



**CEDEFOP**

European Centre for the Development  
of Vocational Training



Education and Culture DG  
Lifelong Learning Programme

## Study visit group report



**Group No** 75

**Title of the visit** Education and training  
**Topic** Education - Participation - Citizenship  
**City, country** The Netherlands, The Hague  
**Type of visit** General education  
**Dates of visit** From 20 January 2014 until 24 January 2014  
**Group reporter** Cristiano Inguglia, Tomasz Wojtasik and Gesine Haß

Dear participants,

The purpose of a study visit is to generate an exchange of experience and good practice between the country you visit and the countries you all come from. Thus, participating in a study visit can be an exciting experience and an important learning tool for you.

During the visit you are invited to prepare a group report summarising your discussions and learning. This will help CEDEFOP disseminate what you have learnt to others, who share your interest but did not participate in this particular study visit.

On the first day of the visit, you are to select a reporter who will be responsible for preparing the final report and submitting it to CEDEFOP. Everybody should contribute to the report by sharing their views, knowledge, and practices in their respective countries. Please start working on the report from the first day of the visit.

You will, of course, be taking your own notes during presentations and field visits; but the group report should highlight the result of the group's reflections on what was seen and learnt during the entire visit and the different perspectives brought by the different countries and participants. The report should **NOT** be read as a travel diary, describing every day and every session or visit.

CEDEFOP will publish extracts of your reports on its website and make them available to experts in education and vocational training. While writing the report, please keep this readership in mind: make your report clear, interesting, and detailed enough to be useful to colleagues throughout Europe.

By attaching any photos to the report, you agree to CEDEFOP's right to use them in its publications on study visits and on its website.

Please prepare the report in the working language of the group.  
Please do not include the programme or list of participants.

The reporter should submit the report to CEDEFOP (studyvisits@CEDEFOP.europa.eu) within ONE month of the visit.

## I FINDINGS

This section summarises the findings of the group while visiting host institutions, discussing issues with the hosts and within the group. You will be reflecting on what you have learnt every day. But to put them together and give an overall picture, you need to devote a special session to prepare the final report on the last day of the visit.

In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries represented by group members.

1. One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. CEDEFOP will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.

The topic of this Study Visit was Education-Participation-Citizenship. Thirteen people participated in the visit and they came from the following countries: the Czech Republic, Finland, France, Germany, Italy, Macedonia, Poland, Portugal, Romania, Spain, and Turkey.

Participants had different educational backgrounds (psychologists, architects, teachers, public administration, researchers, PhDs) and they came from diverse professional fields as they are involved in the work in primary schools, secondary schools, universities, educational institutions and organizations, enterprises, and local authorities.

During the study visit the participants were provided with the opportunity to learn about innovative educational approaches to foster citizenship and participation in children and adolescents living in the European countries. In particular, participants were able to exchange and to discuss best practices already developed in their own countries as well as to know innovative approaches developed in the Netherlands by the organizations they visited during the period of stay.

The group of participants had the opportunity to visit different organizations and schools working on the themes related to the title of the study visit in order to get to know some best practice implemented in the Netherlands. In particular, among them, participants have considered as meaningful the following actions:

- **The Parent Involvement 3.0 program**, an innovative educational program aimed at enhancing the involvement of parents in the education of their children presented by Mr. Peter de Vries, the representative of CPS Onderwijsontwikkeling in Den Haag - a private organization working with over 500 schools of the Netherlands.
- **The work of APS - Pedagogical Study Center** presented by Mr. Lambrecht Spijkerboer in Utrecht and aimed at implementing modern didactic approaches in The Netherlands and abroad (e.g. Ghana, Germany, Indonesia, Brazil, Greece, Curacao, Hungary, etc.).
- **The work of SLO - Netherlands Institute for Curriculum Development**, presented by Mr. Jeroen Bron in Utrecht, aimed at fostering new approaches for citizenship education and social integration in the schools of The Netherlands.
- **The work of Kennisnet** presented by Mr. Frans Schouwenburg in Zoetermeer aimed at improving the quality of education in Dutch schools through the use of ICT.
- **The model of Community School** implemented by Johan de Witt College in Den Haag with a particular attention to the needs and integration of migrant youth and their families.

