

# TRANSFORMATIVE CIVIC EXPERIENCES

**in Non-Formal Education**



**A PRACTICAL GUIDE  
FOR EDUCATORS**



**ECEC  
NETWORK**  
EUROPEAN CIVIC EDUCATION  
COLLABORATIVE NETWORK

# About this Guide

**Transformative Civic Experiences in Non-Formal Education: A Practical Guide for Educators** aims to support all educators – including youth workers, youth organisers, school leaders, teachers, NGO representatives, and other interested stakeholders – to develop transformative civic education experiences for children and young people. Though the guide has a particular focus on civic education in non-formal spaces, we hope that many of the ideas and practices included can be within and through formal and informal education in an international and transcultural context.

The Guide builds on the work of the [European Civic Education Collaborative Network \(ECEC Network\)](#), a cross-European project that works for greater shared understanding and commitment to civic education in Europe and which understands civic education as a crucial mechanism for strengthening democracies. The purpose of the collaborative network is to become

**a space of encounter in which participating organizations can address some challenges of civic education for the 21st century, through the conceptualization of a shared vision on civic education –linked to the concept of whole child development (WCD)–, the identification of transformative experiences showcasing that vision, and the communication of the results to both the academy and to European civic leaders, in order to influence future European social leadership in non-formal educational spaces.**

The Guide prompts educators to consider **what** transformative experiences are, **why** the specific focus on **transformation** is crucial for civic education and for children and young people today, identifies key practices and approaches for transformative experiences in civic education, proposes a rubric with ten dimensions for the evaluation of such experiences and presents case study examples of transformative experiences in civic education in various European countries.

check our  
website [here!](#)



# WHAT IS A TRANSFORMATIVE CIVIC EXPERIENCE?

Though the precise meaning of a transformative experience can be hard to pin down, in general terms a transformative experience is an event, process, experience, relationships, and actions that leads to fundamental change.

We understand the possible events, processes, experiences, relationships, and actions that can lead to and involve transformative experiences in civic education widely. There are many ways that transformative experiences can happen, and many spaces in which they can take place. While transformative experiences can be planned for, we cannot always be sure that plans will necessarily lead to transformative experiences and, furthermore, some transformative experiences might be unplanned, occurring “out of the blue” and not as a result of deliberately planned intentions.


Transformative experiences in civic education seek to bring about positive, pro-democratic change in citizens and their communities. Though individual change is possible and is necessary for transformation, truly transformative experiences require and happen through collaboration and solidarity with others. In this way, transformative experiences in civic education can involve three forms of change each of which impacts how citizens view themselves, how they view others, how they view their communities, and how they view the world – impacting and influencing beliefs, values, commitments, viewpoints, and priorities in profound and enduring ways.

**Transformative experiences in civic education are events, processes, experiences, relationships, and actions that have a substantial impact, leading to fundamental change for citizens within civic communities.**

## FORMS OF TRANSFORMATIVE CHANGE


**EPISTEMIC**

Something new and positive is learned by citizens and by communities that would not have been possible without the event, process, experience, relationships, and actions that have occurred.




**PERSONAL**

The beliefs, interests, priorities, identities, and commitments of those involved are positively altered as a direct result of the event, process, experience, relationships, and actions.



**COMMUNAL**

The lived experience of a specific community or of communities are altered as a direct result of the event, process, experience, relationships, and actions.



# CONCEPTUAL UNDERPINNINGS

## 5 CLUES FOR A SHARED VISION ON CIVIC EDUCATION

Focus: In this section we set out briefly the conceptual underpinnings that inform our approach to transformative civic experiences. The full conceptual underpinning is presented in the ECEC Network's [Towards a Shared Vision of Civic Education in Europe](#) document.

check here!



# 1

**Civic education has a threefold mission in contemporary societies: strengthen democracy, promote the feeling of belonging to a community & facilitate access to knowledge and civic character**

- **The way in which we access knowledge becomes relevant:** intellectual capacities or virtues such as critical thinking, curiosity, the desire for true knowledge, humility, and intellectual honesty, among others.
- In a society where different positions on how to achieve the common good coexist, it is more necessary than ever to foster a moral sense of capability of **bringing about a common ground** between these positions.

