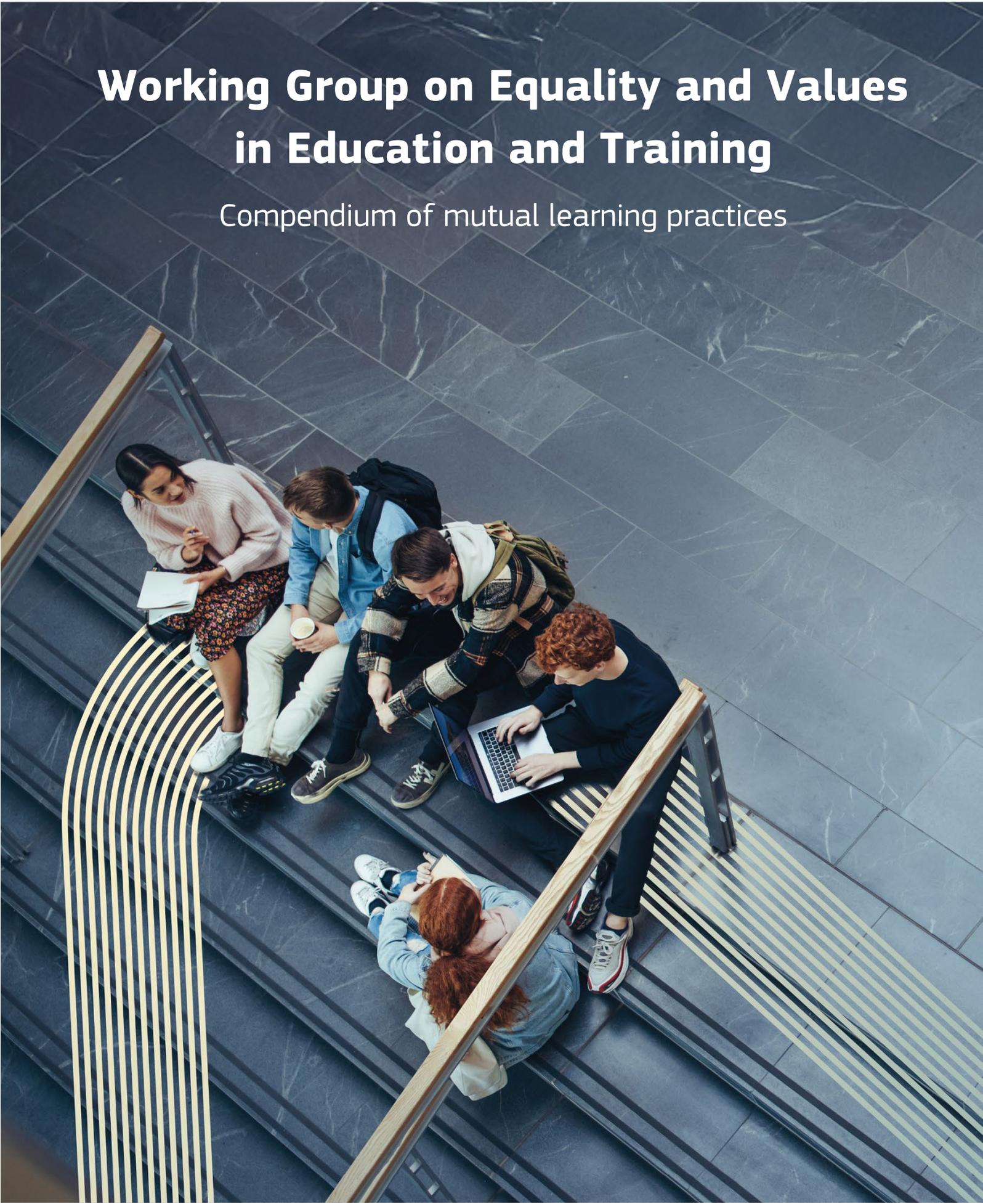


Working Group on Equality and Values in Education and Training

Compendium of mutual learning practices



EUROPEAN COMMISSION

Directorate-General for Education, Youth, Sport and Culture
Directorate A — Policy Strategy and Evaluation
Unit A.1 — Strategy and Investments

E-mail: EAC-EQUALITY-AND-VALUES@ec.europa.eu

*European Commission
B-1049 Brussels*

Working group on equality and values in education and training - Compendium of mutual learning practices

Manuscript completed in January 2026

First edition

This document has been prepared for the European Commission however it reflects the views only of the authors, and the European Commission is not liable for any consequence stemming from the reuse of this Luxembourg: Publications Office of the European Union, 2026

© European Union, 2026



The reuse policy of European Commission documents is implemented by Commission Decision 2011/833/EU of 12 December 2011 on the reuse of Commission documents (OJ L 330, 14.12.2011, p. 39). Unless otherwise noted, the reuse of this document is authorised under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0/>). This means that reuse is allowed provided appropriate credit is given and any changes are indicated.

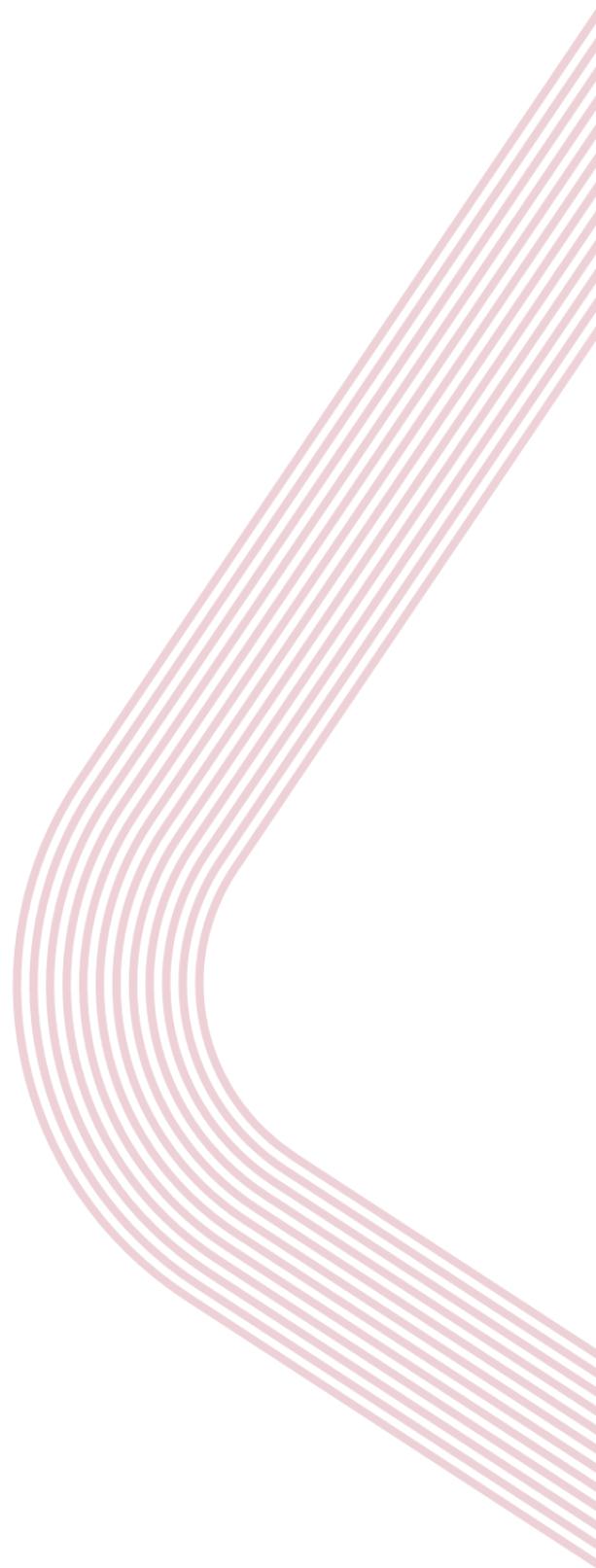
For any use or reproduction of elements that are not owned by the European Union, permission may need to be sought directly from the respective rightholders. The European Union does not own the copyright in relation to the following elements: cover page image, source: jacoblund | iStock; images topics 1 and 2, source: istock.com