Moreover, the participants were provided with the opportunity to compare their countries with regard to the topics of the study visit and share best practices already developed in their countries. Among the projects discussed, participants have identified the following as best practices:

- **Project titled "Training Citizenship and Intercultural Education: methods and resources for adult learning" (Tra.CIE) (134422-LLP-1-2007-IT-Grundtvig-GMP)**, presented by Cristiano Inguglia (Italy), aimed at realizing a curriculum for the training of educators involved in Citizenship and Intercultural Education (CIE) in 5 European countries (Italy, Bulgaria, Portugal, Romania, and Spain). The project was

addressed to 6 target groups: teachers of primary, secondary and higher education, coaches of sport associations, educators, social workers in NGOs). The final curriculum developed by the project consists of 6 modules: (1) The importance of CIE (2) Psychosocial processes affecting citizenship and intercultural relationships (3) European citizenship and identity (4) Techniques of promoting citizenship and reducing prejudice (5) Methods for evaluation, (6) Techniques of project designing and fund-raising.

- **Project titled “Intercultural competence for Police officers”** presented by Cristiano Inguglia and developed in Palermo (Italy) aimed at policemen/policewoman with knowledge and skills to communicate and interact effectively with foreign people living in Italy (such as migrant people) in order to foster their social inclusion as well as their sense of participation in the community.
- **“Rondine- La cittadella della Pace”** Association, Italy. The aim of this Association is to promote conflict solution through the experiences of young people who are able to see a real person in their enemy. Rondine is a small medieval village in the Italian Tuscan province of Arezzo. Here, young people, from various war-torn parts of the world, who have been identified by history as "enemies" or who come from different cultures and traditions, are hosted at the International Hall of Residence where they study and live together, to become tomorrow's leaders. They come to Rondine, to strip off some of their preconceptions, to touch their enemy and look into their eyes. They share their daily life, the kitchen, the bedroom, their studies. They begin to change. During their stay, they also participate in the Association's educational activities. Something transforms within the soul of each student. This in turn changes relationships, changes their personal and work history and changes their lives. A change that reverses the way in which they see one another and how they perceive the world. From Rondine, in Tuscany, they return home with their own history "upside down," ready to reverse the history of the world where they live.
- **The project “Participation Standards for Active Citizenship”**, presented by Simona Negru, Ghindeni Gymnasial School, Romania. The project, developed by Regional Association for Rural Development, Tirgu Jiu, Romania, in the partnership with the University of Craiova, Faculty of Social Sciences; Ministry of Education, Research, Youth and Sports, Romania; National Youth Agency, Leicester, United Kingdom; Norfolk County Council, Norfolk, United Kingdom; looks at increasing capacity and practice for the full and meaningful participation of children and young people in decision-making in the schools in the South West Region of Romania, Oltenia, by developing and piloting a set of standards matrix that would allow the assessment of students and community participation in school governance and the introduction of activities fostering active citizenship in the school curricula and practice. The project also aims at training school's Good Governance Group, which tasks are to take over project results and watch over the application of the standards matrix.

Finally, the participants would like to express their gratitude to the European Platform for having organized a very useful and interesting visit that facilitated the creation of a nice atmosphere in the group during the week. Particular thanks to Mr. Aad Hendriks for his care and attention.

Describe each good practice you learnt about during the visit (both from the hosts and from one another) indicating the following:

title of the project/programme /initiative	country	name of the institution that implements it (if possible, provide a website)	contact person (if possible) who presented the programme to the group	whom the project/ programme/ initiative addresses	what features of the project/programme/initiative make it an example of good practice
Parents Involvement 3.0	The Netherlands	CPS Onderwijsontwikkeling	Mr. Peter de Vries	Parents, teachers, students	The programme is an attempt to promote continuous cooperation between parents and teachers in promoting both learning and healthy overall development of the students, at home as well as at school. Parent involvement is a mandatory and equal cooperation between parents and school in the frame of which parents and school work proceeding from a common responsibility to reach a better education for the child (the student). The main goal is to build a better world for the child/the student, the parents and school.
Modern didactics in the Netherlands	The Netherlands	National centre for school improvement APS	Mr. Lambrecht Spijkerboer L.spijkerboer@aps.nl	Teachers, students, school managers, local and national authorities	The mission of the centre is to develop powerful learning through the construction of meaningful concepts, the design of cooperation with users, the training, coaching and peer coaching, the mediation between practice and theory. In this framework, APS promotes common innovative didactical methods in the Netherlands and abroad, based on self responsibility, competences based and active learning, the promotion of intrinsic motivation and building coherence between disciplines

