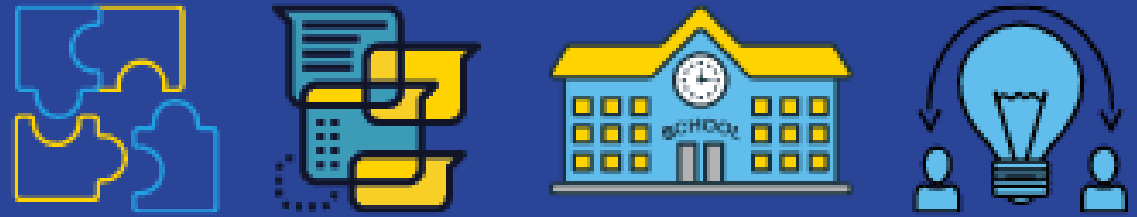


European



Acts and Cooperation for Civic Education in Schools

Civic Education in Schools

Best Practices around the EU

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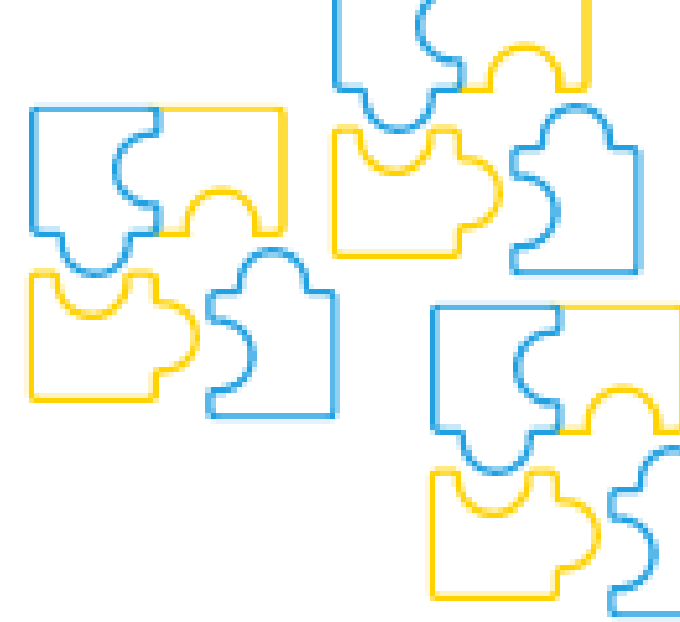
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About this booklet

This booklet aims to present a collection of good practices observed in Europe in terms of civic education in secondary schools. It includes 20 innovative practices that aim to promote active citizenship among young people, allowing for the development of relevant skills and knowledge.

The practices were selected following extensive prospecting through questionnaire and desk research by project partners. The selected practices were the ones considered as more relevant, innovative and with the highest transferability potential.

The Guide presents each practice individually. Readers will find information on the practice itself and the objectives pursued. Information is also presented on how the practice was perceived as well as an evaluation of the practice and the effects observed on the people involved when implementing it. For a better understanding of how these practices fit into youth education policies, we also provide an overview of the latter for each practice presented.

Who is this booklet for?

- For **youth professionals** who work in and outside secondary schools: whether they are teachers or socio-educational animators, they will find in this guide ideas for practices that are easily adaptable for general or professional establishments.
- To the **actors and actresses of citizenship education**, especially among young people: it is important that these actors and actresses seize the opportunities that exist to intervene in schools, because their expertise is complementary to school education.
- **Young people** who wish to introduce new practices into their establishment and be actors in their teaching: students also have the possibility of being active in their learning and the practices presented will give them the keys to proposing new activities that they can give impetus in their establishment.
- To **political decision-makers** who wish to work towards learning citizenship in schools.
- To **institutional actors and actresses** who wish to discover and implement new innovative practices.

EnPar – Meeting for Sharing Citizenship Educational Practices

INITIATOR

Regional Department for Education

TARGET

Teachers , Students
Organizations , School Administration

PRACTICE GOALS

Promote school and students initiatives, Promote exchange between students, schools and local community

SCALE

Regional

RELATION TO LEGAL FRAMEWORK

Optional

IDEAL FOR

High schools
NGOs working with schools

Description of the Practice:

EnPar - Encontro de Partilhas de Práticas Educativas de Cidadania was held annually between 2009 and 2019 in the Algarve region in Portugal and consisted of an annual meeting, lasting several days, in which schools and entities in the region shared their projects, initiatives and activities. Each year the meeting was held in a different municipality of Algarve. The initiative was grounded on the concept of sustainable development translated into actions in the Environmental, Social, Economic and Cultural areas.

The Meeting focused on promoting the active voice of students through the sharing of exhibitions, demonstrations, cultural moments, workshops, intervention panels and animation meetings, engaging schools and other socio-educational entities and those who want to visit it, in promoting participation, active citizenship and sustainability.

Desired Effects:

Valorization of students voice and initiatives
Promotion of exchange and built synergies between schools and community
Better understanding of each actor role in learning, governance, and community action

Integrate with political guidelines and legal framework: Although it was organized by the Regional Department for Education, with the support from the host municipality the participation on EnPar was not mandatory and the programme was build from a bottom-up approach.

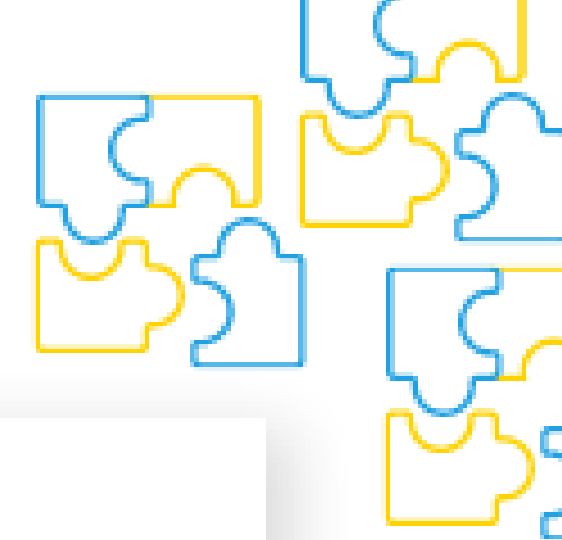
EnPar took place for 10 years with high levels of attendance and impressive results. It was on of a kind event in the Region. Cancelled in 2020 due to COVID19 pandemic, it was not resumed since then.



