EURYDICE

Citizenship Education in Europe

European Commission

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FOREWORD

European countries need citizens to be engaged in social and political life not only to ensure that basic democratic values flourish but also to foster social cohesion at a time of increasing social and cultural diversity.

In order to increase engagement and participation, people must be equipped with the right knowledge, skills and attitudes. Civic competences can enable individuals to participate fully in civic life but they must be based on sound knowledge of social values and political concepts and structures, as well as a commitment to active democratic participation in society. Social and civic competences have, therefore, featured strongly in European cooperation in the field of education; they are among the eight key competences identified in 2006 by the Council and the European Parliament as essential for citizens living in a knowledge society ([1]).

Promoting equity, social cohesion and active citizenship through school education is also one of the main objectives of the current Strategic Framework for European Cooperation in Education and Training which extends to 2020 ([2]). Developing effective approaches to reach this objective is a major challenge for decision-makers and practitioners. This second edition of the Eurydice report 'Citizenship Education in Europe' is intended to inform the debate by providing a comparative analysis of recent national developments in the field.

The report reviews national policies and strategies for reforming the citizenship curricula. It also focuses on measures to encourage 'learning by doing', which is a critical element in an area of learning that requires practical skills. Comparable and detailed information is provided on the regulations, programmes and initiatives that enable students to gain practical experience in social and political life; the methods of assessment used by teachers to evaluate students' practical learning are also discussed. In addition, the changes to initial teacher education and continuing professional development introduced to improve teachers' knowledge of the citizenship curricula and their skills in teaching the subject are examined. Finally, the study investigates the role of the school head in developing and implementing whole school approaches to citizenship education.

In 2010, all the Member States of the European Union adopted the Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education. I actively support the implementation of the Charter and I am confident that the present Eurydice report, which contains valuable and comparable European-level data, will give yet further impetus to this process. I am convinced it will also offer a timely contribution to the 2013 European Year of Citizenship.

Androulla Vassiliou
Commissioner responsible for
Education, Culture, Multilingualism and Youth

([1]) Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December on key competences for lifelong learning, OJ L 394, 30.12.2006.

([2]) Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'), OJ C 119, 28.5.2009.

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GENERAL INTRODUCTION

The pursuit of equity and social cohesion has been a growing political priority over recent years at national and European level. Encouraging citizens, particularly young people, to actively participate in social and political life has been seen as one of the principal means to address these issues; education has, consequently, been identified as a major lever in this respect.

Major policy documents, which have shaped European cooperation in education over the past decade and which will continue to influence developments until 2020, have recognised the importance of promoting active citizenship and, as a result, it has become one of the main objectives for education systems throughout Europe ([3]). Furthermore, the European reference framework on key competences for lifelong learning ([4]) proposed that young people should be helped to develop social and civic competences, defined in terms of knowledge, skills and attitudes, during their school education. This competence-based approach calls for new ways of organising teaching and learning in a number of subject areas including citizenship education. A greater focus on practical skills; a learning outcomes approach; and new methods of assessment supported by the continuing development of teachers' knowledge and skills, are all crucial to the successful implementation of key competences. Furthermore, the European framework also demands greater opportunities for students to actively participate in, for example, school-based activities with employers, youth groups, cultural activities and civil society organisations (European Commission, 2009b).

The European Commission has launched several significant initiatives to support Member States in developing the key competence approach. An expert group was set up in 2006 to deliberate and advise on research into and development of indicators in the field of civic competences and active citizenship in education. In particular, this expert group validates the research work of the Centre for research on lifelong learning (CRELL) on building composite indicators relating to the civic competences of young Europeans. Another EU expert group on key competences and curriculum reforms is currently focusing its work on assessment, since this was judged to be one of the most important issues for the successful implementation of a competence-based approach at school. The emphasis is on new assessment methods for measuring progress in the areas crucial to the implementation of key competences – skills development and changing attitudes.

In parallel, the EU Youth Strategy 2010-2018 declared fostering active citizenship, social inclusion and solidarity among all young people as one of its main objectives ([5]). The Strategy includes several lines of action related to developing citizenship in both formal and non-formal educational activities, for example, 'participation in civil society and in representative democracy' and 'volunteering as a vehicle for social inclusion and citizenship'. In addition, in 2011, two important developments took place: the year was designated as the European Year of Voluntary Activities Promoting Active Citizenship and the Hungarian Presidency chose education for active citizenship as the focus of debate among Education Ministers in an informal meeting in March.

([3]) See Council of the EU: *The Concrete Future Objectives of Education and Training Systems. Report from the Education Council to the European Council*. 5980/01 (Brussels, 14 February 2001) and Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'). OJ C 119, 28.5.2009.

([4]) Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December on key competences for lifelong learning, OJ L 394, 30.12.2006.

([5]) Council Resolution of 27 November 2009 on a renewed framework for European cooperation in the youth field (2010-2018), OJ C311, 19.12.2009 [pdf]. Available at: http://ec.europa.eu/youth/pdf/doc1648_en.pdf [Accessed 07 May 2012]

The European Commission's commitment to promoting active citizenship is longstanding. Two successive action programmes have supported its agenda in this respect. The current Europe for Citizenship Programme (2007-2013) aims to bring citizens closer to the EU and involve them in discussions on its future. It also seeks to encourage active citizenship and promote mutual understanding by bringing people from different parts of Europe together through meetings, exchanges and debates ([6]). Promoting the active participation of European citizens in EU policy-making will also be one of the aims of the 2013 European Year of Citizens for Europe.

Finally, the European Commission is cooperating with the Council of Europe to promote the implementation of its Charter on Education for Democratic Citizenship and Human Rights Education, which was adopted by all EU member States in May 2010. In this context, the European Commission and the Council of Europe will organise jointly a conference on the impact of the Charter, to be held in Strasbourg in November 2012.

Objectives and definitions

In the light of these policy developments, the present Eurydice report aims to capture how policies and measures relating to citizenship education have evolved over recent years in European countries. It focuses on the following areas which are integral to the provision of citizenship education:

- Curriculum aims, approaches and organisation
- Student and parent participation in school governance
- School culture and student participation in society
- Student assessment, school evaluation and education system performance
- Education, training and support for teachers and school heads

This report relies on the conceptual framework established in the previous study on the same topic produced by the Eurydice network (Eurydice, 2005), which itself was inspired to some extent by the Council of Europe definitions in its Education for Democratic Citizenship project. As with various other research works in the field of citizenship education, this report derives from an evolved conception of citizenship, acknowledging the fact that it goes far beyond the simple legal relationship between people and the state. This conception of citizenship, which extends to citizens' participation in the political, social and civil life of society, is based on respect for a common set of values at the heart of democratic societies, and can be found in the definition of 'active citizenship' (Hoskins et al., 2006) promoted at European level.

The civic competences needed to be able to actively exercise citizenship, as defined by the European framework for key competences, focus on: a knowledge of basic democratic concepts including an understanding of society and social and political movements; the European integration process and EU structures; and major social developments, both past and present. Civic competences also require skills such as critical thinking and communication skills, and the ability and willingness to participate constructively in the public domain, including in the decision-making process through voting. Finally, a sense of belonging to society at various levels, a respect for democratic values and diversity as well as support for sustainable development are also highlighted as integral components of civic competences.

In the context of this report, citizenship education refers to the aspects of education at school level 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

([6]) For more information, see http://ec.europa.eu/citizenship/index_en.htm.

they live. 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. It encompasses the narrower concept of 'civic education', as defined by the IEA, which is restricted to 'knowledge and understanding of formal institutions and processes of civic life (such as voting in elections)' (IEA 2010a, p. 22).

Scope

This study provides information on 31 of the Eurydice Network countries ([7]), including the EU Member States, Iceland, Norway, Croatia and Turkey. All reforms planned for the coming years have also been taken into account where relevant. Primary, lower and upper secondary education (ISCED levels 1, 2 and 3) are covered. The reference year is 2010/11.

Only public-sector schools are included, except in the case of Belgium, Ireland and the Netherlands, where the grant-aided private sector is also covered, since it accounts for the majority of school enrolments. Moreover, in Ireland the vast majority of schools are legally defined as privately-owned but, in fact, are fully state-funded and do not require the payment of fees by parents. In the Netherlands, equal funding and treatment of private and public education is enshrined in the constitution.

Information is mainly based on official regulations, recommendations or guidelines issued by national education authorities or, in the case of Belgium, Spain and Germany, the top-level authorities for education referred to here as the 'central level'.

Content

The report consists of five chapters, each dealing with a different aspect of citizenship education at school in Europe. Specific examples of national policies and practices are presented in a smaller font style in order to set them apart from the main text. These examples provide practical illustrations of the general statements made in the comparative study or they may add to the discussion by providing specific national details. The examples may also show exceptions to what is seen as a general trend in a number of countries.

Chapter 1 provides an overview of the status of citizenship education in central-level curricula and guidelines, and examines which teaching approaches are recommended for this subject area. Provision may either take the form of a dedicated stand-alone or separate school subject (named differently from one country to the next), a topic integrated within other subjects (such as history, geography, etc.) or a cross-curricular theme to be included in all school subjects. The recommended taught time for the separate subjects dedicated to citizenship education is then reviewed. The chapter subsequently looks at the main objectives and content of citizenship education as contained in central level steering documents. Finally, it offers information on teachers' opinions regarding civic and citizenship education, based on the results of the International Civic and Citizenship Education Study (ICCS) of 2009.

Chapter 2 focuses on opportunities for students and parents to participate in school governance, as an aspect of school organisation that can contribute significantly to the development of citizenship knowledge and skills. The chapter provides an in-depth analysis of official regulations and recommendations regarding mechanisms for student and parent involvement in school governance, such as their representation on class councils and school governing bodies. Official regulations and

([7]) Switzerland and Croatia joined the Eurydice network at the beginning of 2011, but only Croatia participated in the present report.

recommendations are put into perspective with data on the actual level of student participation in school elections and in school decision-making, based on results from the ICCS 2009. The chapter also provides information on existing good practice in promoting student involvement in school governance, and existing training programmes to support parent participation.

Chapter 3 continues to discuss how students experience active and democratic citizenship within and beyond the school context. The chapter considers whether countries encourage the promotion of civic action among pupils and civic/democratic values through school life and culture. It reviews and explains how individual countries encourage student participation in society, including in the local community. Finally, it provides information on opportunities for student participation in civic-related community activities across European countries, based on data from the ICCS 2009.

The focus in **Chapter 4** is on the evaluation of both provision and outcomes of citizenship education. It discusses the support for teachers in assessing students in the area of citizenship education, particularly with respect to the tools intended to facilitate the assessment of students' active participation in school life and society. It also examines to what extent students' achievement in citizenship education is taken into account in decisions on student transition to the next level of education. This chapter analyses whether or not citizenship related issues are considered in school evaluation. And finally, it reviews the monitoring processes used over the last ten years to evaluate the performance of national education systems as they relate to the provision of citizenship education.

Chapter 5 explores the qualifications and support for two key groups in the implementation of citizenship education: teachers and school heads. It discusses the qualifications required to teach citizenship and provides illustrations of the wide range of continuing professional development (CPD) programmes related to citizenship education across Europe. It also analyses the role of school heads and investigates whether they have received any specific training to help them implement citizenship education in school.

Descriptions of the main features of national initiatives for encouraging student participation in citizenship-related activities in society are available in the annex. In addition, included on the Eurydice website is country information on the main reforms in citizenship education undertaken since 2005.

Methodology

The scope of the report was defined in cooperation with the National Units of the Eurydice network and the European Commission's expert group on indicators for active citizenship within the DG for Education and Culture.

This report is based on answers provided by the National Units of the Eurydice network to two questionnaires developed by the Eurydice Unit within the EACEA. The first questionnaire dealt with student participation in school bodies and resulted in a working document on the same topic that was delivered to Education Ministers during the Hungarian presidency (see above). This information from this working document has been incorporated into Chapter 2 of the present report. The second questionnaire, which addresses all the remaining topics covered in this report (see above), was elaborated in close consultation with the Eurydice network.

The policy information is supported by a secondary analysis of relevant quantitative data supplied by the 2009 International Civic and Citizenship Education Study (ICCS) ([8]) carried out by the International Association for the Evaluation of Educational Achievement (IEA).

([8]) The study can be consulted at the following web link http://iccs.acer.edu.au/

The Eurydice Unit within EACEA is responsible for drafting the report and it was checked by all National Units participating in the study ([9]). The executive summary and the conclusions are the sole responsibility of the Eurydice Unit within EACEA. All contributors are acknowledged at the end of the document.

([9]) Liechtenstein and Switzerland did not participate in this report.

EXECUTIVE SUMMARY

Citizenship education features in all countries' national curricula

Citizenship education is part of national curricula in all countries. It is delivered in schools through three main approaches: as a stand-alone subject, as part of another subject or learning area, or as a cross-curricular dimension. However, a combination of these approaches is often used. Twenty countries or regions dedicate a separate compulsory subject to citizenship education, sometimes starting at primary level, but more usually at secondary level. The length of time during which citizenship education is taught as a separate subject varies considerably between countries, ranging from 12 years in France to one year in Bulgaria and Turkey.

European countries' curricula reflect well the multi-dimensional nature of citizenship. Schools are assigned objectives 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 in and outside school is also widely encouraged. In general, 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.

Student and parent participation in school governance is widely promoted

Students learn about citizenship not only in the classroom but also through informal learning. Citizenship education is therefore more effective if it is 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, whether 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 allowing student participation in the running of schools. Democratic culture and processes within schools are also reinforced through regulations or recommendations on parent participation in school governance. All countries, except Cyprus, Sweden and Turkey have introduced such measures in both primary and secondary education.

Besides regulations and recommendations, around a third of countries report having launched national training programmes to encourage student and parental involvement in school governance and to strengthen their skills in this area. Furthermore, in a small majority of countries, external school evaluation now addresses the issue of school governance, examining for instance the extent of participation by students, parents, and teachers in the various decision-making or consultative bodies at school level.

Evidence of an unequivocal relationship between, on the one hand, the existence of formal regulations and official recommendations on student participation and, on the other, the level of student participation in school elections as measured by the ICCS 2009 study, cannot be found on the basis of the available information. Examples of both strong and weak associations can be found across European countries.

A vast range of programmes and structures provide practical experiences of citizenship out of school

Practice in European countries reveals three main ways to promote the involvement of young people in citizenship-related activities outside school.

Firstly, in around a third of European countries, steering documents such as national curricula, as well as other recommendations and regulations encourage student participation in their local community and in wider society.

Secondly, most European countries support educational institutions in providing their pupils and students with opportunities to learn citizenship skills outside school through a variety of programmes and projects. Working with the local community, discovering and experiencing democratic participation in society and addressing topical issues such as environmental protection, and cooperation between generations and nations are examples of activities supported by national publicly-financed programmes. Finally, there are political structures, mostly at secondary level, intended to provide students with a forum for discussion and to allow them to voice their opinions on matters affecting them. In some countries these matters are strictly related to school life, while in others they may be related to any issue directly concerning children and young people.

Data from the 2009 International Civic and Citizenship Education Study (ICCS) reveal that, according to school heads, eighth grade students had more opportunities to participate in a range of civic related community activities in some countries than in others. These results might suggest the need for a renewal of efforts in developing nationwide programmes or projects, or providing greater support for local initiatives to encourage the types of out-of-school activity that enhance citizenship skills.

Assessment in citizenship still poses some challenges

Assessment is an integral part of teaching and learning and appropriate evaluation tools and instruments need to be devised to ensure that citizenship education, like other subject areas, is adequately assessed. Lack of proper assessment has led to difficulties in implementing citizenship as a separate subject, as reported by Norwegian teachers. Marks obtained in the compulsory stand-alone citizenship subjects are usually taken into account in decisions on student transition to the next level of education or in the award of a school-leaving certificate. However, some exceptions to this general trend can be seen, mostly in cases where transition to the next level relies exclusively on external final examinations in a restricted number of subjects, which do not include the separate subject in citizenship. Indeed, assessment of student achievement in these citizenship-related subjects is usually carried out internally. In two countries only are they systematically included in external final examinations.

As for the other key competences identified at European level, it is clear that the evaluation of social and civic competences requires assessment methods that go beyond measuring the acquisition of theoretical knowledge, to encompass skills and attitudes. Some interesting developments are worth mentioning in this respect. Firstly, some countries have started to design assessment tools for teachers, or nationally standardised tests for students, which seek to assess social and civic competences independently from a given subject; these address students' knowledge, skills and attitudes. Secondly, around a third of countries have issued central guidelines at secondary level for assessing student participation in school life and in wider society. This assessment takes various forms including establishing personal profiles for students, validating participation outside school by

means of a final certificate, or assessing attainment in citizenship subjects on the basis of criteria relating to student participation in school and/or in the community.

Room for improvement in the education and continuing professional development of teachers and school heads

When looking at teacher education, the general picture reveals that more efforts are needed to strengthen teachers' competences in teaching citizenship. Opportunities to be trained as a specialist teacher of citizenship education are still not common; they are available only in Austria and the United Kingdom (England) either through CPD or through initial teacher education programmes. The qualifications required to teach citizenship education are mainly generalist at primary level, while at secondary level the area of citizenship education is generally integrated within initial teacher education courses for specialists in history, geography, philosophy, ethics/religion, social sciences or economics. Very few countries have defined a set of common competences directly linked to citizenship that all newly-qualified secondary teachers should acquire, even though a majority of countries has now conferred a cross-curricular status on elements of this subject area. Finally, few countries report having revised the content of initial teacher education following a reform of citizenship curricula.

Given the growing awareness of the importance of implementing a whole-school approach for supporting citizenship education, some countries have now issued specific recommendations on the role of school heads in this process. Specific training for this role is sometimes provided within the framework of special headship programmes and/or through other forms of CPD.

CHAPTER 1: THE CITIZENSHIP EDUCATION CURRICULUM: APPROACHES, TAUGHT TIME AND CONTENT

The place allocated to citizenship education within the school curriculum of European countries tends to reflect the importance education decision makers attach to the subject area. The formulation and development of the citizenship curriculum may also be influenced by prevailing education policies and developments in teaching and learning. A major influence in recent years has been the European Recommendation of 2006 ([10]), which included social and civic competences as part of the key competences each citizen should have for building the European knowledge society. According to a 2010 Joint report of the Council and the Commission, the objectives, knowledge and skills associated with key competences tend to become more prominent and more explicit in Member States' curricula. In addition, the trends for increased autonomy, allowing schools more flexibility to decide educational content, and the increased importance attached to interdisciplinary approaches (Rey, 2010) may have had an impact on the way citizenship education curricula have been organised.

The detailed objectives and content of citizenship education vary across Europe but the main aim of the subject area is generally to ensure that young people become active citizens capable of contributing to the development and well-being of the society in which they live. Citizenship education is commonly understood to include four main aspects (a) political literacy, (b) critical thinking and analytical skills, (c) attitudes and values and (d) active participation. Although all educational systems emphasise the importance of citizenship education and the acquisition of social and civic competences, the ways they have chosen to implement the subject area at school level differs from one country to another. This chapter, therefore, examines the status of citizenship education in official curricula and provides an overview of the different approaches used.

The chapter is divided into four sections. The first section investigates the main curricular approaches used to deliver citizenship education at school. Citizenship education (or elements of it) may be taught as a stand-alone subject, as a topic integrated within another subject or curriculum area, and/or as a theme to be taught through a cross-curricular approach. The second section focuses on the existing recommendations on the taught time allocated to citizenship as a stand-alone subject. In the third section, the set objectives for the topic as well as the knowledge, understanding and skills specified by countries are analysed. Finally, the last section of the chapter presents some of the results of the 2009 International Civic and Citizenship Study (ICCS).

The information is based on national or central level curricula. The term ‘curricula’ has been interpreted in a wide sense, to mean any official steering documents containing programmes of study or any of the following: learning content, learning objectives, attainment targets, guidelines on pupil assessment or syllabuses. Specific legal decrees in some countries have also been taken into account. A list of all these documents arranged by country is available in the Annex.

More than one type of steering document containing provisions relating to citizenship education may be in force at any one time in a country and these may impose different levels of obligation on schools to comply. They may, for example, contain advice, recommendations or regulations. However, whatever the level of obligation, they all establish the basic framework in which schools develop their own teaching to meet their pupils' needs (EACEA/Eurydice 2011, p. 41).

([10]) Recommendation of the European Parliament and of the Council on key competences for lifelong learning (December 2006). http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF

1.1. Approaches to citizenship education

This section is mostly concerned with the compulsory provision for citizenship education. Comprehensive information on the approaches used in each country can be found in the Annex. Citizenship education is part of the curriculum in all countries and is implemented through a subject-based (stand-alone or integrated) and/or cross-curricular approach. In the vast majority of countries, it is included at all levels of education (see Figure 1.3). However, in a couple of cases, elements related to citizenship education are embedded in the general objectives and values of the education system but there are no requirements for subject-based citizenship teaching nor introducing it through a cross-curricular approach. This applies to Belgium (German-speaking Community) and Denmark at upper secondary level, and to the United Kingdom (England) and Turkey at primary level and upper secondary levels of education ([11]). However, in Belgium (German-speaking Community), the cross-curricular status of citizenship education is to be strengthened at upper secondary level through the introduction of subject frameworks *(Rahmenpläne)* in 2012.

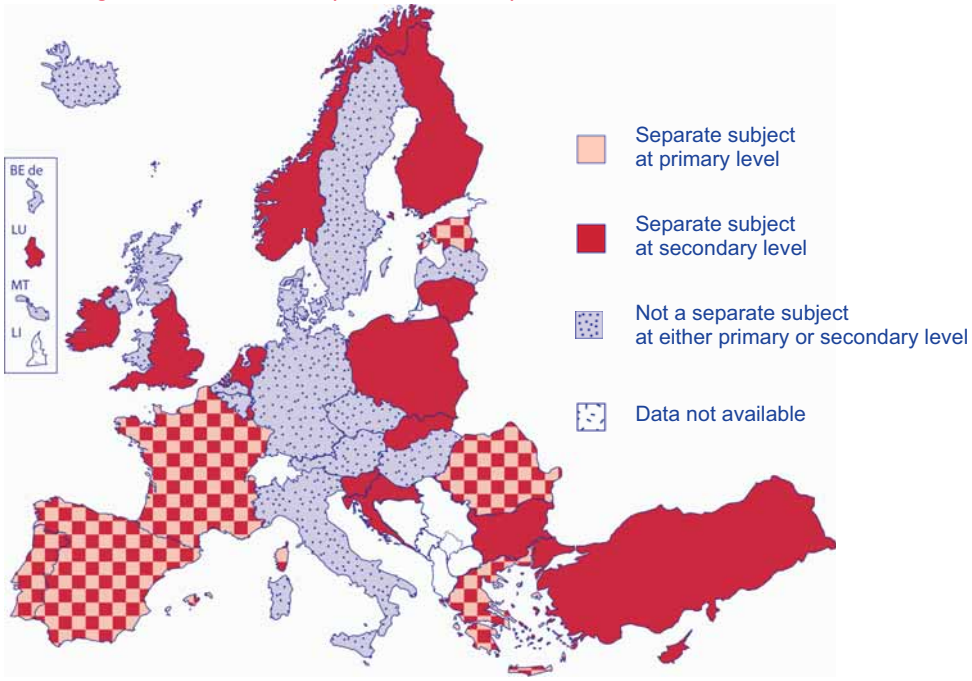
1.1.1. Separate subject approach or integration into wider subjects/curriculum areas

In 20 education systems, central level curricula treat citizenship education as a compulsory separate subject, sometimes starting at primary level but, more usually, at the lower secondary and/or upper secondary level (see Figure 1.1). In comparing this situation with the previous Eurydice study on citizenship education (2005), it appears that three countries (Spain, the Netherlands and Finland) have since introduced the separate subject approach. In Norway, the distinct subject incorporating elements of citizenship education 'Pupil council work' introduced in 2007 will be removed from the curriculum from 2012/13, following an evaluation of school practices carried out at the initiative of the Directorate for Education and Training (see Section 4.3). The content of this subject will be integrated into other subjects, social studies in particular and new optional subjects at lower secondary level.

In addition, citizenship as a separate subject can also be introduced by individual schools, within the context of their autonomy for the school level curriculum. For instance, in the Czech Republic, at secondary level, it is up to schools whether they teach civics as a separate subject, since they have autonomy for delivering the main area of learning in which ‘Civics’ is integrated, i.e. 'Man and Society'. Furthermore, in the United Kingdom (England), the non-statutory citizenship programmes of study to be provided at primary and post-compulsory upper secondary levels, may be implemented as separate subjects or integrated into other subjects. Finally, optional stand-alone subjects can also be found across primary and/or secondary education, as in Romania, Slovenia and Norway.

([11]) Only the post-compulsory years of upper secondary education in the case of England.

Figure 1.1: Provision of a separate, compulsory subject focused on elements of citizenship education, according to national curricula (ISCED 1, 2 and 3), 2010/11



Source: Eurydice.

Explanatory note

For information on the specific school years during which a separate compulsory subject is provided see Figure 1.2.

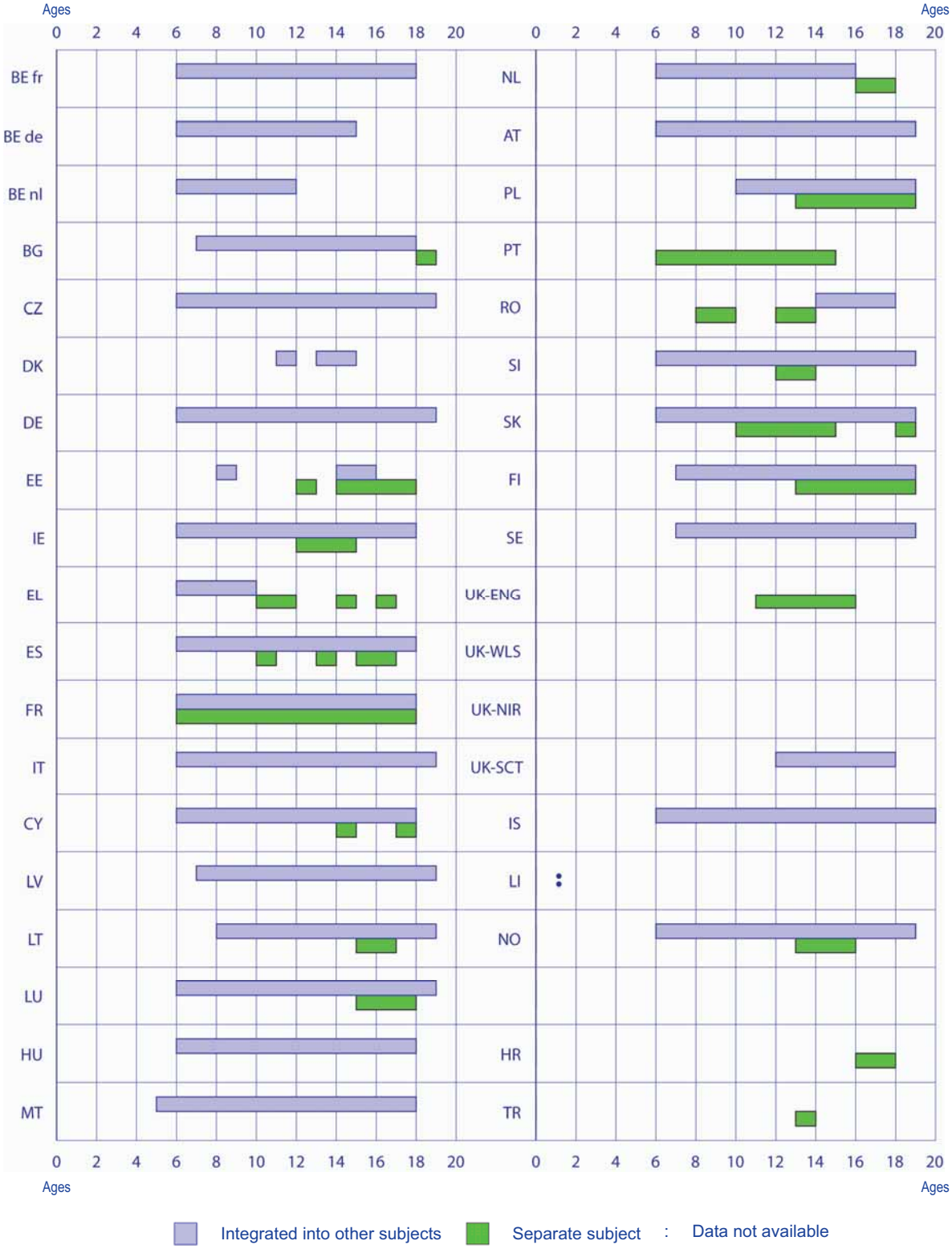
Country specific notes

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.
Ireland: A separate elective subject 'Politics and society' has been developed and awaits implementation at ISCED 3.
Portugal: From 2011/12, a separate compulsory subject 'Civics training' is provided in the 1st year of general upper secondary education. Although civics training is integrated within the non-disciplinary curricular areas, in practice, schools dedicate one specific teaching period to it throughout the nine years of basic education.
Turkey: Although, formally, there is no ISCED 2 level in the Turkish education system, for comparison purposes, grades 1-5 can be treated as ISCED 1 and grades 6, 7 and 8 can be treated as ISCED 2.

Citizenship education exists as a compulsory separate subject both in primary and secondary education in Estonia, Greece, Spain, France, Portugal and Romania. France and Portugal introduce citizenship education at the earliest age (6 years). In other countries, the subject is part of the compulsory curriculum at either lower or upper secondary education, except in Cyprus, Poland, Slovakia, Finland and the United Kingdom (England) where it is part of the curriculum in lower secondary education and for at least one year of upper secondary (see Figure 1.2).

Where citizenship education is taught as a separate subject, the length of time it is taught as a compulsory subject varies considerably from one country to another. The compulsory period is especially long in France, where citizenship education is taught for the whole 12 years of schooling throughout primary, lower and upper secondary education. It is nine years in Portugal; six years in Poland, Slovakia and Finland; five years in Estonia and the United Kingdom (England); four years in Greece, Spain and Romania; and three years in Ireland, Luxembourg and Norway. In Cyprus, the Netherlands, Slovenia and Croatia the subject is compulsory for only two years and in Bulgaria and Turkey for one year only. In Lithuania, schools are free to choose how to allocate the two weekly hours of citizenship education; it can be spread over two years, teaching one hour per week; or taught for one year with two hours per week.

Figure 1.2: Citizenship education taught as a separate subject or integrated into other subjects, by ages, according to national curricula, 2010/11



Source: Eurydice.

Explanatory note

Only the compulsory teaching of citizenship education is covered in this figure.

Country specific notes

Germany: The Figure shows existing policies coordinated between Länder. The situation may differ at Land level.
Spain: The central regulations indicate that the subject 'Education for citizenship and human rights' must be taught in one of the two grades of the last cycle of ISCED 1 and in one of the first three years of ISCED 2. The government of each Autonomous Community has decided in which of these grades this subject is taught within their territory. In this figure, the 5th and 8th grades are represented because these are the most common.
Portugal: See country note to Figure 1.1.

In the vast majority of countries, citizenship education is integrated into several subjects or educational/learning area, whether or not it is also taught as a separate compulsory subject (see Figure 1.2). A learning area brings together the content or objectives from several closely related disciplines or subjects into a discrete teaching bloc. In Belgium (Flemish Community), Czech Republic (ISCED levels 2 and 3), Hungary and the Netherlands, citizenship education is integrated into curriculum areas that can be organised into teaching blocs at the discretion of the school.

The subjects which incorporate aspects of citizenship education are mostly social sciences, history, geography, languages, and ethics/religious education. In the first years of school education, aspects of citizenship education might be integrated into a subject or a curriculum area dealing with the basic concepts for understanding the world and the society, such as 'Personal and world orientation' in the Netherlands. Sciences and mathematics, as well as physical and artistic education are also highlighted by some countries as contributing to citizenship education (see the annex for full information on this topic).

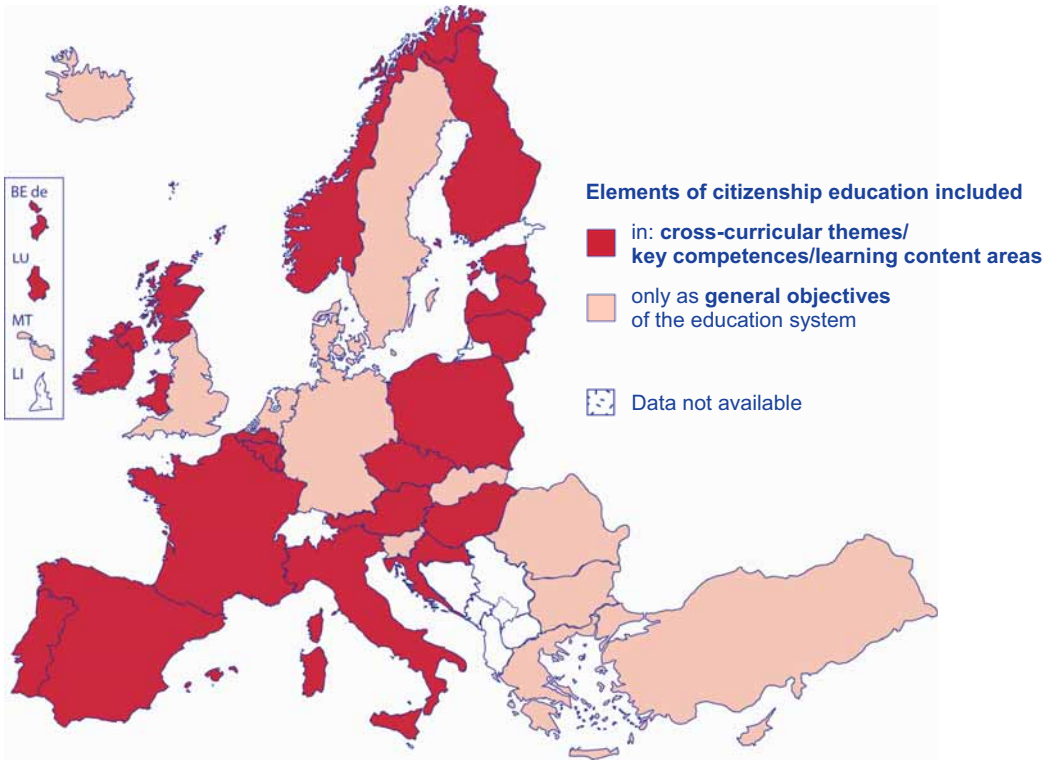
The distinction between the 'separate subject' and the 'integrated subject' approach does not necessarily imply major differences between countries in the content of the citizenship curriculum. In most cases, the integrated subjects or curriculum areas include citizenship-related objectives or content. For instance in Latvia, the 'History of Latvia' subject aims to 'support the development of responsible and tolerant citizens for a democratic Latvia' ([12]). In a few cases, broader curriculum areas include a distinct section dedicated to citizenship education. Again, in Latvia, four separate subjects (Ethics, Health education, Introduction to economics and Civics), are integrated into the social sciences curriculum area and are taught during the whole period of compulsory education. Citizenship education can also be offered as part of a combined subject such as in Austria. In this country, the 'History, social studies and citizenship education' subject is taught at lower and upper secondary levels, and a special emphasis is put on the citizenship element in the last year of lower secondary education. Finally, in Belgium (French Community), a 2007 decree aimed at strengthening citizenship education at school has defined a list of topics that must be taught in French, history and geography classes in the last two years of secondary education.

1.1.2. The cross-curricular approach

Citizenship education may have the status of a cross-curricular dimension of the curriculum. Where it exists, this approach is always combined with other subject-based approaches. As a cross-curricular dimension, all teachers must contribute to implementing the related objectives as defined in national curricula. To some extent, all countries award a cross-curricular status to citizenship education since they all include objectives related to this curriculum area in the introductory sections of their national curricula. In addition to these general objectives, the national curricula of a majority of European countries emphasise citizenship education in sections on cross-curricular themes, key competences or within learning content areas.

([12]) www.visc.gov.lv

Figure 1.3: The cross-curricular approach to citizenship education, as incorporated into national curricula (ISCED 1, 2 and 3), 2010/11



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.

In 13 countries or regions, learning objectives related to citizenship education are included in national curricula in sections relating 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.

In **Belgium (Flemish Community)**, the 2010 curriculum defines various cross-curricular final objectives in four topics relating to citizenship education (Active involvement, Human rights and basic liberties, the Democratic system, and the European and international dimension). Students work towards these objectives throughout secondary education by means of various courses, educational projects, and other activities.

In the **Czech Republic**, the 2007 Framework Curricula for compulsory and upper secondary education established civic competency as a key competence that should be addressed through all teaching and learning activities taking place at school. Furthermore, the Framework Curricula establish several cross-curricular subjects related to citizenship

education: 'Democratic citizenship' (ISCED levels 1 and 2), 'Thinking within a European and global context', and 'Multicultural education'. Cross-curricular subjects are defined in terms of thematic areas to be provided as well as knowledge, skills, abilities, attitudes and values that should be developed in students, through subject teaching or in the form of individual projects, seminars, courses and through the general school atmosphere.

In **Estonia**, national curricula introduced in 2011 establish several competences related to citizenship education (values, social skills, communication skills and entrepreneurship skills) for which the specific knowledge, skills and attitudes to be mastered by the end of each ISCED level are defined.

In **Spain**, the 2006 legislation regarding the minimum national core curriculum establishes skills in 'Social and civic competences' that must be acquired through all areas and subjects of compulsory education.

In **France**, the 2006 common core of knowledge and competences includes 'Social and civic competences' and specifies the related knowledge, skills and attitudes pupils should acquire by several key points during compulsory education (2nd and 5th years of primary education and last year of lower secondary education). However, apart from school life, only the specific subjects dedicated to citizenship education are identified as learning contexts, not all school subjects.

In **Latvia**, the National Standards for Compulsory (2006) and Upper Secondary Education (2008) established that social and communicative skills must be developed through most subjects. Furthermore, the Model Programme for Compulsory Education suggests dedicating at least one teaching period per week to class discussion on the following topics: values education, behaviour, communication, culture, patriotism and civic participation, healthy lifestyle, safety issues and traffic safety, and careers guidance.

In **Lithuania**, the 2011 curriculum for primary and lower secondary education defines 'Social and civic education' as an area that should be implemented across all disciplines, activities of non-formal education and school self-government. In addition, according to the 2009 national curriculum, at least five hours of social activities for pupils per year are compulsory in lower secondary education. Examples of the social activities specified are 'activities for students self expression' in the field of citizenship education, 'strengthening school community traditions' and 'participating in different kinds of socio-cultural projects'.

In **Luxembourg**, the 2010 curriculum for pre-primary and primary education includes *'Attitudes relationnelles'* (Approaches to relationships) in its set of four main competences to be developed within the various areas of development and learning.

In **Hungary**, the 2007 National core curriculum for primary and upper secondary establishes among its fundamental goals several key competences related to citizenship education: social and civic competences, communication in the mother tongue, learning to learn, sense of initiative and entrepreneurship. The key development tasks assigned to schools on the basis of the key competences suggest developing abilities, value orientations and attitudes related to 'Education for active citizenship and democracy' through the entire process of learning at school and participation in school life.

In **Poland**, the two core curricula currently in force (from 2002 and 2008 respectively) state that developing a set of attitudes relevant to citizenship education is a whole school task.

In **Finland**, both the core curricula for compulsory (2004) and upper secondary education (2003) establish 'participatory citizenship and entrepreneurship' as a cross-curricular theme to be included in all school subjects, as appropriate for each particular subject, and it should be reflected in schools' methods and culture.

In the **United Kingdom (Scotland)**, 'Responsible citizens' is one of the four cross-curricular areas of the 2008 Curriculum for Excellence and is further defined in a set of knowledge, skills and attributes that must be embedded into learning, teaching and the life of educational establishments. Furthermore, the detailed experiences and outcomes for all curricular areas contain many references to citizenship education.

In **Norway**, the 2006 curriculum establishes that all subject teaching should contribute to developing a set of skills, attitudes and values promoting social and cultural competences and encouraging pupil participation.

In Portugal and Austria, similar guidelines on the cross-curricular status of citizenship education are to be found in specific decrees.

In **Austria**, a 1978 decree introduces citizenship education as an 'integral educational principle' *(Grundsatzerlass Politische Bildung)* for all types of Austrian schools and at all levels. It is embedded in a system of 12 principles encompassing the provision of knowledge and understanding as well as the development of skills and attitudes.

In **Portugal**, a 2001 Decree establishes 'Education for citizenship' as an integral element of all curriculum areas in basic and upper secondary education; it must also be provided through thematic activities. The Decree also specifies related learning objectives.

In six countries or regions, citizenship education is integrated into or is designated a cross-curricular learning area that all teachers should contribute to implementing.

In **Italy**, under the ongoing cross-curricular area of 'Citizenship and constitution' launched in 2008, all teachers must include objectives related to citizenship and the constitution in the teaching of their subjects or subject areas. They must also undertake teaching projects aimed at deepening pupils' knowledge of the Italian Constitution and developing values for active citizenship. However, the assessment of students in relation to these specific activities is the responsibility of teachers teaching history-geography/social science subject areas.

In **Ireland**, at primary level citizenship education is included in the programme for social, personal and health education to be developed in a combination of formal and informal contexts for learning (positive school climate and atmosphere, specific time on the timetable and an integrated approach across a range of subject areas).

In the **United Kingdom (Wales)**, the 2008 school curriculum set competences related to citizenship education as part of a wider framework encompassing everything that a school or college does to promote social and learning development of 7 to 14-year olds and underpins 14-19 Learning Core components that relate to Personal and Social Education framework (PSE). In **Northern Ireland**, the 2007 curriculum includes citizenship education in the learning areas 'Personal development and mutual understanding' and 'Learning for life and work' at primary and secondary levels respectively. A variety of learning opportunities should be provided during play and in planned activities/topics in all curricular areas. In **Scotland**, the curriculum area 'Health and wellbeing', which is the responsibility of all practitioners, contains various experiences and outcomes in line with citizenship education.

In **Croatia**, the 2010 Framework Curriculum defines the knowledge, skills and capacities and attitudes for the cross-curricular programme 'Education for human rights and democratic citizenship'. These objectives may be implemented through an interdisciplinary approach, as a separate optional subject, as extra-curricular activities such as projects, community-based activities, or they may be systematically applied through the entire school curriculum.

1.2. Recommended taught time

The importance of citizenship education is emphasised in all educational systems, but not all countries have specified the amount of taught time to be devoted to this subject area. Recommendations regarding taught time exist mainly in the countries where citizenship education is taught as a stand-alone subject. They vary significantly from one country to another and, in many countries, have been subject to recent changes following reforms in the approaches to teaching citizenship. This section examines the minimum recommended taught time for the provision of citizenship education in primary, general lower and upper secondary education across Europe.

