009) study proposed a set of four skills which were considered as essential for pupils and students intended to become active and responsible citizens: a) **civic-related skills** (participating in society through, for example, volunteering, and influencing public policy through voting and petitioning), b) **social skills** (living and working with others, resolving conflicts), c) **communication skills** (listening, understanding and engaging in discussions), and d) **intercultural skills** (establishing intercultural dialogue and appreciating cultural differences). In the majority of the countries, national curricula incorporate all four skills at all educational levels.

The same study proposed ten aims of civic and citizenship education, inclusive of promoting or supporting students in knowledge acquisition or the development attitudes or skills in the following areas: social, political and civic institution, respect for safeguarding the environment, defending one's own point of



view, conflict resolution, citizens' rights and responsibilities, participation in the local community, critical and independent thinking, participation in school life, effective strategies to combat racism and xenophobia, future political engagement (IEA, 2010).

The teacher's role is described as supportive to the students to be active, responsible and socially engaged citizens. Despite the compulsory character of citizenship education in many countries around the world (Eurydice, 2005; 2012), teachers do not always consider it easy to establish Citizenship Education, nor they are always aware that this is actually part of the schools' goals or even refuse schools' responsibility regarding enhancing citizenship. A majority of the teachers did not receive any training so as to be able to efficiently serve citizenship education and, as a consequence, they do not feel confident about teaching it or struggle with how to establish citizenship education practices (Eurydice, 2012; Willemse et al., 2015).

Concluding, the most common subject themes addressed across Europe relate to knowledge and understanding of the socio-political system of the country, to human rights and democratic values as well as to equity and justice. However, the national context is not the only focus of citizenship education (Eurydice, 2012).



CHAPTER 3: EU Citizenship key competences Framework

In chapters one and two of this document, the notion of citizenship, especially within the EU context, and the educational approaches utilized in order to educate people about the qualities of a good citizen were examined. In this chapter, the literature review proceeds to the identification of the competences, namely an elaborated set of elements, which constitute “a good citizen”, thus identifying those which are most important to be treated through the education system. Those constitute the set of key competences, thus the core axes of what makes a good citizen. A framework is attempted to be built through this study, by eventually selecting a set of key competences which will constitute the core aim of the main product of the WeAreEurope project. Initially, the notion of competence is explained, before proceeding to a detailed recording of those who are highlighted by the literature as key competences.

Defining Competences

Competence is a combination of **knowledge**, **skills** and **attitudes**, appropriate to a particular context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. One’s achievement at work, in personal relationships or in civil society is not based simply on the accumulation of second-hand knowledge stored as data, but as a combination of this knowledge with skills, values, attitudes, desires and motivation and their application in a particular human setting, at a particular point in a trajectory in time. Competence implies a sense of agency, action and value. A recommendation of the EU working group on key competences for lifelong learning was adopted by the European Council and the European Parliament in December, 2006. In addition, in the European Qualifications’ Framework recommendation, competence is seen as the most advanced element of a descriptors’ framework and is defined as the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in working or study situations and in professional and personal development. Also, competence is described in terms of responsibility and autonomy (CIDREE/DVO, 2008; Crick, 2008; Gordon et al., 2009; Hozjan, 2009; Hoskins and Crick, 2010; Ferrari, 2013).

As deriving from the aforementioned statements, it is possible to situate the notion of competence as an overarching educational goal which is embedded in a sociocultural, historical and ethical trajectory and includes a sense of agency, intention and capability in real-life contexts of achievement, lifelong learning and citizenship. A person who is competent in a particular domain is the purpose, the goal of a complex process of sustainable human learning and change over time. The process of acquiring a competence encompasses both a deeply personal and private aspect (sense of identity, desire and motivation) and a highly public and formally assessable aspect (Crick, 2008). The development of competence requires the accumulation of personal identity, motivation, values and attitudes, the acquisition of skills, knowledge and understanding in order to become competent in a particular domain. In her paper, Crick (2008) presents an indicative example of this process, as follows: "... a competent citizen may have a particular sense of identity, and desire for participation. He may be disposed to participate, and have a set of values which mean that participation is important to him. On this basis he may develop the skills, knowledge and understanding necessary to engage productively in community, and public life – and to be fully competent he will be drawing on all of these in developing the practical know-how and wisdom about how, when and where to engage.". Fig. 3 presents schematically this process.

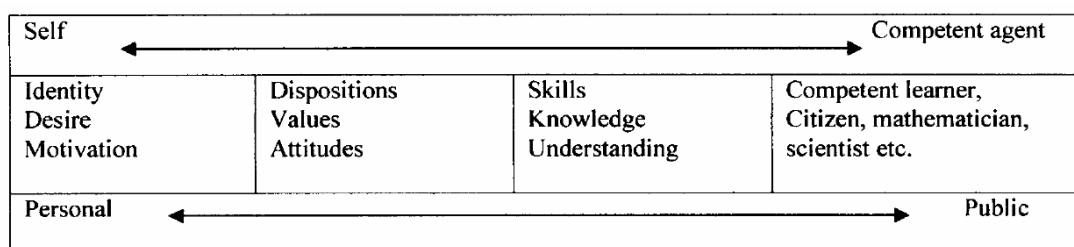


Figure 3 Competence as movement between personal and public (Source: Crick, 2008).

The term competence was also defined by Rychen and Salagnick (2003) as: "the ability to successfully meet complex demands in a particular context through the mobilization of psychosocial prerequisites (including cognitive and non-cognitive aspects and as the internal mental structures in the sense of abilities, dispositions or resources, embedded in the individual in interaction with a specific real world task or demand".

One of the challenges for education is to identify competences which are key for social and economic success in the 21st century —competences for learning to



learn and for citizenship are widely accepted candidates for this category. Cantosperber and Dupuy (OECD, 2001) refer to key competences as ones that are indispensable for the good life. In the same report, the anthropologist Goody claims that “the major competences must be how best to spend one’s work and leisure-time within the framework of the society in which one lives”.

It is, however, important to realize that the key competences are defined as a multifunctional package of knowledge, skills and values that all individuals require for their personal fulfilment and development, and for their social inclusion and employment. It is important to know and understand that these competences are conceived as a combination of knowledge, skills and attitudes adapted to individual circumstances and closely interlinked together. Through this approach, the range and understanding of competences from the typical school context (competences acquired through individual subjects or the links between individual subjects) are transferred to the wider societal and cultural context (Hozjan, 2009).

Over the last 20 years, a range of terms such as key or core skills and key or core competences has been used in different European countries and at the European level. Various initiatives implemented within the EU framework of cooperation refer to or use the term key competences, or an equivalent. Besides the set of eight key competences, this includes categories of knowledge, skills and competences in the European Qualification Framework for lifelong learning, there is also the Council of Europe’s Common European Framework of Reference for Languages, which is widely used as a basis for systems of validation of language competences. Definitions of competence tend to refer to a complex notion that goes beyond the cognitive aspects and includes attitudes and capacities in addition to a set of skills. Key competences in the EU framework are those that “*all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment*”. Cross-curricular key competences are considered to epitomize integrated learning as they: a) have a focus on all subjects and all activities in a school, b) are under the responsibility of all school staff, and c) represent goals common to the whole curriculum and are mutually complementary (Gordon et. al., 2009).

Key competences are defined as a composition of knowledge, skills and attitudes. Many Member States have shifted towards the assessment of both knowledge and skills. There are fewer examples of assessing attitudes. This seems to result partially from a strategical or policy-based decision to emphasize on



knowledge and skills and partially from technical issues. In addition, competences are always defined by the context in which they could be utilized. This poses a further challenge for assessment because it is often difficult to conduct assessment in 'real life situations' which would be both authentic and reliable. The development of instruments for competence assessment requires the breaking down of broadly defined competences into sub-competences or specific skills, so as to relate them to measurable learning outcomes using reliable assessment standards (Gordon et. al., 2009).