Resources:

- <https://www.facebook.com/encontropartilhas>





Speed Meeting

■ INITIATOR

Teacher

■ TARGET

Teachers
Students

■ PRACTICE GOALS

develop civic skills, meet civil society organizations

■ SCALE

local

■ RELATION TO LEGAL FRAMEWORK

optional

■ IDEAL FOR

- Youth centres
- High schools
- NGOs

Organized on the initiative of a teacher, the speed meeting brings entrepreneurs from different sectors to classes at the Lycée professionnel de Thorigny sur Marne (vocational high school). Over the course of the year, a number of entrepreneurs (company directors, heads of associations, project leaders in private or public enterprise) who are members of the 100,000 entrepreneurs association are invited to share their entrepreneurial experiences and engage in dialogue with young people.

The aim of the event was to :

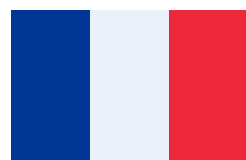
- transmit the culture and desire for entrepreneurship to young people;
- raise students' awareness of the entrepreneurial act;
- introduce them to the workings of the professional world, and the mechanisms and functions of the company.

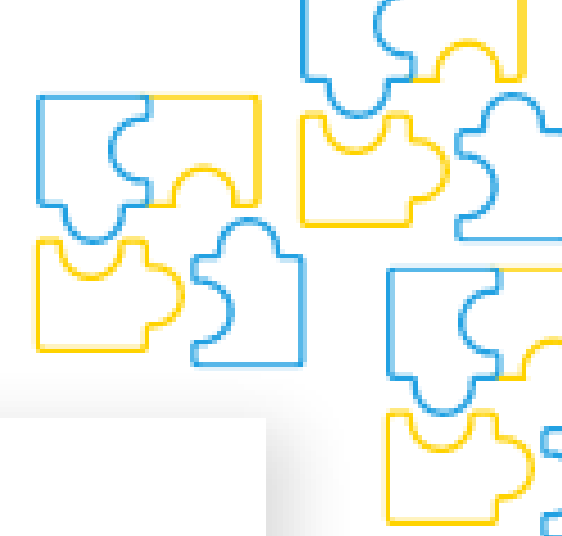
The program is part of the school's master plan, with two main focuses:

1. Give students a sense of educational ambition and combat school dropout to develop equal opportunities. Promote students' pursuit of higher education and support them in their personal and professional development. Develop partnerships with professionals and schools.
2. Develop professional openness. Develop partnerships with the professional world, Develop long-term public-private and community partnerships.

Resources:

- <https://perdonnet.fr/>





Debate club

■ INITIATOR

Students

■ TARGET

Students

■ PRACTICE GOALS

improve civic skills, improve expression in public setting

■ SCALE

Local

■ RELATION TO LEGAL FRAMEWORK

optional

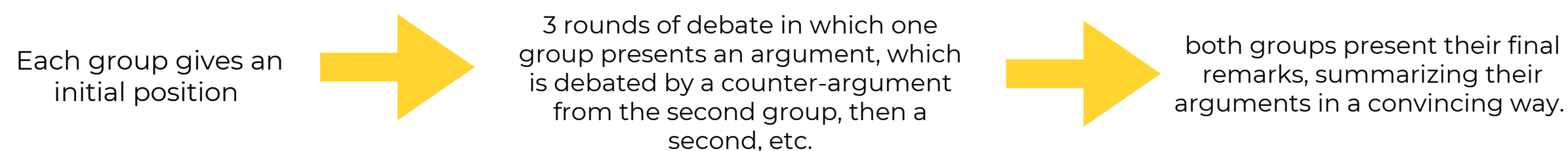
■ IDEAL FOR

- Youth centres
- High schools
- NGOs

Created on the initiative of a student with a passion for debating, a debating club has existed since 2021 at the Athénée du Luxembourg in Luxembourg City. Entirely organized and run by students, the club now has over 60 members. Twice a week, the club offers 1-hour debate sessions.

During these sessions, various debating styles and techniques are shared horizontally between peers. These techniques are based on defined protocols, and the club's debating sessions enable young participants to familiarize themselves with these techniques so that they can take part in national and international events in the future if they so wish.

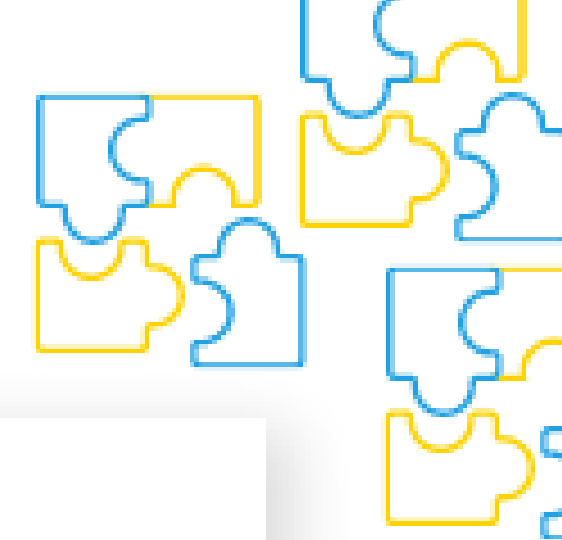
Debate structure:



Three styles of debate are used in the debate club :

- personal: individuals defend their own opinion on an issue (EYP model)
- situated: individuals defend an assigned position (MUN model)
- free: individuals freely defend their own position(s).

Ressources :



Civic online reasoning

■ INITIATOR

Teachers

■ TARGET

Students
Teachers

■ PRACTICE GOALS

media awareness and
training

■ SCALE

International

■ RELATION TO LEGAL FRAMEWORK

optional

■ IDEAL FOR

- Youth centres
- High schools
- NGOs

At the Liceo Scientifico Statale "Vito Volterra" in Ciampino, civic education is taught using Civic Online Reasoning. This program was developed by Stanford University in the USA. It is aimed at teachers who want to improve their students' information processing skills. Through a series of courses and materials, the program looks at the key elements of misinformation and how to combat it.

The program is available online free of charge. It enables students to discover the basics of verifying information, particularly on the internet.