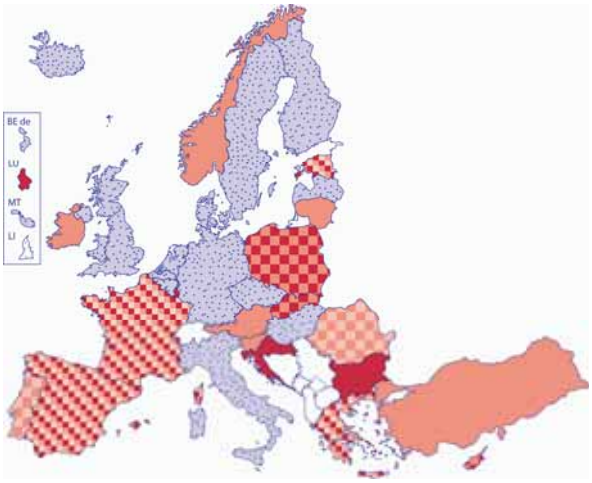
In this analysis, the focus is placed on the teaching hours for citizenship education delivered as a stand-alone subject as the recommendations here are generally more precise. Some countries, where the integrated approach has been adopted, have also specified the taught time devoted to the subject in which citizenship is integrated (e.g. social studies in Latvia) or to the wider curriculum areas which encompass several subjects, including citizenship education (e.g. the Czech Republic, Denmark, Finland and Norway). However, in these cases, the taught time specifically allocated to citizenship themes cannot be clearly identified. Nevertheless, in Austria, it is possible to calculate some of the taught time devoted to citizenship education as special emphasis is put on citizenship education within the integrated subject 'History, social studies and citizenship education' during the last year of lower secondary education.

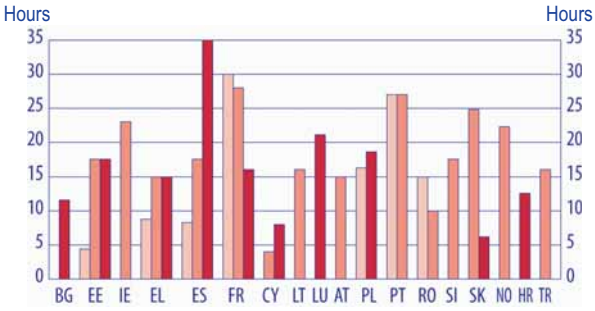
In around half of all European countries, citizenship education is taught as a separate subject (see Figure 1.2). The exact time allocated to the topic can be indicated in each of these countries except in the Netherlands, Finland and the United Kingdom. In the Netherland and the United Kingdom, it is not the normal practice to specify the taught time for any curriculum area; it is left to schools to decide how to distribute curriculum time to specific subjects within the framework of school autonomy.

It must also be noted that the amount of time allocated to citizenship education may significantly exceed the numbers of hours given below in Figure 1.4. In most of these countries, the separate subject approach is not the only model in use, and the time spent on citizenship education can be extended through the other approaches previously mentioned in this chapter. Furthermore, in several countries, citizenship education may be compulsory for some students only (usually in upper secondary education), depending on the branch or field of study they have chosen. For instance, 'Everyday law' is a compulsory course for the students who have chosen the field of social studies in upper secondary education in Estonia. Similarly, a special course 'History, social studies and citizenship education' is taught as a compulsory subject in academic secondary schools in Austria. Elements of citizenship education may also be taught as part of the flexible curriculum as is the case with the subject 'Politics and law' in Latvia.

In the countries which issue recommendations for citizenship education, the taught time is allocated to particular levels of education and is usually largely concentrated in secondary education. Only six countries (Estonia, Greece, Spain, France, Portugal and Romania) have recommendations for primary education (ISCED 1). However, none of these countries prescribe taught time exclusively for this level. The majority of countries specify taught time for citizenship education at lower secondary level (ISCED 2). In six of these (Ireland, Lithuania, Austria, Slovenia, Norway and Turkey), taught time is specified for citizenship education at this level of education only. Bulgaria, Luxembourg and Croatia are the only countries where taught time is specified only for upper secondary education. There are only four countries (Estonia, Greece, Spain and France) which have issued recommendations for all three educational levels. In Estonia, Greece and Spain, the amount of taught time in secondary education is significantly higher than in primary, while in France the taught hours devoted to citizenship education are mainly concentrated in primary and lower secondary education.

Figure 1.4: Average minimum taught time devoted to citizenship education as a separate subject during a notional year, based on the recommendations for primary, general (lower and upper) secondary education, 2010/11





	BG	EE	IE	EL	ES	FR	CY	LT	LU
ISCED 1		4.4		8.8	8.3	30.0			
ISCED 2		17.5	23.0	15.0	17.5	28.0	4.0	16.0	
ISCED 3	11.6	17.5		15.0	35.0	16.0	8.0		21.1

	AT	PL	PT	RO	SI	SK	NO	HR	TR
ISCED 1			27.0	15.0					
ISCED 2	15.0	16.3	27.0	10.0	17.5	24.8	22.3		16.0
ISCED 3		18.6				6.2		12.6	

Source: Eurydice.

Explanatory note

The figure shows the average minimum number of hours (in 60 minutes) devoted to the compulsory teaching of citizenship as a separate subject in primary, lower and upper secondary education. The taught time given in this Figure is based on national minimum recommendations for the indicated reference year.

For each year of primary, lower and upper secondary education, the teaching load has been calculated by multiplying the average daily load by the number of days' teaching a year. Recreational or other breaks of any kind, as well as the time set aside for optional lessons, have not been taken into account. Total taught time for the subject for each year are added up to obtain the total teaching load in hours for primary, lower and upper secondary education. To obtain the **notional year**, these values have been divided by the number of years of provision corresponding to the duration of each educational level.

Countries specific notes

Germany: The Figure shows existing policies coordinated between Länder. The situation may differ at Land level.
Portugal: The taught time indicated is based on common practice; the official time allocation is for a wider non-disciplinary curriculum area containing subjects other than civics training.
Turkey: Although formally there is no ISCED 2 level in the Turkish education system, for purposes of comparison with other countries, grades 1-5 can be treated as ISCED 1 and grades 6-8 can be treated as ISCED 2.

When comparing the annual average taught time devoted to citizenship education, caution is required, since there are substantial structural differences between countries such as variation in the length of primary and secondary education and the number of years of provision of citizenship education (see Figure 1.2). At the three education levels examined, the average annual time devoted to citizenship education differs considerably between European countries. Among the six countries which have recommendations on taught time for citizenship education at primary level, the average annual allocation is the greatest in France (30 hours) where citizenship education is taught continuously from the age of six. The lowest amount of taught time at primary level is in Estonia (4.4 hours) where citizenship education lasts only one year at this stage of education, but is given more attention in secondary education. At lower secondary level, the recommended allocated time is again the highest in France (28 hours) while in Cyprus the annual average is only four hours since citizenship education lasts only one year at this level. These significant variations apply also to the upper secondary level where Spain has the highest annual average recommended number of hours (35). Slovakia shows the

lowest number of hours at this stage (6.2) but concentrates its recommended hours for citizenship education mainly in lower secondary education.

When comparing the present data with those from the previous Eurydice study on citizenship education (Eurydice, 2005), some important changes can be observed. Lithuania has increased the number of hours recommended for the subject at lower secondary level whereas Bulgaria and Luxembourg have done so at upper secondary level. Slovakia has introduced recommendations at upper secondary level where, according to the previous data, there were none at all. Spain has issued taught time recommendations for citizenship education for all levels of school education. Norway has increased its number of hours and concentrated them at lower secondary level only.

Considerable changes have taken place not only in respect to the recommended time allocated to citizenship education but also to the approaches chosen by countries to deliver this subject area. Thus, comparison with the previous edition of this study shows that in some countries or regions within countries, citizenship education integrated within other subjects and/or delivered as a cross-curricular theme has supplanted the stand-alone approach. Such changes in approach can partially explain why official recommendations for the taught time to be devoted to citizenship education no longer exist in countries such as the German-speaking Community of Belgium, the Czech Republic (at lower secondary level), Italy and Latvia.

1.3. Content

The citizenship education curriculum is set down in terms of objectives to be attained, knowledge and understanding to be acquired, and skills to be mastered. As seen in Section 1.1, a range of approaches are used to teach citizenship but, whatever the approach, the curricula of European countries all feature these three aspects ([13]).

This section therefore examines each of these three aspects of the curriculum in turn, highlighting both the common and the distinguishing features of citizenship education across Europe.

1.3.1. Objectives

The previous Eurydice study highlighted three main categories of objectives for citizenship education (Eurydice 2005, p. 23). In this present study, the objectives have been further broken down, resulting in four main categories:

- developing political literacy (knowledge of basic facts and understanding of key concepts);
- acquiring critical thinking and analytical skills;
- developing certain values, attitudes and behaviours (sense of respect, tolerance, solidarity, etc.);
- encouraging active participation and engagement at school and community levels.

The first objective – the development of political literacy – 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. The second objective complements the first as critical thinking is crucial to developing political literacy since it allows young people to analyse and evaluate information

([13]) See Annex 1 for details on national approaches for citizenship education.

on social and political issues. The third objective relates to the values, attitudes and behaviours students should acquire through citizenship education at school. Although not an exhaustive list, this objective may comprise, for instance, learning about respect and mutual understanding, social and moral responsibilities, and developing a spirit of solidarity with others. The last objective 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 (for further information on student participation, see Chapters 2 and 3).

These four objectives also reflect the fact that to be successful, citizenship education, when taught and learnt at school, must go beyond 'narrow, formal approaches [which are] largely content-led and knowledge-based. [...] The primary aim is not only to inform, but also to use that information to help students to understand and to enhance their capacity to participate' (Kerr 1999, p. 11).

Figure 1.5 shows which of the four objectives are assigned to citizenship education at each educational level. Practically, all Eurydice countries have included these four objectives in their national curricula throughout most school levels.

More specifically, in half of the countries examined, all four objectives apply at every stage of school education. Students from primary to upper secondary education should be helped to develop political literacy and critical and independent thinking skills, as well as to adopt particular values and behaviours. They should also be encouraged to participate in their school and local community. In the remaining countries, all these objectives apply to just one level of school education. In a very few cases, one of the objectives is not applied at any level of education. This occurs in the case of the German-speaking Community of Belgium for the objective relating to 'encouraging active participation and engagement' and in Denmark for the same objective but only when applied at local community level. Finally, in four countries, none of the objectives are recommended for one or more levels of education: Denmark at primary level, the German-speaking Community of Belgium at upper secondary level, and Turkey for both these educational levels.

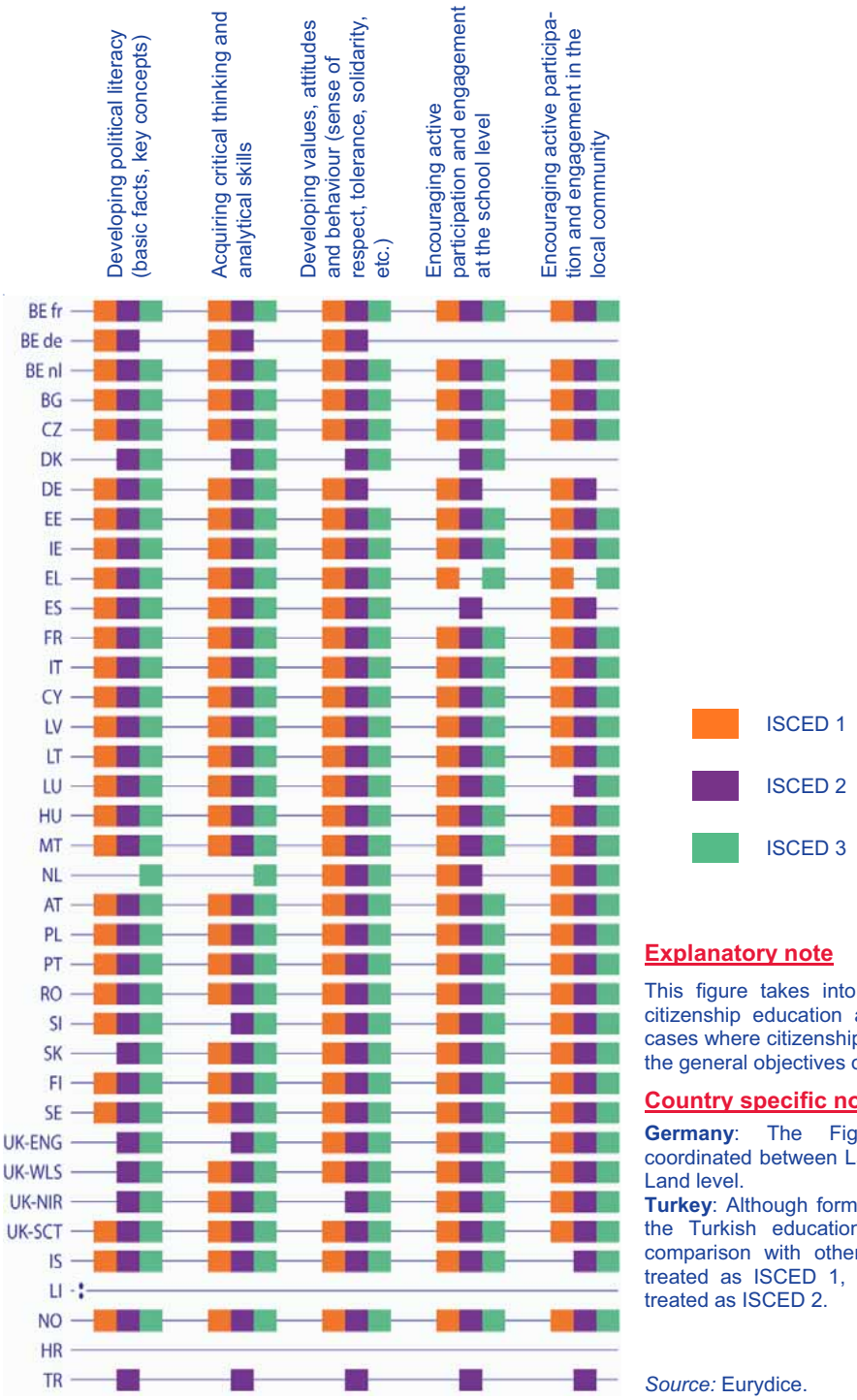
The differences in the total number of countries adopting the various objectives are very slight. 'Developing values, attitudes and behaviours' is, however, the most commonly recommended objective across countries and educational levels, while 'encouraging active participation and engagement at the community level' is the least recommended. It must be remembered though, that in some countries, student participation results from a school-level initiative or as part of a specific national initiative or programme rather than from a curriculum recommendation (see Chapter 3).

Finally, when comparing the objectives across educational levels, again, few differences are apparent. At primary level, official curricula in all countries include the objective 'developing values, attitudes and behaviours'. The same occurs for the two cognitive-related objectives, 'developing political literacy' and 'acquiring critical thinking and analytical skills'. The last objective, which encourages pupils to play an active role, is recommended by a smaller number of countries but is still relatively high. We should note that, in this respect, there are interesting differences between some countries. For instance, in Iceland, national curricula recommend that pupils should actively participate in school at primary level but not outside it. In contrast, in Spain, primary pupils should be actively involved in activities in the local community but not in school.

At lower secondary level, with the exception of a very few countries, the official citizenship education curricula recommend all four objectives, but 'developing values, attitudes and behaviours' is universally applied.

At upper secondary level, slightly fewer countries provide recommendations on implementing all four objectives compared with lower secondary and, in some cases, with primary level. The political literacy objective is, however, more widely recommended at upper secondary than at primary level.

Figure 1.5: Objectives of citizenship education as recommended in national curricula (ISCED 1-3), 2010/11



Explanatory note

This figure takes into account all the approaches to citizenship education as stated in Annex 1, including cases where citizenship education is only embedded into the general objectives of the education system.

Country specific note

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

Turkey: Although formally there is no ISCED 2 level in the Turkish education system, for the purposes of comparison with other countries, grades 1-5 can be treated as ISCED 1, and grades 6, 7 and 8 can be treated as ISCED 2.

Source: Eurydice.

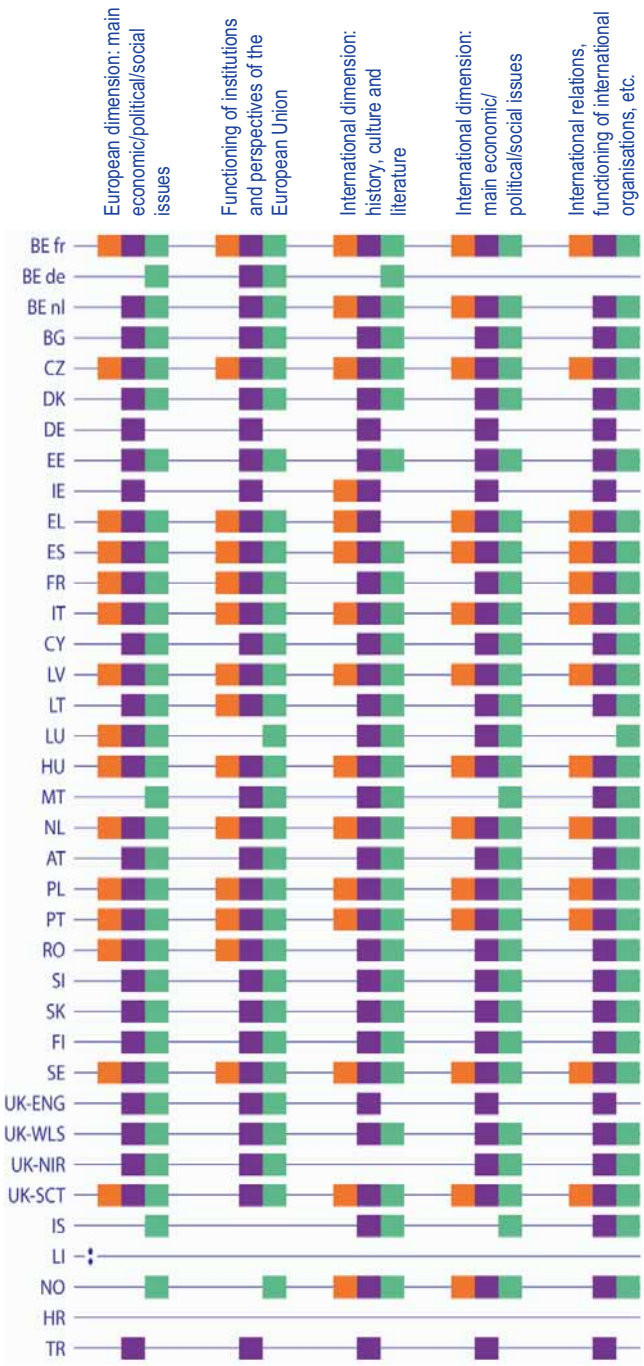
1.3.2. Knowledge and understanding

Young people need an increasingly wide range of knowledge in order to fully discharge their role as citizens and this is reflected in the national curricula for citizenship education. The areas of knowledge or themes identified in national curricula are set out in Figure 1.6. They can be grouped into three main categories: the national socio-political system; societal issues; and the European and international dimension.

The most common themes 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. These themes are also the ones that have been traditionally taught at school.

Figure 1.6: Citizenship education themes, as recommended in national curricula (ISCED 1-3), 2010/11

Figure 1.6 (continued): Citizenship education themes, as recommended in national curricula (ISCED 1-3), 2010/11



Explanatory note

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Country specific note

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Turkey: Although formally there is no ISCED 2 level in the Turkish education system, for the purposes of comparison with other countries, grades 1-5 can be treated as ISCED 1 and grades 6, 7 and 8 can be treated as ISCED 2.

Source: Eurydice.

Curricula also include the contemporary societal issues that students face in their daily lives. Tolerance and discrimination, cultural diversity, and sustainable development are the most common themes addressed by European countries in this category.

Finally the national context is not the only focus of citizenship education, the European and international dimensions are also important. The subject content here relates largely to history, culture and literature as well as to economic, political and social issues. More specific topics include

European institutions, the working of the EU as well as international organisations, and world affairs. The sense of national and European identity and the related sense of belonging are also covered.

Other themes are also recommended in some countries: gender equality (French Community of Belgium, Spain and Austria), road safety (Latvia, Portugal and Spain) and the welfare system (Spain and Iceland). In the Czech Republic and Latvia, the citizenship curriculum includes the themes of property, ownership as well as 'money and the market economy'. 'Education for entrepreneurship' is also a theme taught as part of citizenship education in some countries such as Estonia and Portugal ([14]).

Figure 1.6 indicates that the vast majority of countries recommend a large number of the themes under discussion. Moreover, the higher the educational level, the more themes are covered.

The most common themes at primary level according to national curricula are: the 'socio-political system of the country', 'democratic values', 'tolerance and discrimination' and 'national identity and belonging'. Less common are the themes of 'sustainable development' and 'human rights' which are addressed by a similar number of countries. Around a third of countries do not include the themes of 'equity and justice', or 'cultural diversity' at primary level – these issues are not addressed until secondary education. Topics related to the European and international dimension are the least common at primary level (less than half of the countries examined).

At lower secondary level, all the themes mentioned are part of the citizenship curriculum in nearly all countries. There is little change at upper secondary level but some themes are dropped at this level in some countries. For instance, in Germany and the United Kingdom (England), the themes related to the European and international dimension are no longer included in the curriculum. By the end of secondary education, however, students in nearly all European countries will have addressed all three areas of knowledge and understanding.

1.3.3. Skills

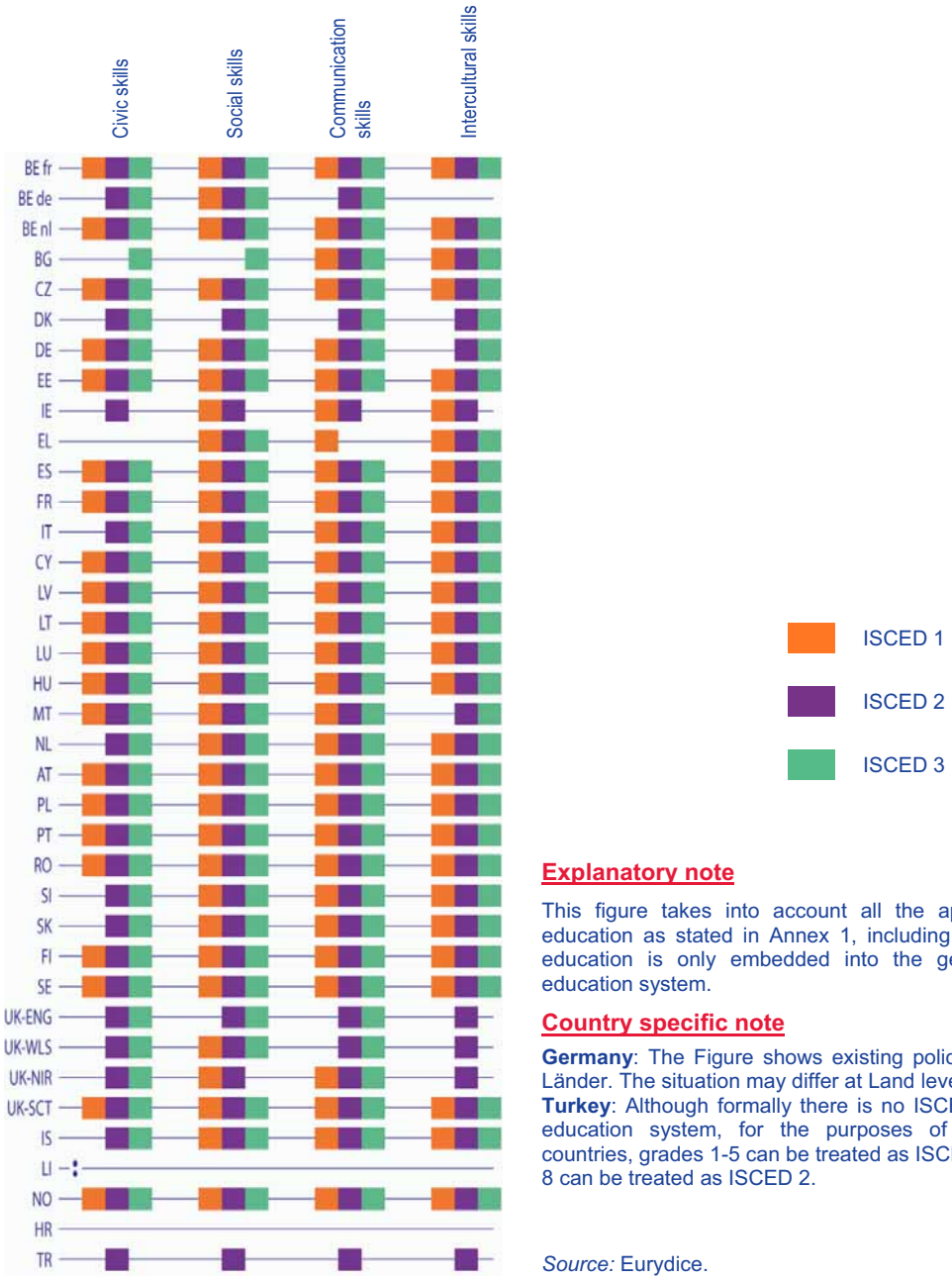
For this study, four skills were defined as essential for pupils and students to become active and responsible citizens:

- civic-related skills (participating in society through, for example, volunteering, and influencing public policy through voting and petitioning);
- social skills (living and working with others, resolving conflicts);
- communication skills (listening, understanding and engaging in discussion);
- intercultural skills (establishing intercultural dialogue and appreciating cultural differences).

Figure 1.7 shows that, in the vast majority of the countries, national curricula include all four skills at all educational levels. Although the skills are not always covered at the same level of education, by the end of secondary education, students should have acquired all four skills. There are, however, a few exceptions. In Greece civic skills, and in the German-speaking Community of Belgium intercultural skills, are not included in the curriculum at any school level.

([14]) For more complete information on the status of entrepreneurship education in European national curricula, see EACEA/Eurydice (2012a).

Figure 1.7: Skills that students should acquire in citizenship education, as recommended in the national curriculum (ISCED 1-3), 2010/11.



Explanatory note

This figure takes into account all the approaches to citizenship education as stated in Annex 1, including cases where citizenship education is only embedded into the general objectives of the education system.

Country specific note

Germany: The Figure shows existing policies coordinated between Länder. The situation may differ at Land level.
Turkey: Although formally there is no ISCED 2 level in the Turkish education system, for the purposes of comparison with other countries, grades 1-5 can be treated as ISCED 1 and grades 6, 7 and 8 can be treated as ISCED 2.

Source: Eurydice.

At primary level, communication and social skills are the most commonly recommended skills across all Eurydice countries, although intercultural skills are also covered in the vast majority of national curricula. Civic skills are the least recommended, probably because they require an understanding of more abstract political ideas.

At secondary level, in almost all of the countries concerned, official curricula include all four skills. However, there are exceptions: in Greece, neither civic nor communication skills are included at this stage; Bulgaria recommends developing civic and social skills only at upper secondary level; in the German-speaking Community of Belgium and the United Kingdom, intercultural skills are not recommended for secondary education (except for Wales at lower secondary level); in the United

Kingdom (except for Scotland), intercultural skills are only recommended at lower secondary level; and in Ireland and Turkey, none of the skills are recommended at upper secondary level. Overall, it is at lower secondary level that the greatest number of countries recommends that students should work towards developing all four skills.

1.3.4. ICCS 2009 data on curriculum aims and teacher confidence

Section 1.3 presented the objectives, knowledge and skills that students across European countries should strive to attain according to the provisions of national curricula for citizenship education. To complete the analysis and comparisons made, this subsection provides a school level perspective on citizenship education. The data is drawn from the teacher survey of the International Civic and Citizenship Education Study (IEA, 2010b) and covers 23 of the education systems in the Eurydice network ([15]).

The analysis of ICCS data relates to two indicators from the teacher survey ([16]). The first concerns the three aims they considered to be the most important for civic and citizenship education. The second indicator is based on teachers' self-reported confidence to teach topics related to civics and citizenship. All teachers surveyed were teaching ordinary school subjects to grade eight students (aged approximately 14 years) in the 2008/09 school year. In all the countries concerned, grade eight forms part of lower secondary education.

The ICCS study proposed ten aims of civic and citizenship education. The teachers surveyed had to select which they considered to be the three most important. The aims included promoting or supporting students in their acquisition of knowledge or development attitudes or skills in the following areas:

1. Social, political and civic institutions
2. Respect for and safeguarding the environment
3. Defending one's own point of view
4. Conflict resolution
5. Citizens' rights and responsibilities
6. Participation in the local community
7. Critical and independent thinking
8. Participation in school life
9. Effective strategies to combat racism and xenophobia
10. Future political engagement

According to teachers' responses (see Figure 1.8), promoting knowledge of citizens' rights and responsibilities is considered to be the most important aim of civic and citizenship education (62.8 %). The promotion of critical and independent thinking is also among the three most important aims for over half of the teachers surveyed (57.9 %). At the other end of the scale, a very low percentage of teachers rated 'preparing students for political engagement'; only 4.4 % considered this to be an important aim of civic and citizenship education.

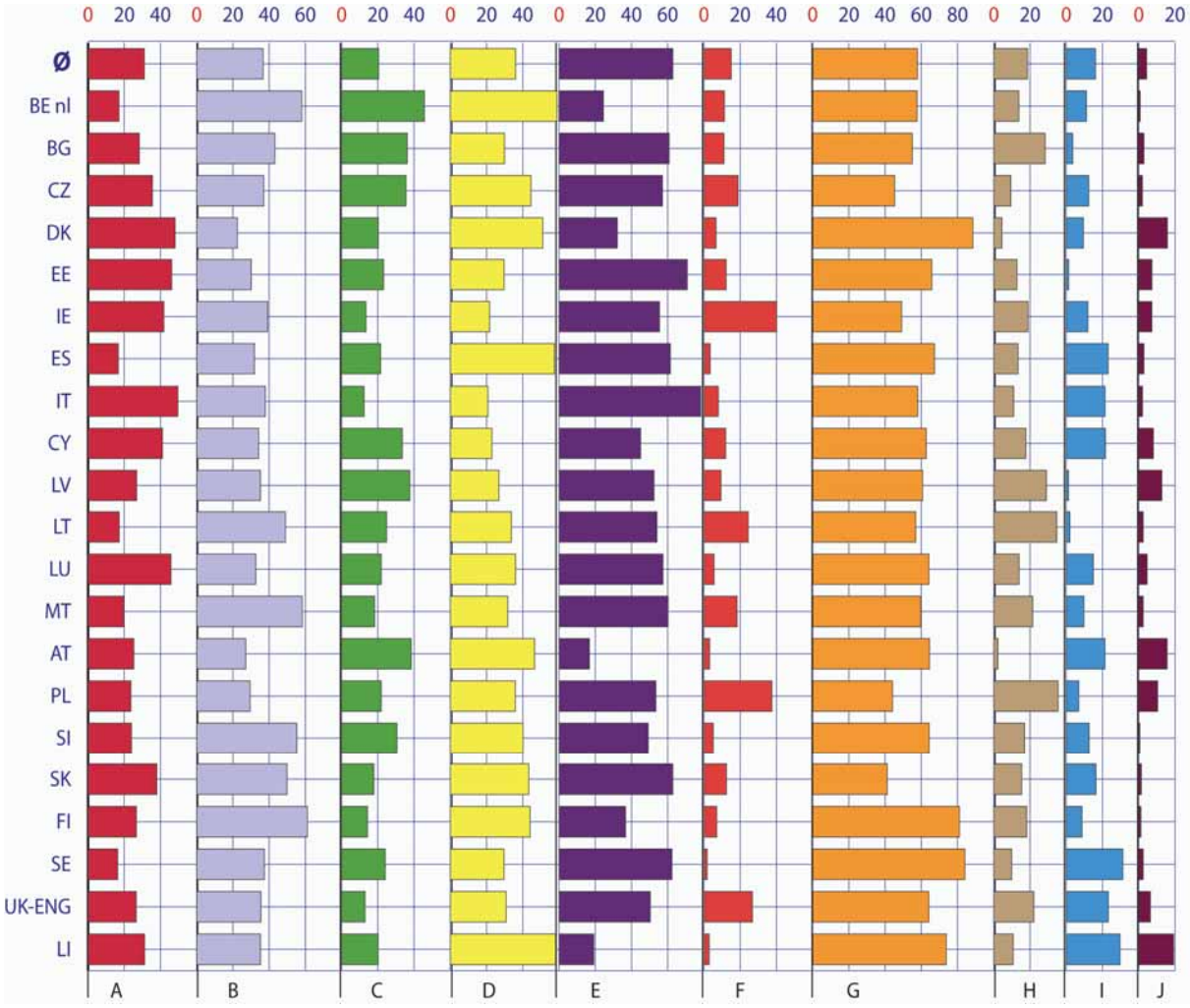
Two of the aims received a similar rating by grade eight teachers, namely 'promoting respect for and safeguarding the environment' (36.7 %) and 'the development of students' skills and competences in

([15]) The 23 European countries are Belgium (Flemish Community), Bulgaria, the Czech Republic, Denmark, Estonia, Greece, Ireland, Spain, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Austria, Poland, Slovenia, Slovakia, Finland, Sweden, the United Kingdom (England) and Liechtenstein.

([16]) Principals were also asked to rate the aims they considered as the three most important for civic and citizenship education. For further details, see IEA 2010b. pp. 126-130.

conflict resolution' (36.0 %). For a slightly lower percentage of teachers (31.1 %), the knowledge of social, political and civic institutions is also a significant aim. Finally, less than 20 % of the teachers surveyed chose the remaining four aims: 'encouraging among students the capacity of defending one's own point of view' (20.1 %), 'promoting student participation in school life' (18.7 %) as well as in the local community (15.1%) and lastly, 'supporting the development of effective strategies to combat racism and xenophobia' (16.2%).

Figure 1.8: Teachers' views on the importance of specific aims for civic and citizenship education (as national percentages), 2008/09



Civic and citizenship education aims related to:

A Knowledge of social, political and civic institutions
B Respect for and safeguarding the environment
C Capacity to defend one's own point of view
D Skills and competences in conflict resolution
E Knowledge of citizens' rights and responsibilities
F Participation in the local community
G Critical and independent thinking
H Participation in school life
I Effective strategies to combat racism and xenophobia
J Preparation for future political engagement

Source: IEA, ICCS 2009 database.
Ø Average percentages

	A	B	C	D	E	F	G	H	I	J
Ø	31.1	36.7	20.4	36.0	62.8	15.1	57.8	18.7	16.2	4.4
BE nl*	17.1	58.0	45.7	58.9	24.5	11.3	57.6	13.8	11.1	0.8
BG	28.3	43.2	36.3	29.9	60.8	11.1	55.0	28.4	3.6	2.8
CZ	35.5	37.1	35.6	44.5	57.1	18.8	45.3	9.5	12.5	2.0
DK*	48.0	22.5	20.2	51.1	32.2	6.7	88.5	4.5	9.5	15.9
EE	46.2	30.2	23.2	29.6	70.8	12.3	65.8	12.8	1.4	7.3
IE	41.9	39.2	13.5	21.7	55.5	40.2	49.2	18.9	11.9	7.2
ES	16.7	31.9	21.5	57.5	61.5	3.4	67.3	13.5	23.1	2.9
IT	49.6	37.8	12.4	20.8	78.3	8.0	58.0	10.9	21.5	2.1
CY	41.0	34.2	33.5	23.0	45.1	12.0	62.7	17.6	21.6	8.1
LV	26.9	35.2	37.7	26.8	52.4	9.4	60.7	29.0	1.2	12.7
LT	17.2	49.0	24.9	33.7	54.0	24.5	56.9	34.8	2.0	2.5
LU*	45.8	32.6	21.8	36.0	57.4	5.6	64.2	13.9	14.9	4.6
MT	19.6	58.3	18.2	31.7	60.3	18.3	59.8	21.5	9.7	2.5
AT*	25.3	27.0	38.4	46.5	16.7	3.2	64.5	2.2	21.4	15.7
PL	23.6	29.5	21.9	36.0	53.5	37.6	44.1	35.5	6.9	10.5
SI	24.0	55.3	30.5	40.2	49.3	5.1	64.3	17.0	12.6	0.7
SK	38.0	49.9	17.7	43.3	62.9	12.5	41.2	15.4	16.4	1.4
FI	26.8	61.1	14.3	44.0	36.8	7.1	81.1	18.2	8.7	1.3
SE	16.4	37.4	24.0	29.6	62.3	1.7	84.0	9.9	31.3	2.5
UK-ENG*	26.7	35.4	12.9	30.8	50.4	26.8	64.1	22.1	23.3	6.5
LI	31.2	35.2	20.2	58.1	19.2	3.0	73.8	10.7	29.7	19.3

Civic and citizenship education aims related to:

A Knowledge of social, political and civic institutions

B Respect for and safeguarding the environment

C Capacity to defend one's own point of view

D Skills and competences in conflict resolution

E Knowledge of citizens' rights and responsibilities

F Participation in the local community

G Critical and independent thinking

H Participation in school life

I Effective strategies to combat racism and xenophobia

J Preparation for future political engagement

Source: IEA, ICCS 2009 database.

Ø Average percentages

* Did not meet sampling requirements at teacher level and therefore the results are not representative. Consequently, these countries were excluded when computing the average percentages.

Explanatory note

The ICCS proposed ten aims of civic and citizenship education. The teachers surveyed had to select which they considered to be the three most important. The population for the ICCS teacher survey was defined as all teachers teaching ordinary school subjects to the students in the target grade (generally grade 8) at each sampled school. It included only those teachers who where teaching the target grade during the testing period and who had been employed at school since the beginning of the school year (IEA 2010b, p. 20).

When comparing the national percentages for each aim, there are significant disparities between countries. In some countries, the vast majority of teachers consider certain aims among their three most important, while in other countries only a minority shared the same preferences.

The largest differences in country averages are observed for the two aims that received the highest average ratings in European countries. For example, while 78.3 % of the teachers surveyed in Italy chose 'promoting knowledge of citizens' rights and responsibilities' as one of their three most important aims, in Austria, only 16.7 % chose this option. 'Promoting students' critical and independent thinking' was another aim that received very different ratings from teachers in different countries. Over 80 % of teachers in the participating Scandinavian countries (Denmark, Sweden and Finland) rated this aim among their three most important, while in the Czech Republic, Ireland, Poland and Slovakia the figure was less than 50 %.

The aim, which, on average, was the least favoured among teachers across European countries, was 'preparing students for future political engagement', and this had the lowest variation between countries. In Denmark and Liechtenstein, teachers attributed the highest rating to this aim (15.9 % and 19.3 % respectively). In half of the other countries, the rating was less than 5 %.

For the remaining aims, the difference between the highest and the lowest national percentage was between 30 % and almost 40 %. There exists, therefore, a marked variety between countries in the importance attached to the specified aims for civic and citizenship education.

Some of the aims defined in the ICCS survey correspond very closely to the objectives of citizenship education as stated in national curricula (see Section 1.3). For example, the national curricula of the European countries participating in the ICCS all recommend 'promoting critical and independent thinking' as one of their objectives for citizenship education (see Section 1.3). According to the ICCS findings, this aim was, on average, the second most favoured among all the teachers surveyed. However, teachers' views varied significantly between countries as explained above. The ICCS survey also reported the age range of the teachers surveyed as well as the subjects they taught in school ([17]). This data was therefore analysed to see whether there was any correlation between teachers' age or subject specialism with their preferences in relation to civic and citizenship aims ([18]). The results show that any association between teachers' personal circumstances and their rating of civic and citizenship education aims was weak. Neither teachers' age nor their subject specialism significantly influenced their choices in this survey.

As already stated, another indicator of the 2009 ICCS survey relevant to this study was teachers' self-reported confidence when teaching a range of topics related to civic and citizenship education. According to the survey results (IEA 2010b, pp. 130-132), teachers felt most confident in teaching 'human rights' and 'citizens' rights and responsibilities'. On average in European countries, approximately 93 % of teachers felt 'very confident', or 'quite confident' when teaching these topics. Approximately 84 % of teachers also felt confident teaching about 'different cultures and ethnic groups' and about 'voting and elections'. In contrast, when teaching about 'legal institutions and the courts' teachers felt the least confident (only 57 % felt 'very confident' or 'quite confident' when teaching this topic). Nevertheless, a significant number of teachers (77-80 %) answered that they felt 'very confident' or 'quite confident' with respect to the four remaining topics ('the global community and international organisations'; 'the European Union'; 'the constitution and political systems'; and 'emigration and immigration').

([17]) The categories of subjects are: human sciences; maths or/and sciences; languages. The age range was divided into four categories: under 30 years old; 30-40; 40-50; over 50 years old.

([18]) Eurydice calculation using Cramers' V statistic.

Summary

This chapter has provided an overview of the approaches used to teach citizenship education, the amount of taught time devoted to the subject area and the curriculum content recommended in the official curricula of Eurydice countries. Data from the 2009 ICCS study gave a picture of how teachers rated the importance of particular aims for citizenship education.

The analysis has shown that the official curricula of the vast majority of countries provide guidelines on the ways in which citizenship education should be implemented at each level of education. Three main approaches are used: citizenship education is taught as a stand-alone subject, it is integrated into one or more subjects or curriculum areas, and/or it is given a cross-curricular status. A majority of countries combine more than one approach to teaching citizenship, within or across levels of education. There are also some countries where aspects related to citizenship education are embedded into the general objectives and values of the educational systems but no other specific provision is recommended.

When citizenship education is taught as a separate subject, it is provided more often at secondary than at primary level. The number of school years it covers varies considerably from one country to another, the spread being between one and twelve years. In some cases, schools may decide which specific approach to use to deliver citizenship education.

Recommendations for taught time devoted to citizenship education mainly exist in the countries where it is taught as a stand-alone subject. Taught time varies significantly from one country to another and has been subject to recent changes, reflecting those made to teaching approaches such as the growing importance given to cross-curricular themes.

In general, citizenship education curricula in European countries cover a wide and very comprehensive range of objectives, knowledge and skills. The objectives most usually recommended in national curricula throughout all school levels relate to 'developing values, attitudes and behaviours'. The least recommended is the ‘active participation and involvement of students in school and at community level’, which is more often addressed at secondary than at primary level.

From primary level, students must develop knowledge in various and different areas related to citizenship. For instance, among the most recommended themes are the 'national socio-political system', 'democratic values' and 'tolerance and anti-discrimination'. In addition, nearly all countries recommend that at one educational level, students should acquire civic, social, communication and intercultural skills in order to enable them to become full and responsible citizens.

Finally, the 2009 ICCS shows that, for the grade eight teachers surveyed across Europe, the two most important aims of citizenship education are promoting knowledge of citizens' rights and responsibilities and encouraging critical and independent thinking. In this respect, the first aim covers one of the two topics for which a very high number of teachers feel confident in teaching (the second topic is 'human rights'). The least important aim for teachers is ‘preparing students for political engagement’. However, a comparison between countries revealed significant disparities. Finally, it was also found that teachers across Europe rated some citizenship aims as being among their three most important, even though not all countries recommended these objectives in their official curriculum guidelines.