# 2

**Civic education is fundamental for an integral education**

- **Civic education refers to others:** life with others is an essential component. The ethical criterion structures the way in which the interaction takes place and meaningful relationships are drivers of a happy life.
- An ethic of humility and solidarity is needed, the sense of belonging to the community, and the desire **to share spaces among those who think differently.**

# 3

**There is a transcendental connection between the associative sphere and civic education**

- **Community life is one of the main schools for democracy.** Associations are particularly effective tool in promoting citizenship competences.
- Programs on issues such as environment, social action, participation and volunteering. **Virtual media have become central elements for public participation,** but new contexts require specific adaptations of human capacities or virtues, and further studies are needed.

# 4

**Any civic education initiative will produce different effects according to the ideal of citizenship that one wishes to promote. So, what do we aspire to promote?**

- **Firstly: a personally responsible citizen,** who feels the duty to fulfil his or her obligations to others and acts responsibly for the development of society. Values or virtues such as honesty, responsibility, generosity, self-discipline and effort provide the framework for this concept of citizenship.
- **Secondly: a participatory citizen,** with a higher degree of commitment to public affairs, and direct actions in the community. Group organization of social movements, management of entities, project design...
- **Thirdly: a justice-oriented citizen,** with a deeper vision of the political, economic, and social factors, specifically on the factors that generate social injustices. Understanding structural imbalances that maintain inequalities and their link with the public sphere. Active in social and political movements.

# 5

**Our proposal is to bet on social attitudes common to all actions of a good citizen, such as optimism, altruism, responsibility—both social and political—respect, loyalty and justice**

- **A good citizen is one who not only knows but also cultivates and practices virtue,** in the classical sense. When we speak of social or civic virtues, we refer to those that play a facilitating role in the service to others, within society: they ensure the common good. Every virtue improves the character of the individual. Since society exists as a function of the people who make it up, the more virtuous the people, the better the society.
- A good citizen wants to **participate in the improvement of collective life:** concerned about the proper functioning of everything related to politics and social issues.
- For this to be real, a good citizen needs to **know, love, be tolerant, understanding and open to the contrast of opinions different from their own,** that is to say, to be respectful, without renouncing one's principles and always oriented towards justice, accepting the legitimately constituted authority within the legal framework.
- The way to educate and cultivate positive social habits is to proactively develop in practice these characteristics of a good citizen: **altruism, responsibility, respect, loyalty, critical thinking, justice...** on the basis of rational knowledge.

for the future of Europe:  
Theory, from East to West.  
Montenegro, Slovakia, UK, & Spain

Fundación Europea  
Seguridad y Educación  
European Foundation  
Security and Education



# WHY ARE TRANSFORMATIVE CIVIC EXPERIENCES IMPORTANT?

Focus: In this section we set out some challenges facing democracies and democratic education today and offer some reasons why transformative experiences in non-formal spaces are crucial for civic education.

Democracy is the system that better suits respect for human dignity. The view that democracies – whether in Europe or elsewhere – are facing a series of challenges is now ubiquitous and commonly stated. Indeed, we do not need to look far to identify the most pressing challenges facing democracies today, which include **the rise in populism, the polarization of ideas and debates, the post-truth culture and proliferation of fake news, increased incivility in public discourse, economic inequalities, and persistent historical and contemporary economic and social injustices.** These crises matter precisely because they impact (often negatively) how citizenship is conceived, enacted and experienced within democratic communities today.

**A flourishing participatory democracy depends on an active, informed and transformative citizenry**

Often connected with these challenges facing democracies are a range of other issues that are being felt and experienced by children and young people within their communities. While not wishing to present a completely bleak picture, and while hoping to recognise the very positive networks and communities that already exist, these issues include: **a lack of feeling of empowerment and belonging, increases in mental illness and concerns with mental wellbeing, increasing economic disparities and cost of living crises, and the lack of a coherent moral ecology** with significant moral exemplars.