					and concepts for new learning environments (e.g. OBIT model).
Active Citizenship and social integration	The Netherlands	SLO - Netherland Institute for curriculum development	Mr. Jeroen Bron	Teachers, students, researchers, trainers, authorities	The institute tries to foster active citizenship and social integration through education in schools of the Netherlands using a common and innovative approach that is based on school autonomy, cross-curricular education, learning by doing (citizenship as practice and not theory), and continuing education.
Support organization for Education an ICT	The Netherlands	Kennisnet <a href="http://www.kennisnet.nl">www.kennisnet.nl</a>	Mr. Frans Schouwenbourg	Teachers, researchers, trainers, students, authorities	The counselling service for schools tries to improve the quality and productivity of education introducing and integrating ICT within the traditional didactics in order to build effective learning environment. Moreover advice is offered on the design of learning materials using the Balance model that tries to keep vision, expertise, content, applications and infrastructure in balance with one another (one example is the web page Wiki leijs for sharing electronics resources created by teachers).
Community School	The Netherlands	Johan de Witt College <a href="http://jwc.nl/">http://jwc.nl/</a>	Mrs Elise Spruijt	Migrant children, adolescents and their families; community	The attention is paid to migrant people and solutions for their integration problems at schools, creating connections within the whole community in which the school is embedded. In this way a network of constructive interactions is built between primary schools, on one hand, and secondary schools, universities and other institutions, on the other hand (e.g., Police, Government), associations (sport, cultural, professional, and so on) and other kind of organizations in order

					to promote integration of migrant children and adolescents in the neighbourhood and in the city.
Training Citizenship and Intercultural Education: methods and resources for adult learning” (Tra.CIE)	Italy	University degli studi di Palermo <a href="http://www.unipa.it">www.unipa.it</a>	Mr. Cristiano Inguglia	Teachers of primary and secondary schools, university teachers, sport trainers, educators and social workers in NGOs, interested in citizenship and intercultural education	The project tries to develop a curriculum for the training of educators involved in the field of Citizenship and intercultural education in 5 European countries (Italy, Bulgaria, Portugal, Romania, and Spain). The final curriculum developed by the project consists of 6 modules: (1) The importance of CIE (2) Psychosocial processes affecting citizenship and intercultural relationships (c) European citizenship and identity (d) Techniques of promoting citizenship and reducing prejudice (e) Methods for evaluation, (f) Techniques of project designing and fund-searching. It is a good practice since it tries to develop shared guidelines and methods for the cross-national training of 6 target groups: teachers of primary, secondary and higher education, coaches of sport associations, educators, social workers in NGOs). Moreover, the efficacy of all the training materials was assessed in a field test involving representatives of the 6 target groups in 6 countries. Finally it combines the use of ICT and stresses the importance of European citizenship.
Intercultural competence for Police officers	Italy	University degli studi di Palermo <a href="http://www.unipa.it">www.unipa.it</a>	Mr. Cristiano Inguglia	Police officers in contact with foreign people	The project is aimed at providing policemen/policewoman with knowledge and skills to communicate and interact effectively with foreign people living



					<p>in Italy (such as migrant people) in order to foster their social inclusion as well as their sense of participation in the community.</p> <p>It can be considered as good practice since tries to translate into action some of the guidelines described by the Rotterdam Charter (Policing for a Multi-Ethnic Society: Principles, Practice, Partnerships - Rotterdam, 1996) because trying to provide police officers with a set of ethnic conflict management abilities may represent a first small step towards the promotion of a culture of mediation and the exchange between the different ethnic groups living in the same city.</p>
Rondine - La cittadella della Pace	Italy	Rondine Association - La cittadella della Pace - Arezzo- Tuscany- Italy <a href="http://www.rondine.org">www.rondine.org</a>	Mrs.Patrizia Mauri	Children, adolescents, young adults, Italians and foreigners. Each day offers a path toward conflict solution, through experiences which take place at the International Student Hall.	The mission of the association is to promote conflict solution through the experiences of young people who are able to see real person within their enemy. At Rondine young people, from various war-torn parts of the world, who have been identified by history as "enemies" or who have different cultures and traditions, study and live together, to become tomorrow's leaders. During their stay, they also participate in the educational activities organized by the Association. From <i>Rondine</i> , in Tuscany, they return home with their own history "upside down," ready to reverse the history