The DeSeCo program identified four analytical elements of key competencies: they are multifunctional; they are transversal across social fields; they refer to a higher order of mental complexity which includes an active, reflective and responsible approach to life; and they are multidimensional, incorporating know-how, but also analytical, critical, creative and communication skills, as well as common sense (Crick, 2008).

Work has been done since 2001 the within the framework of the Education and Training 2010 Program, the working group of which developed a Reference Framework to identify key competences that are necessary for successful functioning in the knowledge society and economy. This framework was later approved by the Council and the European Parliament (Gordon et al., 2009). The Reference Framework sets out eight key competences (CIDREE/DVO, 2008):

- 1) Communication in the mother tongue;
- 2) Communication in foreign languages;
- 3) Mathematical competence and basic competences in science and technology;
- 4) Digital competence;
- 5) Learning to learn;
- 6) Social and civic competences;
- 7) Sense of initiative and entrepreneurship;
- 8) Cultural awareness and expression.

The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. Many of the competences overlap and interlock: aspects essential to one domain will support competence in another. Competence in the fundamental basic skills of language, literacy, numeracy and in Information and Communication Technologies (ICT) is an essential foundation for learning, and learning to learn supports all learning activities.



There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings, all play a role in all eight key competences (CIDREE/DVO, 2008).

The first three competences of the above list (communication in the mother tongue, literacy and mathematical competence, basic competence in science and technology and communication in foreign languages) are linked with traditional school subjects and can be integrated within the traditional national and school curricula. According to Gordon et al. (2009), the study of the Education and Training 2010 Program working group, focused on the second part of the competences' list, which are of a cross-curricular nature. These competences should be supported by transversal capabilities and skills such as critical thinking, creativity, sense of initiative, problem solving, risk assessment, decision-making and constructive management of feelings. It was generally agreed that the successful promotion of the cross-curricular key competences, transversal skills and attitudes required a different, non-traditional pedagogical approach and changes in school organization and management culture. Teacher competences have been declared equally important. That is why the study focused on school practice and teacher training (Gordon et. al., 2009).

School practice has a pivotal role in promoting cross-curricular key competences. Implementation efforts to be undertaken should be seen in the broader context of educational policy; these efforts include communication strategy, curriculum development, quality assurance and inspection, governance and school autonomy. Among these measures, assessment seems to be the most critical and, at the same time, the biggest challenge (Gordon et. al., 2009)

Thriving into the 21st century

Nowadays the term “21st century skills” is widely used when referring to competencies (knowledge, attitudes, skills) that the citizen of tomorrow should develop in order to successfully handle the forthcoming challenges and opportunities.

Undeniably, societies and the whole world as a whole are changing over time. Therefore, the world that we live in today will be fundamentally different from the world that today's students will live and work in. Thus, the need to prepare them in order to perform effectively and meet the new demands and opportunities arises



(Mansilla & Jackson, 2011; Reimes, 2009). At the end of the 20th century the economical, technological and societal changes created a very interconnected and interdependent world. Specifically, the globalized economies, the extended use of digital means, the migration and the environmental problems outline some of the issues that tomorrow citizens will have to face (Gardner, 2009; Stewart, 2007).

The globalization of the economies has changed the demands of and the opportunities for work. The labor rules have changed, as people-workers, products, ideas and capital can be easily transferred among countries. Furthermore, some routinized jobs, such those in the industries, are carried out by technological means or workers in the developing countries, while jobs that demand complex thinking and communication seem to be in growing demand (Mansilla & Jackson, 2011). Furthermore, migration occurs on a larger scale than ever, which consequently changes, not only the population and the demographics of the countries, but it creates culturally and linguistically diverse societies. That brings to the fore the need for tolerance, communication and cooperation with people that have different language, history, culture, values and lifestyle (Mansilla & Jackson, 2011).

Lastly, environmental issues, such as climate change and the greenhouse effect have an impact on agricultural productivity, land and sea habitats and as a result to humans as well (Sachs, 2008). Thus, it is important for the students to understand the impact of their actions to the planet and learn how to balance among weight and risks, latter as active and productive citizens.

Demands of 21st Century

It is clear that citizens of tomorrow will face a complex world with important demands on a global dimension. Thus, the need for students to be prepared to face these “21st century” challenges, which can be grouped into four major categories (Kay & Greenhill, 2011):

- *Global awareness* which refers to understanding other nations and cultures including the use of foreign languages. Additionally it includes respect, collaboration and communication with people emanating from diverse cultures, religions and lifestyles.
- *Financial, Economic, Business and Entrepreneurial Literacy* which is about the understanding of economy's role, leading to entrepreneurial skill, career and personal economic choices.



- *Civic Literacy* such as active participation in local, national and global level.
- *Health Literacy* which refers to understanding and using health and safety systems and services for promoting well-being on both an individual and community level.

21st Century Skills

The term “21st century skills” refers to the skills that the citizen of tomorrow should develop in order to successfully handle future challenges and opportunities. Those skills, on a broad description, cover the areas of critical thinking, problem solving, creative and innovative thinking, communication and collaboration, civic literacy, global awareness and cross-cultural functioning (Lee, 2012; Wan & Gut, 2011). Griffin, Mc Caw and Care (2012) categorized these skills under four more general groupings:

- a) Ways of thinking such as critical thinking, problem solving and metacognition,
- b) Ways of working which refer to communication and collaboration (team work),
- c) Tools for working which are information literacy and ICT literacy, and
- d) Living in the world which refers to global citizenship, personal and social responsibility as long as cultural awareness.

Therefore, 21st century skills standards, as proposed by the Partnership for 21st Skills should (Kay & Greenhill, 2011):

- Focus on 21st century skills, content knowledge, and expertise
- Build understanding across and among core subjects as well as 21st century interdisciplinary themes
- Emphasize deep understanding rather than shallow knowledge
- Engage students with the real-world data, tools, and experts they will encounter in college, on the job, and in life—students learn best when actively engaged in solving meaningful problems
- Allow for multiple measures of mastery

Griffin, McGaw and Care (2012) as well as Kay and Greenhill (2011) emphasized in six skills that 21st century students in the USA should develop through the K-12 educational system. These are:



- Critical thinking and valuing of the perceived information.
- Problem solving (complex, open-ended problems associated with real life)
- Creativity and entrepreneurial thinking
- Communication and collaboration within diverse teams
- Dynamic management of information
- Undertaking financial, health and civic responsibilities.

Additionally, the Innovative Teaching and Learning (ITL) Research project (Microsoft, 2013) defined and measured seven 21st century skills that the citizens of tomorrow need in order to perform in a technology driven, globalized environment. The proposed measurements for those skills were based on: collaboration, knowledge construction, skilled communication, global awareness, self-regulation, real world problem solving, and use of technology for learning.

Furthermore, taking into consideration the new tendency in citizenship education which emphasizes more on values it is essential to develop good characters in order to develop active citizens (Ministry of Education Singapore, 2014; Salas–Pilco, 2013). In Table 1 the social and emotional competencies per core value are presented.