On the program menu:

- finding out where information is located
- assessing its reliability
- verify information

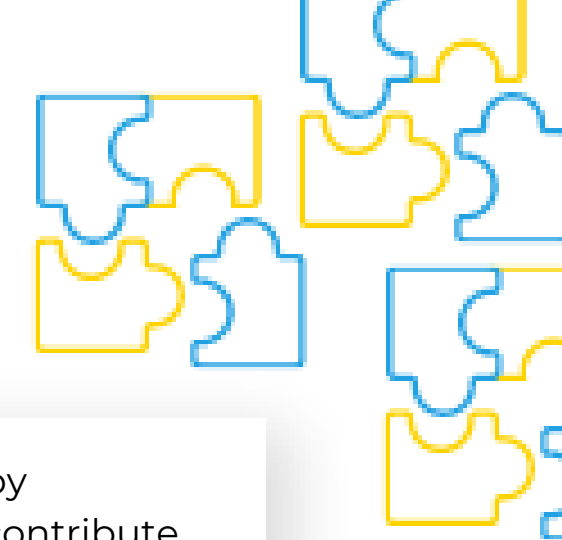
Thanks to this method, students develop new technical skills. They are better able to identify and unmask false information.

It also helps teachers to shift from ineffective information literacy practices towards the kinds of strategies employed by professional fact-checkers.

Ressources:

<https://cor.stanford.edu/>





Citizenship Circles

- **INITIATOR**
NGO (Between)
- **TARGET**
Students, Teachers, NGOs
- **PRACTICE GOALS**
Promote skills for participation, Create spaces for sharing on current issues
- **SCALE**
Regional in several countries
- **RELATION TO LEGAL FRAMEWORK**
optional
- **IDEAL FOR**
 - Youth centres
 - High schools
 - NGOs

"Citizenship Circles" is a programme that promotes the creation of spaces for participation and the organization of people by residential areas/localities, based on the Sustainable Development Goals (SDGs) defined by the United Nations, in order to contribute to a better world. It considers that neighbourhood-based organizations are more effective in ensuring inclusion for all.

The methodology consists of creating forums/circles of 15 to 20 people (children and youth or adults), with 2 facilitators per circle, preferably residing in the same geographical area.

The main objective of these circles is to constitute spaces for debate, reflection and planning of actions and their implementation with a view to improving the conditions of the community in question. The circles take place weekly and last about 90 minutes.

It is part of the non-formal education model and its operation is governed by the principles of sociocracy. The main aim is to promote relationship building that also allow children and young people to express their thoughts, ideas and feelings. It also allows their concerns and opinions to be heard, recorded and taken into account in our social and political spectrum.

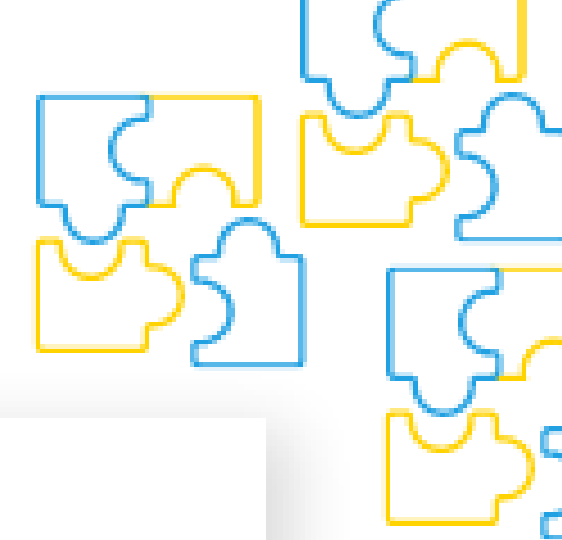
The methodology used is inspired by that used by the "Inclusive Neighbourhood Children's Parliament", promoted by the organization NEIGHBORHOOD COMMUNITY NETWORK and initiated in India by Father Edwin Maria John in 1998.

In Portugal the project is developed by Beetween (Entretodos - Ass. Portuguesa de Parcerias para o Desenvolvimento Social) in Partnership with the Lisbon University Institute - ISCTE and focuses in school, involving students and teachers.

Ressources:

<https://www.between.pt/projetos/circuitos-de-cidadania>





European Parliament Ambassador School Programme

■ INITIATOR

European Parliament
Teachers

■ TARGET

Students
Teachers

■ PRACTICE GOALS

improve democratic
engagement and understand
political systems on a
European level

■ SCALE

European

■ RELATION TO LEGAL FRAMEWORK

optional

■ IDEAL FOR

- Youth centres
- High schools
- NGOs

The aim of the "Ambassador School" program is to give young people in secondary schools the opportunity to deepen their knowledge of the European Parliament and the European Union, to understand their rights as European citizens and how they can participate in the democratic life of the Union.

To take part in the program, each school nominates its "senior ambassadors", i.e. teachers who are willing to take on the project, and its "junior ambassadors", who are enthusiastic students who exchange ideas with their peers and develop innovative actions highlighting the work of the European Union and the European Parliament. Today, the program is a network of 1100 schools throughout the European Union.

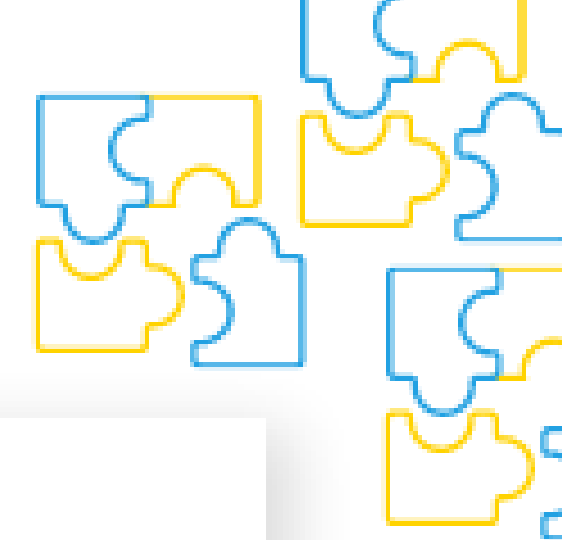
Schools undertake to set up a "Europe info point", to tackle European issues in the classroom in a fun way using a teaching tool developed by the European Parliament, and to organize an event on May 9, Europe Day.

The European Parliament maintains a special relationship with these schools. Regional and international meetings are organized for teachers and students. High schools from different member states can also get in touch to set up exchange programs.