					of the world where they live.
The community newspaper, "Info-Magazin de Ghindeni	Romania	Scoala Gimnaziala Ghindeni <a href="http://scoalaghinde ni.info/">http://scoalaghinde ni.info/</a>	Ms. Simona Negru	Students, teachers, Ghindeni village community members	The students meet with newspaper editors and participate in workshops in order to learn to be reporters and news editors; they also follow TIC lessons; then they, together with some teachers, prepare a community newspaper, which appears every 2-3 months, and presents interviews with the village administrators, with parents, craftsmen; they present also their extracurricular activities; general information on health, environment, fashion, things of general interest.
Participation standards for active citizenship	Romania	Scoala Gimnaziala Ghindeni <a href="http://www.ardr.ro/stiri/Participation-Standards-for-Active-Citizenship">http://www.ardr.ro/stiri/Participation-Standards-for-Active-Citizenship</a>	Ms. Simona Negru	Students, teachers, local community	For this project, the most innovative things are: -advice and expertise of mixed international teams in active citizenship and participation; leadership and advocacy lessons; creation of Good Governance Groups in Schools (teachers, students, local councillors); the first public hearing and public campaign on school good governance theme; adoption and application of Participation Standards, a customized process based on the needs and expectations in each school; self-assessment and strategic planning, completing the vision and mission of the schools.
Barzykowski, K., Grzymała-Moszczyńska, H., Dzida, D., Grzymała-	Poland	Ośrodek Rozwoju Edukacji (National Centre for Education Development)	Tomasz Wojtasik	Psychologists	The book is addressed to psychologists working in the centres of psychological service for children, adolescents and families, who are responsible for psychological diagnosis of children. It is

<p>Moszczyńska, J. i Kosno, M. (2013). Wybrane zagadnienia diagnozy psychologicznej dzieci i młodzieży w kontekście wielokulturowości oraz wielojęzyczności [Psychological diagnosis of children in a multicultural and multilingual context]. Warszawa: Ośrodek Rozwoju Edukacji. ISBN: 978-83-62360-26-0.</p>		<p><a href="http://www.ore.edu.pl">www.ore.edu.pl</a></p>			<p>focused on proper perspective of diagnosis of children with the background of multicultural or multilingual context. Link to pdf version: <a href="#">here</a></p>
<p>"Wir gehören zusammen! Bekämpfe Rassismus und Xenophobie mit Radio!"</p>	<p>The Czech Republic</p>	<p>SZŠ a VOŠZ PLZEŇ</p>	<p>Milan Štěpánek</p>	<p>Students, teachers, local community</p>	<p>Comenius multilateral project COM-MP-2012-035 titled "Wir gehören zusammen! Bekämpfe Rassismus und Xenophobie mit Radio!" is aimed at promoting cooperation schools of Austria, Croatia, Poland, The Czech Republic and Romania in order to reduce prejudice against minorities and to show the similarities between the European countries. It is innovative for the Czech Republic that is one of the most homogenous countries in Europe in terms of nationality with 94 % of Czech population, because it based on the use of the radio as a mean to fight discrimination. In particular, a radio program about the prejudice in the Czech</p>

					Republic and in various countries was realized by the network of the project and broadcasted.
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*\* You can describe as many good practices as you find necessary. You can add rows to the table.*

2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you have learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

**2.1 APPROACHES TAKEN BY PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS') REGARDING THE THEME OF THE VISIT. ARE THERE ANY SIMILAR APPROACHES/MEASURES IN PARTICIPATING COUNTRIES? WHAT ASPECTS ARE SIMILAR AND WHY? WHAT ASPECTS ARE DIFFERENT AND WHY?**