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Taken together the challenges and concerns set out briefly here have led to a dwindling of the common purpose, of the trust, and of the mutuality needed for healthy, stable, and flourishing communities. **In such a climate there is a vital need to recognise, to celebrate, and to further the inspirational work and possibilities to transform children and young people and communities through civic education experiences**, not least because furthering such experiences can challenge current circumstances and can bring citizens together in service to and in solidarity with others for the common good of their communities.

There are other, important and positive reasons for providing transformative experiences as part of a well-rounded education and of living a well-rounded life. Democracy is not an abstract and theoretical concept, but a practical way of living in community. It is consistently recognized that **a flourishing participatory democracy requires, and indeed depends, on an active, informed and transformative citizenry** who are willing and able to play a part in the civic lives of their communities – and that the associated knowledge, skills, attitudes and dispositions require education and formation during childhood and adolescence. Furthermore, rather than viewing children and young people as apathetic and unconcerned with the political and social life of the citizen, there is ample empirical and practical evidence that children and young people are motivated to participate in their communities and value opportunities to do so. **Through such experiences, children and young people are able to explore and practice their citizenship, bringing them into relationship with others to examine and influence matters of concern.** In doing so, children and young people develop, express, and enact core dispositions of citizenship – such as compassion, kindness, critical thinking, justice, and integrity – through and in co-operation with others to work towards shared goals and positive futures.



# Making Transformative Civic Experiences Possible

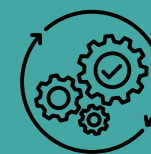
Focus: Recognising that there are various models and processes for structuring transformative experiences, in this section we identify some pathways and key considerations for 1) planning and organizing and 2) evaluating transformative experiences in nonformal civic education.

# FIRST STEPS

Planning and  
organizing –  
key considerations

There are certain key considerations that are needed to be thought through when **PLANNING** for transformative civic experiences in non-formal education spaces. Though not intended as an exhaustive list, clarity about the following considerations is – in the collective experience of those involved in the ECEC Network – of paramount importance.

## WHAT MODALITY OF EXPERIENCE?



### THE KIND OF EXPERIENCE

For instance, whether the experience is a set project, a full programme, or a campaign, or some other experience that has a civic component.

## WHERE AND WITH WHO?



### THE NON-FORMAL SPACES AND THE PARTICIPANT AGENTS

For instance, whether the experience involves a civic society organisation (a foundation, an association, an NGO...) or a public body other than a school, college, university, or vocational training centre. Being clear on the space or spaces also involves any inter-relationship between the non-formal and formal and/or informal spaces also involved.

## WHAT CONTENTS?



### THE "CIVIC" DIMENSION

For instance, whether the experience involves some combination of the following (or indeed of other) civic concerns: responsible consumption, critical thinking and dialogue, intercultural communication, sustainability and the environment, human rights, inter-religious education, democratic decision-making processes, social action, challenging injustices, advocating for others, and so on.

## FOR WHAT PURPOSES?



### THE INTENDED TRANSFORMATION

For instance, what the goals of those organising, participating in, and/or who are impacted by the experience are and how these goals include epistemic, personal, and communal forms of transformation. Also, what brand new horizons are made possible.

## HOW TO EVALUATE?



### THE ACTUAL TRANSFORMATION (AND OTHER OUTCOMES)

For instance, the evaluation of the effects is planned from the outset, is rigorous, and draws on a range of data sources to inform future planning and to report to stakeholders.

## FOR HOW LONG?



### THE DURATION OF THE EXPERIENCE AND THE TRANSFORMATION

For instance, whether the experience is a "one-off" or is sustained through long term support and commitment (and if so for how long) and whether transformation occurs in the short-term, medium-term, or long-term.

## FROM WHICH THEORETICAL FRAMEWORK AND PEDAGOGICAL IDEAS?



### THE STRUCTURED EDUCATIONAL PROCESSES AND OPPORTUNITIES INVOLVED

For instance, what pedagogical ideas, theories, and approaches have informed the experiences and where in the process opportunity is provided for educating and learning requisite knowledge, skills, attitudes, and dispositions – including the resources that will support this education and learning. Also, how the educational processes and opportunities empower those involved and integrate practical democratic problem-solving formats.