Ressources :

<https://youth.europarl.europa.eu/fr/more-information/ambassador-school.html>





Understanding Europe

■ **INITIATOR**
Students

■ **TARGET**
Students

■ **PRACTICE GOALS**
improve knowledge on
european democratic life

■ **SCALE**
National

■ **RELATION TO LEGAL
FRAMEWORK**
optional

■ **IDEAL FOR**

- Youth centres
- High schools
- NGOs

The Schwartzkopf Foundation and the European Youth Parliament network created the Understanding Europe program.

The group "Understanding Europe" helps young people in Europe learn about how democracy works and gives them a way to express their ideas. They support young people who create educational projects that encourage active citizenship and a Europe that is fair, inclusive, and open to new ideas.

They teach in a way where everyone can participate, and we encourage different groups of people to join in the conversation. This project makes a safe place for young people to learn and work together. It lets them learn about and understand different views and experiences of other people.

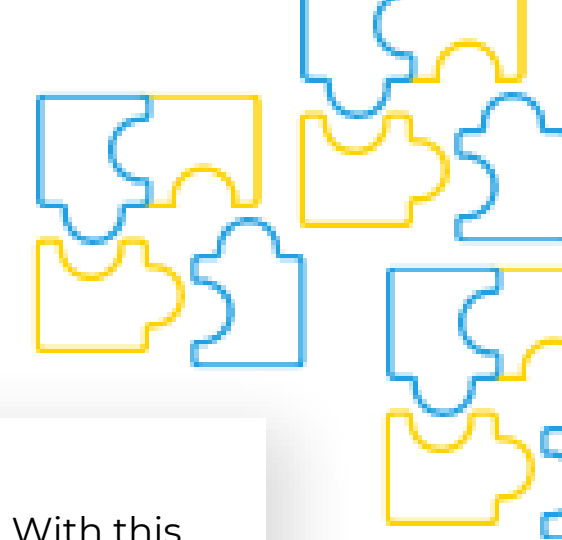
Understanding Europe is primarily for young people between the ages of 16 and 28. They created a project network in fourteen countries and everyone had different jobs like teachers, helpers, and leaders. They work together on the "Understanding Europe" project and make it better by forming groups that work across different countries. The group working on the project wants to help and give advice to their colleagues while also learning from them.

Understanding Europe has been working in Belgium for more than 5 years and has become even better over time. They work with around 20 schools all over the country to teach hundreds of students each year about European civics in a really good way. They have a free EU-Crash-Course in English, Dutch or French.

Ressources :

<https://understanding-europe.org/>





Training in Youth media

■ INITIATOR

NGOs
Teachers

■ TARGET

Teachers
Youth workers

■ PRACTICE GOALS

Media awarness,

■ SCALE

local

■ RELATION TO LEGAL FRAMEWORK

optional

■ IDEAL FOR

- Youth centres
- High schools
- NGOs

The Jets d'encre association is a structure aimed at 13-18 year-olds wishing to develop their own media within their school. With this in mind, the association offers modules to youth workers in these establishments, training them to help young people succeed with their projects. Web radio, online or paper newspaper, podcast, ...

To this end, it has developed workshops on a variety of themes:

Questioning the mentor's posture: This workshop aims to understand and assimilate all the issues involved in creating a youth media. It also provides an opportunity to question one's position and role as a mentor.

Youth media issues: roles, journalistic genres, financing...

The role of the mentor: reflection and debate on the role and its limits.

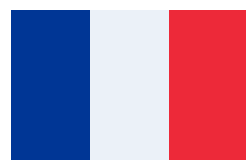
Understanding freedom of expression and associated rights: This workshop looks at the law and ethics as they apply to publications by schoolchildren, students, associations and others. It enables the supervisor to advise young journalists with confidence, and to better understand what can and cannot be published as a young medium.

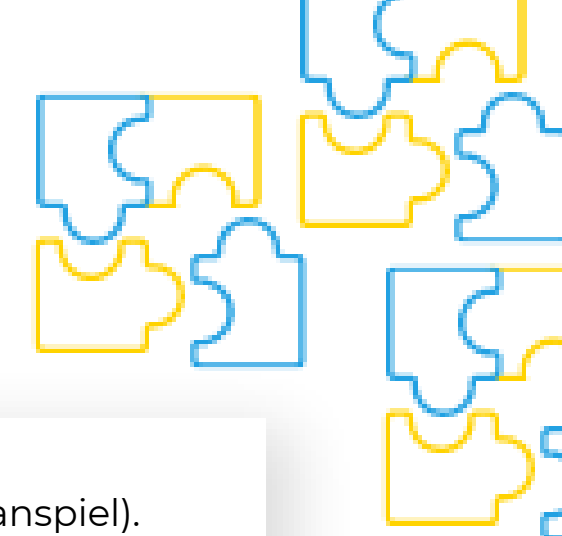
Media practice: this workshop teaches technical skills for several types of media: creating a website, recording audio and using editing software, creating a mock-up for a print newspaper

Journalistic writing workshop: A workshop designed to give thought to journalistic writing. It covers writing techniques specific to youth media, as well as different journalistic genres (reporting, analysis, interview, etc.). The workshop concludes with each participant creating a small production that will be presented in the afternoon.

Ressources :

<https://www.jetsdencre.asso.fr/>





Planspiel

■ INITIATOR

Youth workers

■ TARGET

Students

■ PRACTICE GOALS

improve civic skills, improve knowledge on political systems

■ SCALE

National

■ RELATION TO LEGAL FRAMEWORK

optional

■ IDEAL FOR

- Youth centres
- High schools
- NGOs

The German company Polyspektiv offers young people the chance to take part in multi-scale simulation games (or Planspiel). The Planspiel method combines 2 opposing approaches: the game and the plan, which can be found in different parts of the Planspiel. Play and plan together create a special learning effect. Young people are assigned a role in a representative assembly and are presented with a collective issue. Following a moderator lead they take turn between negotiating and debating in order to garner approval of the majority

Here are the typical features and elements of a Planspiel:

Decision-making



Reduced complexity



Converging & conflicting interests



Time pressure



The skills and knowledge developed are as follows:

Practical skills

Understanding information

Public Speaking

cooperation and conflict management

Attitudes and values

Empathy

Democracy

Respect for diversity

Knowledge

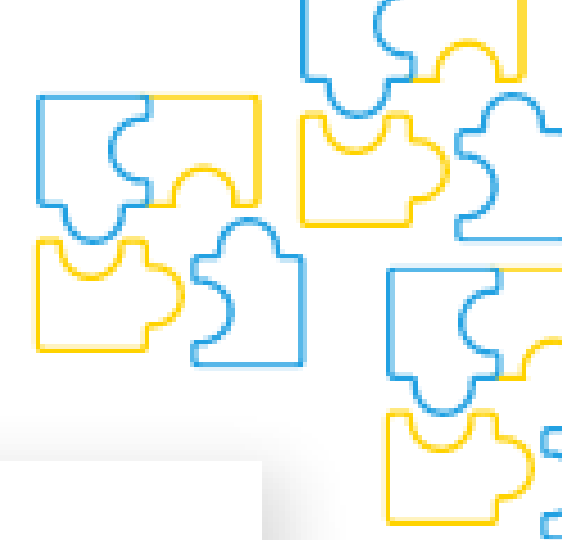
Institutions & decision-making processes

Political issues

Ressources :

<https://polyspektiv.eu/>





Engage.ch

■ INITIATOR

Students
local authorities
NGOs

■ TARGET

Students
Local authorities

■ PRACTICE GOALS

Improve democratic engagement, improve knowledge of the parties involved in democratic life

■ SCALE

National

■ RELATION TO LEGAL FRAMEWORK

optional

■ IDEAL FOR

- Youth centres
- High schools
- NGOs

As part of its engage.ch program, the Swiss Federation of Youth Parliaments is offering a number of workshops designed to help young people better understand citizenship and encourage participation. In the "Experiencing politics" workshop, students learn how their local authority works, how they can stand up for their demands and ideas, and what opportunities there are for them to implement their own ideas and get involved. In this way, they develop an understanding of the structures and processes of municipal politics.

At the end of the workshop, students discuss their concerns with a local politician. In this way, students gain first-hand experience of communal politics, and obstacles to future political involvement are removed.

Vision of the activity

With the engage workshop, the Swiss Federation of Youth Parliaments (FSPJ) wants students to understand how they can make a difference in their environment, and thus feel involved as members of the local community.

Methods



Group discussion

Online research



Discussion with a local politician

Online submission of concerns



Resources :

<https://www.engage.ch/>



Scale of Reference For Participatory Citizenship Schools

- **INITIATOR**
NGO (ECOS)
- **TARGET**
Students, teachers, parents, other school staff
- **PRACTICE GOALS**
Assessment of participation level of each actor and school
- **SCALE**
International
- **RELATION TO LEGAL FRAMEWORK**
optional
- **IDEAL FOR**
High schools
NGOs working with schools

The Scale is a practical tool for self-assessment of school stakeholders' Participation in learning, governance and community relations. It can be used as a benchmark for schools that want to understand the level of Participation they are at and seek to inspire themselves to become more participatory and democratic spaces.

It has been designed to work as a self-evaluation tool, does not include any external external control mechanism and is flexible enough to allow each school to find its own way to use it and adapt it to its reality: in order to understand the progress made, schools should record the criteria used during each self-evaluation activity, and can then compare the results of different years. Built on top of the "whole school approach", it takes into account the participation of the 4 school actors (teachers, students, parents and staff) in 3 diferent school dimentions (learning, governance, relation with the community) and in the transversal dimension of inclusion.

Although it was not created to generate comparative or competitive conclusions between different schools, several schools with similar contexts can use their results to promote learning exchanges and generate comparative findings, provided they agree in advance to use common criteria.

According to the current portuguese legislation schools shall approve their own Action Plan for Citizenship Education. A pre assessment with the Scale can be an effifient way of creating a School Level action plan based on a participatory needs assessment by all school actors. Several EU and CoE guidelines on Education for Democratic Citizenship propose the "whole school approach" to education.

The tool is an intelectual output of the project Network of Participatory Citizenship Schools, supported by the EU trough ERASMUS+ project. It was implemented initially by the 3 schools part of the project consortium from 2016, and from then by a group of schools that have been recieving training and advice from ECOS cooperative and Pinheiro e Rosa School Cluster, based in Faro, Portugal.

Resources :

<https://www.democraticschools.ecos.pt>



We Propose! – Citizenship and Innovation in Geographical Education

■ INITIATOR

University (Instituto de Geografia e Ordenamento do Território da Universidade de Lisboa)

■ TARGET

Students, community and municipalities (indirect)

■ PRACTICE GOALS

Promote effective local territorial citizenship

■ SCALE

International

■ RELATION TO LEGAL FRAMEWORK

optional

■ IDEAL FOR

Schools that offer geography classes

The "We Propose!" Project aims to promote effective local territorial citizenship. In Portugal it is the major national project in the field of Geography and mobilizes schools across the country. It is also spread in six other countries: Spain, Brazil, Colombia, Peru, Mexico and Costa Rica. It is aimed at students and teachers of Geography in Secondary Education of the 11th grade or other levels and grades of education and uses the Case Study methodology for the identification of local problems and the presentation of proposals for resolution by students. At the same time, it aims to promote partnerships between different partners (university, schools, municipalities, companies and associations), among which cooperation protocols are sought.

After a first phase of awareness-raising on citizenship issues and local challenges, students identify, in small groups, problems that are significant to them, in the area of their school and residence - ex. the restoration of a relevant building in the neighborhood, changing the route of public transports, local valorization of alternative energies or the construction of a virtual local tourist guide). When possible, students and teachers have meetings with City Hall officials and technicians on the main local guidelines and framework. With the pandemic, these meetings will often be held by videoconference.

Students then carry out research work on the problem they have selected and prepare proposal(s) for solving it, which they present at a national seminar the National Seminar. Best projects and works are yearly distinguished in thematic competitions (photography, video, text, drawing, advertising spot and poster). The dissemination of these proposals continues to the community, often to the municipality and some have been taken over by local authorities.