During the group discussions some similarities between participating countries in the approaches used to deal with the issues of education, citizenship and participation were identified. Among them:

- The age of compulsory school attendance usually from five or six to fifteen or sixteen in all the participating countries (except Poland, where it is compulsory to eighteen).
- Generally, in the considered countries topics related to citizenship and participation are managed mainly by schools through three levels of actions: cross-curricula, extra-curricula and as a single school subject.
- In most of the countries (Turkey, Spain, Italy, Romania, Poland, Portugal, Czech Republic, Germany, France, the Netherlands) citizenship education is managed as a single school subject even if sometimes it is considered only a part of civic education, mainly focusing on knowledge about law and institutions than on active and responsible citizenship behaviour.
- In almost all the countries topics related to citizenship and participation are also handled by extracurricular activities.
- In most of the countries (Turkey, Spain, Italy, Romania, Poland, Portugal, Czech Republic, Germany, France, the Netherlands) extracurricular projects/activities are run with the support of external organizations (associations, institutions, NGOs, etc.).
- In all the countries schools are dealing with, at different levels, the European dimension of citizenship education promoting cultural exchanges, twinning, e-twinning, European projects (such as Comenius partnership and study visits), in-service training addressed to teachers, and CLIL activities.
- In many countries the schools are used to discuss the news related to the daily life during the ordinary teaching in order to enhance the awareness of the students about their role in the community.
- Citizenship education is often related to the issues of intercultural coexistence, inclusion of foreigner students, intercultural competence, environmental education, education to legality, human and children rights.
- In all countries, except the Netherlands, an inclusive approach addressed to people with special needs and of different socio-cultural backgrounds tend to be implemented by schools.

- Schools tend to involve representatives of parents and students in their councils in order to promote good governance models.
- In all countries, at different levels, schools tend to improve innovative educative and learning methods (such as active learning, cooperative learning, etc.).

Moreover, a few differences between participating countries were also stressed. Among them:

- For what concerns citizenship education in Italy, schools are autonomous as for didactic, organisation and research and development activities as they can manage their own funds and organize extracurricular activities in an independent way.
- Cross-curricula approach to citizenship education, in which topics related to citizenship and participation are discussed at every levels of the scholastic activity, is implemented in a few countries (e.g., Spain, Portugal, sometimes in Germany).
- In Italy among the topics related to citizenship and participation, a special focus is put on the issues related to the respect of law and to the fight of criminal behaviours and mindset (e.g., Mafia mindset).
- In Romania and Poland a special focus is put on fighting corruption at different levels of the society.
- In Romania, a special attention is addressed to children whose parents are working, for a shorter or longer time, in other countries; to their capacity of facing their parents' absence.
- In the Netherlands differential approaches to special needs and migrant students' education are implemented (e.g., schools addressed to migrant students or to disabled children and adolescents).

## **2.2 CHALLENGES FACED BY PARTICIPATING COUNTRIES (INCLUDING HOST) IN THEIR EFFORTS TO IMPLEMENT POLICIES RELATED TO THE THEME OF THE VISIT. WHAT ARE THE CHALLENGES? ARE THEY COMMON CHALLENGES? IF SO, WHY? IF NOT, WHY NOT?**

During the group discussions some challenges that participating countries have to face in the implementation of policies related to the issues of education, citizenship and participation were identified. Among them:

- In all countries, active participation of students and parents in the governance of the schools has to be improved.
- There is great emphasis on the individual dimension and lack of the sense of belonging to the community at any level.
- There is a lack of continuity over time and sporadic nature (mainly due to the lack of funds) of the interventions in the field of citizenship education.
- There is a lack of specific training of teachers and educators about issues of citizenship education.

- There are difficulties in identifying shared and standardized models of intervention with verified effectiveness, such as evidence-based programs, in the field of education related to the issues of citizenship and participation.
- Almost all countries are characterized by scarce involvement of the families and parents in the educational activities addressed to children and adolescents.
- At different levels, all the participating countries express the need of improvement of economic/financial support to the educational activities related to the issues of citizenship and participation.
- In a few countries (e.g., Italy, Poland, and Turkey with regard to public school) educational establishment is mainly organized around a mono-linguistic and mono-cultural approach.
- At different levels, all the participating countries express the need of "good examples" from the institutions
- In many countries there is a particular interest in the issues related to the inclusion and integration of unaccompanied minors.