Print	ISBN 978-92-68-32839-2	doi:10.2766/5401676	NC-01-25-182-EN-C
PDF	ISBN 978-92-68-32838-5	doi:10.2766/0028315	NC-01-25-182-EN-N

Abbreviations and acronyms.....	9
Introduction.....	11
Overview.....	14
Topic 1: Inclusion, equality and non-discrimination.....	14
Topic 2: Citizenship education.....	15
Topic 1: Inclusion, equality and non-discrimination.....	17
Sub-topic 1: Gender equality.....	19
The Czech gender equality strategy 2021–2030.....	20
Aktionsplan MI(N)Tmachen – ‘Doing MI(N)T together’, Austria.....	21
Austrian Circular No. 21/2018 on reflective gender education and equality.....	22
Strategies for citizenship education, equality and non-discrimination in Portugal.....	23
KINDER – innovative gender-responsive pedagogy in children’s education.....	24
Beyond – be part of the change!.....	25
Boys’ AND GIRLS’ DAY in Germany.....	26
GEM – ‘Gender Equality Matters’.....	27
‘EIT - Girls Go Circular’*.....	28
The SMILE project – women in leadership*.....	29
Gender equality task force for lifelong learning*.....	30
Sub-topic 2: Tackling discrimination, social and territorial inequalities.....	31
School enrolment and social cohesion policies in Belgium -the Flemish Community.....	32
Desegregation in Czechia.....	33
‘School support’ initiative in Czechia.....	34
Denmark’s action plan against antisemitism.....	35
‘Schools for all’ – integration of refugee children in Greek schools.....	36
Ireland’s national access plan for equity of access, participation and success in higher education.....	37
Spain’s strategic framework for citizenship and inclusion against xenophobia and racism 2023–2027.....	38
Spain’s national strategy for Roma equality, inclusion and participation 2021–2030.....	39
Inclusion of LGBTIQ+ students in the classroom in France*.....	40
The educational city of Cergy, France.....	41
Haute-Garonne’s action plan to improve social diversity.....	42
Addressing segregation and strengthening social diversity in Parisian schools.....	43
Cyprus’s Code of Conduct Against Racism.....	44
Integration of pupils/students from diverse ethnic backgrounds into Cyprus’s educational system.....	45
Malta’s anti-discrimination provisions in education as part of the LGBTIQ+ equality strategy and action plan 2023–2027.....	46
The ‘Educated Romania’ project.....	47
Iceland’s MEMM project – education, reception and culture.....	48
Inclusion Box – iBox*.....	49
INSCHOOL – inclusive schools: making a difference for Roma children.....	50
Inclusive universities.....	51
LGBT Plus ME – measuring and promoting school-level LGBTIQ+ inclusion.....	52

Playing the fraternity card*.....	53
ECASS – European cities against school segregation.....	54
Omama – early childhood support for Roma inclusion.....	55
Sub-topic 3: Inclusion and special educational needs.....	57
Creating an inclusive school environment and preparing teaching staff for educating heterogeneous groups in an inclusive environment in Czechia*	58
Reform of multidisciplinary structures in Greece to improve the inclusivity of education.....	59
Early identification and support measures for learners with identified needs in Cyprus.....	60
Transitioning from special needs education to inclusive education in Lithuania.....	61
Capacity-building in Polish mainstream schools.....	62
Monitoring of the Inclusive Education Law in Portugal	63
Finland’s approach to inclusion and tackling discrimination on the grounds of disability.....	64
Monitoring of special educational needs and inclusive education policies in Sweden.....	65
Ponce de León educational centre – a bilingual education programme for both deaf and hearing pupils*	66
MOOCDys – MOOCs for teaching learners with learning disabilities.....	67
LISTIAC – linguistically sensitive teaching in all classrooms*	68
Sub-topic 4: Countering hate (hate speech and (cyber)bullying).....	69
Wallonia-Brussels Federation’s pact for excellence in education and school climate observatory.....	70
Ireland’s Cineáltas action plan on bullying.....	71
France’s Law 2022-299, aiming at combating school bullying.....	72
Greece’s legislation ‘Living Harmoniously Together – Breaking the Silence: Provisions for the Prevention and Addressing of Violence and Bullying in Schools and Other Provisions’	73
Slovenia’s Strategic Council for the Prevention of Hate Speech.....	74
KiVa – antibullying programme.....	75
The Swedish approach to bullying and hate speech based on the Education Act	76
Montenegro’s education reform strategy 2025-2035*	77
Be Kind (AMeLiE – advanced media literacy to counter online hate speech)	78
Kid Actions – kick-off, preventing and responding to children and adolescent cyberbullying	79
Hateless – together against hate.....	80
Redtree – educational inclusion into diversity, facing early school leaving*	81
SELMA – hacking hate (social and emotional learning for mutual awareness)	82
Topic 2: Citizenship education.....	83
Integrating key competences in the Spanish curriculum – the Spanish Organic Law of Education (LOMLOE)	84
Citizenship education in Finland.....	85
Living History forum in Sweden – supporting schools in promoting democracy in Sweden	86
Digital citizenship education project in Türkiye.....	87
NECE - Networking European Civic Education.....	88
‘Teach Europe’ – upskilling educators to teach about and for the EU	89
EU.Kiss.....	90
PEACE+.....	91
House of European History (educational website).....	92
Observatory on History Teaching in Europe	93
HISTOLAB – transnational history education and cooperation laboratory.....	94

CitEdEV – citizenship education in the context of European values.....	95
SciLMi – meta-scientific literacies in the (mis-)information age	96
TEVIP – translating European values into practice.....	97
Case4EU – empowering European Union citizens.....	98
EuroClio – European Association of History Educators*	99
EUTeam – European teachers on the move*	100
Fit4EU – teacher training for a target group-specific education on the European Union*	101
BEAT – Be an Active EU Teacher: enhancing the teaching of the EU through teacher training	102
KMKEU – Knowing ME, KNOWING EU.....	103
Centre for Peace Studies, Peace Studies programme, Croatia*	104
Competendo – the digital toolbox for civic education*	105
Annex 1: Initiatives by international organisations	107
INCLUSION, EQUALITY AND NON-DISCRIMINATION	108
initiatives on gender equality	108
initiatives on tackling discrimination, social and territorial inequalities	109
initiatives on inclusion and special educational needs	109
initiatives on countering hate.....	110
CITIZENSHIP EDUCATION	111
Index.....	113