Core Values	Social and Emotional Competencies	Domains	Components
Respect Responsibility Integrity	<ul style="list-style-type: none"> Self-awareness Self-management Social awareness 	<ul style="list-style-type: none"> Civic literacy, Global awareness and cross-cultural skills 	<ul style="list-style-type: none"> Active community life National and cultural identity Global awareness Socio-cultural sensitivity and awareness
Care Resilience Harmony	<ul style="list-style-type: none"> Relationship–Management Responsible decision-making 	<ul style="list-style-type: none"> Critical and inventive thinking 	<ul style="list-style-type: none"> Sound reasoning and decision-making Reflective thinking Curiosity and creativity Managing complexities and ambiguities
		<ul style="list-style-type: none"> Information and communication skills 	<ul style="list-style-type: none"> Openness Management of information Responsible use of information Communicating effectively

Table 1 Social and emotional competencies per core value. Source: (Salas-Pilco, 2013).

21st century global citizenship education

Due to the changes and developments in societies, students should be equipped, through citizenship education with new knowledge in order to acquire attitudes and skills that allow them to actively contribute to the society and to benefit from new, emerging opportunities (Ananiadou & Claro, 2009).

Whereas citizenship education in past focused on rights and duties, in the 21st century it is gradually shifting to a new approach which aims to develop active citizens and emphasizes more on values such as respect of the others, sense of responsibility, caring about the others, social justice and cooperation (Wing on Lee, 2012). Moreover, citizenship is not only considered as a part of the curricula but as a competence (Binkley et al., 2012), due to the development of the Internet and Web 2.0. In Table 2 citizenship is presented as a competence constituted of three components: knowledge, skills and attitudes.

Knowledge	Skills	Attitudes/Values/Ethics
<ul style="list-style-type: none"> • Knowledge of civil rights and the constitution of the home country, the scope of its government. 	<ul style="list-style-type: none"> • Participation in community/neighborhood activities as well as in decision-making at national and international levels; voting in elections. 	<ul style="list-style-type: none"> • Sense of belonging to one's locality, country, and (one's part of) the world.
<ul style="list-style-type: none"> • Understand the roles and responsibilities of institutions relevant to the policy-making process at local, regional, national and international level. 	<ul style="list-style-type: none"> • Ability to interface effectively with institutions in the public domain. 	<ul style="list-style-type: none"> • Willingness to participate in democratic decision making in all levels.
<ul style="list-style-type: none"> • Knowledge of key figures in local and national governments; political parties and their policies. 	<ul style="list-style-type: none"> • Ability to profit from the opportunities given by the home country and international programs. 	<ul style="list-style-type: none"> • Disposition to volunteer and to participate in civic activities, support for social diversity and social cohesion
<ul style="list-style-type: none"> • Understand concepts such as democracy, citizenship and the international declarations expressing them. 		<ul style="list-style-type: none"> • Readiness to respect the values and privacy of others with a propensity to react against anti-social behavior.
<ul style="list-style-type: none"> • Knowledge of the main events, trends and agents of change in national and world history. 		<ul style="list-style-type: none"> • Acceptance of the concept of human rights and equality; acceptance of equality between men and women.
<ul style="list-style-type: none"> • Knowledge of the movements of people and cultures over time around the world. 		<ul style="list-style-type: none"> • Appreciation and understanding of differences between value systems of different religious or ethnic groups
		<ul style="list-style-type: none"> • Critical reception of information from mass media.

Table 2 Global Citizenship as a Competence. Source: (Binkley et al., 2012).

Therefore, the conceptual framework of citizens' education in the 21st century, according to Ananiadou and Claro (2009) consists of three general

dimensions. The first dimension is *Information* which refers to the new skills for accessing, evaluating and organizing information in digital environments. Moreover, it refers to the procedure of modelling and transforming information in order to create new knowledge. The second dimension is *Communication* which refers not only to social interaction but to effective communication and collaboration as well as virtual interaction. Lastly, the third dimension is *Ethics and Social Interaction*, which refers to social responsibility and how one's actions affect the society. Additionally, it refers to social impact which is the development of consciousness about the challenges in the new digital age, known as digital citizenship.



Figure 4 Citizenship Education in the 21st Century. Source: <https://www.moe.gov.sg/education/education-system/21st-century-competencies>

Thus, citizenship education in the 21st century, as proposed also from the Partnership for 21st Century skills (n.d.) encompasses three distinct dimensions (Fig. 4). *Civic Literacy* which aims to prepare all students in order to have an active and effective participation as citizens. *Global Citizenship* which aims to expand and enrich the concept of citizenship in order to encompass global challenges and opportunities, and *Digital Citizenship* which regards to the competence of exploiting



the digital world while maintaining online safety at the same time. Thus, the 21st citizen should be:

- Informed, engaged and active
- Literate in civics
- Proficient in core academic subjects and interdisciplinary knowledge, such as environmental literacy; financial, economic, business and entrepreneurial literacy; and health literacy
- Empowered with global competencies and 21st century skills
- Capable of participating safely, intelligently, productively and responsibly in the digital world

According to Torney-Purta and Vermeer (2004), global citizenship education in the 21st century aims to mold informed, engaged and active citizens. More specifically, citizens that: a) will possess the knowledge and skills in order to participate in civic life, b) want to get involved in civic activities and exercise the rights of citizenship, and c) will actively participate in a local, national, international and digital dimension

Citizenship education should allow a holistic focus on students learning by keeping up with UNESCO's four pillars of: learning to know, learning to do, learning to be and learning to live together. In addition, it should match learners' interests to current social, political, environmental and economic affairs (UNESCO, 2014). Therefore, new approaches such as the use of ICTs, Sports-and-Arts based approaches and Community activities are used in the learning process of citizenship education.

As an example, in Billund Municipality, Denmark a new framework of citizenship education has been implemented. It aims to prepare the children in order to evolve into creative world citizens, with their know-how and skills molded through playing, learning, and creativity (Capital of Children, 2015).

Additionally, in Barra Mansa (Brazil) the approach of society activities was used. Citizenship education took place through the development of a children's participatory budget council in the city of Barra Mansa, to which 18 boys and 18 girls are elected by their peers to ensure that the municipal council addresses their needs and priorities (Guerra, 2002).

Based on the literature review of this section, Table 3 summarizes the important elements of education which are related to the 21st century skills'



acquisition. They are presented as *key competences*, further divided into the corresponding sets of *skills, attitudes* and *knowledge*.



21 st Century Competences	Key Competence	Skills	Attitudes	Knowledge
	<i>Communication</i>	<ul style="list-style-type: none"> • Critical thinking • Flexibility /Adaptability • Make judgements /decisions • Collaboration /teamwork • Social and cross-cultural interaction • Argumentation 	<ul style="list-style-type: none"> • Pursue collaboration and (virtual) interaction • Use of appropriate language scheme • Listen to and communicate effectively with diverse people 	<ul style="list-style-type: none"> • Mother tongue • Foreign language • Nonverbal communication • Recognize how diverse audiences perceive meaning and how that affects communication • Use of communication technologies and tools
	<i>Information</i>	<ul style="list-style-type: none"> • Research • Inquiry • Problem statement-solving • Decision making • Creativity thinking • Entrepreneurial thinking • Information access, processing and sharing 	<ul style="list-style-type: none"> • Innovation • Development of own ideas • Stay informed • Apply various perspectives 	<ul style="list-style-type: none"> • Laws – Rules - Duties • Rights • Identify digitally pertinent information sources • Learning to Learn
	<i>Rights</i>	<ul style="list-style-type: none"> • Critical thinking • Decision making • Responsibility • Empathy • Discipline 	<ul style="list-style-type: none"> • Social responsibility • Social Participation • Obey the rules • Initiative • Awareness 	<ul style="list-style-type: none"> • Laws – Rules - Duties • Rights
	<i>ICT</i>	<ul style="list-style-type: none"> • Management • Organize • Critical analysis • Problem Solving • Computer skills 	<ul style="list-style-type: none"> • Effective use of technology • Safe use of technology • Technology integration 	<ul style="list-style-type: none"> • ICT tools and services • ICT integration in social and civic life

Table 3 Global Citizenship as a Competence



Narrowing down the list

In the previous section the notion of competence was explained, focusing on those under the scope of EU citizenship. By reviewing EU funded studies, mainly, a core list of competences was identified, constituting the list of eight elements which were proposed by the Reference Framework (CIDREE/DVO, 2008). These elements seem to be more or less taken into account in the national curricula of the Member States, as explained in chapter two of this document.