## WHICH IDEA OF COMMUNITY AND COLLABORATION?



### THE BUILDING OF COMMUNITY AND AGENCY

For instance, it implies to consider who will be involved in the experience, including very careful planning and co-operation to develop shared ownership and co-creation between those involved.

There exist a wide range and number of **PEDAGOGICAL PERSPECTIVES** from which to organize transformative civic experiences. As it is a complex phenomenon, it should be considered from diverse perspective and using various tools. Here we present a relevant framework that has been very well known during the last decades. After analysing various educational programs in the United States, Westheimer and Kahne provide a threefold typology of “types” of citizens (as previously mentioned in the conceptual underpinnings above)<sup>[1]</sup>:

## THE PERSONALLY RESPONSIBLE CITIZEN

as a citizen who feels the duty to fulfil their obligations to others and acts responsibly to complete actions for the good of society, such as donating blood, paying taxes, respecting the laws and traffic regulations, or even specific volunteer actions.

## THE PARTICIPATORY CITIZEN

has a commitment to public affairs, with direct actions in the community, applying themselves in collective activities that require knowledge of social functioning, as well as the implementation of specific skills in communication and group organization of social movements, management of entities, project design, etc.

## THE JUSTICE-ORIENTED CITIZEN

is one who has a deep vision of the political, economic, and social factors that structure contemporary societies and, more specifically, of the factors that generate social injustices. Although the justice-oriented citizen shares the active commitment to society with the participatory citizen, they are concerned with understanding the structural imbalances that maintain inequalities and are active in social and political movements that demand profound changes in the organization of society.

## PERSONAL TRANSFORMATION

- Does the project foster integral education, intellectual capacities or virtues such as critical thinking, curiosity, desire for true knowledge, humility, intellectual honesty, responsibility, generosity, self-discipline, effort, altruism, respect, loyalty, justice, etc.?
- What kind of activities could we develop to foster these capabilities or virtues of a civic character?

## SOCIAL TRANSFORMATION

- Does the project promote life with others, community building, social action, participation and volunteering (social movements, management of entities, project design), embracing an ethic of solidarity, respectful of those who think differently?
- Does it aim at proactively develop in practice (hands-on and problem-solving format) these characteristics of a good citizen, on the basis of rational knowledge?
- What role have all stakeholders involved in the experience played in shaping the experience(s), and how and when does their voice get heard?
- What can be learned from the experience that can be shared with others to inform and enhance their practices?
- How could we advance in our current activities and in our civic commitment in order to reach this second level of social impact?
- How can we motivate learners to build their own democratic citizenship skills? How can we make it a fun, practical, and relevant process?

## WITH A DEEPER VISION

- Is the project oriented towards justice, social cohesion, accepting the legitimately constituted authority within the legal framework, promoting tolerance, understanding and respect, without renouncing one's principles?
- Does the project contribute to bringing about a shared ground to identify a common good superior to a circumstantial agreement, seeking the improvement of collective life?
- How can I design the education process so that they learn how to face them in a more-democratic-citizen-wise way?
- In which circumstances and with which social agents could we collaborate to have a deeper understanding of the social problems linked to social justice?
- What kind of actions could we promote to have a more relevant role in the political sphere for fostering civic education in our society?
- How can I talk about policies and politics in a non-partisan way to build my learners' critical thinking skills, but to avoid propaganda?
- How can I create a safe space for open discussions for everyone?
- What is necessary for my group of learners to prepare (in the best way we can) for everyday life with AI?