Moreover, some differences between participating countries were also stressed. Among them:

- In some countries, such as the Netherlands, Finland, Spain, Portugal, Romania, and Germany, education is organized in multicultural way with a particular attention to cultural differences (e.g., languages, religions, habits, and lifestyles, etc.).
- There are different ways and conceptions of the integration of immigrant children and adolescents in schools. In some cases a differential model with separated classrooms or schools addressed to immigrant people is preferred; in other cases a more inclusive approach with mixed schools and classrooms is preferred.
- Even if all the participating countries seem to be characterized by a certain rate of corruption (e.g., public authorities, police, etc.), there are differences between them (e.g. in Romania or Poland there are high rates, followed by Italy, and finally countries such as Germany or the Netherlands). These differences can impede the development of the sense of citizenship and participation of the students (the higher the perceived corruption, the more distant from the institutions are the citizens).
- In countries such as the Czech Republic, Poland and Romania there is a particular interest in dealing with topics related to Romani people integration and discrimination.
- In countries such as Finland and Romania there are few immigrant people thus the topic related to the integration of them are not dealt with frequently.
- In countries such as the Netherlands, teachers' recruitment is totally different from other countries (e.g., Italy) in which the process is

centralised and it is becoming too long and complicated with little school autonomy.

**2.3 NAME AND DESCRIBE EFFECTIVE AND INNOVATIVE SOLUTIONS YOU HAVE IDENTIFIED THAT PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS) APPLY TO ADDRESS THE CHALLENGES MENTIONED IN QUESTION 2.2. PLEASE MENTION SPECIFIC COUNTRY EXAMPLES.**

During the group discussions some innovative solutions that participating countries apply in order to face the challenges mentioned above were identified. Among them:

- In the Netherlands and in some small Finnish schools (rural schools) community participation is implemented and it is a part of daily life such as the Community School approach of the Johan de Witt College in Den Haag presented above.
- In some countries, such as Italy, Romania or the Netherlands, there are attempts to identify shared methodologies and tools to foster citizenship and participation of youth. For instance, the project "Training Citizenship and Intercultural Education: methods and resources for adult learning" (Tra.CIE) developed in Italy, or the project "Participation Standards for Active Citizenship", implemented in some schools in SW of Romania and presented in the table above.
- In some countries, such as Italy, there are attempts to train educators involved in citizenship education according to international standards. For instance, the project "Training Citizenship and Intercultural Education: methods and resources for adult learning" (Tra.CIE) developed in Italy and presented in the table above.
- In some countries, such as Italy, there are attempts to enhance the European dimension of citizenship education fostering the development of children's sense of European citizenship and European identity. For instance, the project "Training Citizenship and Intercultural Education: methods and resources for adult learning" (Tra.CIE) developed in Italy and presented in the table above.
- In some countries, such as the Netherlands, there are best practices in the development of ICT in educational and learning processes (e.g., the products of Kennisnet such as WIKI WIJS).
- The project Parents Involvement 3.0 developed in The Netherlands can be considered as an innovative solution in the field of education to enhance the presence and the responsibility of parents in the education of the students.

**2.4 ASSESSMENT OF THE TRANSFERABILITY OF POLICIES AND PRACTICES. COULD ANY EXAMPLES OF GOOD PRACTICE PRESENTED IN THIS REPORT BE APPLIED AND TRANSFERRED TO OTHER COUNTRIES? IF SO, WHY? IF NOT, WHY NOT?**

Among the good practices presented in the report, all the participants agreed to identify as the most transferable the project "Training Citizenship and Intercultural Education: methods and resources for adult learning" (Tra.CIE) because it provides European educators and practitioners



with common guidelines, theoretical contents, training methodologies and activities, evaluation tools, and data about the main needs in the field of Citizenship and Intercultural Education. Thus it has a cross-national nature and it was shown to be valid in such countries as Italy, Spain, Portugal and Romania; moreover it would be interesting also to implement and test these resources in other participating countries. One possible obstacle to this transfer process can be represented by the need of funds in order to support the training and research actions; nevertheless, participants have agreed to spend some efforts in searching opportunity of funding through national and international programs.