In this section, an attempt is made to further tighten this list of competences by categorizing them in three main groups: Diversity, Rights and ICTs. This categorization emerged in a twofold manner. Firstly, an extensive discussion was initiated during the kick off meeting of the WeAreEurope consortium, with every participating partner contributing with his/her expertise and experience. To this, the experience of those who are in service teachers and are appointed with the responsibility to implement the official curriculum, especially that part which is directly related to Citizenship Education, was valuable. Furthermore, the literature seems to lead the way, by highlighting issues related to the proposed categories over the past few years. For example, the issue of respecting one another's language, but also culture and history is often highlighted. The need to recognize and, if possible, to be able to use various EU languages is also often mentioned. This falls under the wider "umbrella" of diversity, since language and culture are core elements of diversity. The latter seems to be the center of discussion within the Union over the past years, also highlighted by the number of projects funded by the EU within this context (a quick review of the list of approved projects and the call for proposals over the past few years is proof enough).

The second important category, especially considering the circumstances during the past quinquennium, more or less, is that of identifying and respecting ones rights (and obligations which derive from them as a consequence). Human rights seem to be a core element of all the Citizenship Education programs all around the world. This indicates that competences which are directly connected with this notion are important enough to be considered as key ones.

Lastly, it is undoubted that we live in the digital era and ICTs have significantly altered everyday life. From simple communication to financial transactions and policy/politics related decisions, the role of ICTs seems to be crucial. Thus, digital competences can be considered as key ones, constituting the



third category. Besides, a lot of discussion has been made through the literature about the 21st century competences, among which the digital ones hold a dominant position. The review in chapter two of this document revealed that a lot of work is being done regarding Citizenship Education up to now. Not many of the proposed approaches are ICT related though (see also Appendix I).

In this vein, the aim of the WeAreEurope project to educate primary school students about EU citizenship and introduce them to a set of related key competences is provided with added value. Especially because the whole approach is ICT-based, as the final product of the project is going to be an online, thus digital, game. Moreover, from the analysis of the literature presented in the previous sections of this document, it is obvious that EU citizenship education should encompass not only elements met in traditional citizenship education approaches, but it should take into consideration the competences related to the acquisition of 21st century skills. This may provide a more innovative aspect in the proposed framework, to be implemented through the final product of the project.

A careful examination of the competences mentioned in both sections of the literature (citizenship education and 21st century skills) reveals interconnected and complementary elements. Table 4 summarizes the way in which these two sections are interconnected.

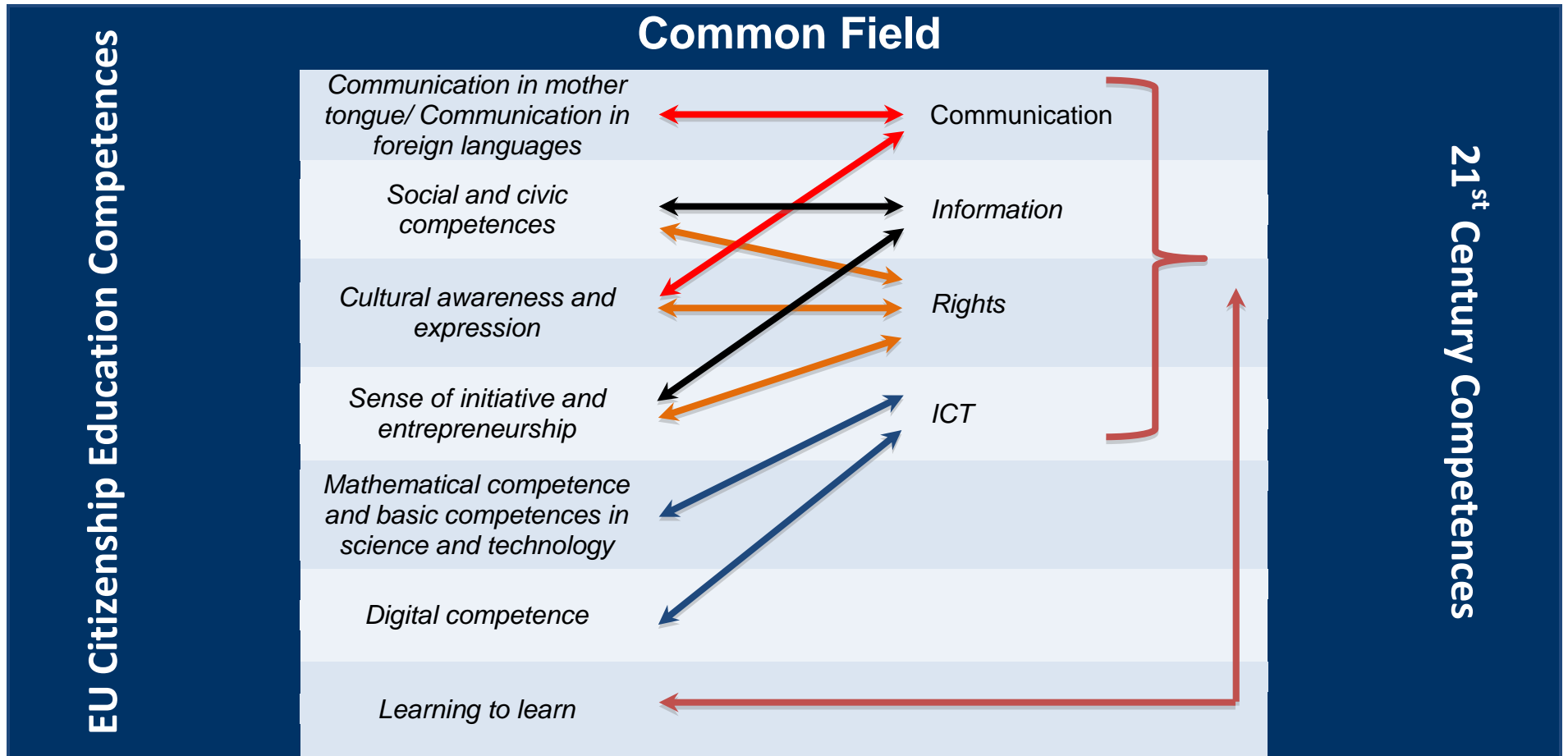


Table 4 Common Field between EU Citizenship Education Competences and 21st Century Competences.



As a result, a set of three categories is proposed. Table 5 summarizes these categories and the corresponding competences. Moreover, elements connected with those competences (skills, attitudes and knowledge) are presented. Fig. 5 provides a graphical overview of the interconnection of the proposed categories and competences, whereas Fig. 6 presents an ideal case in which ICTs are fully integrated in Citizenship Education and digital key competences are treated via cross-curricular activities throughout the whole curriculum. The latter is the direction towards the WeAreEurope project points with its proposed final product.