ABBREVIATIONS AND ACRONYMS

CoE – Council of Europe

EASNIE – European Agency for Special Needs and Inclusive Education

EU – European Union

IT – Information technology

NGO – Non-governmental organisation

OECD – Organisation for Economic Co-operation and Development

OSCE – Organization for Security and Co-operation in Europe

SEN - special educational needs

UNESCO – United Nations Educational, Scientific and Cultural Organization

UNICEF – United Nations Children's Fund

VET – vocational education and training

WG – Working Group



INTRODUCTION



This compendium presents a range of mutual learning practices brought together by the European Education Area Strategic Framework Working Group on Equality and Values in Education and Training (the Working Group) during its mandate from 2021 to 2025. The Working Group gathered representatives from EU Member States and candidate countries, as well as from relevant European Union (EU) agencies, EU-level education and training stakeholder associations and social partners, and international organisations. In line with its mandate, the Working Group focused on structural reforms to promote equality in education and training, adopting a dual approach that examines both:

- group-focused approaches (such as gender equality, anti-racism, the equality of Roma, people with migrant backgrounds, LGBTIQ+ persons and people with disabilities or special educational needs)
- cross-cutting issues with societal benefits and high importance to all discriminated and disadvantaged groups (such as fighting segregation in education and embracing diversity)

The Working Group explored key areas of equality as outlined in priority areas 1 and 2 of the 2021 Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021–2030)¹ and followed up on the related quality, inclusion, and gender equality actions from the 2020 Communication on achieving the European Education Area by 2025². It also contributed to the implementation of the 2018 Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching³. Additionally, the Working Group supported the follow-up of various EU equality strategies and action plans⁴. The Working Group's approach was broad, covering different levels of education and learning contexts (formal and non-formal), as well as their intersections.

The Working Group addressed the following key themes during its 2021-2025 mandate: (1) gender equality; (2) non-discrimination, including social and territorial inequalities; (3) citizenship education, including European dimension; (4) inclusion and special educational needs; (5) countering hate (hate speech and bullying). Core insights from presentations, discussions, and findings emerging from the exchanges of different Working Groups have been published in Thematic Issue Papers⁵ and summarised in related policy briefs and reflection papers⁶.

In the context of this work, the primary objective of this compendium is to compile and share a selection of mutual learning practices identified through the Working Group's activities. These include national policy initiatives and projects, as well as those developed by stakeholder organisations⁷. The mutual learning practices are presented under two main sections. The first section collects mutual learning practices focusing on inclusive education in a broad sense, including those focusing on the following main topics: gender equality, non-discrimination (including social and territorial inequalities), accessibility and special educational needs, and countering hate (hate speech and (cyber)bullying). The second section focuses on contributions addressing citizenship education, including its European dimension. The annex highlights resources from international organisations as members of the Working Group, offering additional insights and up-to-date data to complement the discussions. The total number of mutual learning practices is 100, comprising 75 on inclusion, equality and non-discrimination and 25 on citizenship education.

The mutual learning practices are organised under different main topics, starting with country examples from national policymakers, followed by examples from organisations. This collection of mutual learning practices aims to provide ideas and inspiration for policymakers, practitioners and other education and training stakeholders who strive to promote inclusion, equality and citizenship education. It is also expected to support understanding of why such education matters, reflecting the EU's core values.

While the majority of examples were directly presented or discussed by the Working Group, or referenced in its working materials, some were suggested by its members and others by the consultants supporting the Working Group, as additional contributions for the purpose of this compilation. These are marked with an asterisk (*). At the time of writing, several of the practices described were ongoing and may have since changed, developed further, or concluded. The examples provided are for information purposes only and do not constitute any form of endorsement or confer any rights or status. The information may not be comprehensive, complete, or up-to-date, and it should not be considered professional or legal advice.

- ¹ Council of the European Union, Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021–2030), Official Journal of the European Union, C 66, 26 February 2021, pp. 1–21, 2021/C 66/01. https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=oj:JOC_2021_066_R_0001.
- ² European Commission, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – on achieving the European Education Area by 2025, COM(2020) 625 final, 30 September 2020, <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex:52020DC0625>.
- ³ Council of the European Union, Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching, Official Journal of the European Union, C 195, 7 June 2018, pp. 1–5, ST/9010/2018/INIT, https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=oj:JOC_2018_195_R_0001.
- ⁴ European Commission, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – A Union of Equality: Gender Equality Strategy 2020–2025, COM(2020) 152 final, 5 March 2020, <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52020DC0152>; European Commission, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – A Union of Equality: EU anti-racism action plan 2020–2025, COM(2020) 565 final, 18 September 2020, <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=COM:2020:0565:FIN>; European Commission, Communication from the Commission to the European Parliament and the Council – A Union of Equality: EU Roma strategic framework for equality, inclusion and participation, COM(2020) 620 final, 7 October 2020, <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex:52020DC0620>; European Commission, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – Union of Equality: LGBTIQ Equality Strategy 2020–2025, COM(2020) 698 final, 12 November 2020, <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52020DC0698>; European Commission, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – Union of Equality: Strategy for the Rights of Persons with Disabilities 2021–2030, COM(2021) 101 final, 3 March 2021, <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex:52021DC0101>; European Commission, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021–2030), COM(2021) 615 final, 5 October 2021, <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex:52021DC0615>; European Commission, Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions – Action plan on Integration and Inclusion 2021–2027, COM(2020) 758 final, 24 November 2020, <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex:52020DC0758>.
- ⁵ European Commission: Directorate-General for Education, Youth, Sport and Culture, Driel, B. v., Donlevy, V. and Melstveit Roseme, M., *Issue paper on gender equality in and through education – Working group on equality and values in education and training*, Driel, B. v.(editor), Donlevy, V.(editor) and Melstveit Roseme, M.(editor), Publications Office of the European Union, 2023, <https://op.europa.eu/en/publication-detail/-/publication/d36b1bdf-adae-11ed-8912-01aa75ed71a1/language-en>; European Commission: Directorate-General for Education, Youth, Sport and Culture, Melstveit Roseme, M., Donlevy, V., Driel, B. v. and Komers, S., *Issue paper on tackling different forms of discrimination in and through education and training – Working group on equality and values in education and training (2021–2025)*, Donlevy, V.(editor), Driel, B. v.(editor) and Komers, S.(editor), Publications Office of the European Union, 2023, <https://data.europa.eu/doi/10.2766/798464>; European Commission: Directorate-General for Education, Youth, Sport and Culture and Driel, B. v.; *Issue paper on citizenship education*, Publications Office of the EU, 2023, <https://data.europa.eu/doi/10.2766/798464>; *Issue paper on countering hate in and through education*, Publications Office of the European Union, 2025, <https://data.europa.eu/doi/10.2766/5267458>.
- ⁶ <https://webgate.ec.europa.eu/fpfis/wikis/spaces/EAC/pages/2290787862/Equality+and+Values+Documents>.
- ⁷ For more information, the meeting agendas and minutes are published in the Register of Commission expert groups and other similar entities, under the group name ‘Working Group on Equality and Values in Education and Training’, code E03778.