<sup>[1]</sup> Westheimer, J., & Kahne, J. (2004). What Kind of Citizen? The Politics of Educating for Democracy. *American Educational Research Journal*, 41(2), 237-269. <https://doi.org/10.3102/00028312041002237>

# SECOND STEPS

## Evaluating transformative experiences

We propose a tool for the evaluation -or self-evaluation- of transformative civic education experiences in non-formal contexts. This rubric contains ten dimensions and three levels of progression, encompassing the main elements presented in this Guide. Its aim is to provide educators with a practical, simple, accessible, and multifactorial instrument that allows them to quickly gain an overview of the development of such an experience. It can be used both at the end of the experience and during its implementation, thus providing a diagnosis at different points in time that enables the application of reinforcing or corrective measures.

basic

medium

advanced

1  
impact  
scope

The beneficiaries of the experience are a small group of people, limited to those who participate in it directly.

The beneficiaries of the experience are a broader group than the direct participants, reach the citizens of the immediate environment and implies an evident influence in the local community.

The impact of the experience reaches a large group of people, generating networks that transcend the local community and benefiting a national and even international audience.

2  
Personal  
aspects  
involved

It involves the acquisition, by the participants, of a set of knowledge necessary for the improvement of coexistence, participation and civic transformation of the individual and the nearby community.

It involves the acquisition, by the participants, of a set of knowledge, and the performance of a set of behaviors, which have an observable impact on the improvement of coexistence, participation and civic transformation of the individual and the nearby community.

It involves the development of a civic character (knowledge, behaviors and prosocial attitudes), which have a profound and observable impact on improving coexistence, participation and civic transformation of individuals and the community in a broad and global sense.

3  
Collective  
and  
democratic  
participation

Participation in the experience is characterized by the committed development of the tasks assigned to each person, with a primacy of individual activities coordinated with each other.

Participation in the experience is characterized by the committed and collaborative development of tasks, with spaces for dialogue and shared decision-making with affect the development of the actions.

Participation in the experience is characterized by the committed and collaborative development of tasks, with a predominance of open spaces for dialogue with the community, deliberation and shared decision-making that affect the design and development of actions.

4  
Perception  
of the  
common  
good

The experience actively seeks individual or small group benefits for people in the immediate environment.

The experience promotes collective well-being in the immediate environment of the local community, considering the needs defined by the community itself and acting to achieve common goals.

The experience promotes collective well-being, both locally and globally, by jointly defining needs and actively collaborating with the community, in the community, for the community and from the community to address them.

5  
Collaboration  
Networks

Participants primarily belong to an entity in the non-formal sphere and maintain occasional relationships with other groups or entities also in the non-formal sphere.

Participants belong to different entities in the non-formal sphere and maintain a stable relationship with other groups or entities also in the non-formal sphere.

The experience takes place thanks to a broad network of entities or social groups, from the field of formal and non-formal education, which maintain a stable, fluid and sustained collaboration over time, through which joint projects are developed from which everyone benefits with a share leadership.

basic

medium

advanced

6  
Civic  
engagement

It promotes and is supported by a responsible citizenship based on fulfilling basic obligations to the common good, as well as sporadic voluntary participation in tasks that benefit the community.

It promotes and is supported by a responsible citizenship based on compliance with basic obligations to the common good, as well as active and regular participation in collective actions with a direct impact on the community, which require specific knowledge and skills for communication, the organization of social movements, the management of entities, the design of projects, etc.

It promotes a versatile citizenry capable of adopting different roles, including: a) Responsible fulfillment of basic obligations to the common good. b) Active and regular participation in collective actions with a direct impact on the community and organizational functions within social movements. c) A deep understanding of the political, economic, and social factors that structure contemporary societies, generate injustices and perpetuate inequalities, as well as active participation in social and political movements.

7  
Civic  
content

It is generally focused on current civic issues that are addressed in a specific way and that respond to emerging needs.

It focuses on specific civic themes, both of permanent social interest and on emerging needs, which are studied in depth, connecting theory and action on practice.

It focuses on specific and cross-cutting civic themes, both of enduring social interest and addressing emerging needs, which are studied in depth over an extended period and from diverse perspectives, allowing for a comprehensive approach. In addition, new civic and social challenges are identified, providing continuity and breadth to the experience.

8  
Moments and  
systematization  
of the  
evaluation

It conducts an evaluation after the completion of the civic experience, considering the impact on direct participants with limited sources of information.