Resources :

<https://www.nospropomos2016@weebly.com>



Wondering School project

- **INITIATOR**
Independent researchers
- **TARGET**
Schools, students, teachers
- **PRACTICE GOALS**
Promote growth of a learning communities based on dialogue, conscientization, freedom and engagement
- **SCALE**
International
- **RELATION TO LEGAL FRAMEWORK**
optional
- **IDEAL FOR**
Schools and teachers that want to discover innovative ways of practicing direct democracy

Wondering School is an independent research project that investigates and encourages the practice of a liberating education within schools. The project was created in 2016 as a journey to explore, learn with and share a range of democratic and humanizing education practices around the world. It encounters and collaborates with people in schools, communities, informal education projects and organizations, co-creating projects, facilitating learning experiences and dialogues and creating resources, such as films, that stimulate reflection and action to recreate school education in alignment with the values of an emancipatory education.

The vision of the project is to support the growth of a learning communities based on dialogue, conscientization, freedom (interdependence) and engagement with the world. The project as been focusing on using Sociocracy as a democratic method within schools and as been researching on schools that are using sociocracy and at the same time proposing "Sociocracy for Schools" courses.

Wondering school produced a number of small documentary videos, talks and the "School Circles" documentary film, an independent documentary that explores the practice of six democratic schools in the Netherlands. The film shows students, teachers and staff members coming together to dialogue, discuss proposals, mediate conflicts and make decisions about their school life. These schools not only challenge the mainstream education, but also democracy as we know it. They put into practice Sociocracy, a method for collective organisation based on a systems perspective, in which the decisions are made by hearing all the voices and getting everyone's consent. School Circles connects the theory of sociocracy to its practice within schools, taking us to new possibilities of organising ourselves and our communities.

Resources :

<http://www.wonderingschool.org>



Cards for Democracy

■ INITIATOR

Collective of researchers and practitioners (L2C)

■ TARGET

Teachers and other practitioners

■ PRACTICE GOALS

Promote growth of a learning communities based on dialogue, conscientization, freedom and engagement

■ SCALE

Pan-European

■ RELATION TO LEGAL FRAMEWORK

optional, all aligned with CoE Framework

■ IDEAL FOR

Teachers and practitioners

Cards for Democracy is a set of resources developed by "Learn to Change, Change to Learn", with the engagement of 60 educators (teachers, professors, school-heads...) that collaborated for 6 years to develop learning activities that help nurture a democratic environment. Realized that whether the topic, whether it was teaching history, civics, language etc. there was a core set of learning outcomes that were the same in each area, these practitioners decided to work on finding what these core elements were. The results are available for free under a Creative Commons license and include the following:

Cards for Democracy for All - a set of 60 cards intended for individuals, on their own and in groups, to reflect on their intention, and nurture a disposition to examine and improve their attitudes, skills, knowledge and understanding to better contribute to creating democratic spaces and co-constructing a more just and happy society. To help you learn with the Cards for Democracy for All, Learn 2 Change's team elaborated 8 frameworks (scenarios).

Cards for Democracy Teachers' Edition - a set of 72 cards which are meant for teachers to reflect on, examine and improve their attitudes, skills and knowledge to better support democratic processes and improve their own practices and behaviours. The cards identify and describe key actions that people who are facilitating learning can develop to better act in a society in which democracy is a true process that is inclusive of all human beings.

Practitioner Booklet - a resource for those who want to use the Cards for Democracy for All as a tool for self-reflection and personal development, offering a comprehensive and detailed guide on how to use the cards effectively and creatively.

"Learn to Change, Change to Learn" is a collective of researchers and practitioners acting for a change of paradigm in education, that advocate for an education for democracy in which democracy is seen as a way of life, social and individual. L2C undertakes research projects, develops resources and implements workshops and hosts a community of practices that counts with around 100 active members.

Resources:

<https://www.learntochange.eu/>



Ponte School

■ INITIATOR

Group of Teachers

■ TARGET

One school community

■ PRACTICE GOALS

The formation of autonomous, responsible, supportive and democratically committed people

■ SCALE

Local, inspiring others worldwide

■ RELATION TO LEGAL FRAMEWORK

Fully exploring the concept of school autonomy as defined by the Portuguese legislation

■ IDEAL FOR

All school actors and practitioners of EDC

Escola Básica da Ponte is a public school in the north of Portugal with educational practices that move away from the traditional model from 1976. It is organized according to a project and team logic, structuring itself from the interactions between its members. Its organizational structure, from space, time and learning, requires greater student participation, together with the educational advisors, in the planning of activities, in their learning and in the evaluation.

There are no classrooms, in the traditional sense, but workspaces, where various resources are made available, such as: books, dictionaries, grammars, internet, videos... that is, various sources of knowledge. This project, based on values such as Solidarity and Democraticity, is guided by several principles that have led to the creation of a great diversity of pedagogical devices that, as a whole, include a work dynamic and promote responsible and solidary autonomy, permanently exercising the use of the voice as an autonomous instrument of citizenship. Most of the students work is done autonomously by developing personal or groups projects defined by themselves. At the Ponte school everyone works with everyone. No student is a student of only one teacher, nor is a teacher a teacher of only a few students. There is a weekly assembly involving all students. Students are engaged, from the first grade, in the groups that support the school's maintenance and management.

Parents/Guardians, like their children and guidance counselors, are also strongly involved in the students' learning process and in the direction of the school.

The organization that this school puts into practice inspires an inclusive and cooperative philosophy that can be translated, in a very simplified way, into the following: we all need to learn and we can all learn from each other and those who learn, learn in their own way in the exercise of Citizenship.

The school receives hundreds of visitors and scholars every year, eager to learn and study how this school managed to comply with the national regulations while following the kind of education that inspired a group of visionary and hard working teachers.

Resources:

<http://www.escoladaponte.pt/>



MILAGE

- **INITIATOR**
University of Algarve (UALG)
- **TARGET**
Teachers and students
- **PRACTICE GOALS**
Promotes a learning environment in which students and teachers work cooperatively
- **SCALE**
International
- **RELATION TO LEGAL FRAMEWORK**
Optional
- **IDEAL FOR**
Teachers and students

The MILAGE project, created in 2015, encompasses a set of initiatives that involves promoting the use of the digital educational platform, MILAGE APRENDER+, which has a patent registered. This platform for teaching and learning was designed by the University of Algarve (UALg), under the project "MILAGE: Interactive Mathematics by implementing a Blended-Learning model with Augmented Reality and Game books", which was funded between 2015 and 2018 by the ERASMUS + program.

This project aims to help all students to learn, taking advantage of the potential of smartphones and tablets, combining them with a pedagogical model developed to motivate students and promote active learning, student-centered, more autonomous and suitable for different learning styles, in a gamified environment and with educational videos. It is also intended to continue to develop a sharing community of teachers and student authors, enhancing the development of personalized resources, digital and transversal skills.