	Key Competences	Skills	Attitudes	Knowledge
Diversity	<i>Communication in the mother tongue</i>	<ul style="list-style-type: none"> Use Communicate Critical thinking 	<ul style="list-style-type: none"> Communicate Critical and constructive dialogue Interest in interaction with others 	<ul style="list-style-type: none"> Vocabulary Functional grammar Function of language
	<i>Communication in foreign languages</i>	<ul style="list-style-type: none"> Use (reading, listening, speaking) Understand, express and interpret concepts Communicate Intercultural understanding 	<ul style="list-style-type: none"> Communicate Critical and constructive dialogue Interest in interaction with others Respect and acceptance of heterogeneity Intercultural communication 	<ul style="list-style-type: none"> Vocabulary Functional grammar Function of language
Diversity & Rights	<i>Social and civic competences</i>	<ul style="list-style-type: none"> Ensure optimum physical and mental health Communicate constructively in different environments Show tolerance, express and understand different viewpoints Create confidence Engage effectively with others Solving problems affecting the local and wider community 	<ul style="list-style-type: none"> Collaboration, assertiveness and integrity Value diversity Respect others Overcome prejudices Intercultural communication Respect for human rights Understanding of differences between value systems of different religious or ethnic groups Democratic decision-making 	<ul style="list-style-type: none"> Healthy lifestyle Be aware of basic concepts related to individuals, groups Work organizations, gender equality and non-discrimination, society and culture Understanding the multi-cultural and socio-economic dimensions of European societies Concept of democracy, justice, equality, citizenship, and civil rights includes knowledge of contemporary events, as well as the main events and trends in national, European and world history Knowledge of European integration and of the EU's structures



Rights	<i>Cultural awareness and expression</i>	<ul style="list-style-type: none"> ▪ Critical and creative reflection and constructive ▪ Participation ▪ Appreciation ▪ Cultural expression 	<ul style="list-style-type: none"> ▪ Respect for diversity of cultural expression ▪ Creativity and willingness to cultivate aesthetic capacity through artistic self-expression and participation in cultural life 	<ul style="list-style-type: none"> ▪ Awareness of local, national and European cultural heritage and their place in the world ▪ Knowledge of major cultural works ▪ Understand the cultural and linguistic diversity
	<i>Sense of initiative and entrepreneurship</i>	<ul style="list-style-type: none"> ▪ Proactive project management ▪ Effective representation and negotiation ▪ Ability to work both as an individual and collaboratively in teams 	<ul style="list-style-type: none"> ▪ An entrepreneurial attitude is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. 	<ul style="list-style-type: none"> ▪ Ability to identify available opportunities for personal, ▪ Professional and/or business activities
ICT	<i>Mathematical competence and basic competences in science and technology</i>	<ul style="list-style-type: none"> ▪ Develop and apply mathematical thinking ▪ Understand mathematical proof and communicate in mathematical language ▪ Problem solving ▪ Mathematical principles ▪ Use and handle technological tools and machines 	<ul style="list-style-type: none"> ▪ Respect of truth and willingness to ▪ Look for reasons and to assess their validity ▪ Critical appreciation and curiosity 	<ul style="list-style-type: none"> ▪ Basic science knowledge ▪ Basic mathematic knowledge (e.g. numbers, measures and structures)
	Digital competence	<ul style="list-style-type: none"> ▪ Search, collect and process information and use it in a critical and systematic way ▪ Assessing relevance 	<ul style="list-style-type: none"> ▪ Use of ICT requires a critical and reflective attitude ▪ Use ICT to support critical thinking, creativity, and 	<ul style="list-style-type: none"> ▪ Understanding and knowledge of the nature, role and opportunities of ICT in everyday contexts (e.g. word processing, spread, sheets, databases etc.) ▪ Understand how ICT can support



	<p><i>Learning to learn</i></p>	<ul style="list-style-type: none"> ▪ Use tools to produce, present and understand complex information and the ability to access, search and use internet-based services ▪ Fundamental basic skills (e.g. literacy, numeracy and ICT skills that are necessary for further learning ▪ Gain, process and assimilate new knowledge and skills 	<p>innovation</p> <ul style="list-style-type: none"> ▪ Motivation and confidence to pursue and succeed at learning throughout one's life 	<ul style="list-style-type: none"> ▪ Creativity and innovation ▪ Knowledge of the competences, knowledge, skills and qualifications ▪ Know and understand his/her preferred learning strategies, the strengths and weaknesses of his/her skills and qualifications, and to be able to search for the education and training opportunities and guidance and/or support available
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Table 5 Framework for key competences in EU Citizenship Education.