It applies different evaluation methods and uses various sources of information, both throughout the development of the experience and after its completion, considering the impact on the direct participants and the surrounding environment.

It conceives of and incorporates evaluation as a crucial moment for gathering evidence about the civic transformation process. This evaluation takes place using various methods, sources, and tools, from the beginning of the experience, throughout its development, after its completion, and at subsequent times to analyze the long-term impact of the transformations. Furthermore, the impact is assessed broadly, extending beyond the direct participants to the immediate environment and the wider community, thus providing continuous feedback.

9  
Duration  
of the  
experience

The experience has a short duration (less than one month), and it is developed through isolated actions.

The experience has an intermediate duration (between one month and nine months in duration), and it is developed through different activities coordinated with each other in which a single social agent participates.

The experience takes place over a long period of time (more than nine months) and consists of a varied number of inter-coordinated activities in which different social entities participate.

10  
Digital  
citizenship

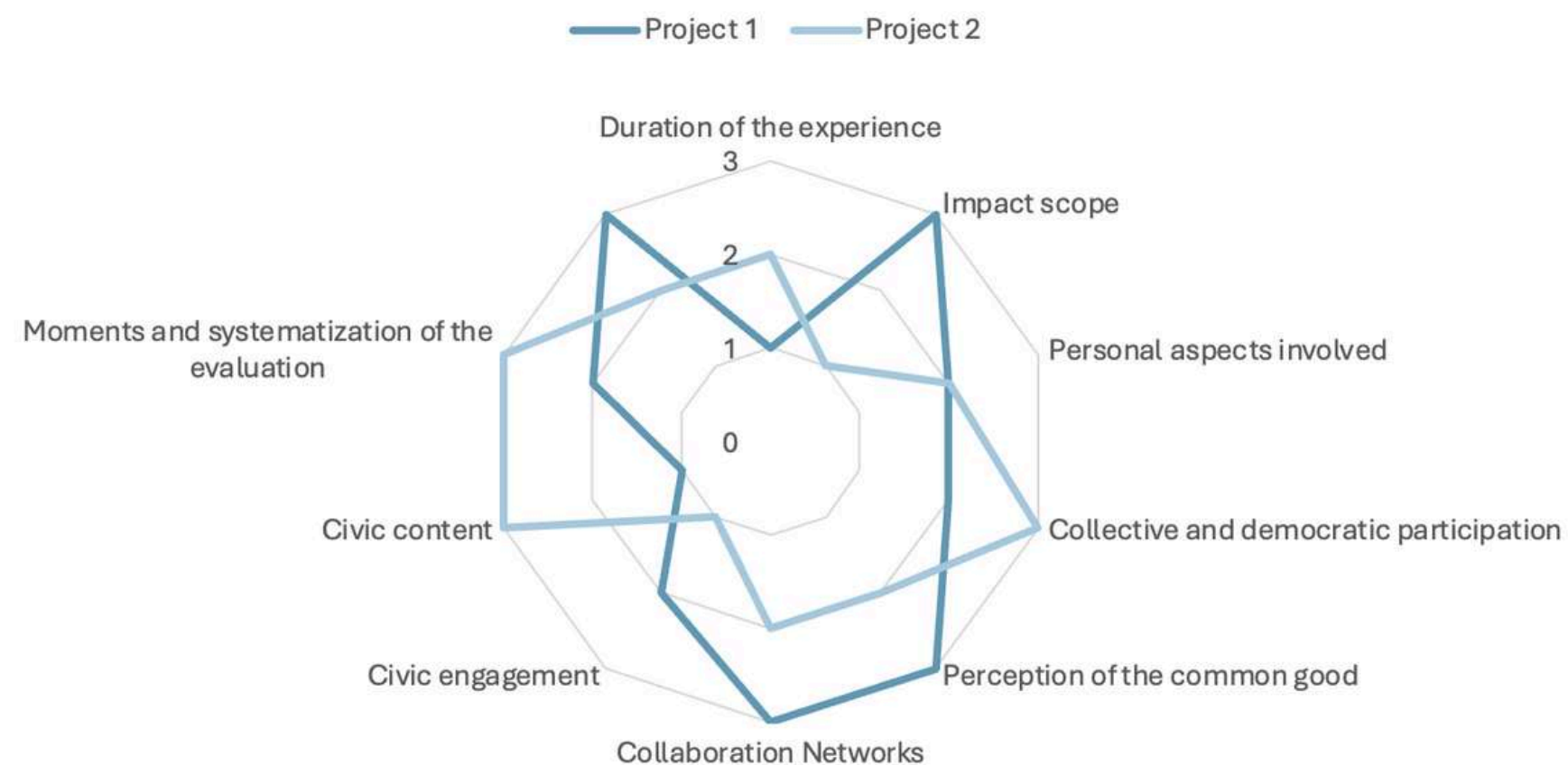
It considers and uses digital technologies as effective tools for communication between participants in the experience, through basic use that facilitates interaction and the organization of joint activities.