OVERVIEW

TOPIC 1: INCLUSION, EQUALITY AND NON-DISCRIMINATION

SUB-TOPIC 1: GENDER EQUALITY

The various mutual learning practices under this theme aim to address several related aspects, including gender gaps in education, gender segregation, and non-traditional education and career pathways, as well as the need to confront biases in textbooks and other learning materials. It also includes approaches to prevent and respond to gender-based violence in learning environments and beyond. The selected mutual learning practices were identified within the context of various presentations and discussions that took place during two online Working Group meetings, held on 20 January and 10 February 2022, and a peer learning activity (PLA) held online on 21 April 2022, hosted by the Czech Ministry of Education, Youth and Sports⁸

SUB-TOPIC 2: TACKLING DISCRIMINATION, SOCIAL AND TERRITORIAL INEQUALITIES

Within this thematic area, the compendium highlights a range of mutual learning practices aimed at tackling different forms of discrimination in and through education and training, as well as mutual learning practices geared to promote inclusive education and address the diverse needs of all learners. These mutual learning practices tackle the need to fight prejudice and discrimination based on religion, beliefs, ethnic and racial origin, disability and sexual orientation, as protected grounds under the EU Treaties. Additionally, they emphasise approaches that address multiple forms of discrimination and intersectionality. The mutual learning practices were identified in the context of two Working Group meetings held on 9 June (online) and 22–23 September 2022 (in-person)⁹

The mutual learning practices under this theme also include those aimed at tackling widening social and territorial inequalities in education and training. They address several related issues, including school segregation, the rural-urban divide, and gaps in provision for migrant learners. The mutual learning practices described in this section were identified in the context of a peer learning activity (PLA) hosted by the French Ministry of Education in Paris on 12–13 December 2022¹⁰

SUB-TOPIC 3: INCLUSION AND SPECIAL EDUCATIONAL NEEDS

The mutual learning practices under this topic offer examples of moving towards more inclusive education systems in Europe, aiming to provide inclusive and accessible quality education for all learners alongside their peers, while removing barriers to participation. Mutual learning practices include thorough reforms of education systems, as well as significant improvements in relevant segments, such as their monitoring approaches, which aim to support the move towards more inclusive systems. Smaller-scale mutual learning practices and projects are also shown, which offer promising approaches to better support the needs of learner groups with some specific special educational needs or disabilities. The mutual learning practices provided under this sub-section were identified during the Working Group meeting held on 26–27 October 2023 and the PLA held on 19–20 March 2024 in Brussels, with the support of the European Agency for Special Needs and Inclusive Education (EASNIE)¹¹

SUB-TOPIC 4: COUNTERING HATE: HATE SPEECH AND (CYBER)BULLYING

The mutual learning practices under this specific sub-topic, connected to the countering hate theme, focus on hate speech and (cyber)bullying.

The mutual learning practices related to addressing hate speech were primarily identified during a Working Group meeting, held on 20–21 June 2024 (online)¹². The examples presented tend to examine hate speech and violence in educational contexts through systemic reforms, media literacy, and psychosocial support. They promote inclusive

education, digital citizenship, and emotional resilience. They also tend to equip educators and students with tools to recognise and counter hate speech, fostering empathy, peer support, and civic engagement. These mutual learning practices combine policy reform, educational innovation, and intersectoral collaboration to create safer and more respectful learning environments, thereby reducing school exclusion. Given the fact that hate speech is illegal in the EU, many initiatives have a legal component as well and look into reporting mechanisms.

The mutual learning practices on (cyber)bullying included here were also part of the broader focus on countering hate in and through education. The mutual learning practices were identified during a Working Group meeting held on 8-10 October 2024, a webinar on 3 December 2024 and a peer learning activity (PLA) hosted by the Turkish Ministry of National Education in Ankara on 7–8 April 2025¹³. Some initiatives examine bullying as a whole, while others focus primarily on cyberbullying. Many initiatives focus on prevention policies and initiatives, while others concentrate on responding to bullying. Key commonalities across the initiatives include whole-school approaches, active student involvement, and digital citizenship. Issues such as bystanders and underreporting of bullying can be found in multiple initiatives.

TOPIC 2: CITIZENSHIP EDUCATION

The mutual learning practices included under this theme present a range of ways to promote citizenship education, both in schools and beyond. The mutual learning practices address several key aspects associated with citizenship education, including civic and democratic engagement, history and peace education, intercultural dialogue, digital and media literacy and the development of key competences and core values, amongst others. The mutual learning practices dealing with citizenship education in general were primarily identified through various presentations and discussions during two Working Group meetings, held on 8–9 February (online) and 1–2 June 2023 (in Brussels), as well as a peer learning activity (PLA) hosted by the Spanish Ministry of Universities and the Ministry of Education and Vocational Training in Madrid on 29–30 March 2023¹⁴.

SUB-TOPIC: EUROPEAN DIMENSION IN CITIZENSHIP EDUCATION

Special attention was also paid to mutual learning practices that look at fruitful ways of incorporating the European dimension into education. Mutual learning practices promoting the European dimension in education were collected during two Working Group events focusing on this topic in 2025, including an online meeting in May and an in-person event in Brussels in October 2025¹⁵.

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Ibid.



TOPIC 1: INCLUSION, EQUALITY AND NON-DISCRIMINATION





SUB-TOPIC 1: GENDER EQUALITY



THE CZECH GENDER EQUALITY STRATEGY 2021–2030

Topic: inclusion, equality and non-discrimination

Sub-topic: gender equality

Leading organisation(s)/national authority(ies): Department of Gender Equality, Office of the Government, Czechia

Period of implementation: 2021–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): all

Main target group(s): learners; policymakers; parents/caregivers

Funding source(s): the European Union, through the European Social Fund Operational Programme Employment; national budget; EEA and Norway grants

URL: <https://vlada.gov.cz/cz/ppov/rovne-prilezitosti-zen-a-muzu/dokumenty/zakladni-dokumenty-rady-216828/>

Keywords: stereotypes; gender gaps; curricula

SHORT DESCRIPTION:

Although legal barriers to entering specific education or career paths have been removed, gender disparities persist. Women remain underrepresented in senior academic positions and leadership roles, despite higher female graduation rates. Horizontal segregation, where specific fields remain dominated by one gender, also remains high in Czechia, while gender inequalities negatively affect the quality of life of both women and men. Czechia's strategy for gender equality for 2021–2030 outlines targeted measures in eight areas of social life – work and care, decision-making, safety, health, knowledge, society, external relations, and institutions – with the intention of reducing persistent gender gaps. The strategy sets several objectives relevant to education, including supporting the full development of girls' and boys' potential, incorporating gender perspectives into education, science, and research, and promoting gender-sensitive management in educational and research institutions.

The strategy includes 8 chapters, 26 strategic objectives, 107 specific goals, and 368 measures. Education-related objectives include reducing the knowledge and skills gap between female and male students, addressing gender bias in career and life choices, reducing inequalities in professional advancement, strengthening the presence of gender-related content in curricula and teaching materials, and expanding knowledge of gender equality in both education and science. In 2024, the strategy was updated to address current challenges and streamline implementation, thereby reducing the administrative burden while maintaining a focus on practical action. Progress reports and further information on the implementation of the strategy are available on the Czech government's website.

ADDITIONAL RESOURCES:

- [Czech Government Updated Strategy for Gender Equality 2021–2030](#)
- [Reports on the implementation of the gender equality strategy for 2021–2030](#)
- [Government Council for Gender Equality](#)
- [Czech Ministry of Education's support for gender equality](#)

AKTIONSPLAN MI(N)TMACHEN – ‘DOING MI(N)T TOGETHER’, AUSTRIA

Topic: inclusion, equality and non-discrimination

Sub-topic: gender equality

Leading organisation(s)/national authority(ies): Federal Ministry of Education, Austria

Period of implementation: 2023–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education; higher education (universities); school administration; boards of education; university colleges for teacher education

Main target group(s): learners; educators; school leaders

Funding source(s): national budget

URL: <https://www.bmfwf.gv.at/wissenschaft/leitthemen.html>

Keywords: STEM, gender stereotypes, curricula

SHORT DESCRIPTION:

Austria’s action plan MI(N)Tmachen (‘Doing MINT Together’) was launched in June 2023 by the Federal Ministry of Education, Science and Research as a national strategy to address the shortage of professionals in mathematics, computer science, natural sciences and technology. The plan seeks to engage children and young people with STEM subjects from early childhood education through to higher education, with the overarching goal of increasing the number of STEM graduates by 20% and raising the share of women in technical fields by 5% by 2030.