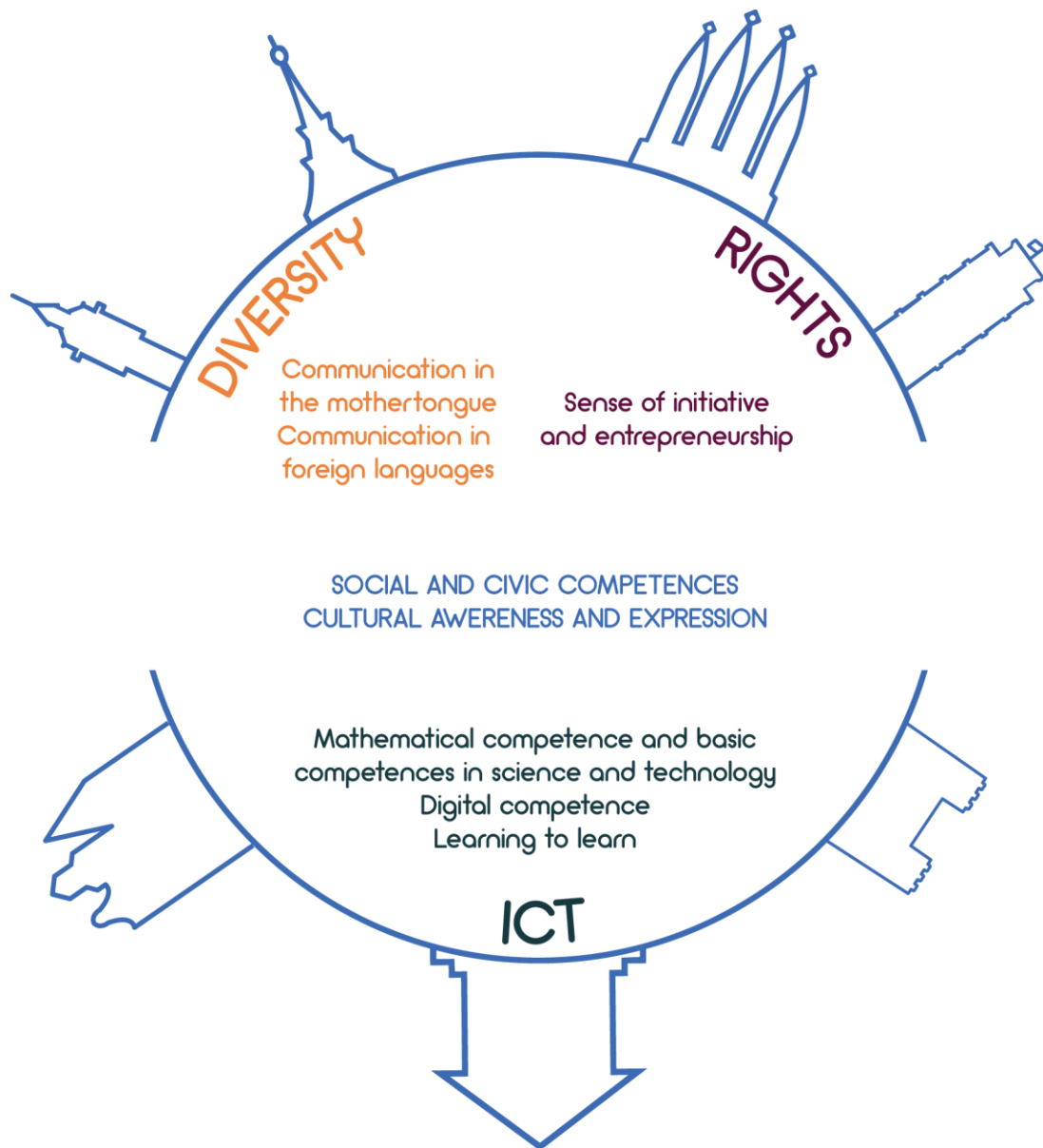


Figure 5 Key competences for EU citizenship, categorized and interconnected

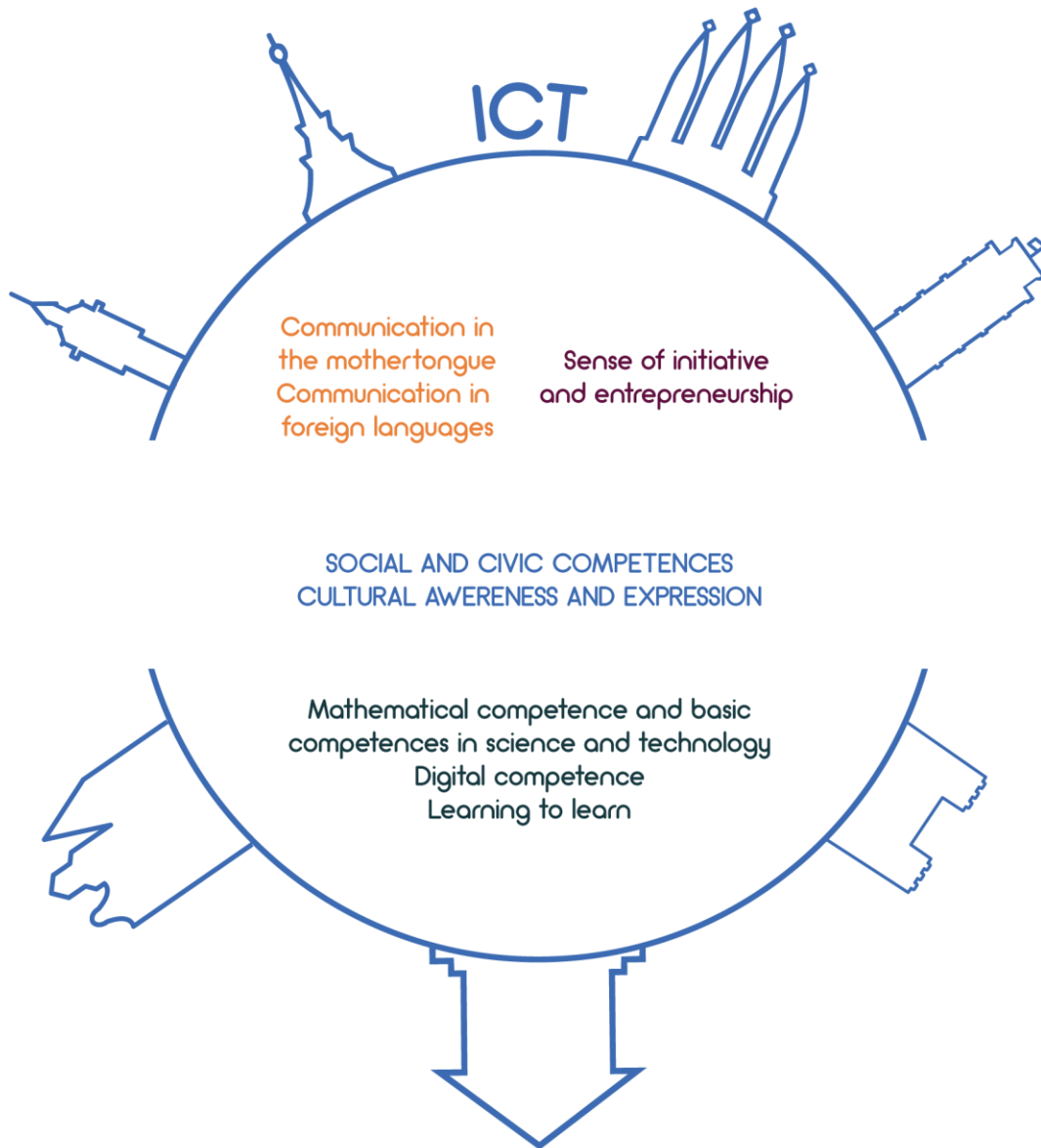


Figure 6 ICT integrated fully with the curriculum for Citizenship Education



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APPENDIX I

Activities in Citizenship Education – Good Practices

In this appendix, an indicative set of teaching/learning activities related to Citizenship Education, in the form of Good Practices is presented. For an activity to qualify as a best practice, some criteria were formulated. Initially, the activity would have to be implemented within the EU. Then, it would have to treat at least one of the competences, following the framework which is presented in chapter three of this document. Furthermore, it would have to be addressed to school children, although not restricted to primary education only.

For this purpose, several projects related to Citizenship Education were studied. Table 1 provides general information about these projects as a total. Most of the information appearing on the table is drawn from the extensive study of Krek, et al. (2012). Then, an indicative list of selected practices, focusing on the level of a single teaching activity (where applicable) is presented in a more sophisticated format. A form was created and exploited in order to structure the presentation of these practices.

Finally, the indicative list of good practices does not aspire to be complete and conclusive, but rather attempts to provide a few examples, each one of which treats a different competence or competence elements.

Appendix Table 1 EU Citizenship Education related projects.

Project Title	General Aim/ Description
eTwinning	<p>The “eTwinning” action promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services to schools. The eTwinning Portal is the main meeting point and workspace for this action. The Portal provides online tools for teachers to find partners, set up projects, share ideas, exchange best practices and start working together immediately, using various customized tools available on the eTwinning platform. eTwinning refers certainly to collaboration between teachers, but more importantly, to collaboration among pupils. TwinSpace, for example is a place where pupils from schools can meet each other and understand how to work collaboratively. Some features/applications for a very simple activity are to set up a forum, a blog and a Lile Archive which is a place to share and upload documents and/or web links. eTwinning Modules are short activities which can be incorporated in any type of eTwinning project, no matter which subject. Modules are a great way to kick off a project, provide something different mid-way through or act as an evaluation tool at the end.</p> <p>(Available at www.etwinning.net. Last accessed in 1/2/2016).</p>
Teachers 4 Europe	<p>It is a European program, implemented only in Greece for the moment. The goal of this educational action is to contribute to informing teachers on developments in European issues and support them to apply innovative methods of teaching. The ultimate goal is the configuration of students as active European citizens. Priority is given to experiential teaching methods, such as game, and ICT, which promote the development of critical thinking and creativity</p> <p>(Available at http://www.teachers4europe.gr/. Last accessed in 1/2/2016).</p>
The Forges of Hoogeveen the Netherlands	<p>The Forges is an example of how a local government has developed a practice where decision making is devolved to local citizens. This practice is based in Hoogeveen, a municipal with 55,000 residents, who live either in Hoogeveen city or in the surrounding villages. The structure of the practice is provided by the local government together with the police, housing corporations and welfare organizations. The main feature of this practice is that citizens have a direct say in annual neighbourhood budgets and are also closely involved in the long-term planning and development of their neighbourhoods.</p>
eOpinio professional public participation Germany	<p>eOpinio is an online platform which enables citizens to have their opinions included in political decision making processes. This is a pertinent example of how the internet can be used to foster political participation.</p>