The mission of this project is to promote the implementation of an innovative pedagogical practice using the MILAGE APRENDER+ learning platform, ensuring free, equitable and quality access to education, which combines the analog with the digital and enhances formative assessment, active learning, the development of 21st century skills, the school success of all children and young people, the construction of a community of teachers and students who are authors of MILAGE APRENDER+ educational resources.

While not centred in democracy and participation, MILAGE allows students to be authors and promotes learning environment in which students and teachers work cooperatively while learning and practicing maths and other school topics.

Resources:

<https://milagegeral.wixsite.com/apresentacaomilage>



Students' Club

- **INITIATOR**
Gondifelos School Cluster
- **TARGET**
Students
- **PRACTICE GOALS**
Improve the work of the formal students representative bodies
- **SCALE**
Local
- **RELATION TO LEGAL FRAMEWORK**
Optional
- **IDEAL FOR**
Students

The Gondifelos School Cluster Students' Club is an autonomous structure that aims to stimulate the participation of students and ensure their representativeness in school bodies. This Club includes the assemblies of class delegates and sub-delegates and the Students' Association.

The assemblies are held according to an agenda previously defined with the students. The topics to be addressed are discussed with the students, initially in class, brought to plenary and then brought back to the classes. This reciprocity allows for constant communication and pupil participation in decision-making. The issues dealt with can range from the quality of facilities, timetables and quality of services, curriculum, assessment, among others that students consider relevant.

The Students' Association is a structure with a great impact on school life and the students see themselves in it. The electoral procedure is the responsibility of an Electoral Commission made up of students and teachers. In the constitution of each of the candidate lists for the Students' Association, the three cycles of education (1st, 2nd and 3rd) are represented in addition to their own constitution, a list of subscribers and a plan of activities that must be towards the wishes and needs of the three cycles of education. This whole procedure is the responsibility of the students.

The Student Association is also responsible for the dynamization and management of school spaces: the Student Room and the student terrace (spaces equipped with funds from the Participatory Budget). The students manage the opening hours, cleaning and tidying of the spaces and their dynamization. The problems encountered are put to a coordinating teacher who, in conjunction with the School Board, supports the students in their resolution. The President of the Students' Association and the elected Representative of the Delegates and Sub-delegates are present in the General Council and in the Pedagogical Council, thus giving voice to the students in these bodies.

Resources:

<https://www2.aegondifelos.pt/index.php/pt/>



Solidarity, a task for everyone

■ INITIATOR

Municipality of Cordoba

■ TARGET

Teachers and students

■ PRACTICE GOALS

Teacher training, coordination between NGOs and schools, train future change makers

■ SCALE

Local

■ RELATION TO LEGAL FRAMEWORK

Optional

■ IDEAL FOR

Teachers and students

Promoted by the Municipality of Cordoba, the program counts with 12 social entities in the field of solidarity and peace that implement a program of education in values for secondary schools, highschoools and vocational training centres, allowing all the municipality schools to:

- select topics that teachers and/or students consider of greater interest for their educational stage and context;
- favor the effective involvement and active training of teachers;
- adaptation of the didactic units to the particular characteristics of the classroom and its students;
- provide advice for the celebration of a pre-workshop activity developed directly by the teacher or participate, together with the NGO monitor, in the delivery of the workshop in class;
- evaluation of the whole program and development of a subsequent activity (continuity activity);
- have available a wide variety of educational materials and resources;
- connect the educational centers with the associative fabric of the city, generating a subsequent working relationship between the schools and the NGOs.

The main objetivos of the programme are:

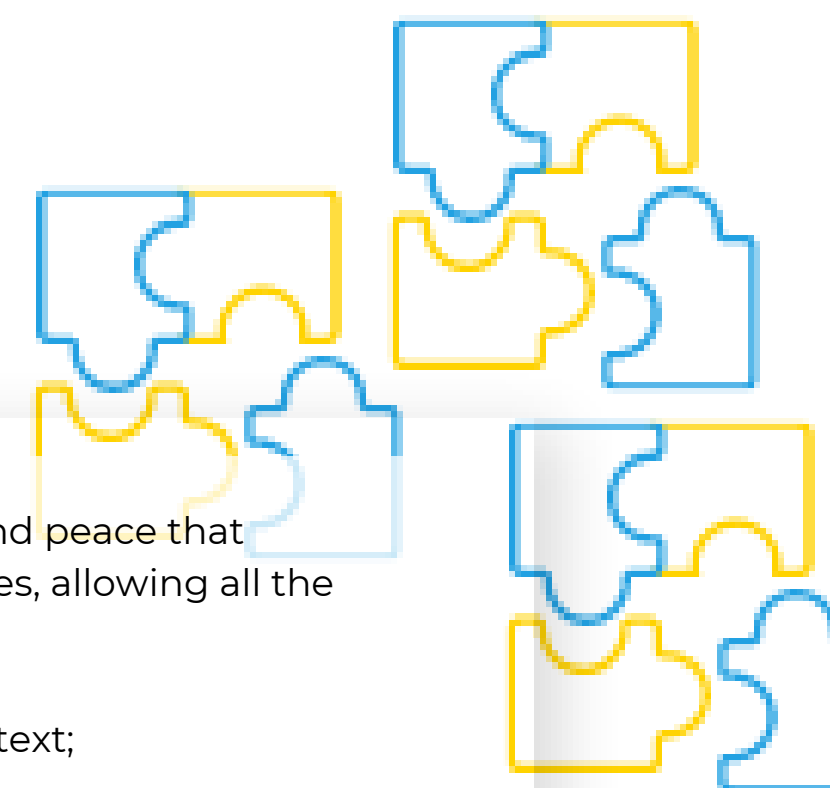
To favor the training of teachers in methodologies and work techniques that support their educational task in the promotion of peace and solidarity values;

To promote the coordination of the educational center with NGOs in the city, in its role as an agent of awareness, making the program a tool for socio-educational articulation.

To make students aware of the different situations of injustice that exist in the world from a critical analysis of their causes and consequences, providing guidelines and opportunities for acting as agents of transformation, thus favoring a change in the conception of that reality and in the attitudes that maintain them.

Resources:

<https://www.tallereslstt.es/>



I have a voice on the matter!