The action plan combines national, regional and local measures. One strand focuses on building strong regional ecosystems through the creation of certified ‘STEM Regions,’ which link schools, kindergartens, research institutions and businesses. Another strand establishes a central digital platform that collects and publicises STEM initiatives across Austria, making opportunities more visible and easier to access. The plan also emphasises supporting pupils’ transition across educational levels, strengthening talent development, and embedding hands-on experiences, such as science ambassadors, programmable robots, and classroom kits, to spark curiosity at a young age.

A central theme of the action plan is inclusion. It explicitly tackles gender stereotypes, encourages girls to pursue STEM studies, and promotes diversity and equal participation under the motto ‘everyone can do MINT’. Career promotion efforts are reinforced through role models, social media campaigns and outreach by influencers, aimed at presenting STEM fields as creative, socially relevant and open to all. In parallel, the plan invests in teaching quality, interdisciplinary curricula and new educational institutions – such as the Interdisciplinary Transformation University in Linz – while also offering re- and upskilling opportunities for adults. Overall, MI(N)Tmachen provides a coordinated, multi-level framework to strengthen STEM literacy, expand career pathways and secure Austria’s competitiveness in research and innovation.

ADDITIONAL RESOURCES:

- [Interdisciplinary Transformation University](#)

AUSTRIAN CIRCULAR NO. 21/2018 ON REFLECTIVE GENDER EDUCATION AND EQUALITY

Topic: inclusion, equality and non-discrimination

Sub-topic: gender equality

Leading organisation(s)/national authority(ies): Federal Ministry of Education (BMB), Austria

Period of implementation: 2018–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education

Main target group(s): learners; educators; school leaders; school administration; boards of education; university colleges for teacher education

Funding source(s): not applicable

URL: https://pubshop.bmbwf.gv.at/index.php?article_id=9&sort=title&search%5Btext%5D=Reflective+Gender+Education+and+Equality&pub=994

Keywords: gender education; gender equality; gender gaps; gender stereotypes; discrimination; curricula

SHORT DESCRIPTION:

Austrian Circular No. 21/2018 set a national framework for reflective gender education and equality in schools. It guides public schools on addressing gender equality in a diverse society through content and interaction. The overarching goal is to foster conscious reflection on gender in the school context, expand individual agency, and challenge gender stereotypes. The circular has driven reforms in quality management, curricula, teaching materials, and teacher training at the federal and state levels. Along with related curriculum regulations, the circular provides a central reference for embedding anti-discrimination and gender equality in Austria's education system.

In 2023, the *Reflective Gender Education and Equality in Teaching Materials* guidelines were published to support resource reviewers, especially textbook committees. They guide authors and publishers in aligning materials with anti-discrimination standards and avoiding bias. Building on these reforms, state-funded teaching materials have become instrumental in putting equality principles into everyday practice within Austria's education system. The guidelines outline five analytical dimensions, each with specific criteria for evaluating educational materials. While most academic disciplines are covered, not all criteria apply to every subject. A user-friendly checklist supports the evaluation of how well teaching resources meet these benchmarks.

Circular No. 21/2018 underpins a nationwide professional development course, 'Reflective Gender Education and Equality in Heterogeneous Living Environments', developed by the Federal Ministry of Education with PH Stefan Zweig Salzburg, PH Vienna, and GB3_14 (a national working group on equality issues). Launched in 2020, the six-module course trains educators to address equality issues in diverse school environments. Participants gain theory and practical tools to design awareness initiatives in their institutions. Course graduates act as multipliers, sharing expertise and supporting the circular's implementation. Networks formed during the training have already led to numerous gender equality initiatives across Austria's federal states and institutions.

ADDITIONAL RESOURCES:

- [Teaching guidelines](#)
- [Training course](#)

STRATEGIES FOR CITIZENSHIP EDUCATION, EQUALITY AND NON-DISCRIMINATION IN PORTUGAL

Topic: inclusion, equality and non-discrimination

Sub-topic: gender equality

Leading organisation(s)/national authority(ies): Ministry of Education, Science and Innovation, Portugal

Period of implementation: 2017–2025; 2025–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education

Main target group(s): learners; educators; school leaders

Funding source(s): national budget

URL: <https://www.dge.mec.pt/educacao-para-igualdade-de-genero>

Keywords: citizenship education; discrimination; gender-based violence

SHORT DESCRIPTION:

Portugal's 2017 National Strategy for Citizenship Education supported¹ children and young people to develop citizenship skills and knowledge throughout their education. Its overarching goal was to encourage student participation in projects promoting inclusion, with a strong focus on diversity and gender equality. The strategy aims to foster equality in interpersonal relations, integrating differences, respect for human rights and democratic citizenship. The document rests on the principle that quality education is a fundamental right and a vital investment, guided by a whole-school approach. A key aspect of learning is seen as making informed decisions to exercise democratic citizenship. Complementing this, the 2018 Equality and Non-discrimination Strategy addressed gender equality, gender-based and domestic violence, and discrimination based on sexual orientation, gender identity, and related characteristics. The 2017 strategy created three curriculum domains, including mandatory 'citizenship and development', which embeds gender equality as a core component. In Portugal, gender equality is embedded in the curriculum from preschool through secondary education. This area aims to help students understand the concept of gender equality and challenge stereotypes that shape traditional gender roles.

To support this, several teaching guides on gender equality and citizenship were developed, with an emphasis on integration within citizenship education. These guides incorporate a gender perspective, empowering girls and boys to make independent, informed decisions. The 2018 equality and non-discrimination strategy was implemented through action plans on three specific areas: equality between women and men, violence against women and domestic violence, and discrimination.

ADDITIONAL RESOURCES:

- [Education guide on gender and citizenship \(pre-school\)](#)
- [Education guide on gender and citizenship \(first cycle\)](#)
- [Education guide on gender and citizenship \(second cycle\)](#)
- [Education guide on gender and citizenship \(third cycle\)](#)
- [2017 National Strategy for Citizenship Education](#)
- [2025 National Strategy for Citizenship Education](#)

¹ Since 30 August 2025, Portugal has implemented a new National Strategy for Citizenship Education, following public consultation. This policy replaces the 2017 framework and is now legally enshrined, aiming to ensure greater legitimacy and effectiveness. The 2025 strategy outlines eight key areas – human rights, democracy, sustainable development, financial literacy, health, risk and road safety, media, and cultural diversity – aligned with major international standards. For the first time, the curriculum includes standardised essential learning outcomes for citizenship and development, ensuring consistency and recognising citizenship as a core part of education and democracy.