<p>Our country, our election project Denmark</p>	<p>Partnership between different institutions and agencies, which can work together towards the same objectives – campaign through social media in order to increase conventional participation among young voters from hard-to-reach groups.</p>
<p>Post-16 Citizenship Support Program United Kingdom</p>	<p>The post-16 Citizenship Program (PSCP) aims to increase political and societal participation through citizenship education in all post-16 education and training settings. It gives young people the political and social knowledge, understanding and skills they require to play an effective role in society at local, national and international levels. This practice encourages young people to become active citizens who take political and citizenship matters into their own hands by working in groups or as individuals. PCSP provides a wide-range of free training and supports those who are, or may become, involved in the management and/or delivery of post-16 citizenship education provision. Education and training settings included in the program are: colleges, work-based learning providers¹, youth and community groups, school sixth forms² and young offenders' institutions.</p>
<p>PoliPedia.at Austria</p>	<p>This is an example of how the internet can provide space for young people to learn about politics and practice political discussion. The project aims to encourage young people to be enthusiastic about democracy and politics and to involve them as participants in political education at the local, national and European level. As this project is online it is accessible all over Europe. PoliPedia.at enables pupils to exchange experiences, present their political opinions and organize discussion groups with those who hold similar political interests.</p>
<p>National Citizen Service, United Kingdom</p>	<p>The main aim of NCS is to encourage young people to volunteer in an eight week summer program in their wider communities (for example in schools, neighbourhood groups, businesses and local authorities). The service aims to support young people to develop the attitudes and skills they require to become active and responsible citizens</p>
<p>e-volunteering.pl Poland</p>	<p>This project is addressed to all Polish citizens with special attention to youth, the elderly and disabled people. It is a good example of how to utilize the internet at the national and European level to encourage volunteering in community activities.</p>
<p>National Youth Service Day Hungary</p>	<p>National Youth Service Day is organized by the Foundation for Democratic Youth and gives young people in Hungary the opportunity to volunteer in their local communities.</p>
<p>Town Twinning Accelerator Greece and Bulgaria Young Social Innovators (YSI) Ireland</p>	<p>A community-based activity that aims to share and increase knowledge about community twinning in order to develop a sense of European identity. It is an example of how schools, colleges and youth groups provide grounds to the foster the learning and participation of community-based activities. YSI is the</p>

	<p>largest social awareness and active citizenship education program in Ireland and provides a robust framework whereby young people can participate meaningfully in their local communities. The program is designed to support educators to empower young people to actively participate in society so they can have real and positive impact people's lives. The program helps prepare young people to take part in civic action through volunteerism, community service, service learning, citizenship education, social entrepreneurship and innovation. YSI is about self-directed and evidence based learning.</p>
<p>'EI Enlace' (promoted by the Ibero American Development and Integration Centre) Canary Islands, Spain</p>	<p>EI Enlace is a publication written by migrants for migrants. It is available online and in written format. The objectives EI Enlace are to facilitate and accelerate the processes of migrant social and employment integration. The aim is to provide quick and readily available information to migrants on rights and obligations and on social, sporting and cultural activities run by migrant organizations on the Islands.</p>
<p>1.Estonian School Student Councils Union, Estonia 2.Estonian National Youth Council, Estonia</p>	<p>School councils within formal education structures and youth councils at local and regional levels in order to provide space for young people to learn about education policy development and keep education policy makers accountable.</p>
<p>Dream Citizen Hungary</p>	<p>Dream Citizen is an example of a small-scale project which relies on the experiences of pupils, applying an experiential learning approach. It aims to strengthen the local community through cooperation among teachers, young people and their parents. Throughout the Dream Citizen program students planned and built their own democratic community and depicted key decision-makers, media bodies and a justice system. Adults from the local community (e.g. local decision-makers, NGO workers and entrepreneurs) supported and facilitated the student's work and provide advice. On the final day of the project the students presented their ideas to the local community.</p>
<p>Initiative for Learning Democracy in Europe Pan-European</p>	<p>The Initiative for Learning Democracy in Europe (ILDE) is a transnational initiative which involves case studies from Belgium, Bosnia and Herzegovina, England, Estonia, Finland, France, Germany, Italy, Poland, Sweden and Turkey. The case studies are organized along the following themes:</p> <ol style="list-style-type: none"> 1) Involving the whole school community 2) Fostering tolerance and awareness of diversity and identity 3) Developing civic skills and attitudes 4) Creating a democratic school culture, and 5) Engaging schools in their communities. <p>As a result, a handbook has been published targeting at foundations and other civil society organizations interested in supporting projects in the field of school democracy. These include small local groups such as parents' associations and local voluntary agencies, national and</p>



Romea Czech Republic	international foundations and NGOs. Romea is an online press service project which focuses on the Roma minority perspective of society. It is an example of how different media forms can be established to facilitate dialogue between minority groups and the majority population. The project aims to increase tolerance and understanding among different groups in society—namely Roma and non-Roma groups. Its key emphasis is that integration is a two-way process and requires mutual understanding from both groups.
Teaching Good Citizenship's Five Themes	Classroom activities in order for students to develop a true understanding of the concepts: honesty, compassion, respect, responsibility & courage (available at: http://www.educationworld.com/a_curr/curr008.shtml , last accessed in 4.2.2016)



Indicative Good Practices
Appendix Table 2 Good Practice 1

Project Title	eTwinning/ A Taste of Maths. ATOM
Competences	<ul style="list-style-type: none"> ✓ Digital competence ✓ Learning to learn ✓ Maths, science and technology ✓ Foreign language
Element(s) <i>(Skills/ Attitudes/ Knowledge)</i>	<ul style="list-style-type: none"> ▪ Develop and apply mathematical thinking ▪ Understand mathematical proof and communicate in mathematical language ▪ Use and handle technological tools and machines ▪ Critical appreciation ▪ Basic mathematic knowledge ▪ Historical and cultural contexts
Target Group	12-16
General Objective	<p>The goal of the project is to increase students' motivation and interest for Mathematics, to stimulate their investigative spirit and curiosity by combining common mathematical contents of the curriculum with aspects of day-to-day life in different parts of Europe, using concrete objects as well as representations of mathematical concepts. It is also intended to facilitate mutual understanding through getting knowledge on the historical and cultural contexts partners live in.</p>
Activity	<p>The main project activity consists of one school proposing Mathematical tasks for their partners in the other schools. As the other teams give the solution, the proposing team would confirm the correctness of the solution proposed. The task will also be discussed and compared, both among teachers and in class. Participate Czech Republic, Greece, Italy, Netherlands, Romania and Spain. Key competences are digital competence, learning to learn, Math, science and technology and foreign language. Subjects are Art, Cross Curricular, Foreign Languages, Informatics / ICT, Language and Literature, Mathematics / Geometry, Music.</p>



Appendix Table 3 Good Practice 2.

Project Title	Dream Citizen
Competences	<ul style="list-style-type: none"> ✓ Digital competence ✓ Learning to learn
Element(s) <i>(Skills/ Attitudes/ Knowledge)</i>	<ul style="list-style-type: none"> ▪ Plan and built their own democratic community ▪ Take decisions ▪ Depict a justice system ▪ Critical thinking
Target Group	10-14
General Objective	The program's main aim is to develop the knowledge, skills and attitudes of students in order to enable them to become active and responsible citizens and to strengthen the local community through cooperation among teachers, young people and their parents
Activity	Throughout the Dream Citizen program students planned and built their own democratic community and depicted key decision-makers, media bodies and a justice system. Adults from the local community (e.g. local decision-makers, NGO workers and entrepreneurs) supported and facilitated the student's work and provide advice. On the final day of the project the students presented their ideas to the local community.