Another project that raised the attention of the group is the model of Community School employed by Johan de Witt College in Den Haag. Some participants have shown interest in considering the possibility to transfer this practice in their countries because it seems very effective in promoting the integration and the well-being of the citizens as well as of the whole neighbourhood in which they live. However, it is noteworthy that some problems can impede the application of this practice to other contexts such as the lack of institutional support (e.g., national and local laws supporting this kind of experience) and the lack of funds, given that organizing and maintaining a community school is quite expensive (in the Netherlands they receive extra-funds of about 1.000.000 euro per years).

Finally, participants have identified also the OBIT model implemented by the APS - National centre for school improvement in the Netherlands as a good practice that can be transferred in other countries. As a matter of fact, this model has an innovative nature that recognize different types of learning activities in class and try to integrate them promoting an active role of the learners in the educational process. This model could be easily applied to different kind of situations and in different countries with reasonable costs mainly linked to the training of educators and teachers. Thus, some of the participants will check the opportunity to transfer this good practice to their countries.

### 3. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Please state whether and which ideas for future cooperation have evolved during meetings and discussions.

During the study visit participants were provided with the opportunity to discuss and identify some ideas for future cooperation. Among them:

- a) Creation of a Facebook group (link is [here](#)) in order to continue the communication among the participants and to share the outcome of the visit (such as reports, presentations, photos, and so on).
- b) Creation of a mailing list in order to continue the communication among the participants and to share the outcome of the visit (such as reports, presentations, photos, and so on).

- c) Organization of future exchange visits in order to meet with other participants, to exchange best, new practices identified at European level and to set up educational and research networks.
- d) Organization of visits to Finland involving the group of participants in order to let them know about the Finnish educational system, the organization of schools and the learning methods employed in that country.
- e) To develop joint programmes and/or projects (e.g. multilateral projects, networks, bilateral cooperation, etc.) between the organizations/institutions of the participants in the framework of the Erasmus Plus program.
- f) To set up some international research groups and/or projects in the field of citizenship education and Lifelong Learning aimed at analyzing the processes affecting the quality of learning outcome and at assessing the effectiveness of learning methods and tools.
- g) To offer the course developed in the project "Training Citizenship and Intercultural Education: methods and resources for adult learning" (Tra.CIE) as a teacher training course in English in Palermo. European teachers could then apply for a grant within the framework of Erasmus Plus (learning mobility of Individuals - School education staff mobility)
- h) To promote a collaboration between centres of guidance, orientation and tutoring between the University of Palermo (Italy) and the University of Avignon (France) in order to exchange and share best practices related to reception of foreigner students and to their study method.
- i) To implement the program Parents Involvement 3.0 in some schools of Palermo (Italy).
- j) To transfer the methods developed in Italy by the University of Palermo within the framework of the project "Training Citizenship and Intercultural Education: methods and resources for adult learning" (Tra.CIE) to some interested participating countries such as Germany.

# TO SUM UP

## 4. What is the most interesting/useful information that the group believes should be communicated to others? To whom, do you think, this information will be of most interest?

As we have seen above, during the visit, the group of participants had the opportunity to share and discuss information about the state of the art of citizenship and participation through education in many European countries. Generally, a framework characterized by several cross-national similarities and a few differences have emerged.

All countries are interested in educating youth to function in a plural, democratic society, based on their own ideal, values and norms, developing the ability and willingness to contribute and participate in the community. Most of these educational activities are performed by (and within) the schools by means of the teachers through curricula (single topic or cross-curricula) and extra-curricula activities in which the active role of learners and the practice of responsible citizenship are valorised.

A great focus is put on the European dimension of citizenship education aimed at fostering the sense of European citizenship and European identity. In this framework, the role of educators is very important since they have not only to teach, but also to guide their students in order to train them as responsible and confident citizens of society in a European context. Teachers frequently are not equipped to perform effectively these educational activities so they often appeal to external organizations in order to receive advice, training, and support in this task.