KINDER – INNOVATIVE GENDER-RESPONSIVE PEDAGOGY IN CHILDREN'S EDUCATION

Topic: inclusion, equality and non-discrimination

Sub-topic: gender equality

Leading organisation(s)/national authority(ies): the Centre for Social Studies of the University of Coimbra, Portugal

Period of implementation: 2020–2023

Other participating organisation(s)/national authority(ies): Cepaim foundation, Spain; Status M, Croatia

Education level(s)/sector(s): early childhood education and care; primary school

Main target group(s): educators; parents; caregivers; policymakers

Funding source(s): the European Union, through the Rights, Equality and Citizenship programme

URL: <https://kinder.ces.uc.pt/>

Keywords: gender stereotypes; inclusion; gender-sensitive pedagogy

SHORT DESCRIPTION:

KINDER was an EU-funded project that aimed to develop and promote gender-responsive pedagogy for early childhood and primary education (ages 3–12) in Spain, Portugal, and Croatia. Building on the assumption that early learning of gender roles can strongly influence later choices and opportunities, the project's objective was to mitigate the transmission of gender stereotypes in education by empowering teachers and other staff with gender-responsive and transformative tools, helping them to respond to the specific needs of girls and boys from a gender-egalitarian perspective. In addition, the project included a participatory process with families to promote changes both within and outside of schools. By promoting attitude changes and combating gender stereotypes in early education, the project aimed to further support national public authorities in mainstreaming gender-neutral and inclusive education at both the national and European levels.

Building on country analyses, KINDER's outputs included educational curricula developed separately for the 3–6 and 7–12 age groups, as well as national programmes for educational professionals and a series of events, such as training sessions and national campaigns, in all three participating countries. Further project outputs included reports on relevant policies and pedagogical practices, as well as resources to promote critical thinking and encourage children, together with their educators, to question stereotypes. Guidelines on implementing gender-responsive and transformative education were also produced. The project's website provides links to a diverse range of children's books, available in both English and the three national languages. Additionally, manuals, campaigning materials, and the underlying country analyses developed as part of the KINDER project are available for free download.

ADDITIONAL RESOURCES:

- [KINDER educational guidelines and other outputs](#)

BEYOND – BE PART OF THE CHANGE!

Topic: inclusion, equality and non-discrimination

Sub-topic: gender equality

Leading organisation(s)/national authority(ies): Italian Labour Union, Italy

Period of implementation: 2020–2023

Other participating organisation(s)/national authority(ies): FORMA.Azione s.r.l., Italy; the Lithuanian education and science trade union, Lithuania; the Bulgarian Union of Teachers, Bulgaria; EPA; the European Trade Union Committee for Education (ETUCE)

Education level(s)/sector(s): early childhood education and care

Main target group(s): educators; parents; caregivers; policymakers

Funding source(s): the European Union, through the Rights, Equality and Citizenship programme

URL: <https://beyond-equality.eu/>

Keywords: gender stereotypes; sexism; inclusion; equal opportunities

SHORT DESCRIPTION:

The main goals of the project ‘Beyond, Be Part of the Change!’ included increasing awareness among educators and parents of how attitudes and behaviour are linked to socially embedded gender roles and gendered expectations. It also sought to help them develop gender-neutral practices. The project specifically set out to address gender bias in early childhood education and care and to promote equal opportunities for boys and girls from an early age. Main activities included a mapping of effective practices to achieve objectives and designing training and educational activities, as well as information and awareness-raising activities for families to reduce gender bias.

The project’s results, available via its website, include a library of relevant practices collected in participating countries and beyond. Additionally, project outputs are available, including the standard of competency frameworks for education personnel in early years and primary education settings. These frameworks identify a minimum set of competencies that the project found necessary for professionals to develop to reduce gender bias in their actions. The frameworks (offered in English, Italian, Bulgarian, Lithuanian and Greek) also provide suggestions to counter gender bias in early education. Similarly, the online training developed for educators is also available in all these languages, offering slightly different content that reflects the diversity in conditions regarding gender equality in the various countries.

Building on the lessons learned from the mapping exercise and the implementation of various activities, the Beyond project developed a set of policy recommendations targeted at national and EU-level policymakers. The recommendations (delivered in five languages) further target key stakeholders, including, for example, education trade unions and family representative organisations. Their focus is particularly on developing the capacity of the education personnel and other key stakeholders to foster gender equality from an early age. Finally, a detailed qualitative evaluation of the project is also available, providing a descriptive assessment of the training and the engagement activities carried out. Participant surveys, interviews and focus groups indicated overall positive results and underlined the need for further promoting gender equality in (early) education.

ADDITIONAL RESOURCES:

- [Library of relevant practices](#)
- [Standard of competencies](#)

BOYS' AND GIRLS' DAY IN GERMANY

Topic: inclusion, equality and non-discrimination

Sub-topic: gender equality

Leading organisation(s)/national authority(ies): Competence Centre for Technology, Diversity and Equal Opportunities, Germany

Period of implementation: 2011–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education, secondary education, vocational education and training, higher education

Main target group(s): learners

Funding source(s): national budget

URLs: <https://www.boys-day.de>; <https://www.girls-day.de>

Keywords: gender education; gender equality; gender gaps; gender stereotypes

SHORT DESCRIPTION:

'Boys' Day and Girls' Day – Future Prospects for Boys and Girls' is a nationwide initiative in Germany that takes place every fourth Thursday in April, aiming to broaden the gender-specific perspectives on career choices and life planning. Despite their diverse talents, interests and career choices often remain confined to a narrow, gender-stereotyped range. Over half of male apprentices in Germany pursue just twenty typical 'male' professions within the dual vocational training system – none in social, educational, or healthcare sectors. Yet these sectors lack male professionals, who are needed for better care and gender balance.

Also, the range of career and study choices made by young women remains narrow. Over half choose among ten apprenticeships from more than 330 available. About 55% of female first-year students in Germany choose 20 subjects from a total of 270. Only six STEM subjects make it into this top 20. Girls' Day is an important contribution to potentially attracting qualified young talent, especially in fields facing a looming shortage of skilled workers.

On 'Boys' Day and Girls' Day', institutions across the country – from schools and youth centres to care facilities, universities, and companies – invite students from grade five onwards to explore occupations where men or women are less visible. The initiative offers a wide range of hands-on activities, allowing boys to experience everyday working life in fields they might not otherwise consider, like kindergartens. On the other hand, girls can spend taster days in STEM-Places like mechanical engineering. Trying out one-day internships in gender-specific jobs – for example, with a hairdresser, florist, manager or metalworker – opens the mind for the understanding of roles in workplaces and encourages the students to consider alternative career paths. Additionally, they can take part in workshops on life skills and future planning, often organised by employment agencies, municipalities, and schools.

Teachers benefit from creating new partnerships and offering dynamic classroom content. Parents, too, play a key role, supporting their sons as they explore new paths and discuss future aspirations together.

The 'Girls' Day' aims at encouraging girls to explore STEM careers, creating a broader, more equal playing field for all young people in shaping their futures. The 'Boys' Day' opens up new options for boys' professional and personal lives, challenging gender stereotypes and encouraging more inclusive participation in vital but traditionally female-dominated sectors.

ADDITIONAL RESOURCES:

- OECD – Career readiness - Germany: Girls' Day and Boys' Day
- Initiative Klischeefrei

GEM – ‘GENDER EQUALITY MATTERS’

Topic: inclusion, equality and non-discrimination

Sub-topic: gender equality

Leading organisation(s)/national authority(ies): the National Anti-Bullying Research and Resource Centre, Ireland

Period of implementation: 2018–2021

Other participating organisation(s)/national authority(ies): Dublin City University, Ireland; University of Murcia Group of Research in Educational Technology, Spain; Fondazione Mondo Digitale, Italy; Youth European School Heads Association, the Netherlands; Social Action and Innovation Centre (KMOP), Greece

Education level(s)/sector(s): secondary education

Main target group(s): learners; educators; parents; caregivers

Funding source(s): the European Union, through the Rights, Equality and Citizenship programme

URL: <https://www.genderequalitymatters.eu>

Keywords: gender stereotypes; LGBTIQ+; bullying; gender-based violence

SHORT DESCRIPTION:

The GEM project (‘Gender Equality Matters’) was designed to address gender and sexuality-based violence in education by promoting a comprehensive approach to gender equality. Its central objective was to empower both educators and parents to challenge and dismantle gender stereotypes, raise awareness, and foster positive behavioural changes within school communities. By targeting attitudes and norms that often underpin violence and discrimination, the project aimed to create safer and more inclusive learning environments.