Appendix Table 4 Good Practice 3

Project Title	eOpinio – professional public participation
Competences	<ul style="list-style-type: none"> ✓ Digital competence ✓ Active participation in the community
Element(s) <i>(Skills/ Attitudes/ Knowledge)</i>	<ul style="list-style-type: none"> ▪ Develop critical thinking ▪ Economic knowledge - skills ▪ Creative thinking (for suggesting solutions)
Target Group	16+
General Objective	<p><i>eOpinio</i> is an online platform which enables citizens to have their opinions included in political decision making processes. <i>eOpinio</i> activities and projects include: citizen surveys, participatory budget (setting up an annual municipal budget for their ideas), citizen suggestions, map based problem management (post problems or suggestions for town improvements on an interactive map), assistance in planning processes (for public buildings or streets) and citizens' questions to the local politicians</p>
Activity	<p><i>eOpinio</i> activities and projects include: citizen surveys, participatory budget (setting up an annual municipal budget for their ideas), citizen suggestions, map based problem management (post problems or suggestions for town improvements on an interactive map), assistance in planning processes (for public buildings or streets) and citizens' questions to the local politicians</p>



Appendix Table 5 Good Practice 4.

Project Title	National Youth Service Day
Competences	<ul style="list-style-type: none"> ✓ Team working ✓ Active participation in the community
Element(s) <i>(Skills/ Attitudes/ Knowledge)</i>	<ul style="list-style-type: none"> ▪ Volunteer ▪ Develop creative thinking ▪ Organization skills ▪ Respect of - Compassion to others
Target Group	Schools and young people
General Objective	National Youth Service Day is organized by the Foundation for Democratic Youth and gives young people in Hungary the opportunity to volunteer in their local communities.
Activity	Schools and young people who apply receive a modest grant to organize a community-based project which is overseen by a program mentor. The project takes place during the week of the National Youth Service day. Following this, photos and films of the project are sent to the program organizers and four awards are given for the: 1) most creative project, 2) the project which mobilized the greatest number of participants, 3) a project which supported disadvantaged people, and 4) a project which took place in the smallest village.



Appendix Table 6 Good Practice 5.

Project Title	Teaching Good Citizenship's Five Themes
Competences	<ul style="list-style-type: none"> ✓ Communication competences ✓ Team working
Element(s) <i>(Skills/ Attitudes/ Knowledge)</i>	<ul style="list-style-type: none"> ▪ Recognizing – learning their responsibilities ▪ Compassion to others ▪ Respect others
Target Group	10-12
General Objective	Classroom activities in order students to develop a true understanding of the concepts: honesty, compassion, respect, responsibility & courage
Activity	<p><i>Be Kind: Rewind for Responsibility</i> (This activity can be done as a writing prompt or a discussion starter).</p> <p>Lots of little things make up good behavior, such as rewinding rented movies, not littering, keeping quiet when people need to concentrate, and returning library books on time. Make a list of small responsibilities. (That part of the activity might be done in small, cooperative groups.) Then try to think of a situation in which you fulfilled one of the small responsibilities. Think of another situation in which you did not fulfill a small responsibility. Are the "little" things really that important? Why or why not?</p>

Appendix Table 7 Good Practice 6.

Project Title	eTwinning/ different languages, different stories, same roots
Competences	<ul style="list-style-type: none"> ✓ Digital competence ✓ Learning to learn ✓ Foreign language
Element(s) (Skills/ Attitudes/ Knowledge)	<ul style="list-style-type: none"> ▪ Develop and apply elements of the cultural, artistic and linguistic diversity ▪ Historical and cultural context ▪ Literature ▪ Use of ICTS ▪ introduce our special days, ceremonies and celebrations and learn about others' special days, ceremonies and celebrations ▪ drama skills ▪ promote the practice of inclusion by ensuring that all participants, irrespective of race, creed, religion or physical ability
Target Group	6-12
General Objective	
Activity	<p>A collaborative and cooperative approach is utilised to achieve our objectives. We will work at the same pace in accordance to the established timetable and our participation in the realization of the project will be equal value. Pupils will use email and the eTwinning portal.</p> <p>Our partnership focuses mainly on pupil active involvement as well as staff and broader community members (parents, families, local authorities etc): The responsible teacher, class teachers and other members of the teaching staff will take care of the completion of the designed activities.</p> <ul style="list-style-type: none"> - Pupils will be asked to provide their opinion about the satisfaction of participating in the project and the activities they have been developing by taking part in class assemblies promoted by class teachers and using agreed pupils' evaluation questionnaires. They will also evaluate their partners' work while seeing their finished activities. - Pupils will be encouraged to make proposals or suggestions in specific activities reflecting their creativity. - Pupils will enhance group work skills while developing the activities. <p>The activities to be develop are:</p> <ul style="list-style-type: none"> - Students investigate about traditional stories in their country and choose one. Design title and main characters. - Creation and presentation of all partners' stories. - Compilation of all partners' versions. - Creation of the book "The other versions of..." - Presentation of the real version to the rest of the partners. - Choose a traditional tale that has a festivity related with. - Presentation of the traditional tale and the main symbols of the festival. - Reading of all partners' tales and celebration of all their festivals. - Creation of the European Festivals Calendar.



Appendix Table 8 Good Practice 7.

Project Title	Teaches 4 Europe: knowing about the international number 112
Competences	<ul style="list-style-type: none"> ✓ Digital competence ✓ Learning to learn
Element(s) (Skills/ Attitudes/ Knowledge)	<ul style="list-style-type: none"> ▪ Plan and built their own democratic community ▪ Make decisions ▪ Critical thinking
Target Group	10-12
General Objective	The program's main aim is to develop the knowledge, skills and attitudes of students in order to enable them to become active and responsible citizens. The main aim is to learn about the international number for help 112 and the occasions it can be used.
Activity	Throughout the teachers 4 Europe programme students built their own democratic community and depicted key decision-makers. They learned how and when they can use 112 call number. They made small videos presenting 112 call number, maps to show where they can use it and they played role games.



Appendix Table 9 Good Practice 8.

Project Title	Connected Citizenship (eTwinning)
Competences	<ul style="list-style-type: none"> ✓ Develop citizenship competences to strengthen students' connectedness for a diverse/ inclusive Europe for all ✓ Promote mutual respect/understanding and respond to European challenges for a cohesive Europe ✓ Develop communication/collaboration online/onsite, relevant to parent participation & local authorities ✓ Provide the learning ecology for European intercultural soft skills for school culture and student participation in a European connected education and society ✓ Enhance European identity with cross-curricula and trans-experiential learning activities ✓ Develop/promote connectedness as embracing differences and highlighting skills/competencies ✓ Enhance co-creativity and critical thinking based on diversity and different perspectives of similar activities utilising creativity techniques ✓ Develop ICT, spoken, writing and communication skills in general, mainly in English ✓ Ecology for practical trans-experiential learning
Element(s) (Skills/ Attitudes/ Knowledge)	<ul style="list-style-type: none"> ▪ Design and develop their own learning diary for a democratic and inclusive community ▪ Decision Making ▪ Creativity ▪ Critical thinking
Target Group	10-12
General Objective	The program's main aim is to develop students' knowledge, skills and competences so to become active and responsible citizens in an inclusive society.
Activity	<p>In Connected Citizenship the students' built their own democratic community and practice citizenship skills. The expected results are:</p> <ol style="list-style-type: none"> 1. Project-based learning activities such as artworks and creative writing as well as working with ICT applications in cross-curricula activities enhance the ICT and communication skills. 2. Online/Onsite cooperation bring students together so to collaborate towards enhancing the European intercultural soft skills. 3. European identity is enhanced and appreciated for the major opportunities provided for students as pupils and later as citizens for lifelong learning, working & living 4. Creatively co-study on school subjects onsite and lead, Greeks in Italy and Italians in Greece. 5. Short, medium and long term impact starts from project day one and expands throughout the academic year, on local, regional, national and European level. 6. Students' exchange and educational trips provide authentic trans-experiential learning in situ 7. Develop and sustain Communities of Practice for teachers and students promoting learning culture for connected citizenship