CHAPTER 2: STUDENT AND PARENT PARTICIPATION IN SCHOOL GOVERNANCE

Citizenship education does not take place in a vacuum. Students start to become familiar with the values and principles of the democratic process through their experiences in the first communities in which they are active members – their class and school. It is important, therefore, that these experiences reflect the democratic process and provide young people with the skills and abilities necessary for effective participation in community life. To this end, European education systems have been establishing internal school governance structures which are inclusive, enabling all sections of the school community to be represented, and allowing pupils and students to actively participate.

Participation in school governance is therefore the main topic addressed in this chapter. It is divided into three sections. Section 1 describes the most common mechanisms for student participation in school governance, according to official regulations and recommendations, and looks at how widespread these mechanisms are in Europe; it also explores the remit and powers of student representatives participating in school governance. On the basis of this information as well as the results of the ICCS survey mentioned in the general introduction to the report, Section 2 looks at the relationship between the existence of official regulations on participation and the actual level of student engagement.

The last section in this chapter examines parents' role in school governance. This section presents the main modalities of parent involvement in the activities related to school's management. Research has shown that pupils and students whose parents actively engage with the school community and participate in school management develop stronger competences with respect to interacting with their peers, teachers and the community in which they live (McWayne, Hampton, Fantuzzo, Cohen and Sekino, 2004). Parent participation in school governance is not only beneficial to the development of students' civic competences (Elias, Patrikaku and Weissberg, 2007) but is also considered to have positive impacts on community development by fostering improvements in school-community relations (Shatkin and Gershberg, 2007). Existing national projects providing training for parents to make the most of opportunities to become involved in school governance are also described.

2.1. Official regulations and recommendations to encourage student participation in school governance

All countries have introduced measures to promote the involvement of pupils and students in school governance. Particularly significant, is the fact that those countries with a largely decentralised education system, such as the Czech Republic, Hungary, the Netherlands, Finland and Sweden, have also introduced some form of central regulation on this issue; it provides an encouraging signal of a widespread effort on the part of national authorities to foster democratic student participation.

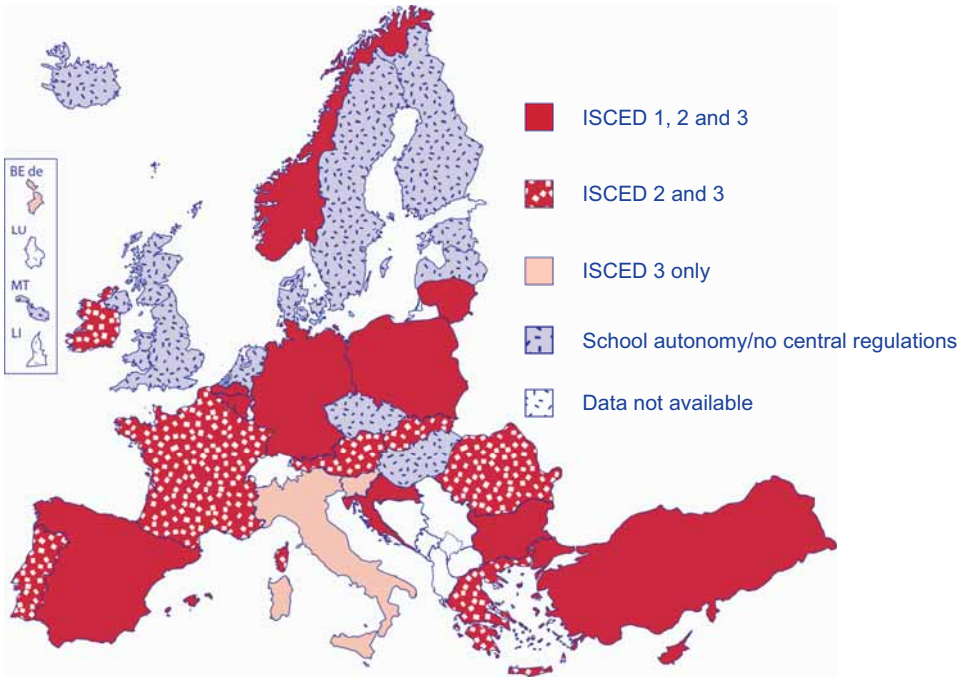
Official regulations and recommendations establish three main types of arrangements for student participation in school governance:

- election of class representatives and the subsequent appointment of a class council;
- election of a student council;
- student representation on school governing bodies.

Class representatives are elected by a majority of students in a class, and are tasked with the general responsibility of representing students' interests, either by participating in a class council comprising teachers and (sometimes) parents, or on the basis of informal interactions with school management. Student councils are representative bodies whose members are elected by all students in a school, while school governing bodies, such as school boards, are the highest management level within a school institution. These are usually chaired by the school head, and generally comprise representatives from each section of the school community: non-teaching staff, teachers, parents and students. In some countries, such as the United Kingdom (England, Wales and Northern Ireland), school governing bodies may be chaired by a member drawn from outside the school and include representatives from external stakeholder groups in addition to parents.

Regulations and official recommendations on student participation become more widespread across Europe as the educational level and students' ages increase. Generally speaking, more mechanisms for student participation exist at upper secondary level (ISCED 3) than at lower secondary level (ISCED 2), with even fewer at primary level (ISCED 1). About one third of countries have adopted regulations relating to the election of class representatives at ISCED 1, this rises to over a half at ISCED 2 and about two thirds at ISCED 3 (see Figure 2.1). Similarly, student councils exist in around half of all countries at ISCED 1 and in the vast majority of countries at ISCED 2. However, these bodies exist in virtually all countries at ISCED 3 (see Figure 2.2). With respect to school governing bodies, student participation takes place in one third of countries at ISCED 1, in two thirds of countries at ISCED 2 and in almost all countries at ISCED 3 (see Figure 2.3).

Figure 2.1: Regulations and official recommendations providing for class representatives in schools (ISCED 1, 2 and 3), 2010/11



Source: Eurydice.

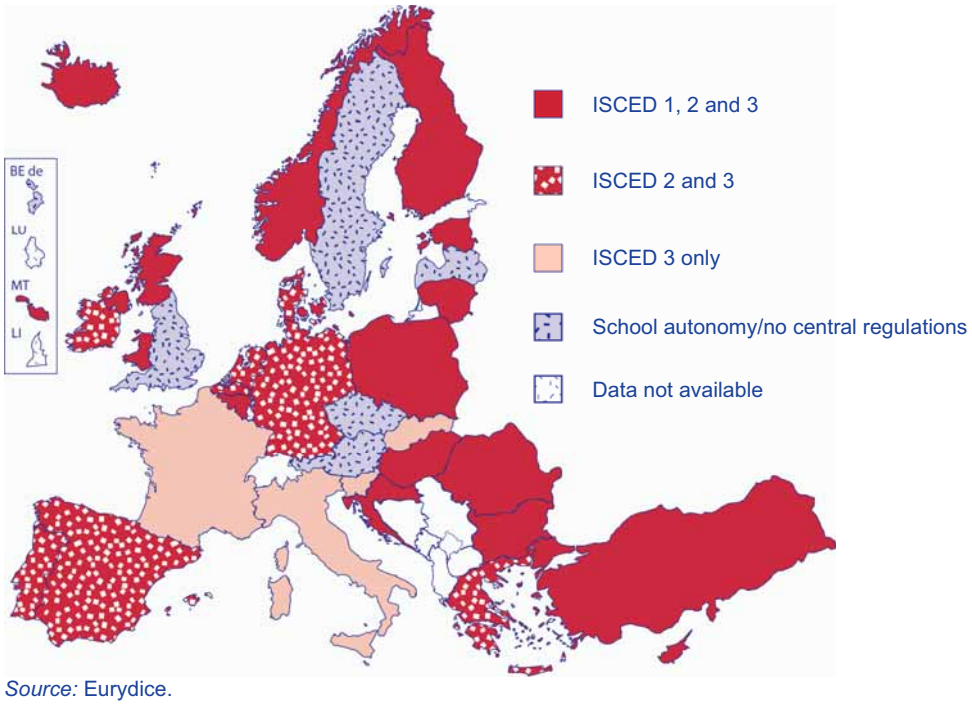
Explanatory note

Class representatives are elected by a majority of students in a class; their role is to represent students' interests at class level.

Country specific notes

Czech Republic and **Latvia**: Pupils and students are entitled to establish self-governing bodies within the school. However, the election of class representatives is not regulated centrally and falls within the scope of school autonomy.
Slovenia: Basic schools (ISCED 1 and 2) have autonomy in the way they determine the organisation of pupils, but it is common practice in the majority of schools for students to elect class representatives.
Sweden: Official regulations state that students have the right to participate at class level, but do not specify the ways in which they should become involved.
Norway: Regulations on class representatives at ISCED 1 do not apply to the youngest students (grades 1-4).

Figure 2.2: Regulations and official recommendations providing for student councils in schools (ISCED 1, 2 and 3), 2010/11



Source: Eurydice.

Explanatory note

Student councils are student representative bodies whose members are appointed in a variety of ways (see Figure 2.5 for more information).

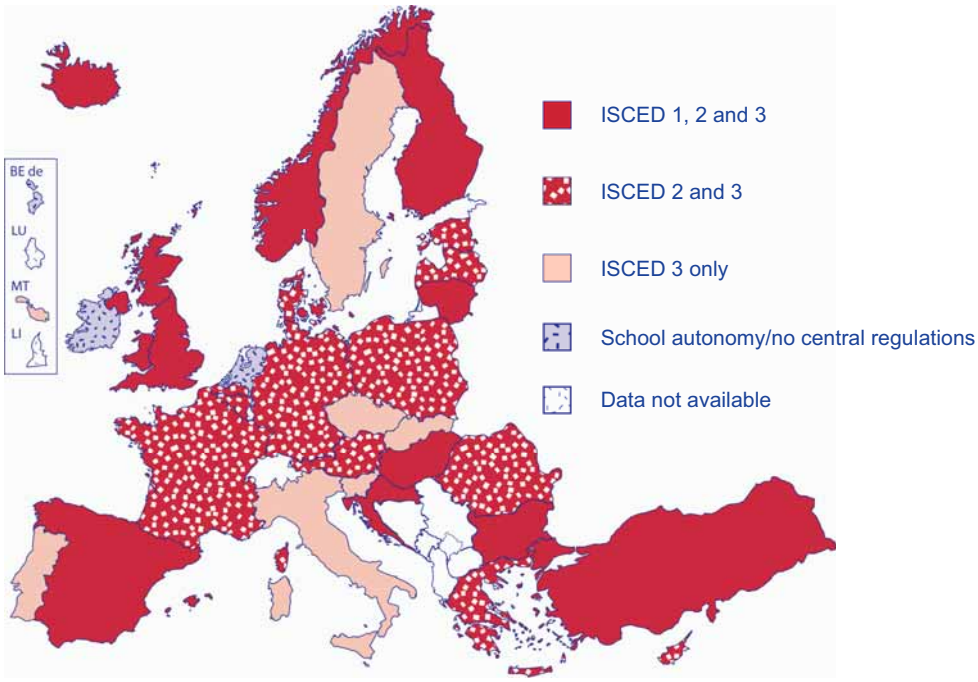
County specific notes

Czech Republic: Pupils and students are entitled to establish self-governing bodies within the school. However, the election of student councils is not regulated centrally and falls within the scope of school autonomy.
Spain: Secondary schools (ISCED 2 and 3) are entitled to establish Councils of Representatives *(Juntas de delegados)*, composed of student representatives elected by the various classes and their representatives on school governing bodies. At primary level (ISCED 1), only pupils' associations *(Asociaciones de alumnos)* can be created, grouping any pupils from the final grades who want to join.
Latvia: Official guidelines encourage student self-governance in school and suggest implementing student councils. However, the election of student councils falls within the scope of school autonomy.
Sweden: Official regulations enshrine the right of pupils to participate at school level, but do not specify the form this involvement should take.
Slovenia: Basic schools (ISCED 1 and 2) have autonomy in the way they determine the organisation of pupils, but it is common practice for the majority of schools to establish student councils, usually called the Children's Parliament which is comprised of class representatives.
Norway: Regulations on student councils at ISCED 1 do not apply to the youngest students (grades 1-4).

Across all levels of education, student councils are the most common form of participation established by official regulations and recommendations. Unlike class councils and school governing bodies, student councils comprise only students; they serve as a forum for discussing school related matters but are not accorded formal decision-making powers within schools. It is interesting to note that of the three bodies, the one in which students are not attributed any decision-making powers is the most

widespread. Across countries and education levels, student councils are significantly more common than the election of class representatives or student representation on school governing bodies.

Figure 2.3: Regulations and official recommendations providing for student representatives on school governing bodies (ISCED 1, 2 and 3), 2010/11



Source: Eurydice.

Explanatory note

School governing bodies (such as school boards) are the highest management level within a school institution. They are usually chaired by the school head and generally comprise representatives from each of the groups which make up the school population. In some countries, school governing bodies are chaired by a member drawn from outside the school and include external stakeholder groups in addition to parents.

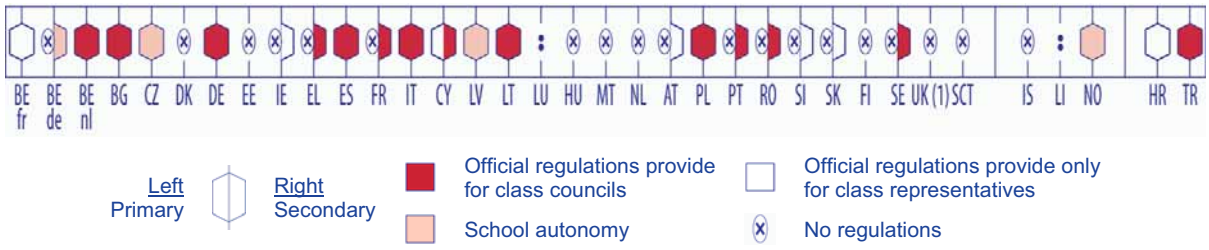
Country specific notes

Czech Republic: Only students who have reached adulthood (18 years and older) may be members of school governing bodies.
United Kingdom (WLS): The school must ensure that the school council nominates students in years 11 to 13 as associate members of the school governing body, who do not have the powers and responsibilities of full governors.
United Kingdom (ENG): Student representatives can participate in school governing bodies as associate members but do not have the powers and responsibilities of full governors

2.1.1. Forms of student representation in schools

About a half of all countries have established regulations and official recommendations for the creation of **councils at class level** where class representatives participate in the running of educational and other activities. Sweden differs in this respect as although central regulations provide for class councils in upper secondary education, the decision over their composition is left to the school. Only a few countries do not provide for the establishment of a specific body at class level, leaving the representation of students' interests to the informal interaction of class representatives with teachers and parents. Ireland and the United Kingdom (England, Wales and Northern Ireland) take a different approach to the role of class representatives. In these cases, class representatives are elected not to participate in class councils, but to sit directly on the student council at school level. However, class representatives in these countries can raise class issues at the student council and report back to their classes.

Figure 2.4: Establishment of class councils/representatives according to official regulations and recommendations (ISCED 1, 2 and 3), 2010/11



Source: Eurydice.

UK (1): UK-ENG/WLS/NIR

Explanatory note

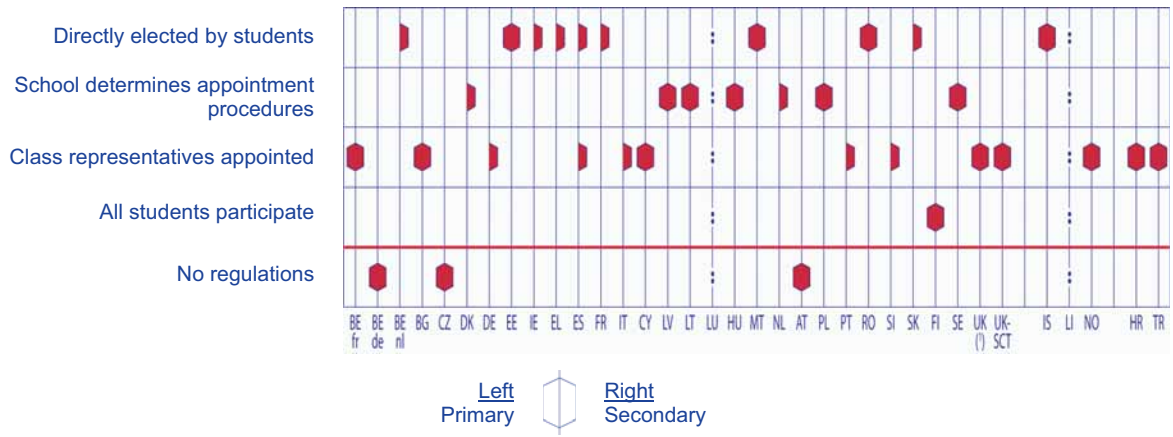
Class councils are formal bodies set up to deal with class-level matters. Their composition varies depending on official regulations and/or school decisions on the issue, but they may comprise teacher representatives only, or teachers and representatives of students/pupils and/or parents.

Country specific notes

Belgium (BE de), Sweden and **Slovenia**: Regulations apply to upper secondary education (ISCED 3) only.
Spain: Class councils comprise all teachers teaching the same group of students. Student representatives do not attend these meetings on a regular basis, but can be included for discussing specific issues, for example, student assessment.
Latvia and **Sweden**: Official regulations (on upper secondary education in the case of Sweden) establish the right of students to demand the creation of class councils, but such decisions depend on each school.
Slovenia: Although no formal regulation exists for class councils at ISCED 1 and 2, the Basic School Act stipulates that all pupils (including therefore those at ISCED 1 and 2) from a particular class are members of a 'class unit' and, together with the teacher who is responsible for this particular class, they should discuss issues at class level. The curriculum specifies the number of discussion periods and teachers are supposed to follow the official guidelines.

Generally, members of **student councils** are either class representatives, or they are directly elected to the student council by all students in the school. In some countries, schools are free to determine their own procedures for appointing members of the student council.

Figure 2.5: Appointment of members to student councils according to official regulations and recommendations (ISCED 1, 2 and 3), 2010/11



Source: Eurydice.

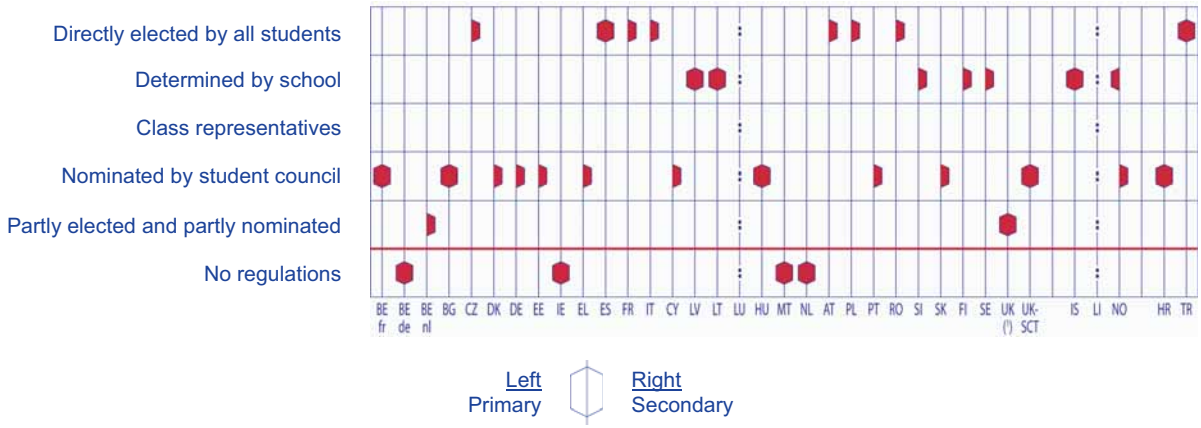
UK (1): UK-ENG/WLS/NIR

Country specific notes

Spain: Student councils at ISCED 2 and 3 comprise both class representatives and members of school governing bodies who are directly elected.
Poland: Although legislation stipulates that the appointment of members is regulated at school level, in practice all schools organize elections for student councils.
France, Italy, Slovenia and **Slovakia**: Regulations apply to upper secondary education (ISCED 3) only.
United Kingdom (ENG/WLS/NIR): Classes are considered as year group cohorts. Data from England and Northern Ireland refer to widespread practice.
Norway: Official regulations regarding the appointment of members to student councils at ISCED 1 apply only to grades 5-7.

There are two main procedures by which student representatives are appointed to **school governing bodies**: they are either directly elected by all students of a school, or they are nominated by the student council (where it exists). In a small number of cases, the mechanism for their appointment depends on each school.

Figure 2.6: Appointment of student representatives to school governing bodies according to official regulations and recommendations (ISCED 1, 2 and 3), 2010/11



Source: Eurydice.

UK (1): UK-ENG/WLS/NIR

Country specific notes

Czech Republic: Only students who have reached adulthood (18 years old and older) can vote and be elected.
Czech Republic, Italy, Portugal, Slovenia, Slovakia, Sweden and **United Kingdom (WLS)**: Regulations apply to upper secondary education (ISCED 3) only.
Slovakia: In cases where a student council does not exist, student representatives are directly elected by all students.
United Kingdom (WLS): Regulations do not apply to primary education (ISCED 1).
Norway: Student representatives to school governing bodies are nominated by student councils only at upper secondary education. For primary and lower secondary education, appointment procedures are determined by the school.

2.1.2. Role of student representatives on school bodies

When participating in school bodies, students can exercise a decision-making, a consultative, or an informative role. A decision-making role is defined as when students' views must be taken into account by the school management. A consultative role is when students are entitled to give their opinions on school matters, but these are not binding on school management. The most limited role exercised by student representatives is informative, i.e. their role is only to inform other students of decisions made by school managers.

The most common role for students is consultative. Where class councils exist, the main functions of **class representatives** usually include: participating in developing a class education plan; agreeing the rules governing everyday class activities; organising extra-curricular activities; and making decisions on the acquisition of education materials, such as textbooks and software. Although practices vary, student representatives tend to share consultative powers with the other members of the class councils – generally teachers and parents, rather than exercise a decision-making role. Class representatives are less involved in the exercise of other functions relating to class management, such as decisions about the suspension or expulsion of students, the provision of optional lessons and the establishment of assessment criteria for students.

The **student council's** mandate relates mainly to developing the school plan and formulating rules governing every-day school activities. Again, students mainly exercise a consultative, rather than a decision-making role. The acquisition of educational materials, such as textbooks and software, and the supervision of budgetary matters are also activities which often fall within the remit of student councils, but in these areas their role is usually determined by the school. In general terms, the main conclusion that can be drawn is that student councils do not enjoy real decision-making power in any of the activities in which they are involved. Their role seems to be advisory and ensuring that students' views are heard, without participating in actual decision-making.

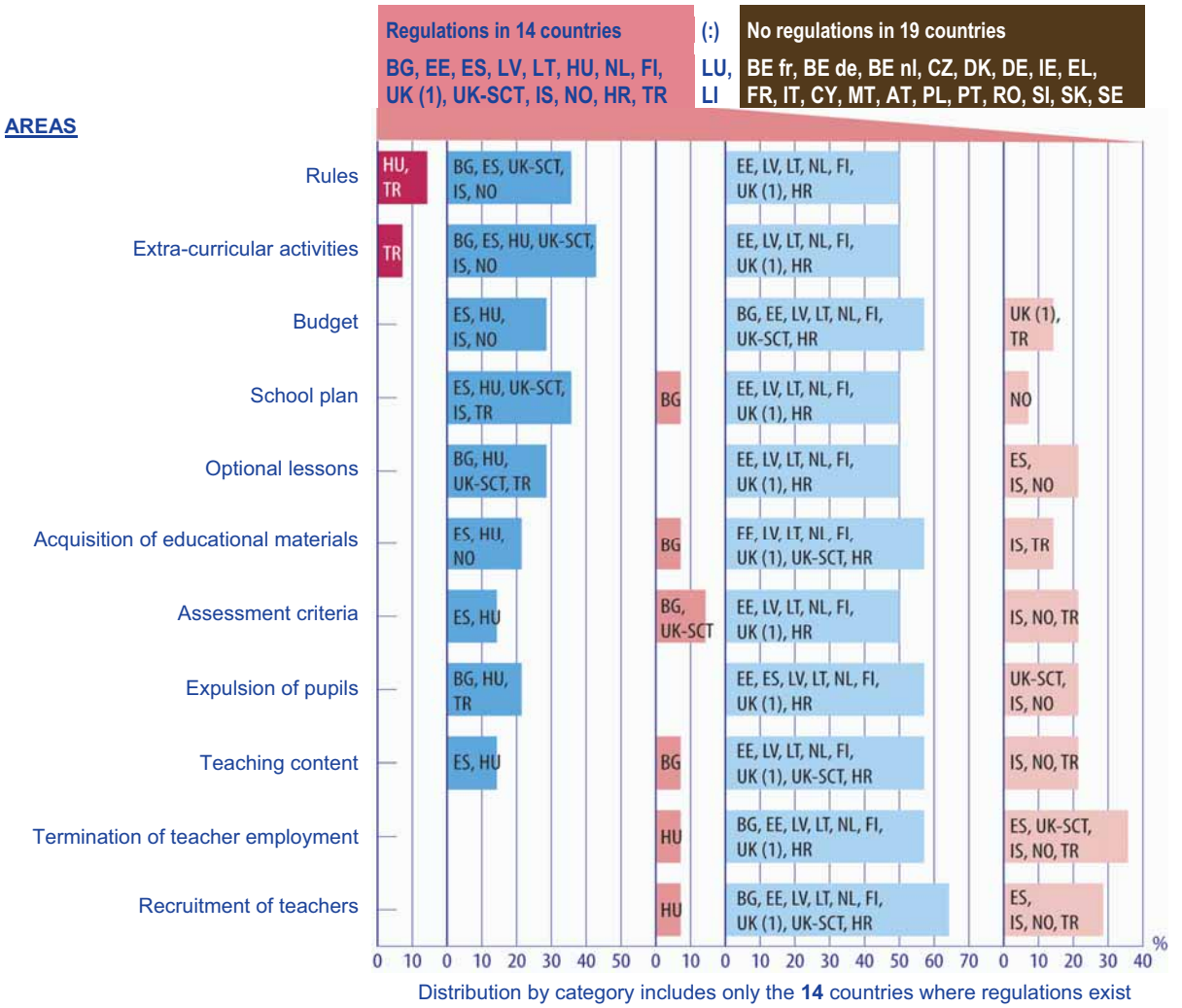
As **representatives on school governing bodies,** students are mainly concerned with the development of the school educational plan, the establishment of the rules governing school life, the organisation of extra-curricular activities and the supervision of budgetary matters. In these areas, student representatives play a largely consultative role in the majority of countries.

However, it is worth noting that the number of education systems where students on school governing bodies are attributed full decision-making powers is greater than in the case of class representatives or student councils. A tendency to allow more power to students at the school governing body level can therefore be detected, especially in upper secondary education.

In this respect, the situation in Spain is particularly interesting since students in secondary education play an unusually important role by participating in the selection of the school head from the third grade (14-15 years) onward, being informed and consulted on the student admissions process, cooperating with state bodies in the school system, and taking part in school evaluation.

Figures 2.7, 2.8, and 2.9 illustrate the remit of student representatives in the areas for which school governing bodies are usually responsible at primary, lower secondary and upper secondary education, according to official regulations and recommendations where they exist. The number of countries concerned increases with the level of education. The decision to present data only for school governing bodies is justified by the fact that these are the main decision-making bodies within schools and can therefore show the degree of power students have to influence the most significant decisions. Overall, the information collected from European countries shows that official regulations usually ensure that students have a consultative role in decision-making in lower and upper secondary education while leaving it to schools to decide whether and how pupils participate in primary education. With respect to actual decision-making powers, these seem largely confined to establishing rules governing school activities and school life. Matters relating to teacher employment, teaching content and the expulsion of students, are not generally considered to require student involvement.

Figure 2.7: Remit of student representatives on school governing bodies according to official regulations and recommendations (ISCED 1), 2010/11



Distribution by category includes only the **14** countries where regulations exist

CATEGORIES

Decision-making | Consultative | Informative | Depends on school | Not decided by school governing bodies

Source: Eurydice.

UK (1): UK-ENG/WLS/NIR

Explanatory note

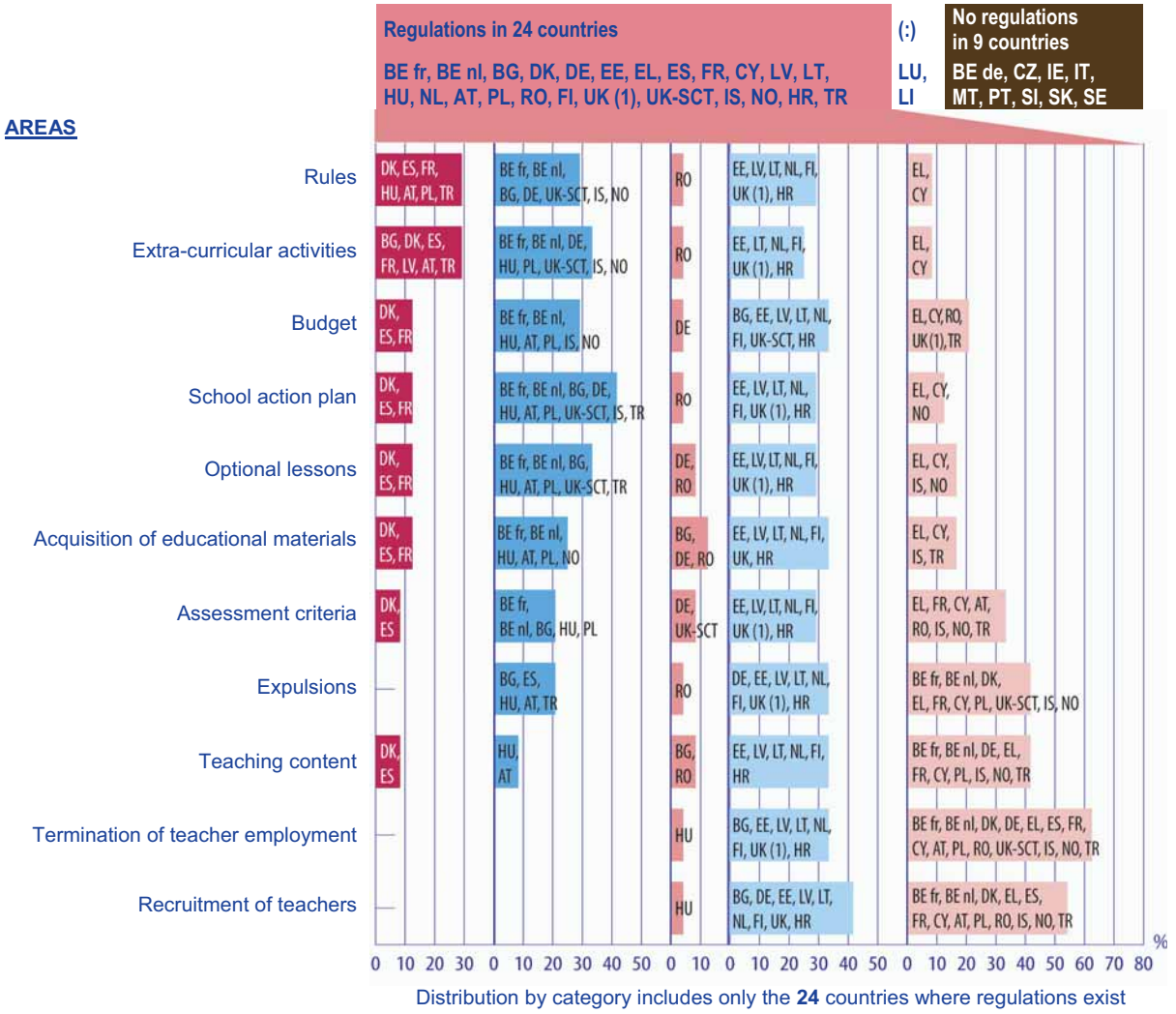
For a detailed overview of the status in each of the 36 national education systems, please refer to Figure 2.7 in Annex 3.

Countries included in the category 'depends on school autonomy' have central regulations allowing student representatives to participate in school governing bodies, but their remit and functions are left to the school to determine.

Country specific notes

Spain: Only pupils from the last grades of primary education (10-11 years old) are represented on school governing bodies, and only in some Autonomous Communities.
United Kingdom (ENG/NIR): Issues pertaining to the budget are decided by school governing bodies, but students are not allowed to take part.

Figure 2.8: Remit of student representatives on school governing bodies according to official regulations and recommendations (ISCED 2), 2010/11



Distribution by category includes only the **24** countries where regulations exist

CATEGORIES

Decision-making | Consultative | Informative | Depends on school | Not decided by school governing bodies

Source: Eurydice.

UK (1): UK-ENG/WLS/NIR

Explanatory note

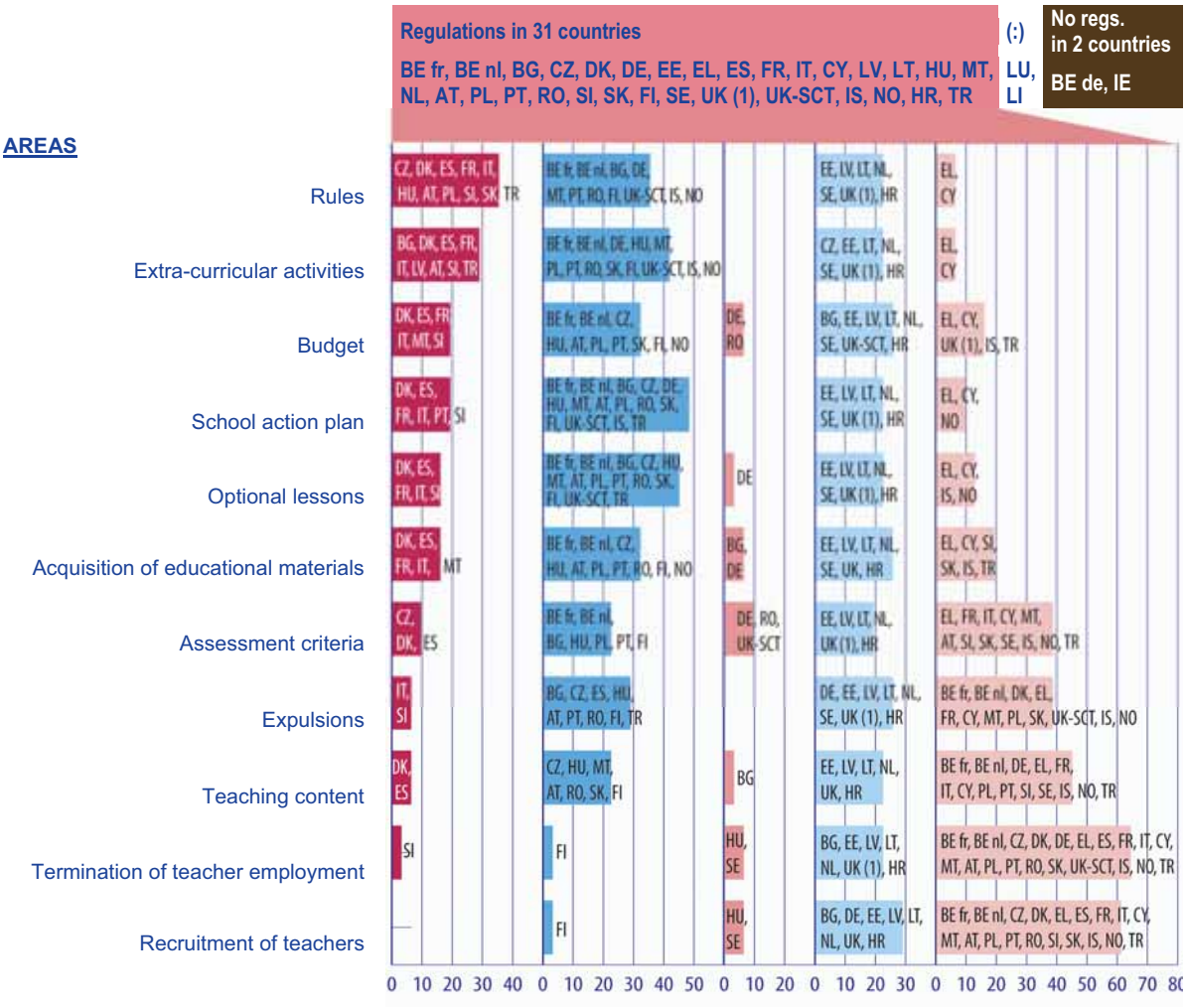
For a detailed overview of the status in each of the 36 national education systems, please refer to Figure 2.8 in Annex 3.

Countries included in the category 'depends on school autonomy' have central regulations allowing student representatives to participate in school governing bodies, but their remit and functions are left to the school to determine.

Country specific notes

Austria: Student representatives at ISCED 2 exist only in academic secondary schools *(allgemein bildende höhere Schule)*.
Turkey: Although strictly speaking there is no ISCED 2 level in the Turkish education system, for the purposes of comparison with other countries, grades 1-5 can be treated as ISCED 1, and grades 6, 7 and 8 can be treated as ISCED 2.

Figure 2.9: Remit of student representatives on school governing bodies according to official regulations and recommendations (ISCED 3), 2010/11



Distribution by category includes only the **31** countries where regulations exist

CATEGORIES

Decision-making | Consultative | Informative | Depends on school | Not decided by school governing bodies

Source: Eurydice.

UK (1): UK-ENG/WLS/NIR

Explanatory note

For a detailed overview of the status in each of the 36 national education systems, please refer to Figure 2.9 in Annex 3.

Countries included in the category 'depends on school autonomy' have central regulations allowing student representatives to participate in school governing bodies, but their remit and functions are left to schools to determine.

Country specific note

Italy: For 'Extra-curricular activities', 'Budget', 'Optional lessons' and 'Acquisition of educational materials', only students who have reached adulthood (18 years) can vote. Any decision on budget and financial matters, and/or having implications on costs, can involve only adult students.

These figures also suggest an additional consideration: the areas of management where more countries allow school governing bodies to decide upon are the same as the areas where students are allowed to exercise a more influential role. For example, school budget allocation is one of the areas where the majority of countries allow school governing bodies to make decisions; the number of the countries that give decision-making powers to students in this area is also relatively high. Conversely, teacher recruitment is one of the areas where very few countries allow school governing bodies to exert influence and it is also the area in which students have the least input.

2.1.3. National programmes and good practice

In addition to official regulations, some countries have developed **national programmes** aimed at strengthening the participation of students in school governance and decision-making. Significant examples are the training programme for leaders of the pupil self-governing bodies organised in Latvia, the 'Democra-School Programme' adopted in the United Kingdom (Northern Ireland), and the pilot project focussing on increasing the capacity of Pupil Councils in Scotland. These, and other similar programmes, are intended to improve the performance of student councils by fostering effective cooperation between the various parties involved in internal decision-making, i.e. teachers, parents and students. Although they vary between countries, these types of initiatives have much in common: they aim to provide teachers, parents and school managers with specific training to help them understand the value of student participation; they provide support to students and school managers on how to establish and run student councils effectively; and they promote interaction and cooperation between the student councils of different schools to encourage the exchange of good practice. In addition to those mentioned above, the following examples illustrate the aims and features of these initiatives.

In 2008, the Department of Education of the Autonomous Community of Castile and Leon in **Spain**, initiated a training programme to encourage families and students to participate in education governance. The programme aims to build a learning community of students, teachers, families and school managers in which there is active and democratic participation. It is divided into four training blocks, namely 'Managing', 'Understanding', 'Living together' and 'Getting Involved'. The main objectives of this programme include promoting the participation of families and students in school boards and encouraging student participation in schools' Councils of Representatives.

Since 2007, **Norway** has included 'Pupil council work' as a curriculum subject in lower secondary education. Through group activities and participation in decision-making processes, including work on the pupil council, the subject is perceived as contributing towards developing pupils' ability to express independent opinions, and also their willingness to cooperate. The subject thus 'promotes the development of an inclusive learning environment that is devoid of bullying where pupils feel secure, confident and included'. However, this will no longer exist as a separate subject from 2012/13 (see Chapter 1 for further details).

In the United Kingdom, the **Welsh Government** (WAG) Pupil Participation Project supports schools in enabling children and young people to have a voice and to participate in decisions that affect them. First launched in 2005, the project aims at producing information, guidance and materials for children, young people and the adults who support them. It provides for a network of professionals to be established in local authorities across the whole of Wales, who can promote and support the development of effective models of pupil participation at local level. Further information is available on the project's website ([19]).

Several examples of **good practice** (initiatives considered successful at national level and reported by national experts) to encourage student participation within schools – organised both at school and at municipal level – can be found in various countries. In Poland, the *Bednarska* secondary school in Warsaw established a system of internal school democracy known as the 'School Republic of Both Territories', as long as 20 years ago. Students, teachers, parents and graduates share decision-making powers within school bodies that resemble state institutions. A school constitution establishes the roles and functions of a school parliament, school council and school court, where students sit with other members of the school community on an equal footing.

([19]) http://www.pupilvoicewales.org.uk

An interesting example of encouraging student involvement within schools managed at municipal level is to be found in Latvia, where the Rīga Pupil Council was established in 2002 to coordinate the activities of students' self-governing bodies in the city's schools. The Council is chaired by a group of 13 students elected by the students of participating schools, and sets a yearly work plan to be presented and implemented in Rīga schools.

2.2. Participation of students in school governance: data from the 2009 International Civic and Citizenship Education Study (ICCS)

The ICCS – carried out by the International Association for the Evaluation of Educational Achievement (IEA) – presents data collected from over 140 000 grade 8 (or equivalent) students, 62 000 teachers and 5 300 school principals from 38 countries ([20]). Data relating to student engagement within schools on the experiences and motivation of participating students aged approximately 14 years was collected through a questionnaire.

Across 24 European countries during the academic year 2008/09, on average, approximately 74 per cent of students, voted in school elections, and around 36 per cent took part in decision-making on how the school is run ([21]). Students therefore show a tendency to participate more as voters than to be actively involved in decision making.

If we compare countries on the basis of the existence of formal regulations and official recommendations on student participation and the level of student participation in school elections, there is little general evidence of a connection between the two. However, Poland and Norway are examples of countries that do show a strong association between regulations and participation.

The School Education Act of 1991 introduced mechanisms for student participation at all three ISCED levels of the school system in **Poland**. These included provision for the election of class representatives, a pupil council *(Samorząd uczniowski)* and for student participation in the school council *(Rada Szkoły)*.

Similarly, in **Norway**, the Education Act of 1998 provided for the institution of class representatives, student councils *(Elevråd)* and student representation on coordination committees *(Samarbeidsutvalg)*.

The two countries – which also grant student representatives a consultative role on most of the issues addressed by school governing bodies – show the highest levels of student participation in school elections (95 per cent in Poland and 90 per cent in Norway), as indicated in Figure 2.10. On the other hand, other countries do not reveal a similar correspondence between regulations and participation.