The initiative primarily focused on pupils aged 10 to 12 years old in most participating countries, with Italian partners placing special emphasis on post-primary school students. The project developed customised classroom materials and structured training programmes for teachers, enabling them to effectively address sensitive topics such as gender-based bullying and stereotyping in the classroom. In parallel, training sessions for parents were also offered, delivered in cooperation with parents’ associations and national-level parent representation groups to extend the impact beyond the school setting.

Lesson plans and educational resources were developed and piloted in Ireland, Greece, Spain, and Italy, encompassing both primary and secondary education. These materials are available for free download on the project’s website in five languages (English, Irish, Spanish, Italian, Greek, and Dutch). They provide structured lesson plans that explore key topics in an age-appropriate and interactive manner, encompassing rights and equality, gender stereotypes (including in the media), gender-based bullying and violence, and gender inequality, as well as positive role models.

To further extend its reach, the project developed a Massive Open Online Course (MOOC), still accessible online in five languages (English, Spanish, Italian, Greek, and Dutch). It includes four modules: rights and equality; stereotyping and media; bullying and violence; and responses to both. Additionally, the GEM platform features a curated collection of multimedia resources designed to support educators and stakeholders in combating gender stereotypes and promoting equality in education. These tools offer practical guidance for applying the GEM in approaching various educational settings.

ADDITIONAL RESOURCES:

- GEM MOOC

‘EIT – GIRLS GO CIRCULAR’*

Topic: inclusion, equality and non-discrimination

Sub-topic: gender equality

Leading organisation(s)/national authority(ies): European Institute of Innovation and Technology (EIT), Hungary and its Knowledge and Innovation Communities (KICs)

Period of implementation: 2020–2025 (a follow-up action called ‘EIT Girls Go STEM’ is foreseen in 2026–2028)

Other participating organisation(s)/national authority(ies): Junior Achievement Europe, Belgium

Education level(s)/sector(s): secondary education

Main target group(s): learners, especially schoolgirls; educators; companies

Funding source(s): the European Union, through the Horizon Europe programme

URL: <https://eit-girlsgocircular.eu>

Keywords: STEM; entrepreneurial skills; digital and green skills; equal opportunities; inclusion

SHORT DESCRIPTION:

‘Girls Go Circular’ is an educational project designed to prepare students, especially girls and young women aged 14–19, for future careers by enhancing their digital and entrepreneurial skills while also fostering their awareness of sustainability. By integrating digital, entrepreneurial, and green skills into their learning materials, the initiative aimed to address significant global challenges, such as the digital transition and climate change. With girls as the primary target group, the project contributes to closing the gender gap in STEM (science, technology, engineering and mathematics) fields.

Offering free access to a learning space, ‘Girls Go Circular’ provides access to 19 online courses in 24 languages, each designed to raise awareness of significant challenges and opportunities related to sustainable resource use. Course modules enable learners to explore a diverse range of topics, including robotics, circular fashion, future mobility, and artificial intelligence, in an engaging and hands-on manner. Challenge-based learning activities also improve learners’ problem-solving, teamwork, and leadership skills. For teachers, available resources include an innovative online platform (also accessible in all EU languages) with ready-to-use resources and interactive tools designed to be easily integrated with existing curricula. The platform helps integrate sustainability topics and digital skills into daily teaching, engaging students with real-world issues and motivating them to take meaningful action both in and outside the classroom. In addition, a teacher guidebook offers teachers a comprehensive set of guidance, including practical tips, to introduce the programme’s elements into their classroom work. During the project’s lifetime, students and teachers could also apply to become a ‘Girls Go Circular’ ambassador, representing ‘Girls Go Circular’ at events, supporting peer learning, and participating in workshops. In addition, companies were invited to become partners of the project and sponsor learning modules, share industry expertise and thus support the learning process of a skilled, future-ready workforce.

As of July 2025, project results include the training of around 67,000 schoolgirls and the support of over 1,000 schools.

ADDITIONAL RESOURCES:

- [Press release from the EIT on the project](#)

THE SMILE PROJECT – WOMEN IN LEADERSHIP*

Topic: inclusion, equality and non-discrimination

Sub-topic: gender equality

Leading organisation(s)/national authority(ies): European University Continuing Education Network (EUCEN), Spain

Period of implementation: 2021–ongoing

Other participating organisation(s)/national authority(ies): National University of Ireland Maynooth, Ireland; Johannes Gutenberg University Mainz, Germany; University of Turku, Finland; L-University of Malta, Malta; University of Cagliari, Italy; Gheorghe Asachi Technical University of Iași, Romania; the Solidarity foundation of the University of Barcelona, Spain; European Students' Union, Belgium; Notus, Spain; Solidar foundation, Belgium

Education level(s)/sector(s): higher education

Main target group(s): learners; educators; policymakers

Funding source(s): the European Union, through the Erasmus+ programme

URL: <https://smile.eucen.eu/women-in-leadership/>

Keywords: STEM; stereotypes, gender gap

SHORT DESCRIPTION:

The SMILE project aims to support higher education institutions in addressing diversity and social inclusion, focusing on three main areas of inequality and disadvantage in higher education: migrant background, women leadership and low socio-economic status.

While women form the majority of students in higher education, they remain disproportionately underrepresented in leadership positions, particularly within research-intensive universities and STEM fields. As a response, the SMILE project's pillar two, entitled 'Women in Leadership', specifically addresses persistent gender inequality in higher education, with a focus on the underrepresentation of women in decision-making and senior academic roles.

To foster institutional change, the project integrates several key components. A summary and state-of-the-art report maps the current situation across Europe, highlighting structural barriers and good practices. A dedicated gender section of SMILE's audit model enables higher education institutions to critically assess their leadership practices and identify areas for improvement. In addition, SMILE has developed a continuing professional development (CPD) course for both academic and administrative staff. This course raises awareness of the barriers faced by women aspiring to leadership roles, strengthens staff capacity to address gender bias, and encourages them to embed gender perspectives into their teaching, mentoring, and outreach activities. The CPD course is freely available in English and in several other European languages, including German, Spanish, Finnish, French, Italian and Romanian.

SMILE also seeks to support systemic impact by creating policy recommendations for institutional leaders and decision-makers. These recommendations aim to guide universities in fostering gender-inclusive leadership cultures and structures. To further disseminate insights and stimulate debate, the project organised a webinar on women in leadership in higher education, co-hosted by Maynooth University (Ireland), the University of Cagliari (Italy), and NOTUS (Spain). The event showcased strategies and experiences from diverse national contexts, underlining the shared need for more substantial commitment to gender equality in higher education leadership.