However, this state of the art is also characterized by some weak points such as the lack of common and evidence-based methods, the lack of funds to perform enduring educational actions and the lack of good examples in the political arena. In addition, other weaknesses of educational systems in the participating countries are the lack of involvement of parents and the need to connect interventions realized in the schools with the whole community in which the school are embedded.

Given this situation, the participants have identified two projects as the most effective solutions to face these challenges that are noteworthy to be disseminated outside the group who attended the study visit:

- The model of Community School such as that implemented by Johan de Witt College in Den Haag because it focuses on the necessity to consider citizenship and participation as practices to be acted in the community and to see the school as a promoter of connections and networks with other organizations and institutions, trying also to actively involve parents and families.
- The project "Training Citizenship and Intercultural Education: methods and resources for adult learning" (Tra.CIE) developed by the University of Palermo (Italy) (see the table above) because it provides educators involved in citizenship education with common methods and guidelines that are field-tested and have a cross-national nature.

In our opinion this information is of most interest to the following target groups:

- National Agencies.
- Teacher training/counselling organisations and companies.

- Teachers and educators.
- School Managers.
- Researchers.
- Organizations involved in education with a special focus on citizenship and participation.
- Universities.
- European Union and National Authorities.

## II Organisation of the visit

This part of the report will not be published but it will be made available to the organiser and will be used by national agencies and CEDEFOP to monitor and improve implementation of the study visits programme.

We recognise the value of ongoing feedback as a way of ensuring that the programme is at all times a responsive and dynamic initiative, meeting the needs of its various participants and target audiences. In this section you are invited to give us your feedback on several factors that, in our opinion, contribute to an effective visit.

1. Discuss within the group and check if you agree or disagree with the following statements. Please mark only one box (☑) that expresses most closely the opinion of the entire group. Please use Question 2 of this section to elaborate on your responses, if needed.

		All agree	Most agree	Most disagree	All disagree	Not applicable
e.g.	The size of the group was good.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.	The programme of the visit followed the description in the catalogue.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.	There was a balance between theoretical and practical sessions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.	Presentations and field visits were linked in a coherent and complementary manner.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.	The topic was presented from the perspectives of the following actors of the education and training system in the host country:					
1.4.1.	government and	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		All agree	Most agree	Most disagree	All disagree	Not applicable
	policy-makers					
1.4.2.	social partners	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3.	heads of institutions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.4.	teachers and trainers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.5.	students/trainees	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.6.	users of services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.5.	There was enough time allocated to participants' presentations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.	The background documentation on the theme provided before the visit helped to prepare for the visit.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.	Most of the group received a programme well in advance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.	The information provided before the visit about transportation and accommodation was useful.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9.	The organiser accompanied the group during the entire programme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.	The size of the group was appropriate.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11.	The group comprised a good mixture of participants with diverse professional backgrounds.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12.	There were enough opportunities for interaction with representatives of the host organisations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13.	There was enough time allocated for discussion within the group.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14.	The CEDEFOP study visits website provided information that helped to prepare for the visit.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If you have any comments on the items 1.1. - 1.14 above, please write them in the box below.

### III Summary

1. Having summarised all your reflections and impressions, please indicate how satisfied you are with your participation in the study visit. Indicate the number of participants for each category, e.g.

Very satisfied

Very satisfied  Satisfied  Somewhat satisfied  Not satisfied  Neither satisfied nor dissatisfied

2. What elements and aspects of the study visits do you think could be changed or improved?

The accommodation chosen by the host organization could be better and closer to the city centre.  
 It would be interesting to have more meeting with teachers, students and parents rather than mainly meet companies representatives, trainers, managers, and so on.  
 There was too much stress on private consultancy or counselling agencies working in the field of education.  
 It would have been better to schedule the presentation of the Ministry at the end of the program (not at the beginning like it was organized) in order to have more elements to discuss.

3. If there is anything else you would like to write about that is not included in the above questions, please feel free to write below or attach a separate sheet.

# THANK YOU!

Please submit the report to CEDEFOP ([studyvisits@CEDEFOP.europa.eu](mailto:studyvisits@CEDEFOP.europa.eu)) within one month of the visit.