For example, **Bulgaria** adopted the Public Education Act in 1991 which established mechanisms for student participation in primary, lower and upper secondary education. In addition, students often play a consultative role on school bodies. However, the reported level of student participation is amongst the lowest across European countries: only half (52 per cent) claim to have voted in school elections.

Conversely, **Sweden** shows a high rate of student participation (85 per cent) although few official regulations have been adopted at central level to encourage participation. Swedish curricula for compulsory and post-compulsory education, while clearly underlining the democratic and participatory nature of the school system, never prescribe the means through which schools should pursue these goals.

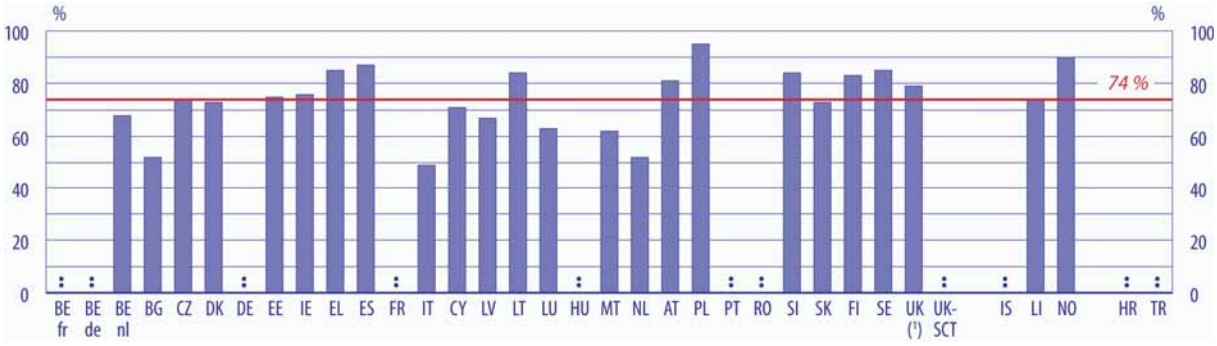
([20]) For additional information on the ICCS study and for accessing its content, please visit the website at http://iccs.acer.edu.au/

([21]) In this sub-section, EU average are Eurydice calculations.

Many different factors intervene in determining the extent of student participation in school life. These include the particular political culture in different countries, the degree to which existing regulations are implemented, and the length of time that such regulations have been in force. In addition, where schools are entitled to decide their own arrangements, it is difficult to determine what methods of participation are in place and how widespread these are. Consequently, it is not possible to compare them with the reported levels of student participation registered by the ICCS study.

Nonetheless, it is interesting to note that in the vast majority of countries that have regulations and official recommendations on the right of students to elect class representatives and to appoint student councils, the percentage of students voting at student elections is equal to or above the European average in lower secondary education.

Figure 2.10: Percentage of students in grade 8, having voted for class representatives or student councils, 2008/09



Ø(*)	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	IT	CY	LV	LT	LU
74.3	:	:	68.0	52.0	74.0	73.0	:	75.0	76.0	85.0	87.0	:	49.0	71.0	67.0	84.0	63.0

HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK (1)	UK-SCT	IS	LI	NO	HR	TR
:	62.0	52.0	81.0	95.0	:	:	84.0	73.0	83.0	85.0	79.0	:	:	74.0	90.0	:	:

(*) **Ø** = Average based on available data. UK (1): UK-ENG

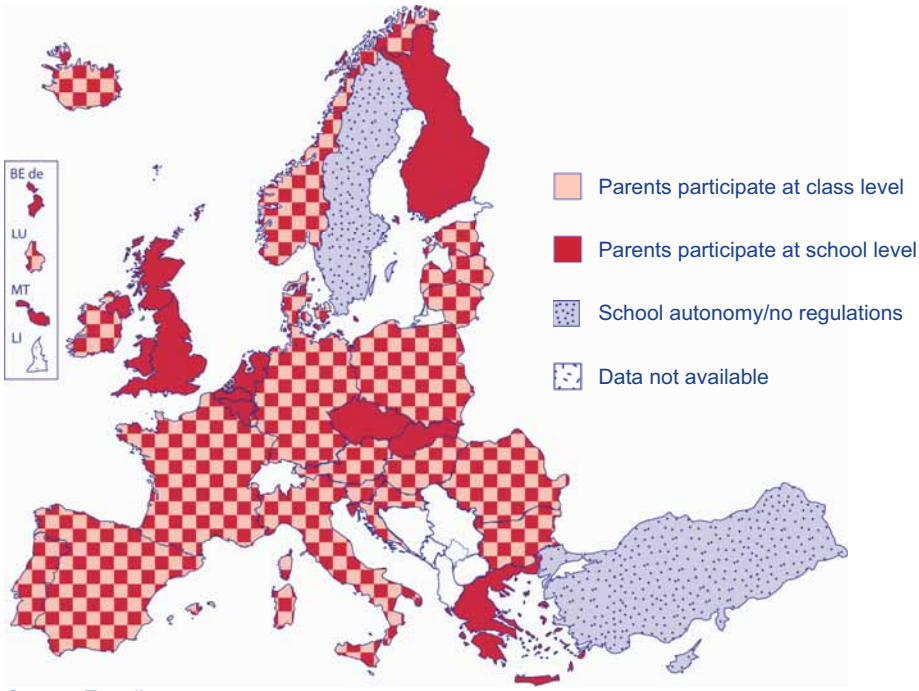
Source: ICCS 2009.

2.3. Parent participation in democratic school governance

All European countries except Cyprus, Sweden and Turkey have introduced central regulations and official recommendations to allow or encourage parental involvement in school governance. As already mentioned with respect to student participation, it is significant that countries which have decentralised educational systems (for example the Czech Republic, Hungary, the Netherlands or Finland) have introduced central regulations to encourage parent involvement in school governance.

Parents contribute to school governance in various ways. In almost all countries considered in the study, official regulations and recommendations provide for parent participation at school level, and in almost two thirds of countries also at class level. In either case, countries make no distinctions between the nature of parent participation at the different ISCED levels. As discussed previously in this chapter, this is in contrast to student participation, where student involvement intensifies the higher the level of education and the older the student.

Figure 2.11: Official regulations on parent participation at class and school level (ISCED 1, 2 and 3), 2010/11



Source: Eurydice.

Country specific note

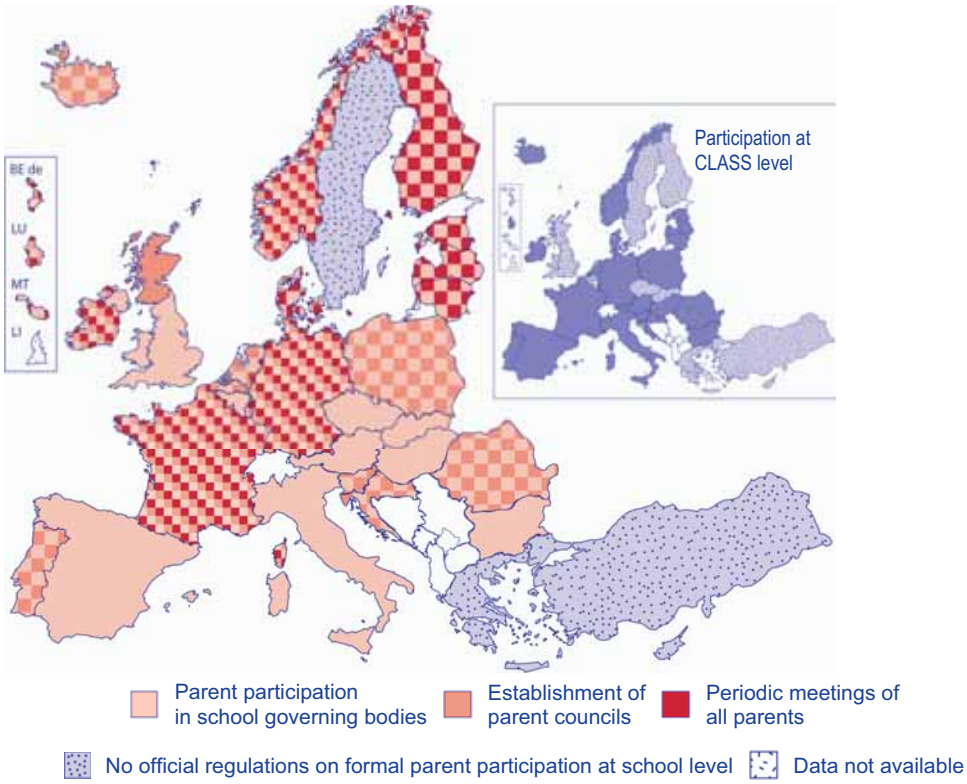
Norway: No specific official regulations on parent participation at class level. However, regulations state the duty for local authorities to provide for cooperation with parents at all levels.

2.3.1. Forms of parent participation in schools

Apart from the exceptions mentioned above, parents formally participate in school governance in all countries across Europe. Their participation can take different forms. Parent representatives may be involved in school governing bodies; all parents or their representatives can convene in parents' school councils and/or in periodic meetings with the school head for the exchange of information; or they can be involved in activities at class level. In the last instance, where they exist, parents may participate in class councils, or hold meetings with or without students and teachers; they may also communicate with teachers individually. Through all these activities, parents can exercise their right to be informed about and to contribute to the process of school governance and consequently, as mentioned in the introduction, make an impact on the development of students' civic competencies.

As shown in Figure 2.12, participation on **school governing bodies** is by far the most common way for parents to be involved in school governance. Parents' representatives on school governing bodies are usually elected by all parents in a school; although in some countries official regulations allow schools to decide their own appointment procedures.

Figure 2.12: Formal means of parent participation at SCHOOL level, according to official regulations and recommendations (ISCED 1, 2 and 3), 2010/11



Source: Eurydice.

Country specific notes

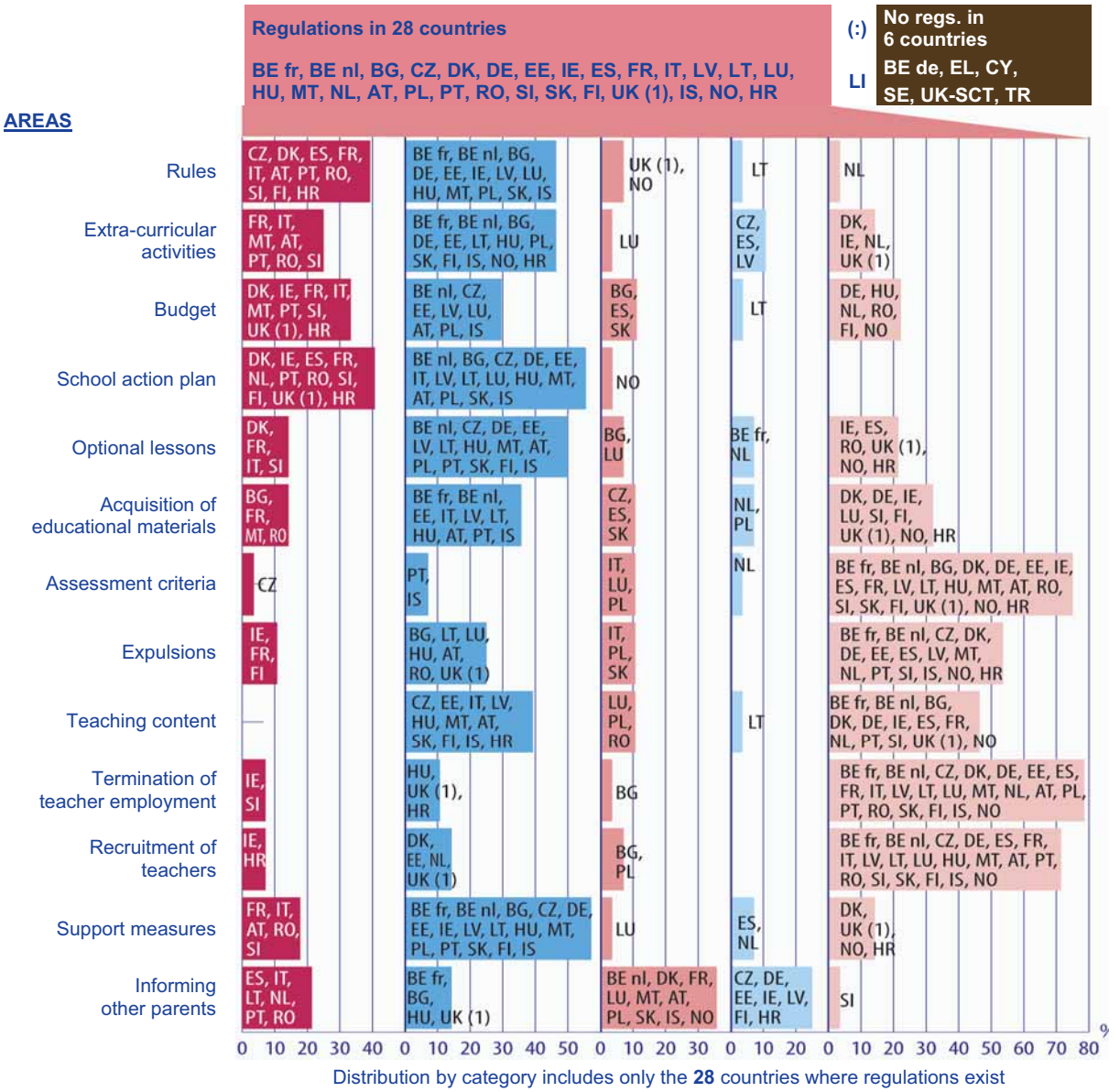
Belgium (BE de) and **Denmark**: Regulations only apply to parent participation at ISCED 1 and 2.
Greece: Official regulations allow for parent participation in school governance but they do not specify the means. Parents mainly engage in school activities through informal practices.
Italy: The exact role played by parents depends on how each school implements central regulations. The figure shows the most influential role parents might play.

As members of school governing bodies, parents participate in a range of school management activities, alongside the school head, teachers, and – when official regulations allow – student representatives (see Section 2.1).

Figure 2.13 provides an overview of the management areas commonly devolved to school governing bodies and indicates the roles parents play in different countries where official regulations provide for parent representation.

As already noted in the case of student participation in school governance, there are some aspects of school governance that are beyond the remit of school governing bodies, and consequently beyond the influence of parents, such as the establishment of assessment criteria, the expulsion of students for disciplinary reasons, the recruitment of teachers and the termination of their employment. Yet, some countries do allow school governing bodies to decide such matters, and a few amongst them go as far as attributing decision-making power to parent representatives. As members of school governing bodies, parents in Ireland, Portugal, and Croatia participate in the decision over the recruitment of new teachers, while in Slovenia they can also intervene in their dismissal. In Ireland, parent representatives could share collective responsibility in dismissal decisions in certain circumstances. The expulsion of students is subject to approval of parent representatives in France, Ireland and Finland. In the Czech Republic, they participate in the setting of student assessment criteria.

Figure 2.13: Main functions and activities of parents' representatives on school governing bodies (ISCED 1, 2 and 3), according to official regulations, 2010/11



Distribution by category includes only the **28** countries where regulations exist

CATEGORIES

Decision-making | Consultative | Informative | Depends on school | Not decided by school governing bodies

Source: Eurydice.

UK (1): UK-ENG/WLS/NIR

Explanatory note

For a detailed overview of the status in each of the 36 national education systems, please refer to Figure 2.13 in the Annex 3.

Country specific note

Slovenia: Parents are members of the school council *(svet šole)* on an equal footing with other adult members. School councils decide on the expulsion of students in upper secondary schools.

On the matters that are most often within the remit of school governing bodies (developing the school action plan and setting rules, making decisions on the budget, choosing which extra-curricular activities or optional lessons to offer and the range of support measures to be provided), parents' representatives generally hold either a decision-making or a consultative role. The way parents representatives keep other parents informed about school activities is more often left to schools' own internal arrangements.

France and Slovenia appear to be the countries where parents are generally attributed the most influential role. Official regulations in these countries tend to ascribe parents a decision-making role not only in areas that are most commonly within the remit of school governing bodies, but also in the areas that are usually reserved for higher level authorities.

In addition to school governing bodies, **parents' councils** represent another opportunity for parent involvement in school governance. These councils comprise all parents of the school or their elected representatives, and are convened periodically on school premises. Parents' councils provide a forum for discussion and the provision of information on school matters. They do not usually have specific decision-making powers, but can be consulted by the school head and/or by school governing bodies whenever parents' opinion is required. It is common for parent councils to designate the parent representatives who sit on the school governing bodies.

Only a small number of countries (Germany, France, Italy, Austria, Poland and Romania) officially institute parent participation in **class councils** (see Section 2.1 for definition) and they ascribe a much more limited role for parents than for student representatives. Class councils comprising student representatives are common in the vast majority of Europeans education systems. Consequently, it appears that class councils are used more as a means to enable student involvement, rather than parental influence.

In addition to the customary procedures described so far, some countries have put in place other opportunities for parent involvement in school governance. For example, in Belgium, Germany, Estonia, Spain, France, Cyprus, Austria, and Slovenia schools can establish parents' associations. These are usually voluntary groups set up to assist parents in all matters concerning their children's education, to support schools' educational activities and promote parental involvement in school management. Often, school-based parent associations are grouped under umbrella organisations at regional or national level. In such cases, they not only serve as a forum for the exchange of good practice in parental involvement, but are also consulted by policy-makers over education reforms.

In the **Flemish Community of Belgium**, three umbrella parent organisations exist: KOOGO, the parents' association for public grant-aided schools; GO!, for schools run by the Flemish Community; and VCOV, for private grant-aided schools. All these associations receive financial support from the Ministry of Education and Training. Their main tasks are to keep parents informed about education and school activities through various means (e.g. websites, meetings, and leaflets), delivering material support to schools (study materials and teaching equipment), providing training for parents, and mediating between parents and schools when needed (for example, over the suspension of a student).

Every school in **Cyprus** establishes its own parent association which cooperates with the school management and contributes financially to the provision of educational activities and school equipment. School-based parent associations elect their representatives to the Pancyprian Parent Association of Primary and Secondary Education, which works closely with the Ministry of Education in regulating aspects of school governance at central level.

2.3.2. Training and support for parent participation in school governance

Several countries (Germany, Estonia, Spain, Austria, The Netherlands, Poland and Slovenia) have established national programmes intended to foster parent involvement in school activities and governance, through targeted **training initiatives**. Depending on the type of programme, these can take the form of regular meetings held within schools, permanent counselling services for parents who need support, or training courses organised by government authorities and civil society organisations.

The **Estonian** Association of Parents has established training courses for all categories of members of the boards of trustees, hence for parents too. The training aims to raise parents' awareness of opportunities to contribute to school management, and to encourage parents to participate. The programme is financed by the Ministry of Education and Research and is implemented at national level.

Training programmes are also implemented in several regions in **Spain**. For example, the Autonomous Community of Navarra has developed an initiative called *Escuelas de Familia* (Family schools) to train parents of children between 0 and 14 years of age to participate actively in their children's education. Specifically, parents are encouraged to collaborate with teachers on the development of pupils' skills such as cooperation, responsibility, autonomy, respect, continuing learning, creativity, critical thinking, risk taking and accepting their mistakes. Similarly, the Autonomous Community of Castile-Leon offers training courses to parents and children with the aim of bringing families closer to schools, and involving parents in helping students acquire social skills.

The Ministry of Education, Arts and Culture of **Austria** has put in place a consulting service for parents within school partnerships. The service is mainly carried out through training initiatives for parents' representatives on school governing bodies, in order to encourage their active participation and improve cooperation in school development processes. Activities are administered by the Austrian Union of Parental Associations in public general compulsory schools.

Last, but not least, an interesting **pilot project** has been launched by the Academy of Cretéil in **France**, called '*La mallette des parents*' (the parents' toolkit). First launched in 2008 and still operating, it consists of a collection of material designed to help parents of 6th grade pupils to strengthen their cooperation with students and teachers in the academy. Workshops, conferences, and information days are organised in parallel, in order to provide information and foster parent participation. According to the project evaluation, it has helped in preventing school absenteeism and violence.

Seeing the importance attached to the contribution made by parents' participation towards the improvement of students' civic skills and knowledge, some countries have extended the domain of official **school evaluations** to include the appraisal of parent engagement. Evaluations gather parents' opinions of school activities and education performance, and assess their commitment to school governance.

In **Ireland**, school inspectors meet with parents to obtain information about the activities conducted by parents' councils and associations, and to monitor the degree of parent involvement in school governance. Inspections also take into account the extent to which school management and staff keep parents informed about student attainment.

Parents are also involved in the school evaluation process in **Latvia**. The accreditation report for each school, on which inspectors base their recommendations for quality development, contains a section dedicated to assessing the degree of cooperation between parents and school. Parents are consulted in order to gauge their satisfaction with the availability of opportunities for participation.

School inspections conducted by the Inspectorate for Education and Sport in **Slovenia** monitor the implementation of regulations concerning the establishment and work of Parent Councils and School Councils. According to the 2010

annual report, number of cases of cooperation difficulties in schools between parents, pupils and teachers resulting in inspection have increased in comparison to previous years.

Summary

All European countries have introduced regulations and official recommendations establishing the right of students to have a voice in the running of their school. Although the forms of participation and the extent to which they have been implemented vary across Europe, **all countries demonstrate awareness of the importance of involving students in school governance**.

When comparing the findings of our own survey of regulations relating to student and parent participation with the results from the ICCS study, it appears that in **most countries with official regulations on the election of class representatives and participation in student councils, the levels of participation in student elections are relatively higher than the European average**, although with significant exceptions. Even if evidence of an unequivocal relationship between the existence of regulations and student participation cannot be found on the basis of the available information, this tendency provides an encouraging indication for the further spread and strengthening of student participation in school governance.

In addition, the **involvement of parents** appears to be generally acknowledged as an important factor to stimulate democratic governance within school community. Official regulations on parent participation, as well voluntary initiatives supporting cooperation between parents, students, and teachers are widespread across all European education systems.

CHAPTER 3: SCHOOL CULTURE AND STUDENT PARTICIPATION IN SOCIETY

As seen in the first chapter, young people are taught to become full citizens through formal and explicit teaching in the classroom. However, they also learn about citizenship through other means. For instance, as the previous chapter explained, students may start to learn about democratic processes by taking part in school decision-making. Hence, there are 'opportunities to learn about and experience citizenship education in a range of contexts (...) through whole-school processes' but also through 'activities and experiences involving the wider community' (Kerr et al. 2004, p. ii).

This chapter therefore, will investigate how students experience active and democratic citizenship within and beyond the school context. Section 3.1 will examine to what extent national policies refer to school culture in connection with citizenship education while Section 3.2 focuses on how individual countries encourage student participation in activities in the local community and in wider society. Finally, Section 3.3 looks at the evidence on opportunities for student participation in civic-related community activities across European countries, based on data from the International Civic and Citizenship Education Study (ICCS).

3.1. A participatory school culture for successful citizenship education

Schools are a microcosm where young people learn how to be active and responsible citizens through their daily experiences. The 2005 Eurydice study highlighted the importance of school culture in citizenship education. It defined school culture as a 'system of attitudes, values, norms, beliefs, daily practices, principles, rules, teaching methods and organizational arrangements' (Eurydice 2005, p. 28). School culture has therefore a strong influence on how the entire school community acts. This is why the successful implementation of citizenship education requires a school culture where participation based on democratic principles is encouraged and valued, providing students with opportunities to be involved in making decisions which affect them.

National curricula and/or education regulations in a third of European countries make explicit references to the fostering of a school ethos or culture ([22]) likely to promote citizenship education. Some countries have also implemented nationwide initiatives focusing on school culture. Regulations and recommendations usually apply to at least the compulsory levels of education in a country. There is a variety of approaches across Europe but, in general, all countries specify which attitudes and values schools should adopt and they all emphasise the principle of democracy.

National curricula mention school culture in sections specifically related to citizenship education in ten countries: the Czech Republic, Spain, Estonia, France, Ireland, Austria, Finland, the United Kingdom, Iceland and Norway.

> In the **Czech Republic**, the cross-curricular theme of 'Democratic citizenship' refers to the overall school atmosphere. It states that the relationships between all individuals involved in the educational process when based on cooperation, partnership, dialogue and respect creates a democratic atmosphere in the classroom. In consequence, students are more motivated to share their opinions in group discussions and, in turn, to participate in decision-making at school as well as in their local community and society at large.
>
> At primary and lower secondary level of education in **Spain**, promoting pupils and students participation in school life for a successful citizenship education forms part of the curriculum content and the assessment criteria as for instance, under the subject Education for Citizenship and Human Rights at lower secondary level.

([22]) Are included here other similar terms used by countries such as school atmosphere, climate or environment as well as the broader expression, school life.

The new **Estonian** curriculum framework states that school life must be organised as a model of a society that honours human rights and democracy, characterized by shared and enduring core values in the school community and support for good ideas and positive innovations ([23]).

The common foundation skills in **France** *(Le socle commun de connaissances et de compétences)* specify that students should learn about citizenship through school life which must be based on respect for rules; the prevention of violence, antisocial and dangerous behaviour; and on health and safety considerations.

In **Ireland**, guidelines have been available to primary teachers since 2005 as part of the subject 'Social, personal and health education' (SPHE). These state that 'to be effective SPHE should be implemented in a combination of ways, through the context of a positive school climate and atmosphere, discrete time and integrated learning' (NCCA, 1999).

A 1978 decree in **Austria** on the principle of integral citizenship education in schools has stressed the importance of the classroom, school life and culture.

The core curricula in **Finland** (as seen in Section 1.1) for compulsory (2009) and upper secondary education (2003) state that schools should take into account the cross-curricular theme 'participatory citizenship and entrepreneurship' in their methods and culture.

In the **United Kingdom (Scotland)**, Building the Curriculum 3 ([24]) states that 'the starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents, whether for young people in school or those not in school. All members of staff should contribute through open, positive, supportive relationships where children and young people will feel that they are listened to; promoting a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community; and by being sensitive and responsive to each young person's wellbeing' (The Scottish Government 2008, p. 20.)

In **Iceland**, the new National Curriculum Guidelines ([25]) for pre-primary, compulsory and upper secondary education state that every school must find ways to promote a good school culture, with respect to the six fundamental pillars of education: democracy and human rights, equality, creativity, education for sustainable development, literacy in the broadest sense, and health and welfare.

In **Norway**, the Education Act as well as the National Curriculum places emphasis on pupils' social and cultural competences such as their influence in school and on learning, as well as in their democratic participation.

In four other countries, regulations or recommendations not specifically related to citizenship education refer to the creation of conditions which are likely to foster the development of students' citizenship skills.

According to the 1998 decree [(26)], schools in the **German-speaking Community of Belgium** must ensure that they are dynamic places, creating conditions that allow everyone to respond to the issues that affect them.

In **Denmark**, according to the Act on the Danish *Folkeskole* and regulations on upper secondary education, the teaching and daily activities of schools must be conducted in a spirit of intellectual freedom, equality and democracy.

In **Luxembourg**, schools have been provided with new recommendations on improving the school climate which also affect citizenship education.

([2]) National curricula for basic schools and upper secondary schools adopted on 6 January 2011. Official and English versions are available respectively at https://www.riigiteataja.ee/akt and at http://www.hm.ee/index.php?1511576

([24]) http://www.ltscotland.org.uk/Images/building_the_curriculum_3_jms3_tcm4-489454.pdf

([25]) The Ministry of Education, Science and Culture officially issued the new National Curriculum Guide in August 2011 but it will be gradually implemented over three years until 2014.

([26]) Decree of 31 August 1998 on the mission of education providers and school staff.

In **Sweden**, both the Education Act as well as the national curriculum state that schools must operate democratically and be a place where both staff and students are empowered to participate in schoolwork and the learning/teaching environment.

In addition to recommendations and regulations in national curricula and elsewhere, four countries have launched nationwide programmes covering issues relating to school culture which also impact on citizenship education. In three of these countries (France, Latvia and Iceland), the programmes aim to ensure that students are provided with a safe and positive environment in school.

In **France**, the objective is to combat violence at school from primary to secondary level. To achieve this objective, the programme suggests various ways to reinforce citizenship education ([27]).

Latvia launched a two-year project in 2010 called the 'Friendly School Movement' which involves most basic and secondary schools. The project aims to improve schools' psychosocial environment in order to prevent conflict and to promote respectful cooperation among pupils, parents, teachers, school administration and the local community.

In **Austria**, as part of the *Ökolog (Ecologisation)* programme, schools address sustainable development in their everyday life. As a result, participating schools must apply the principles of democracy and participation, ensure a healthy and social atmosphere and establish cooperation with the local community.

Since 2002, the Ministry of Education in **Iceland** has been promoting the *Olweus* Bullying Prevention Programme (OBPP) intended to combat bullying and antisocial behaviour in schools. This programme has been widely used at compulsory school level, by approximately 40 per cent of schools, but also at pre-school and upper secondary levels and in youth programs ([28]).

3.2. Measures to encourage student participation in the local community and wider society

As seen in the first chapter, encouraging active participation and engagement in the local community is an essential objective of citizenship education in many countries. This section looks more closely at how countries encourage pupils and students to take part in activities outside school which support the development of their citizenship skills. The provisions made in national curricula and in education regulations and guidelines are considered first, followed by a review of examples of structures in place to allow children and young people to have their say on matters which directly affect them. Finally, a survey is made of recent national policy initiatives and programmes to give students the opportunity to participate in citizenship-related activities outside school.

Attention must be drawn to the fact that as schools and teachers usually have the freedom to organise their own activities (Eurydice 2012b, p. 50), it is likely that many opportunities for young people to engage in citizenship-related activities are arranged by schools themselves in collaboration with external partners or projects. At this respect, Section 3.3 provides ICCS data collected from school heads on opportunities for students to participate in civic-related activities at the community level.

([27]) For more details, please consult: http://www.education.gouv.fr/bo/2006/31/MENE0601694C.htm
([28]) http://olweus.is

3.2.1. Recommendations and regulations in national curricula and other steering documents

In around a third of European countries, steering documents such as national curricula, as well as other recommendations and regulations promote the involvement of young people in citizenship-related activities outside school. This proportion is set to increase with more countries introducing policies in this area, for instance, new school legislation to be implemented in Luxembourg in the 2013/14 school year includes guidelines for secondary education on student participation in citizenship-related activities.

There are seven countries where official curricula stipulate that pupils and students must be offered practical experience outside the school context.

In **Greece**, active citizenship projects are available to primary pupils on a voluntary basis as part of 'creative and integrated curriculum activities' *(Ευέλικτη Ζώνη Διαθεματικών και Δημιουργικών Δραστηριοτήτων)*. At lower secondary level, students may carry out inquiry-based work based on themes from the 'social and civic education' and 'home economics' curriculum areas.

In **Latvia**, the social sciences syllabus taught from grade 1-9 suggests that students should contribute to local community activities. In addition, there are also methodological recommendations which aimed to promote social engagement at school that recommend using the compulsory annual project week for pupils' active participation in voluntary work and any other community work relevant to school priorities.

In **Poland**, the national curriculum either encourages or recommends that students from primary to secondary level should participate in volunteering activities at local or other level.

Similarly, in **Finland**, the **United Kingdom (England, Wales** and **Northern Ireland), Iceland** and **Norway**, national curricula recommend that primary and secondary students participate in local community-based activities.

In the **United Kingdom (Scotland),** the curriculum though not prescriptive, encourages informal learning outside the classroom.

Four countries have adopted regulations on student participation in the local community or wider society. In each country, regulations are very specific in their content but they all aim at enhancing citizenship education by creating links between schools and students and their local community.

In **Germany**, according to the Resolution of the Standing Conference of 6 March 2009 'Strengthening Democracy Education' schools should promote the participation of pupils and students at all educational levels in institutions such as foundations and charity trusts in their immediate surroundings.

In **Italy**, according to the law 169/2008 which introduced citizenship education in schools and the Ministerial Circular 86/2010 which set the guidelines for the teaching of citizenship education, all schools are required to establish effective partnerships with local authorities and police forces as well as with cultural and sports associations and NGOs.

In **France**, primary schools are encouraged to collaborate with local authorities as well as with cultural, social and sports associations. A local educational agreement *(contrat éducatif local)* is signed between the Ministry of Education and local authorities which defines the extra-curricular activities for a period of three years.

Finally, after having carried out and monitored an eight-year nationwide pilot project, the **Netherlands** declared in 2007 that it would be mandatory for all secondary students to do community service *(maatschappelijke stage)* ([29]). Students have to complete a total of 30 hours community service during their secondary education in order to obtain the school-leaving certificate.

([29]) www.maatschappelijkestage.nl

3.2.2. Political structures established for students

Around a third of European countries reported having established political structures, often called councils or parliaments ([30]), for young people to meet to discuss and influence matters which directly concern them. There are two main types of organisation. The first type is an extension at regional and national level of the student councils that exist at school level (see Section 2.1). The second type of organisation, although still connected to schools, differs in that its remit is wider, allowing students to address issues that go beyond education to include any matter affecting children and young people.

Examples of the first type of organisation can be found in four countries and regions: the Flemish Community of Belgium, Italy, Hungary and Slovenia. Student representatives in these countries and regions act as advocates for their peers on education-related matters.

In **Belgium**, the Flemish student councils (*Vlaamse Scholierenkoepel* or VSK) include members from the pupil councils (680) of all schools regardless of the type of school organising body or type of education at secondary level. The role of this self-governing students' organisation is to inform, give advice and represent students on all matters relating to students' rights and education. The Ministry of Education and Training officially recognises and finances the VSK. All other stakeholders in education accept the VSK as an advocacy body.

In **Italy**, two provincial representatives for each upper secondary school are elected among students for a two year term.Then, they in turn elect among them the presidents of the provincial student organisations who meet together in the National Council ([31]). In **Slovenia**, the situation is similar with respect to the National School Student Organisation ([32]).

In **Hungary**, the National Council for Student Rights represents the interests of school students particularly when the Ministry of Education is preparing legislation and reforms. The Council is composed of nine members, six of whom are from the national student organisations which represent students in basic and upper secondary education.

Nine countries report that they have established the second type of political organisation where the remit extends beyond educational issues. However, the degree of student participation and the amount of influence they have over decision-making varies between countries. Furthermore, the activities in which these organisations are involved also differ, ranging from debating and presenting students' views to legislative bodies, to initiating and developing projects in collaboration with official authorities. In some cases, different bodies with varying levels of responsibility are set up for students of different ages. Those intended for the older age groups, which might include students from the latter years of secondary education as well as young adults, often have more responsibilities, for example, with respect to wider youth issues.

The majority of these bodies are nationwide organisations which include representatives from the whole country. Usually it is the national parliamentary body which establishes or supports a replica of its own structure and organisation, allowing young delegates to come together for a short period to debate and vote on issues relevant to them. This occurs in the Czech Republic, France, Hungary, Austria, Poland, Portugal and the United Kingdom. In Lithuania and Slovenia, the situation is slightly different as it is non-governmental organisations (NGOs), which are responsible for such structures. The Centre of Civic Initiatives coordinates the 'Lithuanian Pupils' Parliament' project every two years and the Slovenian Association of Friends of Youth annually organises the Children's Parliaments at school, regional and national level.

([30]) Please see in Annex 2 the description of each national example.

([31]) http://iostudio.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/f34fd191-bc9b-11dd-8f07-11a93e530236/dpr_29_novembre_2007_n_268.pdf and http://iostudio.pubblica.istruzione.it/web/guest/dpr_268_07

([32]) http://www.dijaska.org

In some countries, there are also examples of organisations for students at municipal or regional level.

In **France**, the official authorities at local, departmental or regional level have created consultative councils for representatives of pupils and students at each level of school education ([33]). Consequently, there is municipal children's council *(conseil municipal d'enfants)* for primary pupils; and for secondary students a departmental council for students of the *collége (conseil départemental des collégiens)* and a regional youth council *(conseil régional des jeunes)*.

In **Austria**, the Word up! project whose motto is 'Have a say! Take part in decision-making! Exert influence!' encourages students from grade 8 (ISCED level 2) to participate in the councils of six districts of Vienna (Leopoldstadt, Alsergrund, Simmering, Brigittenau, Donaustadt, Liesing).

In **Poland**, there are youth councils at local level across the country, for example, in the city of Warsaw. These councils comprise representatives of students' councils at school level.

In **Sweden**, there are many municipalities local youth councils in which young people have the opportunity to discuss and influence local issues in order to improve their lives in the local community. It is also a way to enhance their interest in and understanding of democratic processes.

In **Iceland**, since the new Youth Act entered into force in 2007, municipal authorities are required to promote the establishment of youth councils. The role of the youth council is, among other things, to advise municipal authorities on the affairs of young people in the community concerned ([34]).

3.2.3. Nationwide initiatives and programmes

Some European countries have also adopted nationwide initiatives and programmes in order to encourage pupils' and students' participation in projects outside school and thereby improve their citizenship education.

The three Baltic countries have adopted similar national policy initiatives to promote citizenship-related activities for young people outside school.

In **Estonia**, the government adopted a three-year Civil Society Development Plan in 2011 ([35]) which supports programmes and projects. The plan encourages local governments to support community-based initiatives targeted at upper secondary students.

In **Latvia**, as part of the 2011 European Year of Volunteering, guidelines were provided to primary and secondary schools to help them implement regular project weeks during the 2010/11 school year. The aim was to encourage students to develop an understanding of the value of voluntary work and to see it as a form of civil participation.

In 2006, the National Parliament in **Lithuania** adopted a long term 'National Citizenship Education Programme' in 2006 ([36]). Since then, the Ministry of Education and Science has been coordinating various nationwide initiatives in the field of citizenship education and the Centre for Civic Initiatives has carried out a number of projects ([37]).

Twenty countries reported that since 2007 they have implemented at least one programme, which has received more than 50 % of its funding from public sources, either national or international ([38]). It

([33]) For instance, the Law of 6 February 1992 on the territorial government of the Republic allows local authorities *(communes)* to set up consultative comittees on all issues of local interest to gather the views of individuals who are not members of the local council.

([34]) For more information on the implementation of youth councils, please consult the 2008-2009 annual report of the children's ombudsman in Iceland: http://www.barn.is/barn/adalsida/english/

([35]) The official document is available at: https://valitsus.ee/UserFiles/valitsus/et/valitsus/arengukavad/siseministeerium/kodanikuyhiskonna%20arengukava%202011-2014.pdf and the English version at: http://www.siseministeerium.ee/public/KODAR_VV_EN.pdf

([36]) http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=283042&p_query=&p_tr2=

([37]) For examples, please consult www.pic.lt

should be noted, however, that a number of countries reported important initiatives instigated at the local or regional level which are not described here as they are outside the scope of this study.

A number of the programmes for encouraging student participation in activities related to citizenship education outside school promote projects between schools and the local community.

In **Bulgaria**, the Department of Education and the National Association of Municipalities award prizes to schools for the best initiatives related to active participation in community life.

A community school project launched in the Usti region of the **Czech Republic** in 2009 aimed to set up in their school a lifelong learning centre open to the whole local community. During this two-year project, pupils and students from 6 to 19 years old took part in a number of civic-related activities.

In **Hungary**, secondary school students (9th-12th grade) performed 30 hours community service, in groups or individually, in the 148 projects of the 2010/11 nationwide afterschool program 'Social Solidarity'.

In **Lithuania**, secondary students are given opportunities to establish and consolidate cooperation with the wider community under a two-year nationwide project called 'Strengthening of pupils' self-governance'

In **Romania**, during the 2011/12 school year, all schools will provide a week's after-school activities devoted to citizenship education in partnership with the local community. The programme is called 'Other Kind of School'.

In **Croatia**, under the nationwide programme for introducing citizenship education at school, the Croatian Teacher Training and Education Agency has been developing modules and projects, which include a local-participatory component (see Annex 2 for an example).

In four other countries (France, Italy, Latvia and Poland), there are also programmes which seek to develop citizenship-related values and attitudes among pupils and students based on a strong connection with the community.

During 2010/11, in a district of Paris (**France**), as part of an inter-generational project involving primary schools and retirement homes, pupils learnt the notions of respect, civic and moral responsibility and tolerance whilst working alongside elderly people.

In **Italy**, the objective of the ongoing nationwide programme 'Citizenship and Constitution' *(Cittadinanza e costituzione)* is to highlight and consolidate the values attached to the Italian Constitution. Schools are free to design their own projects but in 2009, following a national competition, the Ministry of Education chose 104 school projects as examples of good practice in active citizenship ([39]).

In **Latvia**, a project called 'Opportunities for Civic Participation in the Multicultural Society: From Knowledge to Action' carried out in 2007/08 encouraged cooperation between students from different ethnic and socio-economic groups in community activities.

In **Poland**, since its establishment in 1994 the Centre for Civic Education *(Centrum Edukacji Obywatelskiej)* has run programmes which support young people's understanding of the world, the development of their critical thinking and self-confidence, and their participation in public life. Students have also participated in activities to help those in need. For instance, under the Young Citizen programmes launched in 2010/11, secondary education students learnt the values of trust and cooperation, a sense of local identity and improved communication with local residents.

([38]) Please consult the programmes listed in Annex 2.
([39]) www.indire.it/cittadinanzaecostituzione

Under other programmes, pupils and students experience what democratic participation means. Such programmes encourage them to be active citizens and to take part in society by influencing public policy through petitioning and voting.

In **Denmark**, the National Parliament launched the 'Factory for Democracy' initiative in 2007. It provides various workshops for 8-15 years old students. During Spring 2011, there was also the 'Democracy Because…' *(Demokrati Fordi)* nationwide project which targeted all students aged from 13 to 20 ([40]).

In the **Czech Republic**, under the nationwide project 'Let´s talk into it!' *(Kecejme do toho!)*, young people aged between 15 and 26 years participate in many activities such as opinion polls; e-discussions and fora; discussions with politicians including making suggestions as how some problems could be solved.

In **Spain**, the initiative 'Model of European Parliament' enables students aged between 16 and 17 to learn about parliamentary protocol and to develop the skills and attitudes essential for a complete education, such as teamwork, speaking in public, respect for others' ideas and negotiating to achieve consensus.

In **Sweden**, whenever there is an election (in the municipality, or national and European parliamentary elections), students either on their own or with their teachers are encouraged to organise mock elections following the same procedures as the ordinary elections.

The situation is similar in **Norway**, every two years the *Skolevalg* programme supports simulated voting procedures for upper secondary students aged between 16 and 18 years one week prior to national and local elections.

Other programmes and projects encourage pupils and students to exercise their citizenship knowledge and skills by tackling a specific thematic issue.

Environmental education and school management based on a democratic and participatory approach is at the core of an international programme called Eco-Schools ([41]). This programme runs, for instance, in **Bulgaria, Latvia, Hungary, Portugal, Slovenia and Iceland**. It aims at raising students' awareness of sustainable development issues. It therefore encourages children and young people to take an active role in how their school can be run for the benefit of the environment. Projects are carried out inside and outside the classroom through community-based activities.

In the **French Community of Belgium**, the project 'Nature and Eco-citizens' Schools' launched for the 2011/12 school year focuses on the active role pupils can play within and outside school in the field of sustainable development and environmental protection.