It integrates digital technologies into the development of the experience, both for communication, as well as for the organization of joint activities and the dissemination of results in different audiovisual formats and through various online platforms.

It views digital technologies as essential tools for participation in public affairs, which adopts a hybrid format. It is characterized by innovative and creative use of new functionalities, allowing for broader participation from all stakeholders, including those geographically distant, as well as transparency in decision-making and its collaborative nature.

# RUBRIC-BASED ILLUSTRATION OF PROJECT DEVELOPMENT

This rubric allows for the creation of an illustration that graphically depicts the development of a project across the ten proposed dimensions, providing a clear representation of its strengths and areas for improvement. It also allows for the simultaneous evaluation of multiple projects, enabling comparative analysis. Below are examples of two possible projects:





DOWN.

Gallery Walk  
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EUROPEAN EARLY EDUCATION  
COOPERATIVE NETWORK

**ECEC NETWORK**  
EUROPEAN EARLY EDUCATION  
COOPERATIVE NETWORK

**ECEC NETWORK**  
EUROPEAN EARLY EDUCATION  
COOPERATIVE NETWORK

**ECEC NETWORK**  
EUROPEAN EARLY EDUCATION  
COOPERATIVE NETWORK



# Case Studies of Transformative Experiences

Focus: Recognising that there are various models and processes for structuring transformative experiences, in this section we identify some pathways and key considerations for 1) planning and organizing and 2) evaluating transformative experiences in nonformal civic education.

# CZECH REPUBLIC



*"Today I know how to fight hate speech and even though it is a hard fight, we will persevere."*

Veronika Banová, student of Law at University in Plzeň

## WHAT WE DO

- This project fights **online hate speech** by engaging students in tracking and analyzing discriminatory content. This helps them understand its impact on their communities.
- Students gain **practical strategies** to counter hate speech and foster positive online spaces. This enhances their media literacy and civic engagement skills.
- Each documented case of hate speech undergoes detailed analysis to understand its **societal context**. This prepares students to tackle online ethical and safety issues.
- The project encourages public **dialogue on online ethics and safety**. It aims to build resilience against online hate and discrimination.

**find out  
more!**



## WHAT WE DO

- The project aims to empower young people across Montenegro by engaging them in projects that address **real, pressing community needs**. Through service learning, participants gain hands-on experience while developing key life skills like **empathy, resilience, and civic responsibility**. This methodology is enriched with the whole child development approach designed to help youth fully realize their potential by fostering a sense of personal agency and commitment to community development.
- The project spans a diverse array of themes, from **peer violence prevention and mental health promotion to digital literacy and women's empowerment**. In collaboration with mentors and local stakeholders, participants implement **14 unique community-based projects**, each tailored to address specific challenges within their localities. These projects not only respond to immediate community needs but also help young people connect with the broader social and civic landscape of Montenegro.
- Central to the project's success is its focus on building **strong partnerships between youth, educational institutions, NGOs, and local authorities**. By connecting these groups, the project fosters a collaborative environment that supports shared goals and sustainable change.
- Beyond addressing immediate community challenges, Service Learning for More Inclusive Communities instills a deep sense of civic responsibility in its participants. Through the completion of their projects, **young people come to understand the role they can play in society**, fostering a commitment to positive change that lasts well beyond the program. This project has equipped a new generation with the skills and motivation to continue contributing to their communities, and strengthening Montenegro's civic and social foundation.