- **INITIATOR**
UNICEF
- **TARGET**
Students
- **PRACTICE GOALS**
Allow children to have a voice and contribute to the evaluation of political proposals
- **SCALE**
National
- **RELATION TO LEGAL FRAMEWORK**
Optional
- **IDEAL FOR**
Students

In January 2022, as the country was evaluating the proposals of the candidates for the next Government, UNICEF Portugal launched "Dear Political Leaders - I Have a Vote on the Matter", a consultation with the aim of fostering an inclusive public debate during the electoral campaign and creating the possibility for children and young people to express their interests and concerns publicly and for these to be taken into account by policymakers.

In an unprecedented way, around 10,000 children and young people from north to south of the country said what concerned them. The results of the "Tenho Voto na Matéria" public consultation show that although children and young people do not vote, they want to participate and have something to contribute to the development of their communities. 80% of children and young people in Portugal believe that their opinion is never or rarely taken into account on issues that concern them. Mental health, discrimination, internet and social media are the top three concerns of children and young people. The local consultations were supported by municipalities, NGOs and schools.

Election time is a key moment for society to stand by children and for policy makers to make concrete commitments to build a more democratic society where children's rights are a priority. All children should have the opportunity to defend and promote their rights. Their lives are affected daily by the measures taken by policymakers, but their concerns are not always heard.

On December 15, 2022, children and young people from the UNICEF Portugal Advisory Group were heard at a hearing in the Assembly of the Republic, by Members of the Parliamentary Committee on Constitutional Affairs, Rights, Freedoms and Guarantees. During the hearing, the children and young people shared some ideas, proposals and concerns of the Advisory Group, which represents approximately 10,000 children and young people, between 6 and 18 years old across the country, who participated in the national consultation "Tenho Voto na Matéria". The Group made it clear how children and young people have the willingness and ambition to get involved in the issues that affect their reality, their daily lives, their lives and those of the communities in which they live.

Resources:

<https://www.unicef.pt/tenhovotonamateria>



Networking European Civic Education

■ INITIATOR

German Federal Agency for Civic Education

■ TARGET

Stakeholders and practitioners of citizenship education.
Younger voices.

■ PRACTICE GOALS

Forum for debate and an opportunity to exchange knowledge

■ SCALE

International

■ RELATION TO LEGAL FRAMEWORK

Optional

■ IDEAL FOR

People that dedicate to civic education and want to connect to others, find inspiration and improve their practice

The Networking European Citizenship Education platform (NECE) is a non-institutionalised European initiative for citizenship education, initiated and managed by the German Federal Agency for Civic Education, in cooperation with partners from Belgium (BELvue Museum), Poland (Centre for Citizenship Education), Czechia (Charles University, Faculty of Humanities, Civic Education Centre), Austria (Austrian Federal Ministry of Education, Science and Research –Unit for Citizenship Education), the Netherlands (ProDemos – House for Democracy and the Rule of Law) and Luxembourg (Zentrum fir politesch Bildung/ ZpB).

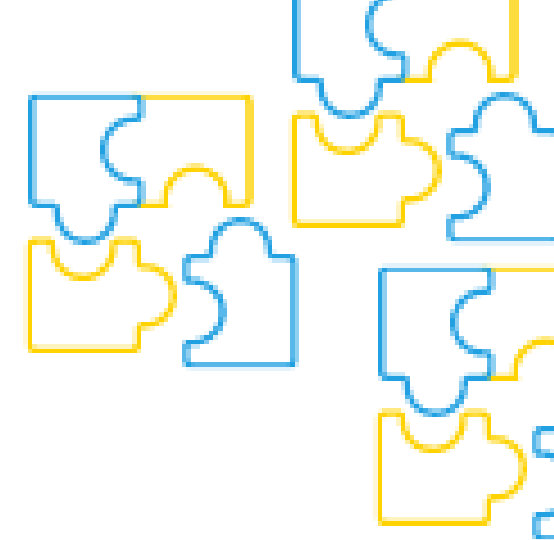
The NECE provides 'a forum for debate and an opportunity to exchange knowledge'. It gathers stakeholders and practitioners of citizenship education from Europe, but also cooperates with corresponding networks in the Mediterranean, eastern Europe and Africa. It has been holding an annual Conference and other initiatives.

NECE's new structure will go beyond its origins as a platform solely invested in how civic education should react to the challenges facing our democracies. Instead, it will evolve into a proactive space that prioritises inclusivity and diversity, making it a vital network for civic education. Younger voices will be encouraged to join the network, which will build on partnerships and insights gained from an extensive mapping of the work of over 400 civic educators from 21 European countries.

Resources:

<https://nece.eu/>





About the project

The European Acts and Cooperation for Civic Education in Schools (European ACCES) strategic partnership aims to drive [1] the sharing, transfer and development innovative practices in citizenship education in order to:

A. Reinforce schools in the implementation of pedagogical devices for citizenship education

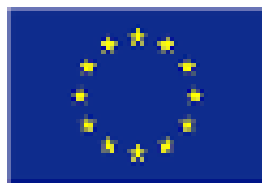
- Develop expertise on existing needs and practices in Europe
- Equip and train educational teams to set up innovative educational projects for citizenship education in their establishments.
- Strengthen cooperation between schools and youth actors in Europe in order to develop methods based on formal and non-formal learning.
- Encourage the openness of educational teams and students to their local community as well as to European citizenship.

B. Develop the democratic participation and civic expression of 14-18 year olds in the school setting

- Reinforce the participation and the civic expression of the pupils within the school framework.
- Promote access for students to participatory spaces promoting understanding of current issues at the local, national and European level.
- Encourage the acquisition of civic and social skills by high school students in Europe: critical thinking, commitment, openness to European cultures, adaptability, practices linguistics.
- Encourage dialogue and co-construction between teachers and students around common projects.

The project brings together a consortium committed to complementary citizenship education both in their geographical position and their expertise: 4 schools from Finland, Spain, Turkey and Romania, the association of the European Youth Parliament - France supported by and for high school students, and the Portuguese Cooperative of Youth Workers ECOS.

Throughout the project, the members of the consortium coordinate 6 pilot groups made up of students and members of the teaching team who carry out each year school an “ACCESS course”: identify needs, implement activities to meet them and then promote the lessons and skills acquired.



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Erasmus+ Programme
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