In **Spain**, there is a nationwide programme devoted to the recovery and educational use of abandoned villages *(Programa de recuperación y utilización educativa de pueblos abandonados)* which also focuses on environmental education.

In **Norway**, every year since 1964, all 16-18 year-old students are encouraged to take part in a solidarity campaign called Operation Days Work. Students carry out fund raising activities on a voluntary basis for the education of young people in developing countries. There are also lectures given in some schools by a group of young people invited from the targeted developing countries. Students discuss topics such as solidarity, equality and human rights.

There are also programmes aimed at rewarding and supporting a wide range of out of school activities and projects promoting citizenship education.

In **Ireland**, the office of the President of Ireland gives a national award (the *Gaisce*) each year to young people who have undertaken projects of personal, community and social value. A second initiative, the national competition 'Young Social Innovators', awards projects linked to social and civic responsibility of widely varying themes.

([40]) http://www.demokratifordi.dk/

([41]) In Iceland, approximately 40 % of the schools (200 in total) participated in 2010/11 with around 45 % of the pupils from all educational levels. For more details on the programme in Iceland, please see http://landvernd.is/page2.asp?ID=3365

In **Spain**, since 2009, the Vicente Ferrer National Award for Education for Development selects 15 school projects from all educational levels each year. The winning projects should raise awareness, develop critical thinking and encourage the active participation of students in the pursuit of global citizenship, solidarity, eradication of poverty and sustainable development.

In **Austria**, in 2007/08, the 'School Project Fund for Learning and Living Democracy' supported 47 innovative school projects which featured various activities, such as meetings with asylum seekers and representatives of various religions; it focused on themes such as intercultural learning and dialogue and equal opportunities.

3.3. Student opportunities to participate in civic-related community activities according to 2009 ICCS data

The 2009 ICCS (International Civic and Citizenship Education Study) provides information on student participation in civic-related community activities in European countries. It covers 24 of the education systems in the Eurydice network ([42]). The analysis is based on the responses made by school principals to the question about their perception of how many grade eight students (average age, 14 years) had been given an opportunity to participate in certain civic-related community activities organised by the school in cooperation with external groups or organizations ([43]). The indicator presents the 'percentages of students at schools where principals reported that 'all, nearly all or most' students at their school had the opportunity to take part in civic-related community activities ([44]).

The ICCS survey listed eight civic-related community activities which, according to the parameters of the indicator, schools must have provided in cooperation with external groups or organisations ([45]). Two of these activities – cultural activities (e.g. theatre, cinema, etc.) and participation in sports events – did not meet the aims of citizenship education as defined in the present study. Therefore, only six of the ICCS activities are included here:

- activities related to the environment in the local area;
- human rights projects;
- activities related to under-privileged people or groups;
- multicultural and intercultural activities within the local community;
- awareness raising campaigns (e.g. AIDS World Day, World No Tobacco Day);
- activities related to improving facilities for the local community (e.g. public gardens, libraries, health centres, recreation centres, community centres).

The earlier sections of this chapter focused on central policies, regulations and nationwide programmes introduced to encourage schools to create the right environment and organise appropriate activities for students participating in the local community and wider society. This section builds on the policy information by providing more concrete evidence from school heads showing to

([42]) The 24 European countries are Belgium (Flemish Community), Bulgaria, the Czech Republic, Denmark, Estonia, Greece, Ireland, Spain, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Austria, Poland, Slovenia, Slovakia, Finland, Sweden, United Kingdom (England), Liechtenstein and Norway.

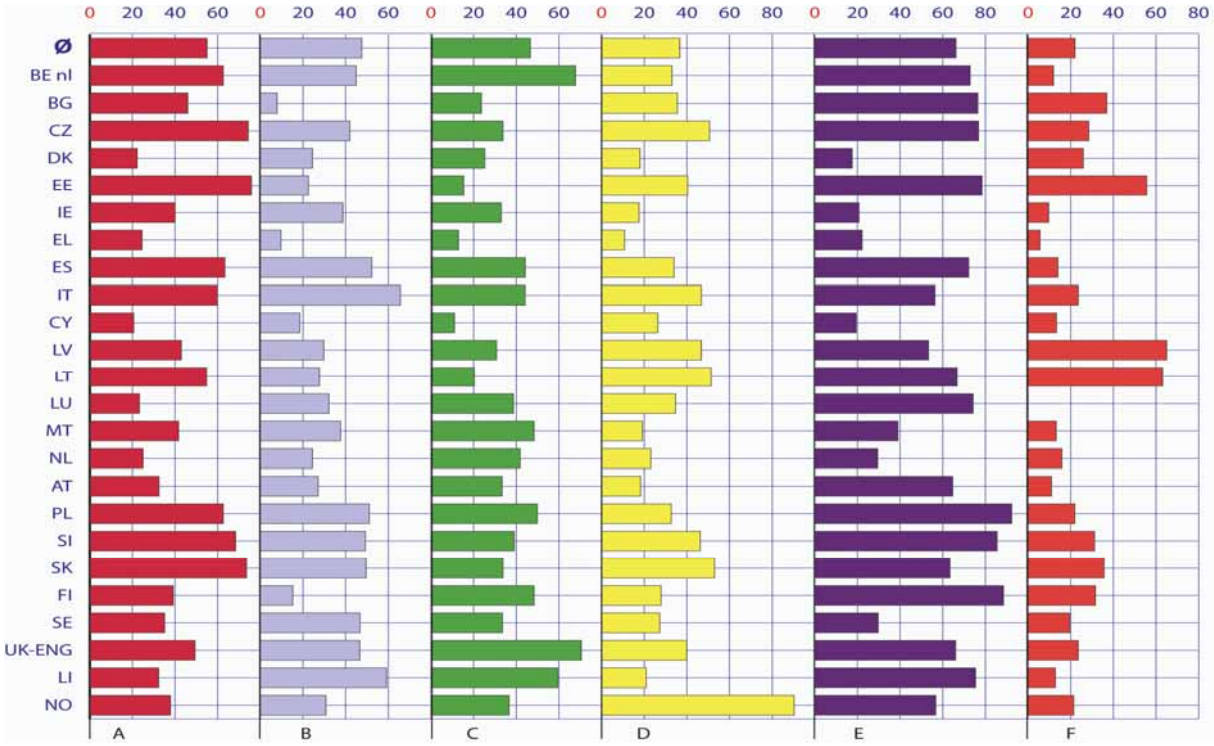
([43]) Teachers were also asked whether they had an opportunity to participate in the community activities in question with their target grade students. As the results were similar, it was decided to present information based on the school heads' answers because fewer countries met the sampling requirements at teacher level. In addition, the European ICCS student questionnaire included an additional question asking students about their participation in three types of activities relating to Europe. For more details, see IEA 2010b, pp. 133-138.

([44]) Principals were asked to indicate whether 'all or nearly all', 'most', 'some' or 'none' or 'hardly none' of their students had participated in each of the activities (IEA 2010b, p. 133).

([45]) In addition, the European ICCS student questionnaire included an additional question asking students about their participation in three types of activities relating to Europe. See IEA 2010b, pp. 138-139.

what extent students from schools across Europe have been given the opportunity to become actively involved in civic-related projects.

Figure 3.1: Opportunities for eighth grade students to participate in civic-related activities (national percentages) as reported by principals, 2008/09



A	Activities related to the environment in the local area.	**D**	Multicultural and intercultural activities within the local community
B	Human rights projects	**E**	Awareness raising campaigns
C	Activities related to under-privileged people or groups	**F**	Activities related to improving facilities for the local community

	A	B	C	D	E	F		A	B	C	D	E	F
Ø (average)	55.0	47.5	46.6	36.6	66.2	22.0	**LU**	23.3	32.2	38.7	34.7	74.3	0.0
BE nl	62.6	45.0	67.8	33.1	72.8	62.6	**MT**	41.6	37.6	48.3	19.2	38.9	13.2
BG	45.9	7.8	23.7	35.6	76.5	45.9	**NL***	25.0	24.4	41.8	23.1	29.5	15.9
CZ	74.4	42.0	33.7	50.7	76.8	74.4	**AT**	32.5	27.1	33.4	18.2	64.7	11.0
DK	22.2	24.4	25.2	18.0	17.6	22.2	**PL**	62.6	51.1	49.9	32.7	92.4	21.9
EE	75.9	22.5	15.4	40.4	78.4	75.9	**SI**	68.4	49.3	39.1	46.3	85.5	31.2
IE	40.1	38.7	33.0	17.6	20.7	40.1	**SK**	73.5	49.6	33.8	53.0	63.4	35.7
EL	24.5	9.6	12.9	10.8	22.2	24.5	**FI**	39.1	15.2	48.3	27.9	88.5	31.6
ES	63.4	52.2	44.2	34.0	72.2	63.4	**SE**	35.1	46.7	33.6	27.3	29.8	19.6
IT	59.9	65.6	44.2	46.8	56.4	59.9	**UK-ENG**	49.4	46.6	70.5	40.0	66.1	23.5
CY	20.7	18.5	11.0	26.4	19.4	20.7							
LV	43.0	29.7	30.8	46.8	53.4	43.0	**LI**	32.3	59.2	59.5	20.9	75.3	12.9
LT	54.8	27.7	20.3	51.3	66.7	54.8	**NO**	37.9	30.7	36.6	90.3	56.8	21.4

Source: IEA, ICCS 2009 Database.

* The Netherlands did not meet sampling requirements and the results are not representative. The Netherlands results were excluded when computing the countries average.

Explanatory note

The responses from principals 'all or nearly all' and 'most' have been aggregated in this figure. The alternative responses 'some', 'none' or 'hardly any' have been excluded.

The responses suggest that most eighth grade students (66.2 %) in European countries had an opportunity to participate in awareness raising campaigns and to take part in activities related to the environment at local level (55.0 %). In addition, almost half of students had been given the chance to be involved in activities related to human rights projects (47.5 %) and to help under-privileged people or groups (46.6 %).

At the other end of the scale the responses show that, on average, a lower percentage of students had an opportunity to carry out multicultural and intercultural activities within the local community (36.6 %), whilst activities related to improving facilities in the local community were the least common civic-related activity in European schools (on average, only 22.0 % of eighth grade students had an opportunity at school to be involved in these types of actions).

However, there are significant variations between individual countries. The greatest differences emerge with respect to involvement in multicultural and intercultural activities within the local community. According to the responses from principals in Norway, 90.3 % of students in their schools had an opportunity to take part in this activity, while in Greece the figure was only 10.8 %. However, it is important to note that Norway is an extreme example – the next highest frequencies were approximately 50 % in three countries.

The second highest difference between countries was seen in students' involvement in awareness raising campaigns. In Poland, the national percentage was 92.4 % whereas in Denmark it was only 17.6 %. However, this was a common activity for students in many countries; in ten countries more than 70 % of students studied at schools where the principal reported that 'all or nearly all' or 'most' students had had an opportunity to participate in awareness-raising campaigns. At the other end of the spectrum, only three countries had a national percentage lower than 20 % for this type of activity.

Although the European average for activities related to improving facilities for the local community was the lowest in the Baltic countries, more than half of all eighth grade students studied at schools where school heads reported that 'all or nearly all' or 'most' students had been given the opportunity to participate in such actions.

It is also worth noting that there were significant variations between types of activity within countries. In Luxembourg, Poland and Finland school principals reported much higher figures for awareness-raising campaigns than other types of activities. In contrast, in Denmark, Greece and Cyprus, all the civic-related community activities analysed had similarly low rates. On average, in these countries, only a minority of students (a quarter or less) studied at schools where the school principal reported that most students had been given an opportunity to participate in civic-related activities. Overall, the highest levels of participation were reported by principals in the Czech Republic, Poland, Slovenia and Slovakia.

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Summary

This chapter has analysed two ways in which students may experience practical citizenship education. Firstly through a school culture based on participation and democracy, and secondly through taking part in civic-related activities either at the local level or in society at large. Around a third of European countries make references in their regulations and recommendations or in their national curricula to the creation of a school culture likely to foster the development of citizenship skills. In a very few countries, specific national programmes have been set up to encourage the development of this type of school culture. With respect to civic-related activities, European countries reported three different ways of promoting and supporting student participation.

In some countries, the national curriculum or other recommendations/regulations specify that students should be given opportunities to be involved and active outside school, and specifically within their local community. In parallel, there are political structures, mostly at secondary level, intended to provide students with a forum for discussion and to allow them to voice their opinions on matters strictly related to school or, in some countries, on any area directly concerning children and young people. Lastly, most European countries support schools in providing their pupils and students with opportunities to learn citizenship skills outside school through nationwide programmes and projects. Working with the local community, discovering and experiencing democratic participation in society and addressing topical issues such as environment protection, cooperation between generations and nations are examples of activities supported by national publicly-financed programmes.

Finally, information from the International Civic and Citizenship Education Study (ICCS) completes the discussion. Data from the survey reveals that, according to school heads, eighth grade students involved in civic-related activities in the community varied greatly across European countries. Awareness raising campaigns were the most popular form of engagement in European schools, while improving facilities for the local community were the least common. A country comparison of school heads' responses shows that students had more opportunities to participate in a range of civic related community activities in some countries than in others.

CHAPTER 4: ASSESSMENT, EVALUATION AND MONITORING

Assessment is an integral part of teaching and learning. Besides, European countries also evaluate educational performance in order to ensure that their education systems are effective and that education policies are implemented successfully. A variety of means are employed, including the assessment of individual students as well as the evaluation of schools, teachers and local authorities. In some cases these and other indicators are also used to evaluate the education system as a whole. As citizenship education is an integral part of the curriculum in all countries, appropriate evaluation tools and instruments need to be devised to ensure that this subject area, like others, is adequately assessed. Indeed, the development of assessment methods that go beyond measuring the acquisition of theoretical knowledge has been identified as one of the major challenges in the field of citizenship education (Eurydice, 2005). The commitment by EU Member States in 2006 to develop social and civic competences as part of their key competences for education ([46]) has, moreover, reinforced the need for more effective evaluation of this important subject area. Assessment focusing not only on the acquisition of subject knowledge but also on the development of skills and attitudes is required.

This chapter looks at the main methods of evaluation with a view to determining to what extent they are applied to citizenship education. With respect to student assessment and school evaluation, the analysis also seeks to identify which particular dimensions of citizenship education are evaluated. Individual student assessment has two aspects – teacher assessment which is covered in section 4.1 and nationally standardised assessment which is addressed in both sections 4.1 and 4.3. School evaluation is examined in section 4.2 and national monitoring in 4.3.

4.1. Student assessment

This section gives an overview of national policies on student assessment showing how they impact on citizenship education. Firstly, the central guidance which provides the framework for teacher assessment is discussed; this is followed by an investigation of the contribution made by student attainment in citizenship to their transition from one level of education to the next. The particular forms of assessment used in evaluating student participation in citizenship-related activities are also considered. The analysis throughout this section is based on central level guidelines for teachers, and the contents of nationally standardised assessment instruments, as far as they relate specifically to citizenship education.

4.1.1. Central guidelines for teachers

Pupils are assessed in the field of citizenship education through the various subjects in which it is taught, whether they be stand-alone subjects or broader subjects/curriculum areas into which aspects of citizenship education have been integrated (see annexes for comprehensive country information). In assessing students, teachers may refer to the learning objectives of the subject concerned which are contained in national curricula or to the general student assessment guidelines that apply to all subjects. Few countries provide specific recommendations or guidelines for assessing student attainment in citizenship. Such situations can be found in Spain, Latvia, Romania, Slovenia and Sweden.

([46]) Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December on key competences for lifelong learning, OJ L 394, 30.12.2006.

In **Spain**, curricula of all subjects includes specific evaluation criteria that teachers must use. In **Latvia**, the social sciences subject model programme recommends specific assessment approaches. In **Romania**, in 2003, a series of assessment standards were developed for civic education in grade 4 and civic culture in grade 8. In 2004, new marking criteria were developed for civic culture in grade 8.

In **Slovenia**, annexes to all subject curricula for compulsory education schools include specific recommendations on the assessment of knowledge. In addition, the National Education Institute provided a non-mandatory handbook on how to teach and assess citizenship education and ethics (grades 7-8).

In **Sweden**, the National Agency for Education has developed a set of six tests for school years 7-9 to support social studies teachers in carrying out formative assessment of students' understanding of democratic principles.

Education authorities in Europe provide few tools to help teachers assess the knowledge, skills and attitudes in citizenship acquired by students through a range of subjects or through other school experiences. Practices in two countries (France and Austria) are worth mentioning in this respect.

In **France**, students' social and civic competences are evaluated by teachers at various key points in compulsory education (2nd and 5th years of primary education and last year of lower secondary education), using a standardised personal booklet. The booklet addresses students' knowledge, skills and attitudes as defined by the Common foundation Base of knowledge and skills.

In **Austria**, in autumn 2011, the centre for citizenship education published a new brochure dealing with the question of assessing young people's competences for citizenship education. The competences relate to abilities and willingness to find solutions to problems independently, decision-making skills, and conceptual thinking. The publication provides practical lessons and diagnostic exercises *(Diagnoseaufgaben)*, which help teachers to establish students' existing abilities in these areas. It is available for all Austrian teachers.

Assessing student competences in citizenship when taught as a cross-curricular dimension of the curriculum is indeed a challenge (Kerr et al., 2009), but without effective assessment tools provision cannot be evaluated and improvements in teaching cannot be made. The examples mentioned above provide an indication of possible ways forward in assessing the outcomes of citizenship education when delivered as a theme across all subjects (see Section 1.1).

4.1.2. Attainment in citizenship education and the student transition process

Across primary and secondary education, the decision to allow a student to progress to the next level of education relies, in most cases, on the outcomes of summative forms of assessment, organised either by the school or by a more central body ([47]). This section analyses to what extent students' marks in compulsory citizenship education, when taught as a separate subject, are taken into account in deciding whether students should progress to the next level of education. As seen earlier, citizenship education is taught as a separate subject in six education systems at primary level, 15 at lower secondary level and 13 at upper secondary level (involving 20 different countries or regions in total) (see Section 1. 1).

In a majority of cases, the marks obtained in citizenship (delivered as a separate subject) are systematically taken into account in the decision to award end-of-level certificates or to determine whether pupils have successfully completed primary or lower secondary education. However, there are exceptions to this general rule in Greece, France, Portugal, Romania, Finland, the United Kingdom (England) and Norway.

([47]) For more information on conditions of admission to lower secondary education and certified assessment at the end of lower and upper secondary education, see EACEA/Eurydice 2012b, pp. 162-168.

In Portugal and Norway, student achievement in the separate subjects 'Civics training' and 'Pupil council work' are not subject to summative assessment. In Portugal, civics training is a 'non-disciplinary curricular area' of compulsory education, which draws on knowledge and skills from a range of subjects, student evaluation is therefore qualitative and no marks are given. In Norway, the absence of pupil assessment in the subject 'Pupil council work' taught throughout lower secondary education was considered by teachers to present difficulties in implementing the subject ([48]). In Greece, the general upper secondary school leaving certificate is awarded on the basis of the general average marks of the last year of upper secondary education which does not include citizenship education as this is taught as a separate compulsory subject in the previous school year.

In France, Romania, Finland and the United Kingdom (England), marks in the separate subjects may be taken into account for the award of lower, compulsory or upper secondary education certificates but this is not systematic.

In **France**, student attainment in *'éducation civique, juridique et sociale*' during the three years of upper secondary education is validated by their teachers and may be used in the jury's deliberations for awarding the upper secondary leaving certificate. In **Romania** and **Finland**, consideration of student achievement in social studies for the award of the upper secondary certificate depends on students' choice of subjects and whether they form part of the final standardised leaving examination. In the **United Kingdom (England)**, achievement in citizenship is assessed at the end of compulsory education if students have followed the General Certificate of Secondary Education (GCSE) short course in citizenship. In 2010, approximately 13 % of 16 year-olds took an examination in citizenship as part of their GCSE.

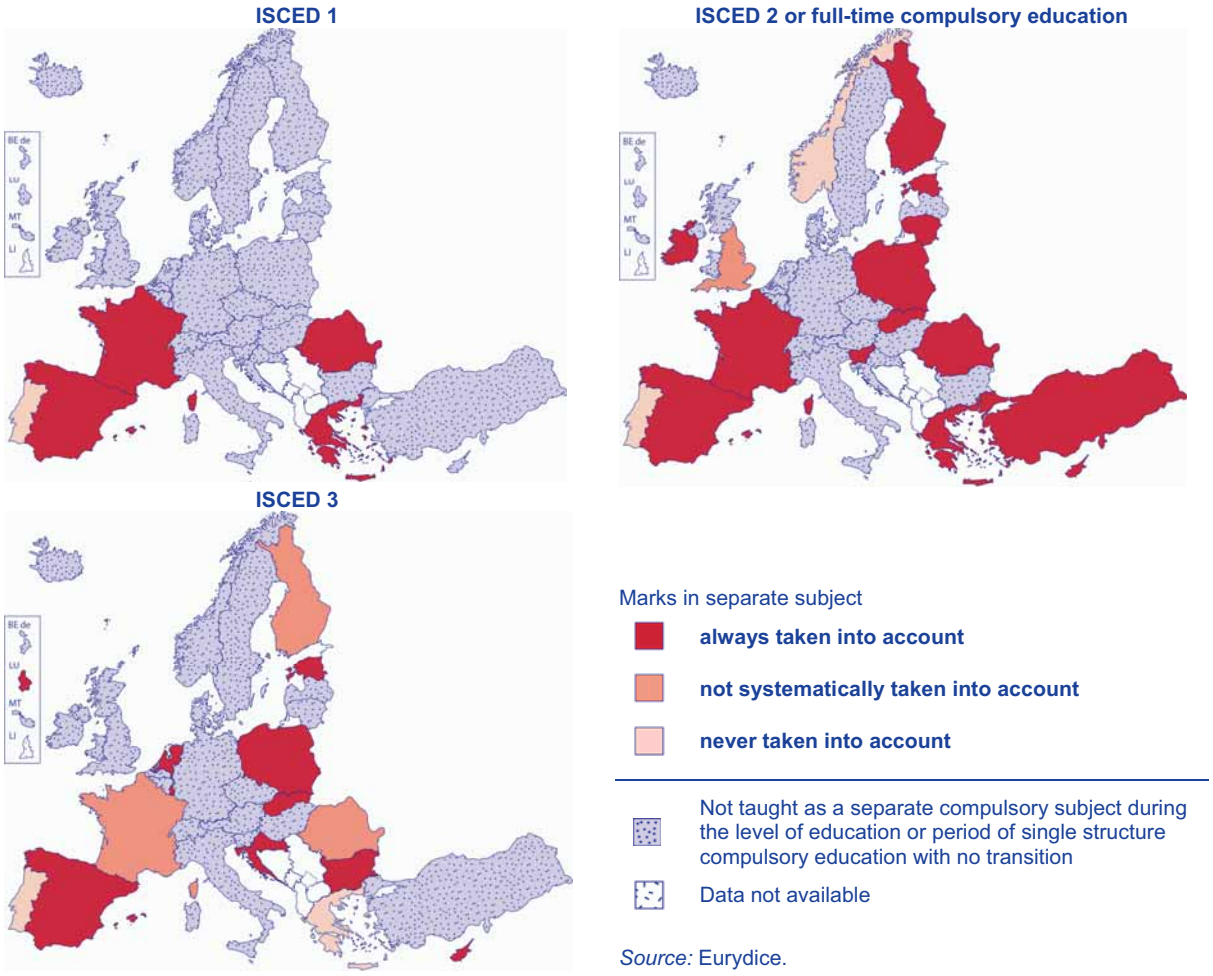
In other circumstances, students' results in citizenship as a separate subject are systematically taken into account in progression to the next level of education, generally on the basis of marks obtained in internal continuous assessment or in internal final examinations. In France and Ireland only, citizenship as a separate subject is always included in external examinations.

In **France**, the final written exam for lower secondary education addresses French, mathematics, history-geography and civic education. In **Ireland**, the award of the Junior Certificate (lower secondary certificate) is based only on external examinations and they cover the subject 'Civic, social and political education' (CSPE) (see Section 4.1.3).

In addition, students in Estonia can choose to take an external examination in the separate subject at the end of lower secondary education from a list of options. A similar possibility exists in Estonia, the Netherlands, Poland, Slovakia and Croatia regarding external examinations at the end of upper secondary education. In contrast, in Romania, compulsory subjects dedicated specifically to citizenship education are not part of final external examinations held at the end of school years 7 and 8. This is true also in Bulgaria, Cyprus and Luxemburg, for the external final examinations held at the end of upper secondary education. A close situation could be found in Poland until 2010/11. As of the next school year, elements of the separate compulsory subject 'Knowledge about Society' will be included in the final external examinations held at the end of lower secondary education.

([48]) *Erfaringer med utdanningsvalg og elevrådsarbeid på ungdomstrinnet*, Experience with educational choices and student council work in secondary schools, Reference: Utdanningsdirektoratet 2011 (The Norwegian Directorate for Education and Training).

Figure 4.1: Contribution of students' marks in citizenship education (taught as a separate compulsory subject) to student transition to the next level of education (ISCED 1, 2 and 3), 2010/11



Source: Eurydice.

Explanatory note

For full information on countries where no separate compulsory subject is taught, see Figure 1.1.
Marks in citizenship education taught as a separate compulsory subject are not systematically taken into account for pupil transition to the next level of education when the subjects in question are, to varying extents, subject to choice either by students or by education authorities. Certification at the end of full-time compulsory education instead of ISCED 2 applies to the United Kingdom (England).

Country specific notes

Czech Republic: The provision of a separate subject in citizenship education at ISCED levels 2 and 3 depends on the given school.
Portugal: Student achievement in the separate compulsory subject 'Civics training' introduced in 2011/12 in the 1st year of upper secondary education are not marked, only qualitative assessment is conducted.
Romania: Final examinations do not take place at the end of lower secondary education but at the end of school year 8.

4.1.3. Assessing student participation in school life and wider society

Encouraging students' active participation at school and in the community has been made an objective of citizenship education in the vast majority of European countries. Around a third of countries have issued central guidelines at secondary level for assessing student participation in school life and in wider society (Figure 4.2). In addition, student participation in school life and/or in society is assessed in primary schools in Bulgaria, Spain, Latvia and Poland. The assessment of student participation takes various forms including establishing personal profiles for pupils, validating participation in school and beyond through a final certificate, assessing student attainment in citizenship classes delivered as

a separate or as an integrated subject. Except in Germany, student marks for participation are part of the assessments that summarise student attainment at the end of a school year or at the end of an educational level and contribute to the decision-making process on students' future school career.

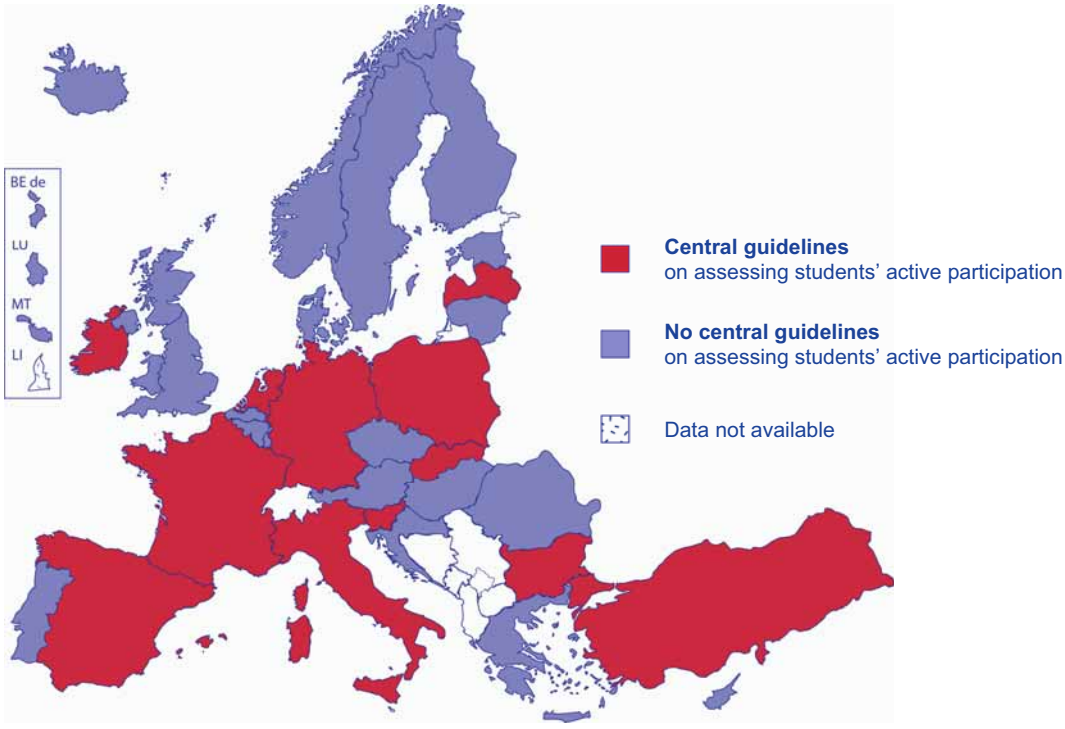
In Bulgaria, France, Latvia and Poland, student participation is assessed and recorded in personal profiles as a mark for participation in school life, or as a mark for behaviour.

In **Bulgaria**, at the end of each year of primary and secondary education, the class teacher prepares a personal profile which presents an assessment of students' participation in out-of-school activities (e.g. projects, conferences, competitions, Olympiads, etc.). Upon completion of primary and secondary education, a more comprehensive personal profile is an integral part of school leaving certificates.

In **France**, students are awarded a *'note de vie scolaire'* throughout the whole of lower secondary education, including on the final certificate. This mark reflects student contribution to school life and participation in activities organised or recognised by the school.

In **Latvia** and **Poland**, at primary level, students' involvement in social activities at class and school level and in voluntary activities are among the criteria for the assessing student behaviour.

Figure 4.2: Central guidelines on assessing students' active participation in school or in the community (ISCED 2 and 3), 2010/11



Source: Eurydice.

Explanatory note

Central guidelines may apply to one or two of the ISCED levels included in the scope of the figure.

Country specific note

Germany: Information relates to the Land of Northrhine-Westphalia.

In Italy, the Netherlands and Poland, credits or points are awarded for participation in community-oriented out-of-school activities and these are taken into account in the general assessment which provides access to upper secondary education (Poland) or to the upper secondary leaving certificate (Italy and the Netherlands). In Italy and Poland, this is not, however, compulsory whilst in the Netherlands students have to complete a total of 30 hours' community service during their secondary education in order to obtain the school-leaving certificate (see Chapter 3 for more information). In Germany, in the Land of Northrhine-Westphalia, students may also ask to have their voluntary work, in or out of school, documented on report cards or certificates, but this is optional and is not taken into account in the decision to award the certificate. Finally in Ireland, student assessment in CSPE for the Junior certificate makes up 60 % of an award for a report on an action project coursework record book. The action project is generally linked to citizenship-related in or out-of-school activities such as carrying out a mock election or a field trip visit to a county council.

Attitudes and participation can also be evaluated within the framework of student assessment in a subject, partly or entirely dedicated to citizenship education. In Spain, Slovenia, Slovakia and Turkey, the subject curricula for citizenship education include suggestions for the criteria that teachers may use in assessing student participation in school or in the community.

In **Spain**, the national curriculum for the separate subjects 'Citizenship and human rights education' and 'Ethical and civic education' at lower secondary level include assessment criteria referring to the degree of pupils participation in class and school activities

In **Slovenia**, teacher guidelines in the subject curricula for history (in which citizenship education is integrated) states that teachers may use alternative forms of assessment, such as assessment of active participation in discussions and debates at class and school levels.

In **Slovakia**, the national curriculum for the separate subject citizenship science at lower secondary level suggests project-based assessment for student attendance at municipal council meetings.

In **Turkey**, assessment in the separate subject 'citizenship and democracy' is carried out through self-evaluation forms that allow students to assess their own competences related to active participation in the community.

Even when there are no central guidelines on assessing students' active participation in or out of school, teachers may, in some circumstances, take it into account in their assessment. In this respect, project-based work related to school life or community activities can provide opportunities for evaluating students' active participation in this area. For instance, Austria and Poland have both introduced project-based work that is not linked to a particular subject but which, depending on the type of project, may incorporate an active participation dimension. In Austria, student achievement in project-based work must be assessed, while in Poland participation in a project is sufficient reason to assess a student's involvement as positive. Besides, in Hungary, pupils can choose to take a project-based school leaving exam in the area of 'Human beings, society and ethics'. The Education Authority decides on the topic of the project, for example, school violence or a specific NGO.

4.2. School evaluation

This section analyses how citizenship education is incorporated into the process of external and/or internal evaluation of primary and secondary schools. Firstly, it examines whether issues related to citizenship education are covered by central level regulations and recommendations on school evaluation across Europe; it then looks at the specific aspects of school activity related to citizenship education that are evaluated.

For the purposes of this study, **external school evaluation** is defined as a process conducted by evaluators who report to a local, regional or central education authority but are not members of staff at the school concerned. In some cases, the evaluators are from an independent evaluation agency. The purpose of external evaluation is to monitor and improve school performance as well as to enable accountability. Many aspects of school operations and management, including teaching and learning are included. In the majority of European countries (excepting Greece, Italy, Cyprus, Luxembourg and Croatia), all educational institutions providing primary and secondary education are subject to external evaluation (Eurydice/EACEA 2012b, pp. 39-41).

Internal school evaluation is carried out by members of the school community, i.e. individuals or groups of people who are directly involved in school activities (such as the school head, teaching and administrative staff and pupils) or those who have a direct stake in the school (such as parents or local community representatives). It contributes to school improvement and helps to raise standards. It is conducted in virtually all countries in Europe, generally on a compulsory basis. However, in Belgium (French Community) it is neither compulsory nor recommended. In Cyprus, it is rarely carried out, and in Greece and Luxembourg, it currently takes place only in the form of pilot projects (Eurydice/EACEA, ibid.).

4.2.1. Citizenship-related issues in school evaluation

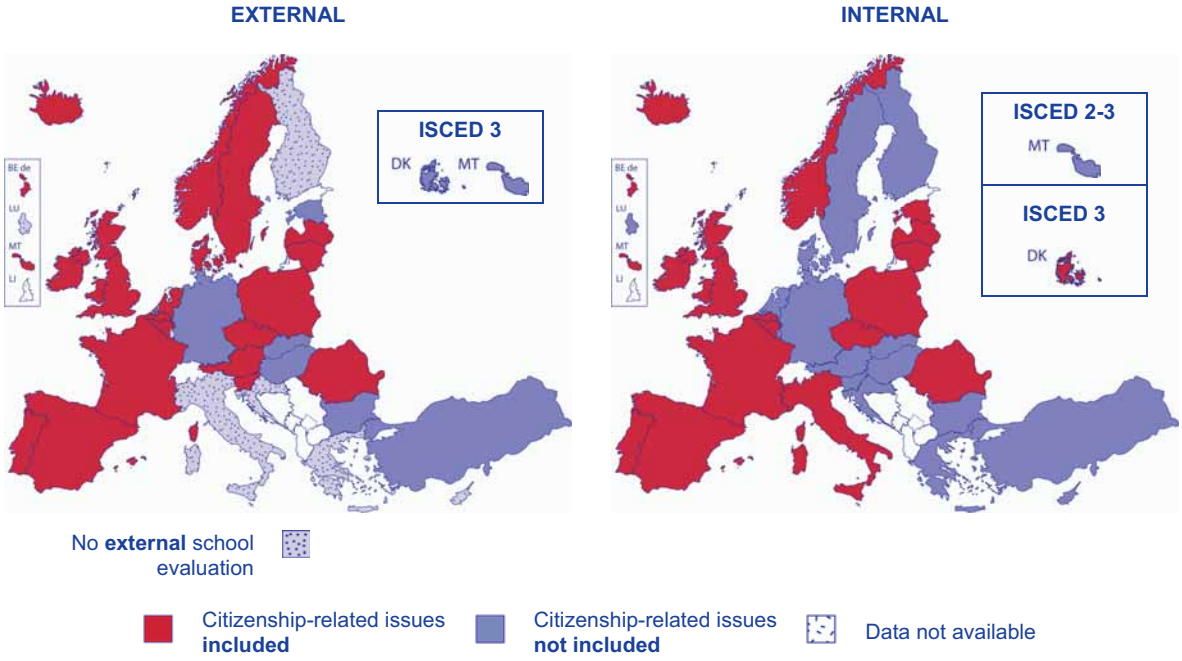
A majority of the countries that carry out school evaluation report that issues related to citizenship education are explicitly covered within official regulations/recommendations. Nineteen countries include citizenship-related issues in external school evaluation and 17 countries in internal evaluation (see Figure 4.3).

In most countries, both external and internal evaluation of schools address issues related to citizenship education, according to regulations and recommendations. The only exceptions are the Netherlands, Austria, Slovenia and Sweden, where citizenship is only included in external evaluation and in Estonia and Italy, where citizenship is taken into account only during internal school evaluation.

Except in Denmark and Malta, the countries that cover issues linked to citizenship education as part of the school evaluation process do so at both primary and secondary level (ISCED 1, 2 and 3). In Denmark, however, citizenship education issues are covered only as part of the external evaluation of primary and lower secondary education (ISCED 1 and 2); at upper secondary level (ISCED 3) citizenship is only covered by internal evaluation processes. In Malta, only the external evaluation of schools offering compulsory education (ISCED 1 and 2) and internal evaluation of primary schools (ISCED 1) cover issues related to citizenship education.

As Figure 4.3 shows, in a large number of countries, central regulations or guidelines on external and/or internal evaluation of schools do not include any reference to citizenship education. However, this does not necessarily mean that citizenship issues are not addressed in school evaluation. Due to the decentralisation of educational decision-making and increasing school autonomy, there may be requirements or recommendations issued at regional or local level, or within school's own policies.

Figure 4.3: Citizenship-related issues included in external and/or internal evaluation of schools (ISCED 1, 2 and 3), according to central level regulations/recommendations, 2010/11



Source: Eurydice.

Country specific notes

Germany: The situation may differ at Land level.
Spain: School evaluation is the responsibility of the Autonomous Communities; the information in the figure represents the most common practice across the Communities.
Finland: Education providers (mostly municipalities) are responsible for evaluating the effectiveness of their provision and have full autonomy for its arrangements.
Sweden: Information refers to school external evaluation conducted by the national Swedish schools inspectorate.

4.2.2. Areas of school activity related to citizenship education included in external or internal school evaluation

Many types of school activities may be evaluated in relation to the provision of citizenship education. For analytical purposes, these aspects have been grouped into four main areas:

- school culture;
- school governance;
- relationships with the wider community;
- teaching and learning.

School culture or school climate refers mainly to 'a system of attitudes, values, norms, beliefs, daily practices, principles, rules, teaching methods and organisational arrangements' (Eurydice 2005). School climate or culture can be appraised through criteria relating to student welfare such as student safety and security as well as caring for their emotional, psychological and social needs, or to school communication practices. The evaluation of school governance in relation to citizenship is concerned with ensuring that students, parents, and teachers are able to participate in the various decision-making or consultative bodies at school level as well as be involved with the development of school

policy. A school's relationships with its stakeholders may be measured through, for example, evidence of cooperation with parents and the existence of formal partnerships with community organisations and other bodies. For instance, in the United Kingdom (England), the guidance for inspectors (Ofsted, 2009) refers to the links that should be forged with other agencies and the wider community to provide a wide range of curriculum and enrichment activities in order to support pupils' engagement with citizenship issues. Finally, the evaluation of teaching and learning in citizenship, as with all curriculum subjects or areas, is focused on the quality of the teaching and learning process, pupil and student learning outcomes, as well as adherence to official curriculum content and to recommended teaching methods.

Other important areas of school activity may also be included in school evaluation. For example, in the United Kingdom (Scotland), the guide for inspections also includes aspects related to international education, global citizenship and sustainability issues.

External evaluation

In more than half of the countries where citizenship issues are included in school external evaluation, the evaluation covers at all educational levels all four areas considered; i.e. school culture, school governance, relationships with the wider community as well as teaching and learning (see Figure 4.4).

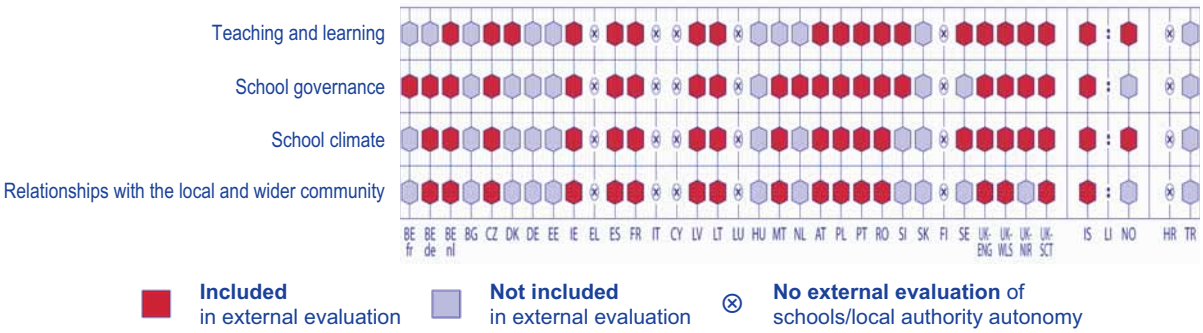
In Belgium (German-speaking Community) and Malta, external evaluation is carried out at all educational levels and covers all areas except curriculum implementation.

> For example, in **Belgium (German-speaking Community)**, inspectors look at school climate (e.g. whether there is a sense of school identity among all parties, whether teachers are committed to abiding by the rules of conduct, and whether students feel secure at school). Inspectors verify whether the school has defined and made public the responsibilities of the school head and whether participants (school head, teachers, parents, pupils and all other staff working in the school) are regularly informed about the decisions of the individual school bodies. Inspectors also look at schools' external relationships, for example, whether the school promotes regular student exchanges (Autonome Hochschule in der DG, 2009).

In Slovenia, Sweden and Norway, only two of the four areas are covered at each level. Finally, in three countries, evaluation covers only one of the areas concerned, i.e. school governance in Belgium (French Community) and the Netherlands, and teaching and learning in Denmark.

When looking at the particular areas of school activity as they relate to citizenship education, there are no substantial differences in the frequency with which each of them is covered by the official guidelines for external evaluation. In most countries, the same areas are evaluated at each educational level. However, there are some exceptions. In Denmark and Malta, aspects relating to citizenship education are evaluated only during the period of compulsory education. In Ireland, the evaluation of teaching and learning in citizenship mainly takes place during subject inspections at lower secondary level and to some extent within whole-school evaluations at primary level. Governance aspects (role of students and parents in school policy development and in the working of student and parent councils) are evaluated only in whole-school evaluations at secondary level. Finally, in Lithuania, teaching and learning and school relationships are evaluated only in secondary education.