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# MONTENEGRO



 **Forum MNE**

*"Empowering youth to be architects of change, this project transforms community challenges into pathways for growth, resilience, and lasting impact."*

# PORTUGAL



ACADEMIA DE LÍDERES  
**UBUNTU**  
LEADERS ACADEMY

*"I am because you are"*

## WHAT WE DO

- The Ubuntu Leaders Academy – ULA is based on the African philosophy of "Ubuntu," which means "I am because you are," emphasizing **interdependence, humanism, and empathy**.
- The ULA focuses on developing leaders committed to social transformation, promoting **leadership grounded in service, the Ethics of Care, and Bridge Building**.
- The program works on **five core competencies: self-knowledge, self-confidence, resilience, empathy, and service**. The methodology includes interactive and reflective dynamics, using non-formal education tools to encourage experiential learning.
- The goal is for participants to acquire the **tools to become agents of change in their communities**, promoting inclusion, social justice, and peace. The program is applied in schools, prisons, care centers, and other institutions, adapting to different audiences, including vulnerable youth and elderly individuals.

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# SLOVAKIA

## WHAT WE DO

- Civic and citizenship education **teaching & learning program for teachers** from preschools up to universities (children aged 4-26).
- Complex toolbox for development of both **democratic citizenship competencies of children and youth** as well as **democratic culture in schools and universities**.
- Provides **hands-on experiential, playful, reflective, and non-formal methodology** with easy-to-navigate guidance and **inspiration** in the current social and political challenges on the pan-European and global level.
- **Connects the vibrant community** of professionals active in civic and citizenship education area as a mutual support group.



[find out more!](#)



*"We are born citizens, but we can become active citizens."*

# SPAIN



## WHAT WE DO

- The core of YCL is a training program aimed at young professionals willing to develop their professional career in **leadership and civic humanism, with social impact**.
- The training program is based on **three pillars: know what, know how, know why**.
- This program is aimed at young professionals between 23 and 30, who search for something more in their life and their career. It is oriented towards **those who wish to have a social impact through their work and actions**: engineers, journalists, teachers, doctors, researchers, historians, biologists, designers, architects, psychologists, military, philosophers, theologians, economists, physicians, lawyers, mathematicians... and all those who have a **vocation to service and wish to perform a civic leadership**.
- The Young Civic Leaders program offers a variety of courses over a **two-semester period to promote critical thinking** including anthropology, philosophy, international relations. The program teaches about the different sectors of civic participation, from foundations to lobbyists and politicians. Students are inspired by other professionals' experiences where they intervene to improve situations and eradicate problems.
- Spin-off initiatives emerge from the YCL program, such as **"It's time to think"**.

*"If you decide to leave the world as it is,  
it should only be because you want it that way"*

**find out  
more!**



# UNITED KINGDOM

## WHAT WE DO

- NewsWise generates **curiosity and critical engagement with news**, equipping children with the skills and knowledge to make sense of the world.
- NewsWise educates **children's critical literacy skills**, increasing their interest in and awareness of the news, as well as developing their confidence and skills when navigating the news. The programme builds children's speaking and listening skills through discussion-based learnings.
- Research on NewsWise evidences a **strong positive relationship between news literacy and civic engagement among children aged 9-11** in the UK. News literacy levels can be used to predict civic engagement and vice versa.



find out more!



*"NewsWise offers a really great toolkit for children to engage with the news, analyse the news, and make inferences about the news in a safe environment"*

Allison Gram, Primary School Teacher



You are very welcome to contact us to learn more, share your own transformative projects, or explore possible ways of working together. Please visit <https://www.ececnetwork.com>, email [fundacion@sociedadeducacion.org](mailto:fundacion@sociedadeducacion.org) or call +3491455576.



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