Figure 4.4: Areas of school activity relating to citizenship education included in external school evaluation (ISCED 1, 2 and 3), according to central level regulations/recommendations, 2010/11



Source: Eurydice.

Explanatory note

'School governance' mainly refers to student and parent participation in school policy development and representation on student/school councils/bodies.

Country specific notes

Denmark and **Malta**: Aspects of citizenship education are not taken into account in the external evaluation of upper secondary schools.
Germany: The situation may differ at Land level.
Spain: School evaluation is the responsibility of the Autonomous Communities and information in the figure reflects the most common practice across the Communities.
Finland: See the note in Figure 4.3.
Sweden: Information refers to school external evaluation conducted by the national Swedish Schools Inspectorate.

Various sources of evidence and methods may be used by inspectors for evaluating the quality of citizenship education.

In some countries (e.g. France and the Netherlands), inspectors look at the inclusion of aspects relating to citizenship education in schools' mission statements and/or their educational development plans. In France, national inspectors examine the citizenship sections *(volet citoyenneté)* of the school plan, to assess, for example, the involvement of school heads, parents and students in the Committee for Health and Citizenship Education *(Comité d'éducation à la citoyenneté et à la santé* – CESC) and in other actions at school and wider community level. In the Netherlands, inspectors look at the explicit inclusion of references to citizenship education in school mission statements and other school planning documents.

Parents can also provide a relevant source of information when evaluating aspects relating to citizenship education in schools. For instance, in Ireland, school inspectors meet with parents to obtain information about the activities conducted by parent councils and associations, and to monitor the actual degree of parental involvement in school governance. In Latvia, parents are surveyed in order to gauge their satisfaction with the means of participation available to them.

In the United Kingdom (Scotland), the guide for inspections ([49]) is very detailed and points to a significant number of indicators related to citizenship education.

> Key sources of evidence include direct observation of learners; levels of attendance, retention and exclusion; analysis of incidents of violence, bullying and racially-motivated behaviour; rates of participation and progression in sporting, cultural and citizenship activities including out-of-school learning; rates of participation in peer support activities, mentoring schemes and community involvement; the extent to which the needs of all learners are met, including those at risk of missing out such as lower attaining groups; and analysis of focus group comments and questionnaire

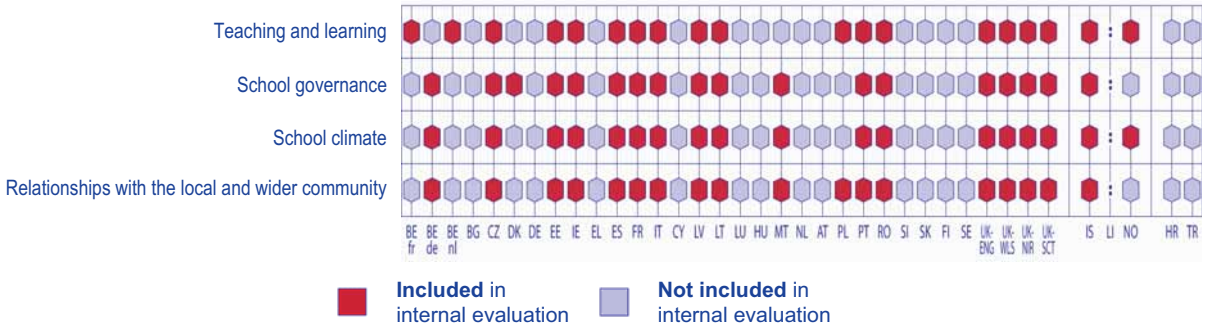
([49]) How Good is Our School 3 HGIOS?3,2006. http://www.hmie.gov.uk/Generic/HGIOS

responses from learners and other stakeholders indicating the extent of their satisfaction with the school's provision. Self-assessment resources may also be used by inspectors to gather evidence upon which to base their report.

Internal evaluation

In most of the 17 countries where citizenship education is taken into account in internal evaluation, all the areas of citizenship education identified in Figure 4.5 are covered at all educational levels. In Belgium (German-speaking Community) and Malta (primary level only), evaluation guidance/regulations refer to three of the four areas at all school levels, teaching and learning is the exception. In Poland and Norway, only two of the four areas of citizenship education are covered at all levels. Finally, only teaching and learning is covered in Belgium (Flemish Community) and only school governance in Denmark.

Figure 4.5: Areas of school activity relating to citizenship education included in internal school evaluation (ISCED 1, 2 and 3), according to central level regulations/recommendations, 2010/11



Source: Eurydice.

Explanatory note

'School governance' mainly refers to student and parent participation in school policy development and representation on school councils/bodies.

Country specific notes

Denmark: School governance is included in internal school evaluation only at ISCED 3.
Germany: The situation may differ at Land level.
Greece and **Luxembourg**: Internal evaluation currently takes place only in the form of pilot projects.
Spain: School evaluation is the responsibility of the Autonomous Communities and information in the figure reflects the most common practice across the Communities.
Cyprus: Internal evaluation is rarely carried out.
Malta: Only the internal evaluation of primary schools covers aspects related to citizenship education.
United Kingdom (ENG): Ofsted guidance on self-evaluation was significantly revised in 2011. Schools are expected to undertake self-evaluation using their own approach.

As with external evaluation, when looking at the particular areas of school activity related to citizenship education, there are no major differences in the frequency with which they occur. All four main areas identified in Figure 4.5 are equally represented across countries and educational levels. Furthermore, in the majority of countries concerned, the same areas are taken into account at each school level. The exceptions are in Ireland, where teaching and learning is not covered at ISCED 3 and in Lithuania, where school governance is not included at ISCED 1 nor school relationships at ISCED 3.

Some countries report that schools are encouraged and supported by their inspectorates (or other evaluation bodies) in developing their self-assessment capacities with respect to practices related to citizenship education.

In **Ireland**, within the subjects 'Social, personal and health education' (SPHE) and general school life, schools are encouraged to measure key aspects of their own practice, including the encouragement given to pupils to contribute to the local community and how that is facilitated. The book *Looking at our school: An aid to school self-evaluation* (separate versions for ISCED 1, and ISCED 2-3), prepared by the inspectorate, contains indicators of good practice, as well as many references to the importance of communication and voice within the school community and between the school and its community ([50]).

In the **United Kingdom (Northern Ireland)**, the inspectorate publishes the *Together towards improvement* resource to support schools in the process of self-evaluation. For secondary education, it includes a wide range of quality indicators relevant to citizenship education ([51]).

In some countries (e.g. France and Norway), schools develop their own tools and/or criteria for self-evaluation according to legislation and official regulations, recommendations and/or performance indicators.

In **France**, schools carry out various operations to evaluate their own performance based on the official recommendations to school heads *(lettre de mission)* and specific laws on finance *(La Loi organique relative aux lois de finances)*. These operations include examining the activity reports of various councils (e.g. administration, disciplinary, citizenship and health) and other associations in schools. In **Norway**, the yearly surveys of pupils, teachers and parents which cover various aspects of school life related to citizenship are an important tool for self-evaluation ([52]).

4.3. Monitoring education systems

This section examines the ways in which citizenship education has been included in national processes for monitoring the performance of the entire education system over the last ten years. The monitoring involves collecting and analysing information in order to check the performance of the education system in relation to goals and standards and thus enable any necessary changes to be made (EACEA/Eurydice 2012b, p. 46).

Although practices vary between European countries, four main types of monitoring process which address citizenship education directly or indirectly have been identified:

- specific evaluation of citizenship education provision
- research projects on wider educational issues which incorporate citizenship issues
- surveys on young people's participation in or attitudes to school, society and politics
- use of findings from external school evaluation or standardised pupil assessment

Germany, Italy, Slovenia, Sweden and Norway report having carried out **specific evaluations of citizenship education provision** at school.

In **Germany**, between 2002 and 2007, the Bund-Länder-Commission for Educational Planning and Research and the German Institute for Educational Research surveyed 200 general and vocational secondary schools in 13 Länder. The

([50]) Civic and citizenship education are not directly referenced within these documents, i.e. not identified for specific indicators, but the overall tenor ot the documents contains a strong emphasis on these values. See PDF versions on www.education.ie

([51]) 'Together Towards Improvement' see http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.pdf

([52]) Web site Skoleporten on school/municipal/county/national level: http://skoleporten.udir.no/

survey focused on the measures schools had taken to promote democratic behaviour through teaching, projects or whole-school environment ([53]).

In **Italy**, in 2010, the national evaluation agency for the school system (Invalsi) surveyed a sample of schools through questionnaires on their implementation of the cross-curricular area 'Citizenship and the constitution' (see Section 1.1), for which they had received public funds.

In **Slovenia**, a comprehensive research project 'Citizenship Education for the Multicultural and Globalised World' was carried out between January 2010 and August 2011 ([54]). An interdisciplinary project group reviewed the content, concepts, approaches, strategies and institutional framework for citizenship education, in the light of contemporary theories on citizenship education and approaches used in other European countries. The research found that the Slovenian approach to citizenship education did not sufficiently address the general social and political environment or the issues that present the main challenges in the 21st century and that teachers did not have sufficient skills. This research project resulted in proposals to bring contemporary global and multicultural content to the curricula of citizenship education and to provide new teaching materials.

In **Sweden**, between 2009 and 2011, the National Agency for Education *(Skolverket)* carried out a comparative study, based on interviews and observations, of the ways in which democratic values and attitudes were integrated into school work and subjects ([55]).

In **Norway**, the Directorate for Education and Training carried out a survey in 2010 to identify the challenges and issues faced by secondary schools in implementing the separate curriculum subject 'Pupil council work' (The Norwegian Directorate for Education and Training, 2011). This evaluation, which involved interviews at school and at local level in four counties, resulted in a final report on school practices and a change in the approach chosen to teach citizenship (see Section 1.1).

The monitoring of citizenship education can also take place as part of central level **research projects on wider educational issues**. Indeed in 2008/09 in Belgium (Flemish Community), an academic research project (Elchardus et al. 2008)) investigated the social and pedagogical relevance and feasibility of the cross-curricular attainment targets introduced at the beginning of the decade. The effectiveness of the citizenship cross-curricular attainment targets was a particular focus of this research.

The outcomes of citizenship education are sometimes monitored by means of surveys to assess young people's participation in or attitudes to school, society or politics.

In **Latvia**, the integration of young people in society, as well as their civic participation and attitudes were surveyed in 2008 by the University of Latvia. One strand of the research project ([56]) dealt with the participation of young people in school life.

In **Lithuania**, national evaluations in the field of social/citizenship education take place periodically. In 2008, approximately 2 000 young people aged 16-24 were surveyed through interviews, focus groups and questionnaires to gauge their participation in youth organisations, elections and community activities (Zaleskienė et al., 2008).

([53]) Final report about the evaluation of the BLK – programme 'To learn and live democracy', Frankfurt, 2007 http://blk-demokratie.de/index.php?id=83

([54]) http://www.drzavljanska-vzgoja.org/

([55]) *Redovisning av uppdrag om skolans värdegrund Dnr U 2009/2848/S* [Report on assignment on core values in school] http://www.skolverket.se/2.3894/publicerat/2.5006?_xurl_=http%3A%2F%2Fwww4.skolverket.se%3A8080%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FRecord%3Fk%3D2580

([56]) A Portrait of Latvian Youth Today: Integration in Society and Marginalization Risks", University of Latvia "(Riga, 2009).

In **Austria**, two recent surveys targeted young people aged between 14 and 24 in the context of the 2007 lowering of the voting age from 18 to 16. The first focused on their attitudes to and expectations of citizenship education ([57]), and the second on their political attitudes, values and practices (Filzmaier, 2007).

Finally, citizenship education can be embedded into two mechanisms used for the regular monitoring of education systems. Firstly, the findings from **external school evaluation** are very frequently used in Europe to evaluate the performance of the education system as a whole (EACEA/Eurydice, 2012b) and national reports based on this data sometimes deal with the provision of citizenship education.

In **Ireland**, the Department of Education and Skills inspectorate produces reports on the education system on the basis of whole-school and subject inspections performed over the year, which assess how the various subjects are implemented. A 2009 report targeted the provision of social, personal and health education at primary level ([58]).

In the **Netherlands**, the Inspectorate draws general conclusions on the state of citizenship education in its annual report ([59]).

In the **United Kingdom (England)**, the non-ministerial government department for school inspection (Ofsted), published a report in 2010 which focused on the implementation of the subject 'citizenship' (Ofsted, 2010).

Secondly, national monitoring based on the outcomes of **standardised pupil assessment** is very widespread in Europe. Most countries where such assessment is carried out aggregate the results to obtain a general overview of how the national or central education system is performing and to inform policy making on this basis (EACEA/Eurydice, 2012b). However, in the majority of countries, the subjects dedicated to citizenship education are not assessed in national tests and neither are students' social and civic competences (EACEA/Eurydice 2009). In Ireland and France ([60]) nevertheless, the separate subjects dedicated to citizenship education (i.e. 'CSPE' and 'Civic education' respectively) are included in the national examinations taking place at the end of lower secondary education and are compulsory for all pupils (see Section 4.1). National reports on school performance in relation to CSPE are issued from time to time in Ireland ([61]).

Other types of national tests, primarily aimed at monitoring the education system as a whole, deal with citizenship education in seven countries or regions. In Belgium (Flemish Community), France, Lithuania and Slovenia, these national tests include the subjects wholly or partly dedicated to citizenship education and may be conducted annually or periodically as part of a process of subject rotation.

In **Belgium (Flemish Community)**, the most recent national assessment of the areas 'Society', 'Space, 'Time' and 'Use of different information sources' from the subject 'Environmental studies' took place in May 2010. The primary education attainment targets relating to socio-economic, socio-cultural as well as political and legal aspects of the domain 'Society' were tested in a sample of nearly 3 400 pupils in their last year of primary education in 113 schools.

In **France**, civic education is one of the rotating subjects in the subject-based national test *(Cycle d'évaluations disciplinaires réalisées sur échantillons)* administered to a sample of schools at the end of primary school and at the end of compulsory education.

([57]) Filzmaier, Peter: Jugend und Politische Bildung – Einstellungen und Erwartungen von 14- bis 24-Jährigen [Youth and Citizenship Education – attitudes and expectations of 14 to 24 years of age]. Vienna 2007 (www.donau-uni.ac.at/dpk/studie).

([58]) See school inspection reports (CSPE) on www.education.ie

([59]) http://www.onderwijsinspectie.nl/actueel/publicaties/Onderwijsverslag+2009-2010.html

([60]) The written examination held at national level for the award of the national certificate is not considered as a national test as such (i.e. EACEA/Eurydice 2009 and EACEA/Eurydice 2012b) given the lack of central procedures for administering and marking this examination but the objective here is to underline that its content, which is standardised at national level, include the separate compulsory subject 'Civic education'.

([61]) These reports, and annual statistics for CSPE, are available at www.examinations.ie

In **Lithuania**, an integrated social sciences course which includes a 'Civics' subject is tested every other year using a sample of pupils in grade ten.

In **Slovenia**, at the end of year nine, all pupils take a national test in the mother tongue, mathematics and a third subject, as determined by the Minister of Education. Each year, the Minister determines four subjects from the list of compulsory subjects in grades eight and nine; he may determine 'Citizenship, patriotic education and ethics', as this is a compulsory subject in grades seven and eight. Only one of the four subjects is assessed at each school.

In addition, Spain, Latvia and Finland carry out national tests for monitoring purposes focused, not on particular subjects, but on competences in particular fields. Social and civic competences are included either on a periodic basis (Spain and Finland) or an annual basis (Latvia).

In **Spain**, the Institute of Evaluation, in collaboration with all the Autonomous Communities, periodically performs a sample-based general diagnostic evaluation to measure student achievement in the key competences established by the national core curriculum, including social and civic competences. In 2008/09, social and civic competences were assessed in grade four of primary education. In 2010, they were assessed in grade two of secondary education. In addition, all Autonomous Communities perform their own annual diagnostic evaluations administered to all pupils in certain grades.

In **Latvia**, pupils in the third and sixth years of primary education must take a national-level combined content test, to assess their acquisition of socio-cultural competences. The socio-cultural competence involves socialisation skills, knowledge of Latvian and world culture, independent learning abilities, cooperation and tolerance skills.

In **Finland**, subjects in the sample-based tests are set in accordance with national priorities. In 2011, 15-year old students' knowledge, skills and attitudes relating to civic and citizenship education and active participation were tested.

Besides national level initiatives for monitoring citizenship education, it should be noted that many of the countries covered by this report participated in the last two IEA (International Association for the Evaluation of Educational Achievement) surveys related to civic and citizenship education and, consequently, the results may shape future policies. The outcomes of both surveys provide national information on students' achievements in civic and citizenship education as well as on school practices. The 1999 Civic Education Study included 22 of the education systems covered by this report and the 2009 Civic and Citizenship Education study covered 21. In Austria, the international survey was tailored to the national context of citizenship education by the inclusion of a specific Austrian module in addition to the instruments used in the other countries. The module involved the following subject matters: implementation of citizenship education in schools; school democracy; student participation; student attitudes towards politics and politicians; as well as the development of competencies for active citizenship within the school context and beyond.

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Summary

This chapter has examined how citizenship education is assessed and evaluated through individual student assessment and school evaluation as well as through the various processes used to monitor the performance of the education system as a whole.

Students throughout Europe are assessed in their knowledge and understanding of citizenship issues according to the standard arrangements in place for the various stand-alone or integrated subjects in which citizenship is taught. Some countries have also started to design assessment tools for teachers or nationally standardised tests for students which seek to assess social and civic competences independently from a given subject. Around a third of countries have issued central guidelines on using summative forms of assessment to evaluate student participation in school life or in community activities. The outcomes of this assessment may have an impact on a student's future school career.

In a majority of cases, marks obtained in the compulsory stand-alone citizenship subjects at primary, lower or upper secondary levels are taken into account in decisions on student transition to the next level of education or in the award of a school-leaving certificate. Assessment of student achievement in these citizenship-related subjects is usually on a continual basis throughout the year or by means of a final internal assessment. When citizenship subjects are part of final external examinations, practices vary between European countries. In France and Ireland only, the separate citizenship-related subject is systematically included in external examinations. In other countries where a citizenship is taught as separate compulsory subject, it may only be included in the national external examinations for those students who have chosen to study the subject. Finally, in Portugal and Norway, no marks are assigned to pupils for their citizenship studies and so cannot be taken into account in any decisions on student transition to the next level of education.

In almost all European countries, schools are evaluated both by external and internal evaluators for improvement, monitoring or accountability purposes. In a majority of cases, central regulations and recommendations on evaluation address areas of activity related to the teaching and learning of citizenship. However, as citizenship education is a comprehensive process that is not limited to the formal teaching of citizenship education in class, a wide range of other school operations may also be evaluated. These relate mainly to the teaching and learning; the school climate, including student welfare issues; the participation of stakeholders such as parents in school governance and in the development of school policy; as well as schools' relationships with the local and wider community. In most cases, external or internal evaluators consider whether practices in these four areas are organised in a manner that will support the effective delivery of citizenship education.

Finally, citizenship education is included in the evaluation of the whole education system. Monitoring the performance of the education system by collecting national level information is very widespread in Europe. Over the last ten years, around two thirds of countries have addressed citizenship education directly or indirectly as part of their national monitoring process. Although few countries report that they have carried out surveys with the specific aim of evaluating the provision of citizenship education, several countries do address citizenship education through other established evaluation mechanisms. National reports based on data from external inspections of schools or students' results in national tests are both regularly used to monitor system performance and may sometimes focus specifically on citizenship education. The majority of countries do not, however, include the subjects dedicated wholly or partly to citizenship education in their national testing system. Finally, wider surveys on young people's participation or on their attitudes to school, society or politics may also be used to monitor the outcomes of citizenship education, as is the case in Latvia, Lithuania and Austria.

CHAPTER 5: PREPARATION AND SUPPORT FOR TEACHERS AND SCHOOL HEADS

Teachers, together with other educational staff, have an important role to play in translating the policy aims underlying citizenship education into effective practice. Chapter 1 showed that different approaches are advocated for teaching citizenship education. Teachers are expected to deliver citizenship education as a stand-alone subject, as an integrated area within the broader subject for which they are normally responsible, or as a cross-curricular theme throughout all subjects. In order to fulfil this mission, teachers must receive appropriate initial education as well as continuing professional development (CPD).

In addition to indicating which teaching approaches to use, national curricula or other regulations/ recommendations often emphasise that citizenship teaching in the classroom should be reinforced by practical experience gained through participation in activities within and outside school. Thus, school heads and the whole school community have an important role to play in ensuring that pupils and students receive the high quality citizenship education that will prepare them to become full and active adult members of society.

The education and training provided for teachers and school heads to enable them to deliver citizenship education in schools and the types of continuing support available to them are therefore of crucial importance and the subject of this chapter. The first section is focused on teachers and examines the:

- qualifications necessary to teach citizenship education;
- provision of CPD for serving teachers;
- support measures available to teachers of citizenship education.

The second section centres on school heads and attempts to analyse the specific role officially assigned to them with respect to the implementation of citizenship education in schools; it then investigates whether any support measures exist to prepare heads for their role and help them meet their obligations.

5.1. Teacher education and support

Effective initial teacher education, CPD, plus other types of support are essential in providing teachers with the appropriate skills to teach citizenship in primary and secondary schools.

5.1.1. Initial education and qualifications

This analysis focuses mainly on the qualifications necessary to teach citizenship education but does not cover the level, content or length of teacher education programmes ([62]).

Generally, teachers of citizenship education at primary level are generalists, that is, they are qualified to teach all or most curriculum subjects. As a rule, the teaching skills required are common for all generalist teachers. In contrast, at secondary level, teachers of citizenship are specialists, usually qualified to teach one or two curriculum subjects. In a few countries (e.g. Belgium (Flemish Community), France, the United Kingdom (Scotland)), a set of common competences directly linked to citizenship has been defined for all secondary teachers, whatever their subject specialisation may be.

([62]) For more information on these issues, see *Key Data on Education in Europe 2012*, Chapter E.

In **Belgium (Flemish Community),** qualified specialist teachers must have acquired the necessary basic competences to implement the different attainment targets defined by the national curriculum for secondary education during their teaching practice. In relation to citizenship they have, for example, to be able to reflect an understanding of children's rights in their teaching.

In the **United Kingdom (Scotland),** the Standard for Initial Teacher Education, which specifies what is expected of newly qualified primary and secondary teachers, makes a number of references to citizenship education. In particular, it sets out the expectation that teachers must have acquired 'the knowledge and understanding to fulfil their responsibilities in respect to cross-cutting themes including citizenship, creativity, enterprising attitudes, literacy and numeracy, personal, social and health education and ICT, as appropriate to the sector and stage of education' ([63]).

In **Norway**, the new national curriculum regulations for primary and lower secondary teachers (established in 2010) prescribe that the learning outcomes of future teachers should include knowledge of children's rights from a national and international perspective as well as the ability to develop pupils' understanding of democracy, democratic participation and the capacity for critical reflection.

In most countries, central level regulations on initial teacher education and/or their qualifications define areas of specialisation for secondary teachers according to the courses they take. Generally, the area of citizenship education is integrated within initial teacher education courses for specialists in history, geography, philosophy, ethics/religion, social science or economics.

In **Latvia**, the major higher education institutions (HEIs) offering teacher education, organise study programmes to train social science teachers in citizenship education as their second teaching qualification. For example, in the Riga Teacher Training and Educational Management Academy the study course 'Curriculum and methods of citizenship education in multicultural society' is provided for future social science teachers. The national standard for citizenship teachers gives them the responsibility to 'enhance the civil and democratic participation of pupils in society'.

In **Slovakia**, faculties of education of HEI provide initial teacher education programmes for subject specialists in citizenship education in combination with other subjects (e.g. ethics or the Slovak language).

In **Finland**, becoming a history teacher requires degrees and qualifications in both history and social studies (which include social sciences, citizenship, politics, law education and economics). Future teachers must first obtain a Master's degree in these subjects and then they must complete a teacher education programme which covers the pedagogy and didactics of history and social studies as well as practical training in the university's teacher training schools under the guidance and supervision of mentor teachers.

Apart from the subjects mentioned above, some countries also mention psychology (Bulgaria, Cyprus and Latvia), law (Bulgaria and Italy) or other subjects (e.g. Latin and Greek language in Cyprus, and cultural studies in Latvia) which incorporate the teaching of citizenship. This means that, for example, in Greece, graduates of HEIs providing courses in political sciences, sociology, social studies, law and economics may also teach citizenship education in secondary schools. It should also be noted that, in a few countries (e.g. Denmark, Ireland and the United Kingdom), there are either no regulations governing areas of specialisation, and/or initial teacher education institutions decide on the content of study programmes and fields of specialisation themselves. In these cases, any subject or combination of subjects can be chosen by the prospective specialist teacher.

Only in the United Kingdom (England) are prospective teachers offered the opportunity to train as a specialist teacher in citizenship education. Various HEIs provide one-year postgraduate courses which cover theoretical subject knowledge alongside practical teaching experience.

([63]) http://www.gtcs.org.uk/standards/standard-initial-teacher-education.aspx

Several countries reported on issues regarding initial teacher education in citizenship. In Turkey, official regulations on initial teacher education for secondary teachers do not include preparation for teaching citizenship as a separate subject. In Croatia, the necessary qualifications to teach a separate optional subject in education for human rights and democratic citizenship at primary and lower secondary education can exclusively be acquired through CPD programmes, and only teachers who have undertaken these programmes are allowed to teach the subject. The Czech Republic reports that there is not yet a generally accepted definition of citizenship education and so it has not yet been included in teacher education programmes. However, this is currently under development at the Civic Education Centre at Masaryk University in Brno. Finally, in Ireland, the provision of enough suitably qualified teachers to teach the new 'Politics and society' syllabus to be implemented at upper secondary level remains a serious planning challenge for the Department of Education and Skills.

It should be noted that changes in countries' official curricula such as the introduction of a new subject, might be followed by central measures for initial teacher education. In Austria, for instance, the new subject 'History, social studies and citizenship education' in grade 8 was introduced in 2008/09. As a result, citizenship education has become a compulsory subject for all prospective teachers who attend a university college of teacher education *(Pädagogische Hochschule)* and for all students who study history at university.

5.1.2. Continuing professional development (CPD) and support measures for teachers

Various forms of CPD focusing on citizenship education are available to teachers in most European countries. The organisation of CPD varies from one country to another and involves other providers besides educational authorities, namely accredited in-service training centres, associations, NGOs or private bodies. CPD projects vary from one country to another in their duration, specific objectives and content. In some countries, the provision of CPD is entirely decentralised and so information on its content is not available. Some countries report having repeated CPD programmes on citizenship education.

In **Belgium (French Community)**, the Further Professional Development Institute (*Institut de la formation en cours de carrière* – IFC) organises courses based on the policy directions and priority themes defined by the Government. The IFC offers courses related, for example, to democratic conflict solving or student participation in school life. Recently, such programmes focused on the identification of discrimination in schools and on social inclusion ([64]).

In **Belgium (Flemish Community)**, several organisations and NGOs ([65]) offering continuing development programmes in the field of citizenship education can make information about their materials and training available through the Ministry of Education's website as well as through the Ministry's publication 'Klasse' which is freely distributed to all schools and teachers.

In **France**, three-day training sessions on themes related to civic and citizenship education are organised by regional educational authorities and are mainly targeted at teachers of history and geography at primary and lower secondary levels. However, teachers of other subjects may also participate if they wish to teach citizenship.

In **Malta**, CPD courses and seminars relating to citizenship take place from time to time. For example, in September 2009 a number of such courses for teachers in charge of the subject 'Personal and social development' (PSD) were held in connection with citizenship and human rights education and students' active participation. The CPD courses for PSD peripatetic primary teachers organised in 2011/12 have included citizenship education with a focus on student councils.

([64]) The catalogue is available at http://www.ifc.cfwb.be/

([65]) Some examples of these organisations include: the Flemish Organisation for Human Rights Education (www.vormen.org); Kleur Bekennen: world citizenship (www.kleurbekennen.be); Studio Globo:development education, intercultural education (www.studioglobo.be).

In **Austria**, Masters' programmes in citizenship education organised by different universities ([66]) are available to current teachers of all subjects and school types. They are intended to support teachers in implementing citizenship education as effectively as possible within their specialist subject or/and on the basis of the educational principle of citizenship education.

In the majority of countries, CPD programmes mainly target teachers responsible for citizenship education. However, other teachers and education staff, such as school heads and educational advisors, may also be allowed to participate. In Poland, the programme targets teachers of several subjects: Knowledge about society, History, and Polish, as well as the teachers in charge of school European Clubs and leaders involved in activities aimed at the dissemination of citizenship education. In Slovenia, in addition to teachers in charge of citizenship, head teachers as well as other teachers are involved. In the United Kingdom (England) and Austria, all qualified teachers may participate in such programmes. Similarly, in Italy and Croatia, CPD is available to teachers of all grades and types of schools.

Around one third of European countries have adopted national CPD programmes or projects to help teachers develop their professional knowledge and competences in the area of citizenship. These programmes are usually coordinated and funded by public authorities at central and/or regional level. However, teacher education institutions, NGOs or other bodies may also be involved.

The ongoing programmes in Spain, Italy, Latvia, Poland, Slovenia and the United Kingdom, are nationwide long-term projects intended to improve the quality of citizenship education across the country and enhance teachers' knowledge and competences in the area. A similar programme in Ireland has now come to an end.

In **Spain**, the priority areas of the Ministry of Education's Teachers Training Plan have formed the basis of training activities for teachers focusing on issues such as living and working together and the peaceful resolution of conflicts; the equality of rights for different groups, especially between men and women and building relationships with parents. The Institute for Teacher Training, Research and Innovation in Education (IFIIE) ([67]), a specific department of the Ministry, is responsible for coordinating the programme. In addition, the Autonomous Communities are mainly responsible for CPD and have their own training programmes that also prioritise these issues.

In **Ireland**, the national CPD approach focusing on the separate subject 'Civic, social and political education' (CSPE) was in operation for approximately 11 years (1998-2009). A designated support team visited schools and organised workshops for teachers new to CSPE, for coordinators of CSPE, and for principals and deputy principals. Training focused on active methodology, learning by doing, the development of resources, etc. ([68]). The Professional Development Service for Teachers (PDST) ([69]) coordinated the programme. The original CSPE support team is now subsumed within the PDST at secondary level of education, with a similar team involved in supporting primary teachers, while a designated Social, personal and Health education (SPHE) support service continues to operate for teachers at both primary and lower secondary level. In 2009, the inspectorate evaluated the SPHE programmes ([70]).

([66]) 1) Since 2011 – Master of Political Studies & Democratic Citizenship (University of Salzburg in cooperation with University of Education Salzburg and the *Fachhochschule* Salzburg, University of Applied Science)
2) Since 2009 – Master of Arts for Civic Education (Johannes Kepler University Linz)
3) Since 1983 – Master of Science for Civic Education (Donau University Krems)

([67]) www.educacion.gob.es/ifiie. In the near future, National Institute of Educational Technologies and Teachers Training (INTEF) will be responsible for CPD at national level: http://www.ite.educacion.es/

([68]) The website www.cspe.ie also supports the training programme.

([69]) www.pdst.ie

([70]) The results are available in the Inspectorate evaluation studies: Social, personal and health education in primary schools; 2009 op cit. from page 83 onwards.

In **Italy**, the programme 'Puntoedueuropa' launched by the Ministry of Education in 2002 and coordinated by the Regional Education Authorities consists of e-learning courses and regional workshops for teachers. For each thematic area (e.g. human rights, European citizenship, intercultural dialogue, sustainable development and environment), specific models of active citizenship practices are suggested.

In **Latvia**, a national ESF-supported project 'In-service Training for General Education Teachers' (2010-2013) for compulsory general and upper secondary education teachers includes programmes for developing citizenship education competences (e.g. 'State and society', 'Latvia in global processes', 'Quality of life and sustainability', 'Security and responsibility', 'Values and diversity in society'). In addition, the National Centre for Education has set up, over the same period, an 18-hour-programme entitled 'Development of teachers' professional competences for human rights and democratic citizenship education at school'.

In **Poland**, the 2002-2016 programme coordinated by the Civic Education Division of the Centre for Education Development ([71]) aims at developing students' social and civic competences at all levels of education through the improvement of teachers' skills.

In **Slovenia**, national programmes have been developed for the school year 2010/11 following the current priorities of educational policy. The programme called 'Life in Community' is one of various CPD programmes ([72]) organised on the theme 'Education for responsible citizenship'.

In the **United Kingdom (England)**, National Citizenship CPD Programme ([73]) for the years 2007-2012 aims to help participants build their subject knowledge and skills in order to improve the quality of provision for citizenship. The programme is intended to develop the professional knowledge and understanding of participants and to enable them to undertake a leadership role in regard to the delivery of citizenship education within their own institutions. It covers a broad range of aspects of citizenship education, across all key stages. All participants are expected to complete ten taught sessions, either via their Regional Hub or through the distance learning option.

National CPD programmes in some countries are also intended to support teachers in specific tasks relating to the implementation of changes to the national curricula in citizenship education. This applies to two ongoing programmes in the Czech Republic and Croatia as well as one completed programme in Estonia.

In the **Czech Republic**, according to the official recommendation, the compulsory cross-curricular theme 'Democratic citizenship' must be incorporated by teachers into the school level curriculum. However, its actual application depends on each school and its teachers. Thus, there are a variety of publicly funded regional and school projects aimed at helping teachers to effectively incorporate this cross-curricular theme into their school. As an example, the programme Educating Future Citizens (2010-2012) was implemented as a result of 5 years' research into citizenship education. Its aims included creating strategic materials for citizenship education policies and setting quality standards for citizenship education in the country.

In **Estonia**, a programme was established to prepare teachers to teach citizenship education in Estonian to upper secondary students who graduated from basic schools with Russian as the language of instruction. More than 200 teachers undertook training as part of this programme in 2009/10.

In **Croatia**, teachers have been trained since 1999 to become facilitators for the implementation of the national pilot programme 'Introduction of Civic Education to Elementary and Secondary Schools', which was followed by the current 'Education for Human Rights and Democratic Citizenship' programme. Teacher training is provided for all interested teachers by the Education and Teacher Training Agency (ETTA).

([71]) www.ore.edu.pl
([72]) http://lim1.mss.edus.si/katis/default.aspx
([73]) http://www.plymouth.ac.uk/pages/view.asp?page=27174

5.1.3. Other initiatives to provide support for teachers

In addition to CDP, various other initiatives and support measures have been introduced across Europe. For example, national bodies for the coordination of citizenship education have been established, official websites have been developed, and handbooks or teaching manuals have been published. The bodies involved in providing this support include educational authorities at national, regional or local level; public or private centres for continuing professional development; institutes for curriculum development; other educational research centres; and non-governmental organisations (NGOs).

In Belgium (French Community) and Austria, centres for the coordination of all matters relating to citizenship education have been established.

In **Belgium (French Community)**, the Regional and Community Centre for Citizenship and Democracy (*Centre régional et communautaire de la citoyenneté et de la démocratie* – CRECCIDE) ([74]) allows teachers to participate in a number of programmes and provides a range of tools for teaching.

In **Austria**, the Centre for Citizenship Education in Schools *(Zentrum Polis – Politik Lernen in der Schule)* is the central institution for supporting citizenship education at all educational levels ([75]). It helps teachers to bring citizenship and human rights education into the classroom, serves as an information platform and advisory centre, develops new materials, plays a part in European and national discussions on citizenship education and has an influential role in both initial teacher education and CPD.

A large number of European countries have developed official websites and/or internet portals to provide specific information, learning resources and teaching materials specifically related to citizenship education. These internet-based measures also serve as platforms for e-learning courses, exchanging information and sharing good practice.

In **Italy**, a special website ([76]) supports the ongoing national CPD programme in citizenship education.

In **Austria**, an 'Education for Democratic Citizenship' portal ([77]) has been developed by the Ministry of Education, Arts and Culture as a result of the European Year of Citizenship through Education in 2005.

In many countries, the teaching of citizenship is supported through guidelines included in national curriculum frameworks, handbooks, hand-outs and other materials prepared by public authorities.

In **Austria**, in 2011, the Ministry of Education published a handbook for teachers containing guidelines and regulations, as well as practical examples and exercises for the skills-oriented school leaving examination in the subject 'History, social studies and citizenship education'. The handbook is considered as an official document by school managers and all teachers of the subject "History, social studies and citizenship education" must take account of it.

In **Iceland**, the Ministry of Education is preparing to publish thematic material for teachers to facilitate the implementation of the new National Curriculum guidelines. The material explains the 'fundamental pillars' of citizenship in more detail and includes material for all school levels as well as examples of good practice.

In addition, some countries also emphasise that many support measures for citizenship education are provided by specialist associations rather than by public education authorities. The measures take various forms such as projects, research studies, and other initiatives to provide teachers with new ideas, approaches and information on citizenship education.

([74]) www.creccide.org
([75]) www.politik-lernen.at
([76]) www.indire.it/cittadinanzaecostituzione
([77]) www.politische-bildung.at

In **Belgium (French Community)**, an association called *'Démocratie ou barbarie'* ([78]) *(Democracy or Barbarity)* coordinates questions concerning citizenship education in secondary education.

In **Latvia**, the non-profit NGO 'Centre for Education Development' ([79]) aims at developing an educated and democratic society and organises citizenship education initiatives at national level; it also offers CPD programmes for teachers.

In **Spain**, the Cives Foundation ([80]) has been working for over ten years to achieve a social democratic state based on the rule of law where all citizens have full rights. It aims to disseminate information and train teachers in matters relating to ethical and civic education. It organises workshops, conferences and seminars to deepen knowledge of these issues, publishes popular books on education for citizenship, has designed a website with news, resources and various types of information about the subject, and has created knowledge networks on civic education and education for values and democracy.

In addition, the programme 'Barcelona, Citizenship Classroom' ([81]) brings together the local administration and a university research group to work on citizenship education and values with teachers. Its objectives and main tasks are the organisation of working sessions with the teachers' discussion group; the development of a website devoted to resources and tools to improve teaching practice; the preparation of publications that collect the documents produced by the group; the collection of examples of good practice considered to be benchmarks for citizenship education, and the creation of a team of teachers able to train and advise staff from other schools.

Finally, numerous websites belonging to education authorities and civil society organisations offer resources and suggestions to support the teaching of citizenship education ([82]) In addition, there are also portals provided by professional associations, unions, research centres and universities ([83]).

5.2. Responsibilities, training and support measures for school heads

This section analyses the role and responsibilities of school heads in this process and provides an overview of the measures introduced in European countries to help school heads to implement the various recommendations and regulations in this area.

5.2.1. Citizenship-related responsibilities of school heads

As highlighted in Chapter 3, official regulations and/or guidelines in European countries often emphasise the importance of school culture and recommend that students should become involved in citizenship-related activities. The guidance is often general in character and refers to the school as a whole, including all educational staff and the wider school community. However, in some countries (Belgium (French Community), Denmark, France, Latvia, Austria, Sweden and the United Kingdom (Scotland)), official regulations focus specifically on the role school heads should play in improving school culture and in creating opportunities for citizenship-related activities.

([78]) http://www.democratieoubarbarie.cfwb.be/

([79]) http://www.iac.edu.lv/?locale=en_US

([80]) http://www.fundacioncives.org/

([81]) www.ub.edu/valors

([82]) Some examples of education authorities' websites are:
http://ntic.educacion.es/v5/web/profesores/asignaturas/educacion_para_la_ciudadania/ (Ministry of Education)

([83])
- Hegoa, Institute of Development Studies and International Cooperation, University of the Basque Country: http://www.hegoa.ehu.es/articles/text/educacion_para_la_ciudadania_global
- Values Education Program, University of Barcelona: http://www.ub.edu/valors/bac
- UGT. FETE Education (Union): http://www.educacionenvalores.org/spip.php?mot447
- Senderi, Portal on Values Education: http://www.senderi.org/index.php?lang=es

Depending on the country or region, steering documents emphasise, to a greater or lesser extent, a variety of roles for the school head, such as encouraging student and teacher involvement in school life or in the wider community, developing partnerships with parents and other stakeholders, ensuring the health and safety of the school community as well as promoting democratic values and a culture of inclusion.

In **Belgium (French Community)**, for example, there are various decrees for the promotion of civic and democratic principles within school. The 2007 Decree ([84]) recommends that school heads in primary and secondary education organise an interdisciplinary activity at least every two years.

In **Denmark**, school heads should involve students in matters relating to their health and safety ([85]).

In **France**, in lower and upper secondary education, the role of the school head is to ensure that the school operates harmoniously. They should set up security and anti-violence measures and collaborate in the drafting of internal rules. They are involved with teachers in developing the school plan, which includes a section on citizenship education.

In **Latvia**, within the framework of the European Year of Volunteering 2011 ([86]), school heads, together with administrative staff, were responsible for the coordination and organisation of all activities related to volunteering and civic participation during the project week.

In **Austria**, through various decrees, the Ministry of Education, Arts and Culture informs school heads about new citizenship education initiatives and programmes ([87]) and urges them to motivate teachers to attend CPD activities or take part in other special initiatives.

In **Sweden**, school heads have a special responsibility for ensuring that pupils have an influence over their own education and that cross-curricular aspects such as gender equality and sustainable development are integrated into the different subjects ([88]).

In the **United Kingdom (Scotland)**, the Standard for Headship ([89]) defines specific responsibilities directly related to citizenship, for example, school heads have a role in developing and maintaining partnerships with parents, children and young people, as well as with other services and agencies; in creating a culture of respect and inclusion; and providing a commitment to the broader community and to the intellectual, spiritual, physical, moral, social and cultural well-being of children, young people and their families. Other aspects of their role refer, for instance, to equality of opportunity, ethical practices, democratic values, the promotion of participative citizenship, inclusion, enterprise, democratic values and a culture of respect within the school community and beyond.

([84]) http://www.adm.cfwb.be/index.php?m=doc_view&do_id=2097
([85]) http://www.uvm.dk/Uddannelse/Folkeskolen
([86]) Guidelines issued by the Ministry of Education and Science on the organisation of activities for pupils' project week during the European Year of Volunteering 2011 (2011): http://izm.izm.gov.lv/upload_file/jaunatne/Vadlinijas_skolenuEBDG2011_aktivitates.pdf
([87]) For example, the Recommendation CM/Rec(2010)7 of the Committee of Ministers to Member States on the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education. They can be found on the site of the Austrian Internet portal 'Citizenship Education': www.politische-bildung.at Lehrpläne | Erlässe
([88]) Curriculum for the Compulsory School System, the Pre-School Class and the Leisure-time Centre, chapter 2.8. Published 2011.
([89]) Standard for Headship – 2005: http://www.gtcs.org.uk/nmsruntime/saveasdialog.aspx?lID=128&sID=6311

5.2.2. Special training for headship and continuing professional development (CPD)

Although provision varies between countries, school heads may be given assistance in meeting their obligations to improve school culture and to develop citizenship-related activities. There are two main ways in which this is achieved: through participation in general CDP or, where applicable, through special training programmes for headship. In addition, countries often have other projects and initiatives which help school heads to promote citizenship education at school level.

In almost half of European countries, those wishing to become school heads must successfully complete a special training programme for headship (EACEA/Eurydice, 2012b). In some of these countries, these programmes refer explicitly, although to a greater or lesser extent, to issues related to citizenship education such as democratic values and human rights education, communication skills and cooperation, as well as institutional and legal issues associated with operating the school. In some cases, health and safety, as well as children's and young people's psychological well-being, may also be part of headship training.

In **Slovenia**, to obtain a headship licence, future school heads must participate in the training programme which covers various citizenship education issues as well as school culture. These modules take 46 hours to complete ([90]).

In the **United Kingdom (England)**, within the framework of the national professional qualification for headship, school heads receive non-formal training on the nature, role and potential impact of citizenship education and of its importance to young people and its contribution to whole school and community life ([91]).

In the majority of countries where CPD is available for school heads, it includes elements related to citizenship education. In many cases, these activities are not regulated by educational authorities but by schools and their attendance is usually optional. Belgium (French Community), Latvia and Finland are exceptions, since CPD programmes are centrally or regionally regulated and attendance for school heads is compulsory. Generally, citizenship-related CPD mainly covers issues related to management skills, school culture, communication and cooperation within the school community, the legal aspects of school management, and the promotion of democratic values. In Latvia, CPD courses also include issues such as managing the school image and leading successful teams. In Slovenia, where various learning opportunities for school heads are available (e.g. Leadership for Learning programme (60 hours per year) or technical meetings and seminars (on average 36 hours per year)), the training emphasises, among other things, the importance of ethical issues in leadership ([92]).

Other support measures for school heads

Projects and initiatives to encourage schools to promote citizenship education and to improve the school culture or climate also usually include measures intended to support school heads.

In **Denmark**, the Ministry of Children and Education and the Ministry of Social Affairs and Integration have granted 2.1 Million DKK for an online networking project *(Medborger–Citizen)* reinforcing education/teaching in democratic citizenship. The purpose of the new network, which was launched in 2010 and is running for two and a half years, is to help school heads share knowledge and methods for teaching democratic citizenship. Among the network's activities are seminars, newsletters, knowledge sharing about local development projects, partnerships with ministries and the setting up of a website ([93]).

([90]) http://www.solazaravnatelje.si/
([91]) http://www.nationalcollege.org.uk/index/professional-development/npqh.htm
([92]) http://www.solazaravnatelje.si/eng/
([93]) www.medborger.net

In **Austria**, as part of the ÖKOLOG programme coordinated by the Ministry of Education (see Section 3.1), which aims to make schools more ecology friendly, school heads participate in seminars where they reflect on and assess their school's activities and performance regarding education for sustainable development. They also visit other school projects and reflect on further measures to be included into each school's programme. By participating in these seminars, school heads also address questions of democracy and pupils' active participation as well as generating ideas on the implementation of citizenship education in schools.

Also, in **Austria**, the Council of Europe publication 'Democratic Governance of Schools' was translated into German and offered free to all school heads in the country.

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Summary

This chapter has provided an overview of how European countries integrate citizenship education into their qualification requirements for teachers and school heads, and has examined the continuing training and support provided for teachers during their career. It has also analysed the national recommendations on the role of school heads with respect to citizenship education and school culture, and has looked at the support given to help them carry out this role in school.

The chapter leads to three main findings.

Firstly, the qualifications required to teach citizenship education at primary level are mainly generalist, while at secondary level they are subject specific. At secondary level, the area of citizenship education is generally integrated within initial teacher education courses for specialists in history, geography, philosophy, ethics/religion, social sciences or economics. Very few countries require that all newly-qualified secondary teachers should have acquired competences in promoting citizenship education. Opportunities to be trained as a specialist teacher of citizenship education are not common, but are available in Austria through CPD and in the United Kingdom (England) through post-graduate courses.

Secondly, fully qualified teachers in a majority of European countries are offered various forms of CPD in the area of citizenship education. In addition, most countries have developed numerous initiatives and programmes to provide support to teachers of citizenship education (e.g. official guidelines, websites, handouts, etc.). CPD as well as other programmes and initiatives are not always provided exclusively by educational authorities but may also be initiated by and involve different organisations including specialist associations, NGOs, and private sector bodies.

Thirdly, given the importance of promoting citizenship education at school level, the creation of a favourable school culture and the active participation of all members of the school community, some countries have issued specific recommendations on the role of school heads in this process. As a result, school heads are sometimes supported in this role by specific training provided within the framework of special headship programmes and/or through other forms of CPD.

CONCLUSIONS

Imparting the knowledge, skills and attitudes that will enable to young people to become active citizens with the ability to shape the future of our democratic societies in Europe is one of the principal challenges faced by education systems in the 21st century. Citizenship education is one of the principal means by which European countries help young people acquire the social and civic competences they will need in their future lives. This report has reviewed the policies and measures implemented by European countries to support this area of learning. The key findings of the review are outlined below together with the significant issues for future debate or research, and national initiatives that might inspire future policy developments in other European countries.

Approaches to citizenship education in national curricula

National or central level curricula represent one of the most important frameworks within which educators develop teaching and learning content. Across European countries, a wide variety of topics are incorporated into citizenship curricula. These address not only traditional subjects such as knowledge and understanding of the socio-political system, human rights and democratic values, but also more contemporary societal issues such as cultural diversity and sustainable development. In a few countries, a special emphasis is put on economic issues, with themes such as 'education for entrepreneurship' being included in citizenship education. The European and international dimensions are also well represented in citizenship curricula.

National curricula express very clearly that citizenship education should be wide in scope covering the transmission of knowledge, the acquisition of analytical skills and critical thinking, and the development of democratic values and attitudes; they should also promote active participation by young people in school or in the community. This last objective is more usually recommended at upper secondary level than at earlier stages of education.

While European countries tend to set similar objectives for schools in preparing Europe's future citizens, a more diverse picture appears when looking at the teaching and learning approaches recommended in central level curricula. Three main approaches to citizenship education are taken: it can be provided as a separate subject; integrated into other subjects (such as social sciences, history, languages, etc.); or it may have a cross-curricular status, whereby it must be included in all school subjects when relevant. A majority of countries combine more than one approach to teaching citizenship, within or across levels of education. Recent reforms to citizenship curricula undertaken in European countries have been quite varied. For instance, while some countries have introduced a separate subject (Spain, the Netherlands and Finland), others have abandoned or are going to abandon teaching citizenship this way. Consequently in these countries, the curriculum content was or is going to be integrated into wider subjects or educational areas (e.g. Latvia and Norway), or a cross-curricular objective was introduced (e.g. the German-speaking Community of Belgium). The cross-curricular approach has probably gained impetus under the influence of the European framework for key competences introduced in 2006, which include social and civic competences. Indeed, this framework has led European countries to make the knowledge, skills and attitudes relevant to key competences more prominent throughout national curricula. Finally, it should be noted that the recommendations on teaching approaches made by central level authorities may be superseded in the future, due to the trend for giving increased autonomy to schools to decide for themselves how to deliver the broad areas of learning designated at central level.

Contribution of school culture and student participation in school and society

Citizenship education entails learning objectives which are more likely to be met through active learning or learning by doing than through traditional teaching methods. European countries reveal a vast range of educational regulations, programmes, initiatives and projects that give students opportunities for practical experiences of citizenship during their schooling. Three main ways of promoting and supporting student participation in activities outside schools that contribute to the development of citizenship skills were reported:

- recommendations in national curricula or other steering documents on creating links with the community or on offering experiences outside school;
- political structures providing students with opportunities to elect representatives and/or a forum for discussion on matters either strictly related to school issues or on any matter directly concerning children and young people;
- nationwide programmes and projects focused, for instance, on working with the local community; finding out about or experiencing democratic participation in society; or on topical issues such as environmental protection, or cooperation between generations and nations.

Data from the 2009 International Civic and Citizenship Education Study (ICCS) reveal that, according to school heads, civic-related activities in the community involving eighth grade students varied greatly across European countries. The fact that students had more opportunities to participate in a range of civic-related community activities in some countries than in others might suggest the need for a renewal of efforts in developing nationwide programmes or projects or providing greater support for local initiatives.

School culture refers to the system of attitudes, values, norms, beliefs, daily practices, principles, rules and organizational arrangements developed within schools, including in classrooms and at whole-school level. The successful implementation of citizenship education requires a school culture where participation based on democratic principles is encouraged and valued, and where students are provided with opportunities to be involved in making decisions which affect them. National curricula and/or education regulations may encourage the whole school to adopt attitudes and values that emphasise the principle of democracy. This is the case in a third of European countries, whether or not in direct connection with citizenship education. In addition, three countries (France, Latvia and Iceland) have introduced national programmes to ensure that certain conditions relating to security, conflict prevention and respect, which support citizenship education, are met.

One of most common, practical ways to experience citizenship at school is through student participation in school governance. This occurs through the election or nomination of class representatives or representatives to the student council or school governing bodies. All countries have introduced some form of regulation allowing students to have a voice in the running of their school, more often at secondary than at primary level. The extent of students' participation varies across countries but, with respect to school governing bodies, they usually have a consultative and not a decision-making role.

In most countries with official regulations on the election of class representatives, participation in student councils, or both of them, the levels of participation in student elections as measured by the abovementioned IEA study are relatively higher than the European average, although with significant exceptions. Even if evidence of an unequivocal relationship between the existence of regulations and

student participation cannot be found on the basis of the available information, this tendency provides an encouraging indication for the further spread and strengthening of student participation in school governance. In this respect, it is worth noting that a few countries support the implementation of their regulations with national programmes or, as in Norway, a compulsory course of study, aimed at strengthening students' ability to participate in school governance and decision-making.

Generally, programmes aimed at improving active, democratic participation in schools target not only students, but also parents and sometimes teachers, in order to focus the whole school community on achieving this goal. In addition, all countries except Cyprus, Sweden and Turkey, have introduced regulations or recommendations to allow or encourage parental involvement in school governance. The use of parents as role models for their children, as they actively engage with their community, appears to be widely promoted across Europe.

The crucial role of teachers and school heads

Improving teachers' knowledge and skills for teaching citizenship had been identified as one of the significant challenges in the previous Eurydice study on citizenship education. The current report indicates that strengthening teachers' competences should remain an important concern for policy-makers. Indeed, while several countries have reformed their citizenship education curricula over the last years, the introduction of related reforms in initial teacher education or continuing professional development remains the exception. In some cases, this might lead, for example, to a lack of suitably qualified teachers for teaching a new stand-alone citizenship subject. Furthermore, although citizenship education has a cross-curricular status in a majority of countries, only three of these have defined a set of common competences directly linked to citizenship to be acquired by all prospective secondary teachers. In the other countries, the area of citizenship education is generally integrated within initial teacher education courses for specialists in history, geography, philosophy, ethics/religion, social sciences or economics. Finally, one country reported a lack of regulations on the preparation for teaching citizenship as a separate subject, although such provision is envisaged in national curricula.

Besides teachers, school heads also have a major role to play in creating the essential conditions for delivering successful citizenship education. School heads can, for instance, be key players in encouraging a favourable school culture, in promoting the active participation of all members of the school community or in creating opportunities for citizenship-related activities. The role of the school head with respect to citizenship education is recognised to some extent in a few European countries, since it is subject either to specific recommendations, or education authorities provide them with specific training programmes or other support measures. However, a more systematic investigation into the ways that school heads might be further assisted in providing an effective environment for the teaching and learning of citizenship would provide a useful contribution to future debate on the issue of citizenship education.

Trends in pupil assessment, school evaluation and national monitoring processes

Across primary and secondary schooling, students' transition to the next level of education depends in most cases on marks obtained in subjects taught during the previous level. In most of the countries where citizenship education is taught as a separate compulsory subject, the marks obtained by students as part of internal assessment procedures are systematically taken into account in decisions regarding their progression through the school system. However, in general, citizenship education when taught as a separate subject is either not included at all in the external national examinations held at the end of educational levels, or its inclusion is dependent on students' subject choices. The lack of nationally standardised assessment focused on citizenship education raises some concerns, given the tendency to put more emphasis on the teaching and learning of subjects and skills that are externally tested (EACEA/Eurydice, 2009).

In the previous Eurydice study on citizenship education (2005), student assessment and evaluation of school provision in this area were identified as among the main challenges for the years ahead. Indeed, several countries reported a lack of objectives and methods for evaluating learning components such as values, attitudes, and active participation. The issue of evaluating the skills and attitudes components of the eight key competences (including social and civic competences) identified as essential for living in a knowledge society has also been raised at European level over the last few years. The present report has therefore explored countries' practices in evaluating citizenship education, with a special focus on measures for capturing aspects other than theoretical knowledge of citizenship-related topics through the evaluation process.

So far, some countries have started to provide assessment tools for teachers or to implement nationally standardised tests that aim to address not only knowledge but also skills and attitudes related to citizenship, such as independent thinking, participatory attitudes or levels of tolerance. Furthermore, in around a third of countries, student participation in school life or in society is taken into account in summative forms of assessment at the end of a school year or an educational level, and this may have an impact on a students' future school career. This trend is evident for example in the Netherlands, where students have to complete 30 hours of community service in order to obtain their upper secondary certificate. Apart from validation through a final certificate, the assessment of students' participatory skills can take various other forms, including establishing personal profiles describing students' achievements.

According to regulations and recommendations, in a slight majority of countries, the evaluation of schools, whether external or internal, addresses areas of activity related to the teaching and learning of citizenship. In this context also, a wide range of evaluation criteria that extend beyond the formal teaching of citizenship in the classroom have been developed. Indeed, countries reported examples of evaluation criteria which focus on very practical aspects of the provision of citizenship education, such as:

- actual involvement of students and parents in school governance and school policy development;
- school communication practices;
- rates of student participation in citizenship-related out-of-school activities;
- student safety and security;
- the existence of formal partnerships with community organizations, etc.

In addition to student assessment and school evaluation, European countries also evaluate citizenship education as part of the diverse processes aimed at monitoring the performance of the entire education system, such as through research projects, surveys on young people's attitudes or participation, or reports based on the findings of school evaluations or nationally standardised assessments. Over the last ten years, around two thirds of countries have carried out national monitoring processes which were, directly or most often indirectly, targeted at the teaching and learning of citizenship. In addition, the last two IEA studies on civic and citizenship education provided data on student achievement and school practices at the education system level in around two-thirds of the countries considered. Such processes can provide relevant data for measuring the effectiveness and efficiency of citizenship education and, consequently, inform practices and policies. However, little information could be gathered for the present study on how central policies for citizenship education or indeed practices at school level are being changed as a result of the evidence from national monitoring processes or international surveys, and this remains an area in which further research and data is needed.

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GLOSSARY

Country codes

EU-27	European Union
BE	Belgium
BE fr	Belgium – French Community
BE de	Belgium – German-speaking Community
BE nl	Belgium – Flemish Community
BG	Bulgaria
CZ	Czech Republic
DK	Denmark
DE	Germany
EE	Estonia
IE	Ireland
EL	Greece
ES	Spain
FR	France
IT	Italy
CY	Cyprus
LV	Latvia
LT	Lithuania
LU	Luxembourg
HU	Hungary
MT	Malta
NL	The Netherlands

AT	Austria
PL	Poland
PT	Portugal
RO	Romania
SI	Slovenia
SK	Slovakia
FI	Finland
SE	Sweden
UK	The United Kingdom
UK-ENG	England
UK-WLS	Wales
UK-NIR	Northern Ireland
UK-SCT	Scotland
EFTA/EEA countries	The three countries of the European Free Trade Association which are members of the European Economic Area
IS	Iceland
LI	Liechtenstein
NO	Norway
Candidate country	
TR	Turkey

Statistical code

: Data not available

International Standard Classification of Education (ISCED 1997)

The international standard classification of education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and educational/labour market destination. The current version, ISCED 97 ([94]) distinguishes seven levels of education.

ISCED 97 levels

Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

ISCED 0: Pre-primary education

Pre-primary education is defined as the initial stage of organised instruction. It is school- or centre-based and is designed for children aged at least three years.

ISCED 1: Primary education

This level begins between four and seven years of age, is compulsory in all countries and generally lasts from five to six years.

ISCED 2: Lower secondary education

It continues the basic programmes of the primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education.

ISCED 3: Upper secondary education

This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16 years. Entrance qualifications (end of compulsory education) and other minimum entry requirements are usually needed. Instruction is often more subject-oriented than at ISCED level 2. The typical duration of ISCED level 3 varies from two to five years.

ISCED 4: Post-secondary non-tertiary education

These programmes straddle the boundary between upper secondary and tertiary education. They serve to broaden the knowledge of ISCED level 3 graduates. Typical examples are programmes designed to prepare pupils for studies at level 5 or programmes designed to prepare pupils for direct labour market entry.

ISCED 5: Tertiary education (first stage)

Entry to these programmes normally requires the successful completion of ISCED level 3 or 4. This level includes tertiary programmes with academic orientation (type A) which are largely theoretically based and tertiary programmes with occupation orientation (type B) which are typically shorter than type A programmes and geared for entry into the labour market.

ISCED 6: Tertiary education (second stage)

This level is reserved for tertiary studies that lead to an advanced research qualification (Ph.D. or doctorate).

([94]) http://unescostat.unesco.org/en/pub/pub0.htm

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ANNEXES

Annex 1: Compulsory and elective approaches for citizenship education according to national curricula, 2010/11 ([95])

Belgium – French Community

Primary and secondary

- **Approach:** Integrated ([96])
- **Terminology:** ISCED 1 et 2: *Eveil-formation géographique et historique*, French, languages, sport education, art education, ethics/religion
  ISCED 3: History, ethics/religion, geography, social and economic science, French

Primary and secondary

- **Approach:** Cross-curricular
- **Terminology:** Interdisciplinary activity dealing with education for active and responsible citizenship
- **Time allocation:** At least once in each of the six cycles of primary and secondary education

References

Décret définissant les missions prioritaires de l'enseignement fondamental et secondaire (1997) [Online]
Available at: http://www.gallilex.cfwb.be/fr/leg_res_01.php?ncda=21557&referant=l01

Décret relatif au renforcement de l'éducation à la citoyenneté responsable et active au sein des écoles (2007) [Online]
Available at: http://www.gallilex.cfwb.be/document/pdf/31723_000.pdf

Socles de compétences [Core skills] (1997) [Online]
Available at: http://www.enseignement.be/index.php?page=24737&navi=295.

Belgium – German-speaking Community

Primary and lower secondary

- **Approach:** Integrated
- **Terminology:** German, French, foreign language, mathematics, history/geography, science and technology, art education, sport

Primary and lower secondary

- **Approach:** Cross-curricular
- **Terminology:** Empowering students to contribute to the shaping of society

Upper secondary

- **Approach:** Embedded in the general objectives of the education system but no approach recommended

References

Dekret zur festlegung von kernkompetenzen und rahmenplänen im unterrichtswesen [Decree establishing essential skills and curriculum guidelines in education] (2008) [Online] Available at:
http://www.dgparlament.be/PortalData/4/Resources/Datenbank/2004_2009/2007-2008_BR_127__50230doc.pdf

Rahmenpläne (Frameworks) (2008) [Online]
Available at: http://www.bildungsserver.be/desktopdefault.aspx/tabid-2221/4415_read-31778/

([95]) This table was originally taken from Appendix II: Formal curriculum provisions for EDC in Europe, *All-European Study on Policies for Education for Democratic Citizenship (EDC) – A Synthesis*, pp. 34-42. Strasbourg: Council of Europe, 2003. It has been updated and enriched in the Eurydice 2005 study on citizenship education (Eurydice, 2005) and updated in the present report.

([96]) The list of subjects is illustrative and not exhaustive.

Belgium – Flemish Community

Primary

- **Approach:** Integrated
- **Terminology:** Society topic within world orientation

Primary

- **Approach:** Cross-curricular
- **Terminology:** Cross-curricular final objective 'social skills'

Secondary

- **Approach:** Cross-curricular
- **Terminology:** Cross-curricular final objectives, mostly under the 'political-judicial context of the society'

References

Final objectives of the mainstream primary education (01/09/1998) [Online] Available at: http://www.ond.vlaanderen.be/curriculum/basisonderwijs/lager-onderwijs/leergebieden/wereldorientatie/eindtermen.htm

http://www.ond.vlaanderen.be/curriculum/basisonderwijs/lager-onderwijs/leergebiedoverschrijdend/sociale-vaardigheden/eindtermen.htm

Final objectives for general secondary education 2010 [Online]
Available at: http://www.ond.vlaanderen.be/curriculum/secundair-onderwijs/vakoverschrijdend/context5.htm

Bulgaria

Primary and secondary

- **Approach:** Integrated
- **Terminology:** ISCED 1: Homeland, man and society
  ISCED 2: History and civilisation, geography and economy
  ISCED 3: Psychology and logic, history and civilisation, geography and economy, ethics and law, philosophy

Upper secondary

- **Approach:** Separate subject
- **Terminology:** World and personality
- **Time allocation:** 11.6 h/notional year

References

Ordinance N° 2 of 18.05.2000 on curriculum content [Online] Available at: www.mon.bg

Czech Republic

Primary and secondary

- **Approach:** Integrated in educational areas (further organised into subjects at school level)
- **Terminology:** ISCED 1: Man and his world
  ISCED 2: Man and society (subdivided between history and civics), language and language communication
  ISCED 3: Man and Society (subdivided between basics of civics and social sciences, history and geography), language and language communication

Primary and secondary

- **Approach:** Cross-curricular
- **Terminology:** Democratic citizenship (ISCED 1 and 2), thinking within European and global context, multicultural education

Primary and secondary

- **Approach:** Cross-curricular
- **Terminology:** Civic competency

References

Framework education programme for basic education (2007) [Online]
Available at: http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP_ZV_EN_final.pdf

Framework education programme for secondary general education (Grammar Schools) (2007) [Online]
Available at: http://www.vuppraha.cz/wp-content/uploads/2009/12/RVP_G-anj.pdf.

Denmark

Primary and lower secondary

- **Approach:** Integrated
- **Terminology:** History, social studies

Upper secondary

- **Approach:** Embedded in the general objectives of the education system but no approach recommended

References

Bekendtgørelse om formål, trin- og slutmål for folkeskolens fag og emner Fælles Mål) (BEK nr 748) [Description of goals and targets for 'folkeskolens subjects from first to final year (BEK Nr 748)] (2009)] [Online]
Available at: https://www.retsinformation.dk/Forms/R0710.aspx?id=125973#K1

Bekendtgørelse om uddannelsen til studentereksamen [Regulation on general upper secondary education] [Online]
Available at: https://www.retsinformation.dk/Forms/R0710.aspx?id=132647#K2

Germany

Primary and secondary

- **Approach:** Integrated

Terminology: ISCED 1: general knowledge *(Sachkundeunterricht)*
ISCED 2 and 3: History, social sciences, politics

References

Stärkung der Demokratieerziehung - Beschluss der Kultusministerkonferenz vom 06.03.2009 [Strengthening democracy education – Resolution of the Standing Conference of 06/03/2009] (2009) [Online]
Available at: http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2009/2009_03_06-Staerkung_Demokratieerziehung.pdf

Estonia

Primary and lower secondary

- **Approach:** Integrated
- **Terminology:** Personal, social and health education, everyday law (optional), economic studies, business studies

Primary and secondary

- **Approach:** Separate subject
- **Terminology:** Civics
- **Time allocation:** ISCED 1: 4.4 h/notional year
  ISCED 2: 17.5 h/notional year
  ISCED 3: 17.5 h/notional year

Primary and secondary

- **Approach:** Cross-curricular
- **Terminology:** Value competence, social competence, communication competence and entrepreneurship competence

References

National curriculum for basic schools (2011) [Online] Available at: http://www.hm.ee/index.php?1511576

National curriculum for upper secondary schools (2011) [Online] Available at: http://www.hm.ee/index.php?1511576

Ireland

Primary and secondary

- **Approach:** Integrated ([97])
- **Terminology:** English, history and geography

Lower secondary

- **Approach:** Separate subject
- **Terminology:** Civic, social and political education
- **Time allocation:** ISCED 2: 23h/notional year

Primary

- **Approach:** Cross-curricular
- **Terminology:** Social, personal and health education

References

Primary school curriculum (1999)

Primary school curriculum – Social, Personal and Health Education – Teacher Guidelines (1999)

Junior cycle curriculum (1999)

Junior certificate – Civic, Social and Political Education – Guidelines for teachers (2005) [Online] Available at: www.ncca.ie

([97]) The list of subjects is illustrative and not exhaustive.

Greece

Primary

- **Approach:** Integrated
- **Terminology:** Studies of the environment, physical education, home economics, health education, consumers education, road safety education and environmental education, language

Primary and secondary

- **Approach:** Separate subject
- **Terminology:** ISCED 1 and 2: Civic and social studies
  ISCED 3: Law and political institutions
- **Time allocation:** ISCED 1: 8.8 h/notional year
  ISCED 2: 15 h/notional year
  ISCED 3: 15 h/notional year

References

A cross thematic curriculum for compulsory education (2003) [Online]
Available at: http://www.pi-schools.gr/programs/depps/index_eng.php

Spain

Primary and secondary

- **Approach:** Separate subject
- **Terminology:** ISCED 1 and 2: Education for citizenship and human rights,
  ISCED 2: Ethical and civic education
  ISCED 3: Philosophy and citizenship
- **Time allocation:** ISCED 1: 8.3 h/notional year
  ISCED 2: 17.5 h/notional year
  ISCED 3: 35 h/notional year

Primary and secondary

- **Approach:** Integrated
- **Terminology:** Various subjects

Primary and lower secondary

- **Approach:** Cross-curricular
- **Terminology:** Social and civic competence

References

Real Decreto 1513/2006, de 7 de diciembre, por el que se establecen las enseñanzas mínimas de la Educación primaria (Royal Decree 1513/2006 of 7 December establishing the minimum core curricula for primary education) (2006) [Online] Available at: http://www.boe.es/boe/dias/2006/12/08/pdfs/A43053-43102.pdf

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria (Royal Decree 1631/2006 of 29 December establishing the minimum core curriculum for compulsory secondary education (2006) [Online]
Available at: http://www.boe.es/boe/dias/2007/01/05/pdfs/A00677-00773.pdf

Real Decreto 1467/2007, de 2 de noviembre, por el que se establecen la estructura del bachillerato y se fijan sus enseñanzas mínimas (Royal Decree 1467/2007, of 2 November, establishing the structure and the core curriculum of the Baccalaureate (2007) [Online] Available at: http://www.boe.es/boe/dias/2007/11/06/pdfs/A45381-45477.pdf

France

Primary and secondary

- **Approach:** Separate subject
- **Terminology:** Ethics (ISCED 1), civic education (ISCED 2), *éducation civique, juridique et sociale* (ISCED 3).
- **Time allocation:** ISCED 1: 30 h/notional year
  ISCED 2: 28 h/notional year
  ISCED 3: 16 h/notional year

Primary and secondary

- **Approach:** Integrated
- **Terminology:** History, geography, philosophy (ISCED 3)

Lower secondary

- **Approach:** Cross-curricular
- **Terminology:** Social and civic competences

References

Socles de compétences [Common foundation knowledge and skills] *(Décret du 11 juillet 2006)* [Online] Available at: http://eduscol.education.fr/D0048/primprog.htm

Programme de l'école élémentaire pour les 6 et 7 ans (CP et CE1) – instruction civique et morale [Online] Available at: http://www.education.gouv.fr/bo/2008/hs3/programme_CP_CE1.htmhttp://eduscol.education.fr/D0048/primprog.htm

Programme de l'école élémentaire dans le cycle des approfondissements (CE2, CM1 et CM2) – Instruction civique et morale [Online] Available at: http://www.education.gouv.fr/bo/2008/hs3/programme_CE2_CM1_CM2.htm

Programmes d'enseignement du collège / éducation civique Bulletin Officiel spécial n°6 du 28 août 2008 [Online] Available at: http://www.education.gouv.fr/pid20484/special-n-6-du-28-aout-2008.html

Programme d'enseignement d'éducation civique, juridique et sociale en classe de seconde générale et technologique BOEN spécial n°9 du 30 septembre 2010 [Online] Available at: http://www.education.gouv.fr/cid53317/mene1019676a.html

Programme d'enseignement d'éducation civique, juridique et sociale en classe de première BOEN n°21 du 26 mai 2011 [Online] Available at: http://www.education.gouv.fr/cid56295/mene1109954a.html

Programme d'enseignement d'éducation civique, juridique et sociale en classe de terminale BOEN hors série n°5 du 30 août 2001 [Online] Available at: http://www.education.gouv.fr/bo/2001/hs5/som.htm

Programme d'enseignement de l'histoire-géographie-éducation civique des nouvelles séries technologiques, classe de première (STI2D, STL, STD2A) BOEN spécial n°3 du 17 mars 2011[Online] Available at: http://www.education.gouv.fr/cid55414/mene1104163a.html

Italy

Primary and secondary

- **Approach:** Cross-curricular
- **Terminology:** Cross-curricular programme on citizenship and Constitution

Primary and secondary

- **Approach:** Integrated
- **Terminology:** History, geography, social studies (ISCED 1 and 2); history, philosophy, law, social studies (ISCED 3)

References

Indicazioni Nazionali per i Piani di Studio Personalizzati nella Scuola Primaria [Online] Available at: http://archivio.pubblica.istruzione.it/dgstudente/alfabetizzazione_motoria/2004_Moratti_DLvo_59.pdf (Annex B)

Indicazioni Nazionali per i Piani di Studio Personalizzati nella Scuola secondaria [Online] Available at: http://archivio.pubblica.istruzione.it/dgstudente/alfabetizzazione_motoria/2004_Moratti_DLvo_59.pdf (Annex C)

Conversione in legge, con modificazioni, del decreto-legge 1º settembre 2008, n. 137, recante disposizioni urgenti in materia di istruzione e università- Legge 30 ottobre 2008, n. 169 [Online] Available at: http://www.camera.it/parlam/leggi/08169l.htm

Cittadinanza e costituzione: Attuazione dell'art. 1 della legge 30 ottobre 2008, n. 169 – Anno scolastico 2010-2011. Circolare ministerial n° 86 (2010) [Online] Available at: http://www.istruzione.it/alfresco/d/d/workspace/SpacesStore/19b60061-d624-4dbd-be97-784876cb6393/cm86_10.pdf

Cyprus

Lower and upper secondary

- **Approach:** Separate subject
- **Terminology:** Social and civic education (ISCED 2) and civic education (ISCED 3)
- **Time allocation:** ISCED 2: 4 h/notional year
  ISCED 3: 8 h/notional year

Primary and secondary

- **Approach:** Cross-curricular (from 2011/12)
- **Terminology:** Curriculum structured according to three pillars relating to subject knowledge; democratic attitudes and behaviours; key attributes, competences and skills

Primary and secondary

- **Approach:** Integrated
- **Terminology:** History, modern Greek, literature
  ISCED 2 and 3: ancient Greek
  ISCED 3: Philosophy, psychology, sociology (optional)

References

Ministry of Education and Culture, 2002-2007 reprint. *Analytika Programmata Dimotikis Ekpaidefsis* (Curricula of primary education). Nicosia: Ministry of Education and Culture.

Analytika Programmata Gymnasiou (Curricula of secondary education) (2006) [Online] Available at: http://www.moec.gov.cy/dme/analytika.html

Latvia

Primary and secondary

- **Approach:** Integrated
- **Terminology:** Curriculum areas 'man and society', 'language', 'the basics of technology and sciences' (ethics/Christianity at ISCED 1, social science and Latvian language at ISCED 1 and 2; foreign language, history, literature, geography, natural science at ISCED 2)
  ISCED 3 ([98]): 'Social Sciences' area (politics and law, history, economics, philosophy, ethics, geography, psychology, theory of culture, housekeeping) 'language' and 'natural science' areas (Latvian Language, foreign language, biology and natural sciences)

([98]) From 2012/13, a new optional subject 'national defence education', which includes objectives related to citizenship education, will be proposed to upper secondary students.

Primary and secondary

- **Approach:** Cross-curricular
- **Terminology:** Social and communicative skills

References

Regulations on the national standard for basic education and standards for basic education subjects (2006) [Online] Available at: http://www.likumi.lv/doc.php?id=150407

Regulations on national standard for general upper secondary education and standards for upper secondary education subjects (2008) [Online] Available at: http://www.likumi.lv/doc.php?id=181216

Subjects' model programmes [Online] Available at: http://visc.gov.lv/saturs/vispizgl/programmas.shtml

Lithuania

Lower secondary

- **Approach:** Separate subject
- **Terminology:** Basics of citizenship
- **Time allocation:** ISCED 2: 16 h/notional year

Primary and lower secondary

- **Approach:** Cross-curricular
- **Terminology:** Area of social education and civic education

Primary and secondary

- **Approach:** Integrated
- **Terminology:** ISCED 1: Moral education (ethics), Lithuanian language, social and environmental education
  ISCED 2: History, moral education (ethics), Lithuanian language, geography, economics and entrepreneurship, natural science education. Integrated course of social sciences
  ISCED 3: History, moral education, geography, Lithuanian language, economics and entrepreneurship, philosophy, law, integrated course of social sciences

References

Pradinio ir pagrindinio ugdymo bendrosios programos, Vilnius: Svietimo aprupinimo centras (Primary and basic education curriculums, Vilnius: Education Supply Centre) (2008) [Online]
Available at: http://www.pedagogika.lt/index.php?-469374926

Vidurinio ugdymo bendrosios programos, Vilnius: Svietimo aprupinimo centras (Secondary education curriculums, Vilnius: Education Supply Centre) (2011) [Online] Available at: http://www.pedagogika.lt/index.php?-469374926

Luxembourg

Primary

- **Approach:** Cross curricular
- **Terminology:** Approaches to relationships

Primary and secondary

- **Approach:** Integrated
- **Terminology:** ISCED 1: *Éducation morale et sociale*, *instruction morale et religieuse*
  ISCED 2: *Formation morale et sociale/Instruction religieuse et morale,* history, geography, *culture générale*
  ISCED 3: *Formation morale et sociale/Instruction religieuse et morale*, history, geography, *Connaissance du monde contemporain*

Upper secondary

- **Approach:** Separate subject
- **Terminology:** Civic education
- **Time allocation:** ISCED 3: 21,1 h/notional year

References

Plan d'études de l'enseignement fondamental (Study plans for basic education)
(Journal Officiel du Grand-Duché de Luxembourg, Memorial A, No 184) (2009) [Online]
Available at: http://www.men.public.lu/priorites/ens_fondamental/090723_bibliotheque/090908_rgd_plan_etudes.pdf

Enseignement secondaire et secondaire technique: relevé des programmes de l'enseignement secondaire [Online]
Available at:
http://www.myschool.lu/portal/server.pt?space=CommunityPage&cached=true&parentname=MyPage&parentid=2&in_hi_userid=2&control=SetCommunity&CommunityID=1385&PageID=0

Hungary

Primary and secondary

- **Approach:** Integrated
- **Terminology:** Cultural domain 'human being and society"

Primary and secondary

- **Approach:** Cross-curricular
- **Terminology:** Social and civic competences, communication in mother tongue, learning to learn, sense of initiative and entrepreneurship

References

Nemzeti Alaptanterv [National Core Curriculum] (2003 – last modified in 2008) [Online]
Available at: http://www.nefmi.gov.hu/english/hungarian-national-core (abridged version in English)-
http://www.nefmi.gov.hu/letolt/kozokt/nat_070926.pdf (full version in Hungarian)

Malta

Primary and secondary

- **Approach:** Integrated
- **Terminology:** ISCED 1: Social studies, personal and social development
  ISCED 2: Social studies, personal and social development, geography, history, European studies (elective subject)
  ISCED 3: Geography, history and European studies (elective subjects)

References

ISCED 1 and 2: Creating The Future Together: National Minimum Curriculum, (1999), [Online]
Available at: www.curriculum.gov.mt/docs/nmc_english.pdf

ISCED 3: Syllabi at Advanced Level for Geography, History and Sociology, and syllabus at Intermediate Level for Systems of Knowledge (all as set for 2011), [Online] Available at:

http://www.um.edu.mt/__data/assets/pdf_file/0010/108649/AM13.pdf
http://www.um.edu.mt/__data/assets/pdf_file/0005/83903/AM17.pdf
http://www.um.edu.mt/__data/assets/pdf_file/0009/83907/AM30.pdf
http://www.um.edu.mt/__data/assets/pdf_file/0007/55708/IM_32.pdf

The Netherlands

Primary and lower secondary

- **Approach:** Integrated
- **Terminology:** In the learning areas 'personal and world orientation' and 'man and society', some of the core objectives concretise citizenship education

Upper secondary

- **Approach:** Separate subject
- **Terminology:** Study of society

References

Core objectives primary education (2006) [Online] Available at: http://www.slo.nl/primair/kerndoelen/

Appendix core objectives secondary education (2006) [Online]
Available at: http://english.minocw.nl/documenten/core%20objectives%20secondary%20education.pdf

Austria

Primary and secondary

- **Approach:** Cross-curricular
- **Terminology:** Integral educational principle: citizenship education, project-based forms of education

Primary and secondary

- **Approach:** Integrated
- **Terminology:** ISCED 1: General and social studies
  ISCED 2 and 3: Geography and economics, biology and environmental studies, religious education, history, social studies and citizenship education
- **Time allocation:** ISCED 2: 15 h/notional year

References

Decree on the integral educational principle of citizenship education in schools [Online]
Available at: www.eduhi.at/dl/Grundsatzerlass_-_Civics_Education_in_Schools.pdf

Lehrpläne zur Politischen Bildung an Österreichs Schulen (Curricula of citizenship education) [Online]
Available at: www.politik-lernen.at/site/basiswissen/politischebildung/lehrplaene

Verordnung über Bildungsstandards im Schulwesen (Decree on educational standards) [Online]
Available at: www.bmukk.gv.at/medienpool/17533/bgbl_ii_nr_1_2009.pdf

Lehrplan der Volksschule (Curriculum of primary school) (2008) [Online]
Available at: www.bmukk.gv.at/medienpool/14055/lp_vs_gesamt.pdf

Lehrplan der Allgemeinbildenden Höheren Schulen – Unterstufe) (Curriculum of academic secondary school, lower level) (2000, updated 2008) [Online] Available at: www.bmukk.gv.at/schulen/unterricht/lp/lp_ahs_unterstufe.xml

Lehrplan der Allgemeinbildenden Höheren Schulen – Oberstufe (Curriculum of academic secondary school, higher level) (Grade 9-12): (2000; updated 2004). [Online]
Available at: www.bmukk.gv.at/schulen/unterricht/lp/lp_ahs_oberstufe.xml

Poland

Primary and secondary

- **Approach:** Integrated
- **Terminology:** ISCED 1: Polish language, history and society, ethics/religion
  ISCED 2: Polish language, history, philosophy, ethics/religion
  ISCED 3: Polish language, history introduction to entrepreneurship, philosophy (educational path), ethics/religion

Secondary

- **Approach:** Separate subject
- **Terminology:** ISCED 2 and 3: Knowledge about society
- **Time allocation:** ISCED 2: 16.3h/notional year
  ISCED 3: 18.6h/notional year

Secondary

- **Approach:** Cross-curricular
- **Terminology:** Key competences included in school's tasks: social and civic competences, communication skills, ability to cooperate in a team, entrepreneurship, undertaking initiatives, respect towards others, prevention of discrimination, moral values, creativity

References

Regulation by the Minister of national Education and Sport of 26 February 2002 on core curriculum for pre-school education and general education in particular types of schools (Journal of Law. 2002. Nr 51, poz. 458)

Regulation by the Minister of national Education of 23 December 2008 on core curriculum for pre-school education and general education in particular types of schools (2009) [Online] Available at: www.bip.men.gov.pl

Portugal ([99])

Primary and lower secondary

- **Approach:** Separate subject
- **Terminology:** Civics training (integrated into the non-disciplinary curricular areas encompassing civics, project area and monitor study)
- **Time allocation:** ISCED 1: 16.3 h/notional year
  ISCED 2: 37.5h/notional year

Primary and secondary

- **Approach:** Cross-curricular
- **Terminology:** Cross-cutting topic 'education for citizenship'

References

National curriculum of basic education, essential competences (2001) [Online] Available at: http://sitio.dgidc.min-edu.pt/recursos/Lists/Repositrio%20Recursos2/Attachments/84/Curriculo_Nacional.pdf

National curriculum of secondary education [Online] Available at:
http://www.dgidc.min-edu.pt/ensinosecundario/data/ensinosecundario/Legislacao/lei_49_2005.pdf
http://www.dgidc.min-edu.pt/ensinosecundario/data/ensinosecundario/Legislacao/lei_115_97.pdf
http://www.dgidc.min-edu.pt/ensinosecundario/data/ensinosecundario/Legislacao/lei_49_2005.pdf
http://www.dgidc.min-edu.pt/ensinosecundario/data/ensinosecundario/Legislacao/lei_85_2009.pdf

Decree on 'Education for citizenship' (2001)

([99]) From 2011/12, a separate compulsory subject 'Civics training' is provided in the 1st year of general upper secondary education.

Romania

Primary and secondary

- **Approach:** Separate subject
- **Terminology:** ISCED 1: civic education + optional subject: European education
  ISCED 2: Civic culture + optional subject: Intercultural Education
  ISCED 3: Social studies + optional subjects: citizenship education, media competence, human rights, intercultural education, education for democracy, EU Institutions, international humanitarian law
- **Time allocation:** ISCED 1: 15 h/notional year
  ISCED 2: 10 h/notional year

Upper secondary

- **Approach:** Integrated
- **Terminology:** Sociology, philosophy, history.

References

Curriculum for sociology, approved by Order of the Education and Research Minister 3252/16.02.2006.

Curriculum for philosophy, approved by Order of the Education and Research Minister 5959/22.12.2006

Curriculum for social studies approved by Order of the Education and Research Minister 5959/22.12.2006

Curriculum for citizenship education, (Grade 3: 2004; Grade 4: 2005; grades 7-8: 2009) [Online]
Available at: http://www.ise.ro/Departamente/Curriculum/Programescolare.aspx>

Curricula for social and humanistic subjects at high-school level, [Online]
Available at: http://www.ise.ro/Departamente/Curriculum/Programescolare.aspx> Invăţământ Liceal>Aria curriculară:Om şi societate>Cultura civica_clasele a VII-a - a VIII-a.pdf

Slovenia

Primary and secondary

- **Approach:** Integrated
- **Terminology:** Slovene language, foreign language, environmental education, social sciences, history, geography (ISCED 1)
  Slovene language, geography, history, foreign language and elective subjects (ISCED 2)
  Slovene language, foreign language, sociology, geography, history (ISCED 3)

Lower secondary

- **Approach:** Separate subject
- **Terminology:** Citizenship education and ethic ([100]) and elective subject citizenship culture
- **Time allocation**: ISCED2: 17.5 h /notional year

Upper secondary

- **Approach:** Cross-curricular (Compulsory elective content)
- **Terminology:** Citizenship culture
- **Time allocation:** 15 lessons per year in one grade of *gimnazija,* determined by the school schedule.

([100]) From 2011/12, an updated separate subject 'Citizenship, patriotic education and ethic' replaces 'Citizenship education and ethic'.

References

The curricula for basic school (2010), [Online] Available at: http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/devetletka/predmetniki/Predmetnik_splosni.pdf

The curricula for upper secondary general school *gimnazija* (2010) [Online] Available at: http://portal.mss.edus.si/msswww/programi2010/programi/gimnazija/ucni_nacrti.htm

Curricula for citizenship and patriotic education and ethic (2011) [Online] Available at: http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/os/prenovljeni_UN/UN_DDE__OS.pdf

The curricula for citizenship and ethic (1999) [Online] Available at: http://www.mizks.gov.si/fileadmin/mizks.gov.si/pageuploads/podrocje/os/devetletka/predmeti_obvezni/Drzavljanska_vzoja_in_etika_obvezni.pdf

Citizenship culture *(Državljanska kultura)* (2011) [Online] Available at:
ISCED 2:
http://www.mizks.gov.si/fileadmin/mizks.gov.si/pageuploads/podrocje/os/devetletka/predmeti_izbirni/Drzavljanska_kultura_izbirni.pdf

ISCED 3: http://portal.mss.edus.si/msswww/programi2011/programi/gimnazija/obvezne_izbirne_vsebine.htm#2.1

Slovakia

Primary and secondary

- **Approach:** Integrated
- **Terminology:** ISCED 1: Homeland
  ISCED 1 to 3: Ethics (in alternance with religious education)

Secondary

- **Approach:** Separate subject
- **Terminology:** Citizenship science
- **Time allocation:** ISCED 2: 24.8 h/notional year
  ISCED 3: 6.2 h/notional year

References

Občianska náuka (State educational programme for citizenship science) [Online] Available at: http://www.statpedu.sk/files/documents/svp/2stzs/isced2/ vzdelavacie_oblasti/obcianska_nauka_isced2.pdf

ISCED level 3: http://www.statpedu.sk/files/documents/svp/gymnazia/vzdelavacie_oblasti/obcianska_nauka_isced3a.pdf

Človek a hodnoty (State educational programme for ethics) [Online] Available at: http://www.statpedu.sk/files/documents/svp/1stzs/isced1/vzdelavacie_oblasti/eticka_vychova_isced1.pdf

Finland

Primary and secondary

- **Approach:** Integrated
- **Terminology:** Environmental and natural sciences (ISCED 1), history, biology, geography: ISCED 1-2

Lower and upper secondary

- **Approach:** Separate subject
- **Terminology:** Social studies

Primary and secondary

- **Approach:** Cross-curricular
- **Terminology:** Participatory citizenship and entrepreneurship

References

National core curriculum for basic education 2004 (2004) [Online]
Available at: http://www.oph.fi/english/publications/2009/national_core_curricula_for_basic_education

National core curriculum for upper secondary education 2003 (2003) [Online] Available at:
http://www.oph.fi/english/publications/2003/National_Core_Curriculum_for_Upper_Secondary_Schools_2003

Sweden

Primary and secondary

- **Approach:** Integrated
- **Terminology:** Social science, history, Swedish

References

Curriculum for the compulsory school system, Lpo94 (SKOLFS 1994:1) [Online]
Available at: http://www.skolverket.se/skolfs?id=258

Curriculum for the non-compulsory school system, Lpf94 (SKOLFS 1994:2) [Online]
Available at: http://www.skolverket.se/skolfs?id=259

United Kingdom – England

Primary

- **Approach:** Non-statutory provision. Separate subject or integrated, up to schools
- **Terminology:** Non-statutory programme of study 'citizenship'

Lower and compulsory upper secondary

- **Approach:** Separate subject
- **Terminology:** Citizenship

Post-compulsory upper secondary

- **Approach:** Non-statutory provision. Separate subject or integrated, up to schools
- **Terminology:** Non statutory Post-16 citizenship support programme

References

The National Curriculum for England Key stages 1 and 2 (1999 – Key stage 1 amended 2007) [Online]
Available at: http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/index.aspx

Citizenship - The National Curriculum for England (Key stages 3 and 4) [Online]
Available at: https://www.education.gov.uk/publications/standard/publicationDetail/Page1/QCA/99/470

Play your part: post-16 citizenship guidance QCDA 2004 (2004) [Online]
Available at: https://www.education.gov.uk/publications/standard/publicationdetail/page1/QCA/04/1313

United Kingdom – Wales

Primary and secondary education

- **Approach:** Cross-curricular and integrated
- **Terminology:** Part of personal and social education framework (PSE)

References

Personal and social education framework for 7 to 19-year-olds in Wales (2008) [Online]
Available at: www.wales.gov.uk/personalandsocialeducation

The non-statutory programme of study for citizenship at Key Stages 1 and 2 [Online]
Available at: http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198824/citizenship

United Kingdom – Northern Ireland

Primary

- **Approach:** Cross-curricular and integrated
- **Terminology:** Personal development and mutual understanding (learning area)

Secondary

- **Approach:** Cross-curricular
- **Terminology:** Strand 'local and global citizenship' in the area of learning 'learning for life and work'

References

The Northern Ireland Curriculum: Primary (2007) [Online] Available at:
http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/northern_ireland_curriculum_primary.pdf
http://www.nicurriculum.org.uk/key_stages_1_and_2/skills_and_capabilities/cross-curricular_skills/

The Statutory Curriculum at Key Stage 3: Rationale and Detail (2007) [Online]
Available at: http://www.nicurriculum.org.uk/docs/key_stage_3/statutory_curriculum_ks3.pdf

Revised Curriculum. Local and Global Citizenship: Guidance for Key Stage 4 [Online]
Available at: http://www.nicurriculum.org.uk/key_stage_4/areas_of_learning/learning_for_life_and_work/

United Kingdom – Scotland

Primary and secondary

- **Approach:** Cross-curricular areas
- **Terminology:** Citizenship education

Secondary education

- **Approach:** Integrated
- **Terminology:** Various subjects with elements of citizenship education, such as more particularly social studies (modern studies; history; geography).

References

Curriculum for Excellence (2004 – updated 2007) [Online] Available at:
http://www.ltscotland.org.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/

Curriculum for Excellence: Building the Curriculum 3: A Framework for Learning and Teaching (2008) [Online]
Available at: http://www.ltscotland.org.uk/Images/building_the_curriculum_3_jms3_tcm4-489454.pdf

Liechtenstein

Data not available.

Iceland ([101])

Primary and secondary

- **Approach:** Integrated
- **Terminology:** Life skills, social studies (upper secondary level)

Primary and secondary

- **Approach:** Cross-curricular (starts being implemented from 2011/12)
- **Terminology:** New curriculum based on six fundamental pillars (literacy in a broad sense, education for sustainability, health and welfare, democracy and human right education, equality and creative work) which are supposed to be an issue in all subject matters and a guiding light for school practices and nine key competences, including democracy and human rights.

References

National curriculum guidelines for the compulsory schools (2011) [Online]
Available at: http://www.menntamalaraduneyti.is/utgefid-efni/namskrar/nr/3953

National curriculum guidelines for the upper secondary schools (2011) [Online]
Available at: http://www.menntamalaraduneyti.is/utgefid-efni/namskrar/nr/3954

National curriculum guidelines for the compulsory schools. Life skills (2007) [Online]
Available at: http://www.menntamalaraduneyti.is/utgefid-efni/namskrar/nr/3953

Norway

Primary and secondary

- **Approach:** Integrated
- **Terminology:** Social studies (ISCED 1-2: History, geography, sociology; ISCED 3: The individual and society, working and business life, politics and democracy, culture and International affairs)

  ISCED 1-2: Religion, philosophy of life and ethics
  ISCED 3: History, religion and ethics

Secondary

- **Approach:** Separate subjects
- **Terminology:** ISCED 2: Pupil council work

  ISCED 3: Elective subjects: Politics and human rights, law, history and philosophy
- **Time allocation:** ISCED 2: 22.3 h/notional year (pupil council work)

Primary and secondary

- **Approach:** Cross-curricular
- **Terminology:** Social and cultural competences

References

The core curriculum (1993) [Online]
Available at: http://www.udir.no/Stottemeny/English/Curriculum-in-English/Core-Curriculum-in-five-languages/

The quality framework (2006) [Online] Available at:
http://www.udir.no/Upload/larerplaner/Fastsatte_lareplaner_for_Kunnskapsloeftet/5/prinsipper_lk06_Eng.pdf

Subject Curricula (2006) [Online] Available at: http://www.udir.no/Stottemeny/English/Curriculum-in-English/

([101]) From 2011/12, new national curricula for pre-primary, compulsory and upper secondary education that will start being implemented, introduce a cross-curricular approach to citizenship education. Indeed, they are based on six fundamental pillars (literacy in a broad sense, education for sustainability, health and welfare, democracy and human right education, equality and creative work) which are supposed to be an issue in all subject matters and a guiding light for school practices.

Croatia

Primary and secondary

- **Approach:** Cross-curricular
- **Terminology:** Education for human rights and democratic citizenship

Upper secondary

- **Approach:** Separate subject
- **Terminology:** Politics and economy
- **Time allocation:** ISCED 3: 12,6 h/notional year

References

Nacionalni okvirni kurikulum za predškolski odgoj I obrazovanje te opće obvezno I srednjoškolsko obrazovanje (National framework curriculum for pre-primary, primary and general secondary education) (2011) [Online] Available at: http://public.mzos.hr/lgs.axd?t=16&id=18247

Nastavni plan I program za osnovnu školu [Elementary school curriculum] (2006) [Online] Available at: http://public.mzos.hr/lgs.axd?t=16&id=14192

Nastavni program za gimnazije – Politika i gospodarstvo [Curriculum for general secondary education – Policy and economy] (1994) [Online] Available at: http://dokumenti.ncvvo.hr/Nastavni_plan/gimnazije/obvezni/pig.pdf

Turkey

Lower secondary ([102])

- **Approach:** Separate subject
- **Terminology:** Citizenship and democracy
- **Time allocation:** ISCED 2: 16 h/notional year

Primary and upper secondary

- **Approach:** Embedded in the general objectives of the education system but no approach recommended

References

http://ttkb.meb.gov.tr/program.aspx?islem=1&kno=46

([102]) Although, formally, there is not ISCED 2 level in the Turkish education system for the matter of comparison with other countries, grades 1st-5th can be treated as ISCED 1 and 6th, 7th and 8th can be treated as ISCED 2.

Annex 2: Ongoing and recent national initiatives for encouraging student's participation in activities which promote citizenship education, in the local community and society, as reported by the Eurydice national units, 2011/12

Are included the political structures for young people at local regional and national level.

Access to the links below on 04.04.2012

Belgium – French Community

- Nature and Eco-Citizens Schools *(Écoles Nature et Eco-Citoyennes)*

  Duration of initiative: 2011-2012

  The objective of this project is to enhance pupils' behaviours at school regarding sustainable development as well as to show that children can play a role on safeguarding the environment at school and also at home in their families.

  Coordinating body / Website

  Directorate for Environmental awareness/ Department of Development / Operational Directorate-General of Agriculture, Natural Resources and Environment *(Direction de la Sensibilisation à l'environnement/ Département du développement/ Direction générale opérationnelle de l'Agriculture, des Ressources naturelles et de l'Environnement)*

  http://www.ecole-nature-ecocitoyenne.be

Bulgaria

- Municipality prizes ("Награди на общините")

  Duration of programme: ongoing

  Each year, the municipalities award prizes to schools that held the most significant initiatives related to active participation in public life of the community.

  Coordinating body / Website

  The Department of Education to the municipalities and the National Association of municipalities

Czech Republic

- Community School *(Komunitní školy)*

  Duration of initiative: 2009-2011

  This project launched in the region of Usti has the final objective to establish community schools i.e. lifelong learning centres opened to everyone from the local community. Under this project, 6-19 years-old pupils and students participate actively in local community activities within partnerships established between schools and local level parties such as not-for-profit organisations and municipality government.

  Coordinating body / Website

  Community Work Center Usti nad Labem

  http://www.komunitniskoly.cz/

- Let's talk into it! *(Kecejme do toho!)*

  Duration of initiative: From 2010 – ongoing

  This nation-wide initiative aims to give young people aged between 15 and 26 years opportunities to discuss their opinions and attitudes in some areas that they are not satisfied with – at local, national and also European level. The main activities are voting in opinion polls; e-discussions and fora; discussions with politicians; creation or suggestion of solutions of a given problems to present to the politicians.

  Coordinating body / Website

  Czech Council of Children and Youth *(Česká rada dětí a mládeže)*

  www.kecejmedotoho.cz

- Children and Youth Parliament *(Národní parlament dětí a mládeže)*

  Duration of initiative: From 1997 – ongoing

  The National Children and Youth Parliament was created in 1997. It is composed of pupils and students from basic and secondary education aged between 7 and 18 years old from about two thirds of the country. Members meet at national level in a regular basis in order to identify and discuss children and youth issues as well as to advocate in areas that concern them, namely when legislation is pending.

  Coordinating body / Website

  The Children and Youth Parliament *(Národní parlament dětí a mládeže)*

  www.participace.cz/npdm

Denmark

- Democracy Because *(Demokrati Fordi)*

  Duration of initiative: 2010-2011

  Demokrati Fordi was a nation-wide school project running in the spring of 2011 for pupils and students enrolled at primary and secondary level. It was implemented to make them reflecting upon the role as a citizen in a democratic country. This project was carried out through specific teaching material and group work. There was a national competition on which pupils and students had to initiate a creative activity about democracy. It has to be important for them either in their everyday life or as citizens in a democratic society or also important for the local community.

  Coordinating body / Website

  The former Danish Ministry for Refugee, Immigration and Integration Affairs (now the Ministry for Social Affairs and Integration)

  http://www.demokratifordi.dk/

Estonia

- Civic Society and citizenship education *(Kodanikuühiskond ja kodanikuharidus)*

  Duration of initiative: 2010-2011

  This nation-wide project was to support the implementation of the National Civic Society Development Plan. The main aim was to strengthening upper and university students' confidence in the country, state and government During the time period of November 2010 to May 2011, several seminars were carried out in order to find the best solutions on how to contribute to the development of civic education and strengthening civil society, and how to involve young people studying at secondary schools and colleges.

  Coordinating body / Website

  Jaan Tõnisson Institute

  http://www.jti.ee

Ireland

- Gaisce - the President's Award

  Duration of initiative: ongoing

  Awards are given each year to 16-25 years old students who have demonstrated personal achievements and undertaken projects of personal, community and social value. The initiative award aims at promoting social and civic responsibility among students who have gone beyond the period of compulsory civic education i.e. end of lower secondary education.

  Coordinating body / Website

  Gaisce

  http://www.gaisce.ie

- Young social innovators

  Duration of initiative: ongoing

  A national competition and exhibition held annually awarding and presenting local community projects of social and civic responsibility undertaken by students aged from 16 years old.

  Coordinating body / Website

  Young Social Innovators

  http://www.youngsocialinnovators.ie

Spain

- Model of European Parliament *(Modelo de Parlamento Europeo)*

  Duration of initiative: From 1994 – ongoing

  The main goal of this nation-wide initiative is to promote the awareness of European citizenship and of the parliamentary dialogue among young people. Students aged between 16 and 17 years old are given the opportunity to play the role of a member of the European Parliament for a few days through the recreation of parliamentary sessions conducted by students themselves first at school and then through a selection process, successively, at regional, national and European level.

  Coordinating body / Website

  San Patricio Foundation *(Fundación San Patricio)*

  http://www.modeloparlamentoeuropeo.com

- Initiative for the recovery and educational use of abandoned villages *(Programa de recuperación y utlización educativa de pueblos abandonados)*

  Duration of initiative: From 1985 – ongoing

  This nation-wide initiative seeks to get students from lower secondary to higher education closer to rural life giving them the possibility to understand the need for an attitudinal change to ensure the future balance between human beings and their environment. Students' activities are carried out around four thematic areas: recovering and maintenance of the villages; environmental education and sustainable development; health education and sociability.

  Coordinating body / Website

  Ministry of Education

  http://www.educacion.gob.es/horizontales/servicios/becas-ayudas-subvenciones/extraescolares/becas-pueblos-abandonados-verano.html

- Vicente Ferrer national award for Education for Development *(Premio nacional de Educación para el Desarollo – Vicente Ferrer)*

  Duration of initiative: From 2009 – ongoing

  This award is for those schools which develop activities, educational experiences, educational projects or proposals to sensitize, educate, develop critical thinking and encourage active participation of students in the pursuit of global citizenship, compassionate, committed to the eradication of poverty and its causes and sustainable human development.

  Coordinating body / Website

  Spanish Agency for International Cooperation for Development *(Agencia Española de Cooperación Internacional para el Desarrollo)*
  Ministry of Education *(Ministerio de Educación)*

  http://www.educacion.gob.es/horizontales/servicios/becas-ayudas-subvenciones/premios/premios-centros-educativos/premio-educacion-dasarrollo.html

France

- Intergenerational approach at school to enhance pupils' learning *(L'approche intergénérationnelle à l'école pour renforcer les apprentissages)*

  Duration of initiative: From 1999 – ongoing

  Primary pupils carry out activities in collaboration with elderly people in retirement homes. The objective is not solely to support pupils in improving their learning skills and but also to teach pupils the notions of respect, civic and moral responsibility and tolerance and to rediscover part of their historical and social identity. In their turn, elderly people were given the right to have their say and to fully play their role as a citizen.

  Coordinating body / Website

  District of primary schooling of the schools concerned *(Circonscription de l'enseignement primaire des écoles concernées)*

  http://www.ac-paris.fr/portail/jcms/p6_201458/l-approche-inter-generationnelle-a-l-ecole-pour-renforcer-les-apprentissages-le-dispositif-de-la-circ-20c?portal=j_55&printView=true

- Children's Parliament *(Parlement des enfants)*

  Duration of initiative: From 1994 – ongoing

  Each year, 577 representatives of pupils from the last grade of primary level gathered at the National Assembly. During the meeting, pupils have to select the best proposal of law among those sent by the participating classes across the country.

Coordinating body / Website

President of the National Assembly *(Président de l'Assemblée Nationale)*

http://www.education.gouv.fr/cid52974/mene1000756n.html

- Municipality Council for Children *(Conseil municipal des enfants)*

  Duration of initiative: Ongoing (the first one was created in 1979 in Schiltigheim)

  In this council, pupils are consulted and give their opinion about the municipality policies and establish projects to which they are concerned. About half of the municipalities (nearly 1600) have set out Municipality Council for Children.

  Coordinating body / Website

  The Municipality Council *(Conseil municipal)*

  Please consult the webpage of any French municipality

- Department's Council for Students *(Conseil départemental des collégiens)*

  Duration of initiative: ongoing (the first Department's Council for Students was created in 1990 in the Department of the *Nord*.

  Members of this Council are students' representatives from the 2d and 3rd grade (5ème et 4ème) of all lower secondary schools of the department *(collège)*. Students are elected in their school and sit for two years in the Council. Students work on community projects on topics such as solidarity, fight against inequalities, international cooperation, and sustainable development. They might to reflect on the question of democratic representation and the role of the elected representative. They may have to develop charters of citizenship for various fields such as sport, community life...

  Coordinating body / Website

  General Council of the Department *(Conseil Général de Département)*

  Please consult the webpage of any *Conseil Général de Département*

- Youth Regional Council *(Conseil régional des jeunes)*

  Duration of initiative: ongoing (the First Youth Regional Council was created in 1998 by the region of Provence-Alpes-Côtes d'Azur)

  This council is composed of higher secondary students' representatives who have expressed their wish to their head of school to be a youth regional counsellor. The mandate is of two years and gender parity has to be applied. Students learn about the citizenship related matters in their region, the elections and the duty of voting. They disseminate this information in higher secondary schools *(lycées)* in their region. They develop an action plan against discrimination. They set up humanitarian projects in their region and abroad.

  Coordinating body / Website

  Regional Council *(Conseil Régional)*

  Please consult the own webpage of any *Conseil Régional*

Italy

- Citizenship and Constitution *(Cittadinanza e Costituzione)*

  Duration of initiative: From 2008 – ongoing

  Every school is required to organise citizenship education projects for pupils and students at all educational levels. The objective of the activities carried out under the projects is to trigger and consolidate among children and young people the values of respect for individuals, without discrimination, civic sense, individual and collective responsibilities, values of liberty, justice, common wellbeing, respect for the environment all being the roots of the Italian Constitution.

  Coordinating body / Website

  Ministry of Education, University and Research (*Ministero dell'istruzione, dell'università e della ricerca*, Miur) Regional Education Offices (*Uffici scolastici regionali*, USR), the National Institute for the Evaluation of the Education System (*Istituto Nazionale per la Valutazione del Sistema Educativo di Istruzione e Formazione*, INVALSI) and the National Institute of Documentation for Innovation and Educational Research (*Istituto Nazionale di Documentazione per l'Innovazione e la Ricerca*, INDIRE)

  www.indire.it/cittadinanzaecostituzione

Latvia

- Opportunities for Civic Participation in the Multicultural Society: from knowledge to the action *(Pilsoniskās līdzdalības iespējas daudzkultūru sabiedrībā: no zināšanām līdz darbībai)*

  Duration of initiative: 2007/08

  The objective of this initiative was to encourage civic participation in the community life and mutual cooperation of people from different ethnic and socioeconomic groups. Three regional support centres for civic cooperation and partnership were created and developed in the regions of Vidzeme, Latgale and, Riga and its surroundings. The target group was 18 teachers and at least 360 students from 10 schools with different languages of instructions, aged from 15 to 17. The main outcome of this project was that pupils became peer trainers prepared for the further work in the field of multicultural and civic education in different regions of Latvia.

  Coordinating body / Website

  Association Education Development Centre *(Izglītības attīstības centrs)*

  http://www.iac.edu.lv/istenotie-projekti/pilsoniskas-lidzdalibas-iespejas-daudzkulturu-sabiedriba/summary-in-english

Lithuania

- Lithuanian Pupils' Parliament *(Lietuvos moksleiviu parlamentas)*

  Duration of initiative: 2005 - 2011

  Every two years Lithuanian pupils have the possibility to participate in the election of members for the Lithuanian Pupils Parliament which is a representative institution standing for children and youth interests and plays a consultative role for developments of children and youth policy decision-making. There are 95 students aged 14 to 19 representing the different regions of Lithuania.

  Coordinating body / Website

  Centre of Civic Initiative *(Pilietiniu iniciatyvu centras)*

  http://www.pic.lt/index.php?pid=page&cid=8&tid=40

- Strengthening of pupils self-governance *(Mokiniu savivaldos stiprinimas savivaldybese)*

  Duration of initiative: 2010-2012

  This nationwide project aims at developing among students participatory skills and strengthening cooperation between schools and the local community and the society. 2.100 pupils from hundred schools at lower secondary and upper secondary levels are involved in this project.

  Coordinating body / Website

  Educational Exchange Support Foundation *(Švietimo mainų paramos fondas)*

  http://www.smpf.lt

Hungary

- National Pupils' Parliament *(Országos Diákparlament)*

  Duration of initiative: since 1996 – ongoing

  The National Pupil Parliament gathers every three years representatives of pupils from primary and secondary education institutions. During the meeting, members discuss matters raised previously in the local pupil parliament and then, adopt recommendations to ensure the most efficient representation and observation of pupils' rights.

  Coordinating body / Website

  Ministry of National Resources, State Secretariat for Education

- Social solidarity initiative *(Társ initiative)*

  Duration of initiative: 2010-2011

  This is a national after school initiative in which secondary students (9th-12th grades) take part individually or in groups in community service during 30 hours a year. Teachers supervise the activities and carry them out in partnership with NGOs, foundations, charity associations, etc.

  Coordinating body / Website

  Ministry of National Resources, State Secretariat for Education

- The National Council for Students Rights *(Országos Diákjogi Tanács)*

  Duration of initiative: 1996 – ongoing

  This council co-operates in the preparation of the decisions of the minister responsible for education related to student rights. It has the role to express its opinion, put up proposals and give opinions on any issue affecting student rights. It is composed of nine members: three members of whom are appointed by the minister responsible for education (adults), three members by the national student organisations responsible for representing students from six to fourteen years of age and three by the national student organisations responsible for representing students from fifteen to eighteen years of age.

  Coordinating body / Website

  Ministry of National Resources, State Secretariat for Education

  http://www.nefmi.gov.hu/kozoktatas/tarsadalmi-kapcsolatok/orszagos-diakjogi-tanacs

Austria

- Factory for Democracy *(Demokratiewerkstatt)*

  Duration of initiative: 2007 – ongoing

  It consists of a set of 6 workshops dealing with different aspects of democracy such as media, politics or civic participation. It is open either to school classes from grades 3 to 9 or young people aged 8-14 years old. 37 000 students have participated in the workshop from the beginning until July 2011.

  Coordinating body/Website

  Austrian Parliament *(Österreichisches Parlament)*

  www.demokratiewebstatt.at/18.html

- Ökolog

  Duration of initiative: 2007 – ongoing

  Under the programme ÖKOLOG, schools intend to address sustainable development as an integral part of everyday school-life. The following aspects are essential for the participating schools: participation, a healthy and social atmosphere at school, the reduction of environmental pollution, cooperation with the local community, the anchoring of sustainable development in the school profile and the motto "We do not learn for but through Life".

  Coordinating body / Website

  The Ministry of Education

  http://www.umweltbildung.at/cms/c/oekolog.htm

- School Project Fund for Learning and Living Democracy *(Schulprojektefonds zur Politischen Bildung – Demokratie Lernen und Leben)*

  Duration of initiative: 2007-08

  Under the "Democracy Initiative", the "School Project fund for Learning and Living Democracy" supported during a year 47 innovative projects in the field of Citizenship Education in schools of all types and in all grades. Projects were often implemented in collaboration with external partners such as NGOs, museums, artists and journalists.

  Coordinating body / Website

  Zentrum polis – Austrian Centre for Citizenship Education on behalf of the Ministry of Education, Arts and Culture

  www.politik-lernen.at

- Word up!

  Duration of initiative: 2008

  The objective of this project is to encourage students of grade 8 to express their concerns and requests on the community level to the respective district councils of Vienna and to participate in the implementation of projects tackling youth on the district level. 7 districts of Vienna are involved in the project so far and have already established Youth Parliaments on the basis of a permanent cooperation between schools and districts.

  Coordinating body / Website

  Verein Wiener Jugendzentren *(Association of Youth centres in Vienna)*

  http://typo.jugendzentren.at/vjz/fileadmin/pdf_downloads/daten_f_young/Leitlinien_word_up.pdf

  http://wordup23.at

- Youth Parliament *(Jugendparlament)*

  Duration of initiative: since 2008 – ongoing

  In Austria students of grade 9 of the federal state of Austria which is nominated to chair the federal council at the present time, are invited to the Austrian Parliament to participate in a Youth Parliament (bi-annually). They take part in the process of legislation, debate with political representatives and learn about parliamentary institutions and procedures.

  Coordinating body / Website

  Austrian Parliament

  www.reininsparlament.at

Poland

- Local Youth Council of the city of Warsaw *(Lokalna Rada Młodzieżowa Miasta Stołecznego Warszawy*)

  Duration of initiative: From 2001 – ongoing

  Local youth councils are composed of representatives of students' school councils. One example of it is the local youth council of the city of Warsaw (YCCW). The main motivation of its creation in 2009 was to promote civil society among young people and to better integrate them in the city by taking into account their needs and expectations in the local governance. In practice, the YCCW's main tasks consists of delivering resolutions and statements on youth matters concerning the territorial government administration in the city of Warsaw; initiating and promoting social, educational, cultural, sport, recreational, ecological, charitable activities; collaborating with city organisational units in organisation of events related to these areas.

  Coordinating body / Website

  Municipality of Warsaw

  http://edukacja.warszawa.pl/index.php?wiad=2400

- Polish Council of Youth Organizations (*Polska Rada Organizacji Młodzieżowych* – PROM)

  Duration of initiative: From 2010 – ongoing

  The Polish Council of Youth Organisations involves representatives aged between 15 and 30 year old from various organisations and bodies related to youth at national as well as regional, district and local level. The objectives are to consult and initiate new laws concerning youth including education, to run youth initiatives incubator, to develop national youth initiatives as well as to promote and disseminate youth initiatives and represent Polish youth in European institutions.

  Coordinating body / Website

  Polish Council of Youth Organizations

  http://www.prom.info.pl/

- Young Citizen *(Młody Obywatel)*

  Duration of initiative:

  It is one of the initiatives set by the Polish Centre of Civic Education created in 1994. This initiative supports students from lower and upper secondary schools in their inquiry on how people in their home town cooperate with each other, how they trust each other, how they communicate and what is important for the local identity. On the basis of information which has been collected, students organise activities aimed at the increase of trust, cooperation, sense of local identity and better communication between inhabitants of the town. Students' activities are structured in the framework of three paths: establishing the local information network, enhancing the local identity and voluntary activities.

  Coordinating body / Website

  Centrum Edukacji Obywatelskiej (Centre of Civic Education)

  www.ceo.org.pl

Portugal

- Youth Parliament (*Parlamento dos Jovens*)

  Duration of initiative: From 1995 – ongoing

  Each year, the Assembly of the Republic host the Youth Parliament. Before along the year, students' representatives from all the country's primary and secondary schools prepare the debate to be held during the two sessions at the Assembly of the Republic. The debate concentrates on issues that affect youth at local and national level.

  Coordinating body / Website

  The Portuguese Assembly of the Republic *(Assembleia da República Portuguesa)*

  http://app.parlamento.pt/webjovem2009/index.html

Romania

- Other Kind of School *(Programul Şcoalaaltfel)*

  Duration of initiative: 2011-2012 school year

  Under this nation-wide initiative, a week will be devoted to out-of-school activities on democratic citizenship education targeted to pupils and students at all educational levels.

  Coordinating body / Website

  Ministry of Education, Research, Youth and Sports / School Education Department *(Ministerul Educaţiei, Cercetării, Tineretului şi Sportului /Direcţia pentru Învăţământ Preuniversitar)*

  http://www.edu.ro/index.php/articles/c21

Slovenia

- Children's Parliament *(Otroški parlament)*

  Duration of initiative: From 1990 – ongoing

  Children's Parliaments were created in order to educate young people for democracy and democratic dialog. Children's Parliaments are organised annually in every basic school (primary and lower secondary education). Pupils discuss issues relevant to their life and elect their representatives to attend the Children's Parliament at regional and national level. Each year, representatives of every basic schools meet at regional level and then, over 100 representatives from all regions meet at the Slovenian Parliament to discuss the chosen issue of the year. In 2010/11, Children's Parliaments discussed the effect of society and media on youth.

  Coordinating body / Website

  Slovenian Association of Friends of Youth *(Zveza prijateljev mladine)*

  http://www.zpms.si/programi/otroski-parlament/

Sweden

- School elections *(Skolval)*

  Duration of initiative: From the decade of 1960 – ongoing

  School elections are arranged by pupils or pupils and teachers altogether, usually in connection with parliament elections, local (municipal) elections or elections to the European Parliament. In these mock elections, pupils vote according to the same procedure as in ordinary elections.

  Coordinating body / Website

  The Swedish National Board for Youth Affairs *(Ungdomsstyrelsen)*, The National Agency for Education *(Skolverket)* and the Swedish Youth Council *(Sveriges ungdomsråd)*

  http://www.skolval2010.se/index.php?s=start

- The Swedish Youth Council *(Sveriges ungdomsråd)*

  Duration of initiative: From 2003 – ongoing

  The Swedish Youth Council is a nongovernmental organisation. Local youth councils are members of the central Swedish Youth Council, and the local councils are also either NGOs or organised by municipalities. The age of the members in the local youth councils range from about 12/13 to 24/25 years old but it is not limited in regulations. The majority of the members are enrolled in secondary education.

  Website

  http://sverigesungdomsrad.se/om-sverigesungdomsrad/

United Kingdom

- The United Kingdom Youth Parliament

  Duration of initiative: From 1999

  The United Kingdom Youth Parliament (UKYP) has engaged hundreds of thousands of 11-18 year olds since its inception. UKYP gives the young people of the UK a powerful voice which is heard and listened to by local and national government, providers of services for young people and other agencies who have an interest in the views and needs of young people

  Coordinating body / Website

  The UK Parliament

  http://www.ukyouthparliament.org.uk/4598.html

Iceland

- Youth Councils at the municipality level

Duration of initiative: since 2007

According to the Youth Act, no. 70/2007 municipal authorities are required to promote the establishment of special youth councils. The role of the youth council is, among other things, to advise municipal authorities on the affairs of young people in the community concerned. The municipal authorities are then to adopt their own more detailed rules on the role of the youth council and the selection of its members.
According to a report from the Ombudsman for Children based on a questionnaire sent to all municipalities (2009), it can be determined that youth councils were in 2009 active in 14 municipalities and are planned in a further 30 communities.

http://www.barn.is/barn/adalsida/english/

Norway

- Operation Days Work

Duration of initiative: From 1964 – ongoing

This is a nation-wide campaign targeting upper secondary students (16-18 years old). Every last Thursday in October and sometimes in connection with UN-day 24 October, students can get the day off in order to do a day's work, and the money they earn that day goes to the education of young people in developing countries. In advance of the ODW-Day, the information campaign International Week (IW) is organised. The IW offers a large variety of activities such as a teaching program and lectures concentrated on the themes of democracy, human rights and solidarity; information sessions on the year's project. There is also one specific event on which 20 young people coming from the country or countries to which ODW-funds are to go to that year give lectures at Norwegian schools.

Coordinating body / Website

The school student union of Norway

http://www.od.no

- School Elections *(Skovelag)*

Duration of initiative: From 1989 – ongoing

Every two years simulated voting for all upper secondary students aged between 16 and 18 years-old are held one week prior to national and local elections.

Coordinating body / Website

The Norwegian Social Sciences Data Services (*NSD – samfunnsveven*)

http://www.samfunnsveven.no/skolevalg/resultat/landsoversikt

Croatia

- Initiative for introducing citizenship education at school *(Nacionalni program odgoja i obrazovanja za ljudska prava)*

Duration of initiative: From 1999 – ongoing

Under this nation-wide programme, the Croatian Teacher Training and Education Agency *(Agencija za odgoj i obrazovanje)* has been developing since 1999 projects and modules targeted to pupils and students in basic and upper secondary education with a strong local-participatory component. In such projects and modules, pupils and students along with their teachers collaborate with representatives of local authorities and businesses as well as other stakeholders at local level such as experts in various fields and NGOs.
For example, in the Molve municipality, 8th grade students have developed with their teachers' support an environment-friendly approach to waste management and proposed it to the various stakeholders including local authorities.

Coordinating body / Website

Teacher Training and Education Agency *(Agencija za odgoj i obrazovanje)*

http://www.azoo.hr/index.php?option=com_content&view=article&id=1471

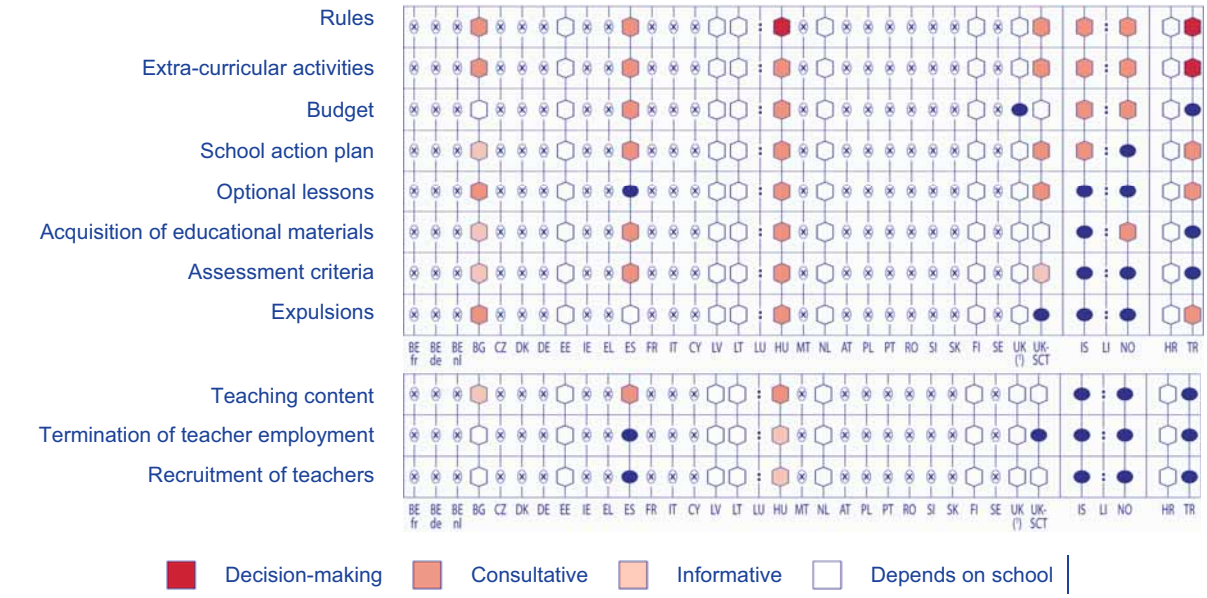
Annex 3: Information organised per country for Figures 2.7, 2.8, 2.9 and 2.13

2.13: Main functions and activities of parents' representatives in school governing bodies

Source: Eurydice.

UK (1): UK-ENG/WLS/NIR

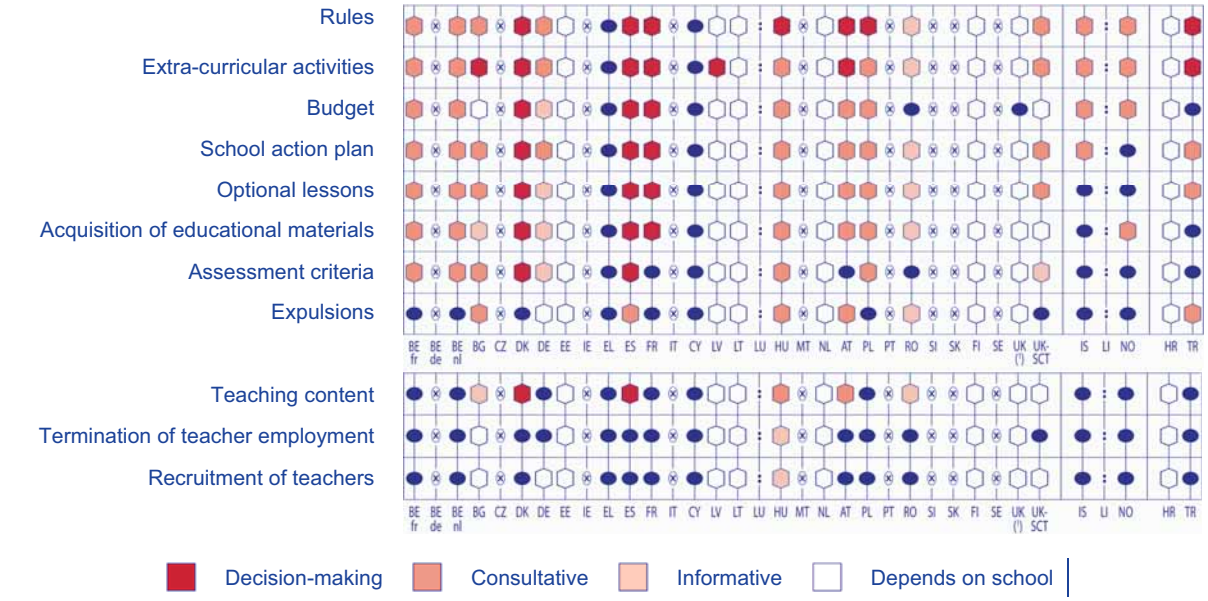
2.7: Remit of student representatives on school governing bodies according to official regulations, ISCED 1, 2010/11



Source: Eurydice.

UK (1): UK-ENG/WLS/NIR

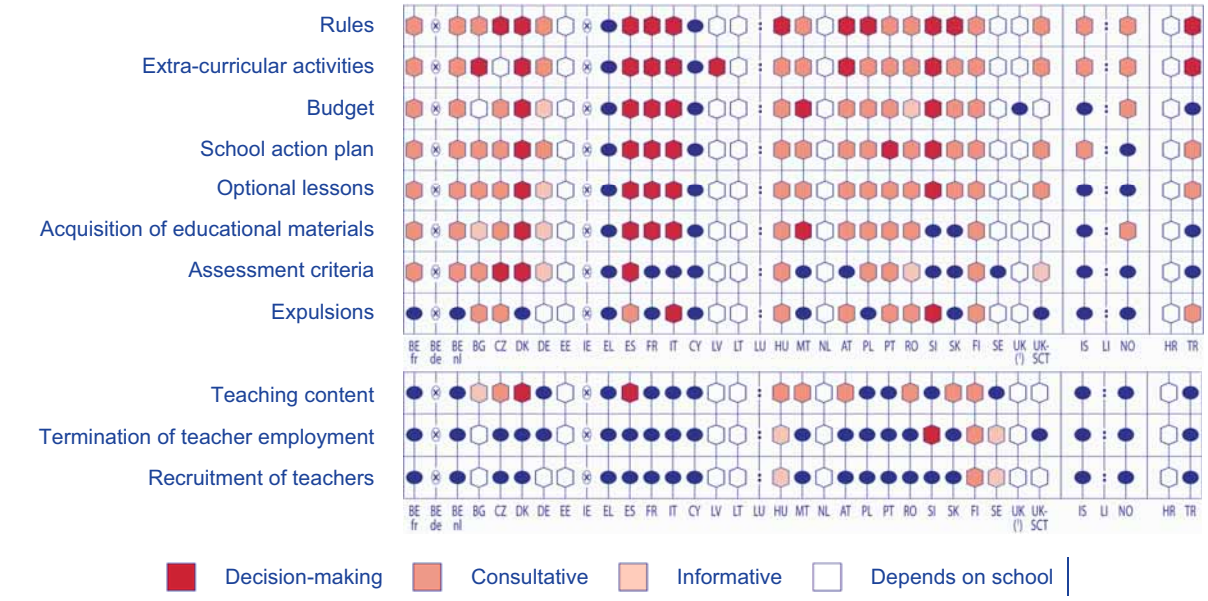
2.8: Remit of student representatives on school governing bodies according to official regulations, ISCED 2), 2010/11



Source: Eurydice.

UK (1): UK-ENG/WLS/NIR

2.9: Remit of student representatives on school governing bodies according to official regulations, ISCED 3, 2010/11



Source: Eurydice.

UK (1): UK-ENG/WLS/NIR

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EN

EURYDICE

The **Eurydice Network** provides information on and analyses of European education systems and policies. As of 2011, it consists of 37 national units based in all 33 countries participating in the EU's Lifelong Learning programme (EU Member States, EFTA countries, Croatia and Turkey) and is co-ordinated and managed by the EU Education, Audiovisual and Culture Executive Agency in Brussels, which drafts its publications and databases.

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