GENDER EQUALITY TASK FORCE FOR LIFELONG LEARNING*

Topic: inclusion, equality and non-discrimination

Sub-topic: gender equality

Leading organisation(s)/national authority(ies): the European Association for Regional and Local Authorities for Lifelong Learning (EARLALL), Belgium; European Forum for Vocational Education and Training (EfVET), Belgium; European Association for the Education of Adults (EAEA), Belgium

Period of implementation: 2023–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): secondary education; vocational education and training; higher education; adult education

Main target group(s): learners; educators

Funding source(s): the European Union, through the Erasmus+ programme

URL: <https://www.earlall.eu/activities/gender-equality-task-force/>

Keywords: STEM; stereotypes; gender gaps

SHORT DESCRIPTION

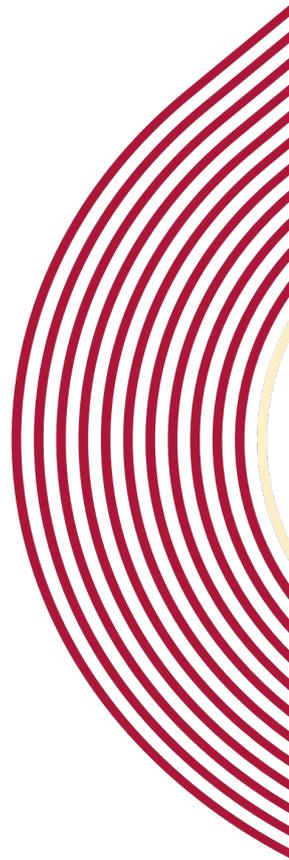
The European Association for Regional and Local Authorities for Lifelong Learning (EARLALL), the European Forum for Vocational Education and Training (EfVET), and the European Association for the Education of Adults (EAEA) have jointly established a gender equality task force to promote gender-balanced participation in lifelong learning. This initiative supports the European Commission's gender equality agenda and responds to the European Pillar of Social Rights' goal of achieving 60% adult participation in training each year by 2030. The task force aims to ensure equal access to lifelong learning for all, not only to support labour market integration but also to challenge persistent gender stereotypes by incorporating a gender perspective across EU policies.

The task force was established in response to persistent gender inequalities in employment and education. These inequalities manifest in varied patterns of participation across genders. Women remain underrepresented in the labour market, in VET enrolments, and in STEM fields. At the same time, men are more likely to drop out of education early and less likely to participate in general education programmes. Although women engage more in adult education, particularly informal learning, these disparities underscore the need for coordinated and gender-sensitive approaches to lifelong learning. Bringing together members from the three founding organisations, the task force initiates dialogues on EU gender equality strategies in education and training. It shares best practices, hosts thematic roundtables, and organises events to engage relevant stakeholders and promote concrete actions.

Since its launch in January 2023, the task force has held several events. These include an opening meeting, a session highlighting the role of career guidance in combating stereotypes, a discussion during the European Week of Regions focused on micro-credentials and gender equality in the green transition, and a webinar exploring regional approaches to gender equality in education and employment. Additional sessions and webinars have explored how gender equality promotes well-being in education and the workplace, as well as how the inclusion of unemployed women can be supported through lifelong learning.

The task force also produces activity reports (downloadable from their website) and launches campaigns on relevant international days, such as International Women's Day and the International Day of Education.

SUB-TOPIC 2: TACKLING DISCRIMINATION, SOCIAL AND TERRITORIAL INEQUALITIES



SCHOOL ENROLMENT AND SOCIAL COHESION POLICIES IN BELGIUM -THE FLEMISH COMMUNITY

Topic: inclusion, equality and anti-discrimination in education

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Flemish Ministry of Education and Training, Belgium

Period of implementation: 2023–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education

Main target group(s): learners

Funding source(s): Department of Education and Training in Flanders

URL: <https://data-onderwijs.vlaanderen.be/edulex/document/16016?>

Keywords: inclusion; social cohesion; school enrolment; segregation prevention

SHORT DESCRIPTION:

The previous system of double quota allocation for school admission in the Flemish Community has been replaced. Critics argued the double quota system reinforced segregation by rigidly dividing spots between disadvantaged and advantaged pupils. It limited parental choice, created administrative complexity, and sometimes left seats empty. Opponents claimed it failed to truly mix student populations, entrenching socio-economic divides rather than reducing them.

On 2 February 2022, the Parliament of Flanders adopted a landmark policy reorganising the admission and enrolment framework for primary and secondary schools in the Flemish community, which took effect on 1 September 2022. It initially targeted regular primary and secondary education, with plans for special education in a separate decree. The constitutionally enshrined free choice of school remained paramount. The new enrolment policy aims to counter school segregation by combining several measures. Schools can reserve up to 20% of available places for underrepresented groups, ensuring they gain access to popular schools and promoting a more balanced social mix. Increased school capacity reduces competition and exclusion that often disadvantage vulnerable families. Transparent, standardised registration procedures make the system easier to navigate, especially for parents with fewer resources. Local authorities have the flexibility to apply priority rules adapted to their context, enabling tailored solutions where segregation is strongest. Together, these measures seek to foster diversity and equal opportunities in education.

ADDITIONAL RESOURCES:

- [Enrolment and registration for mainstream education in the Flemish community](#)

DESEGREGATION IN CZECHIA

Topic: inclusion, equality and anti-discrimination in education

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Ministry of Education, Youth and Sports, Czechia

Period of implementation: 2024–2025

Other participating organisation(s)/national authority(ies): multiple partners in Czechia, including the National Pedagogical Institute (NPI) and sociological research organisation PAQ Research. A complete list of partners is available on the project website.

Education level(s)/sector(s): primary education; lower secondary education

Main target group(s): parents/caregivers; municipal governments

Funding source(s): the European Union, through the NextGenerationEU funds

URLs: <https://desegregace.cz/>; <https://zapojmevsechny.cz/socialni-znevyhodneni/desegregace>

Keywords: addressing discrimination; promoting diversity; Roma education

SHORT DESCRIPTION:

The *Desegregace* (Czech for desegregation) initiative addressed the persistent segregation of Romani and other socially disadvantaged students in Czech primary and lower secondary schools.

On 21 December 2023, Czechia submitted an action plan (DH-DD(2024)8) to the Committee of Ministers, detailing its strategy for executing the D.H. and Others v. Czechia judgment from the European Court of Human Rights. The *Desegregace* initiative was developed by the National Pedagogical Institute of Czechia (NPI) in collaboration with PAQ Research. As part of this initiative, in 2024, the Ministry of Education, Youth and Sports, the National Pedagogical Institute (NPI), and the research organisation PAQ Research, signed a 'Memorandum of Cooperation for Ending Ethnic Segregation in Education', with collaboration planned through December 2025.

The initiative outlined three main project fiches regarding measures to be taken. These were:

- reform of the counselling system
- ethnic desegregation
- support for schools

The measures related to these fiches were rooted in findings from a research study on the overrepresentation of Roma pupils in classes for special needs, conducted by PAQ Research and STEM (Institute for Empirical Research). They were shaped with input from an expert forum advising on the execution of the judgment. The platform *Desegregace.cz* served as a catalogue of some 40 research-based interventions aimed at reducing segregation and enhancing inclusive education in Czech schools. It detailed the main components, responsible actors, supporting evidence, and implementation risks.

ADDITIONAL RESOURCES:

- [Memorandum on ending ethnic segregation in education](#)
- [D.H. and others v. Czechia – Roma education discrimination case](#)

‘SCHOOL SUPPORT’ INITIATIVE IN CZECHIA

Topic: inclusion, equality and anti-discrimination in education

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Ministry of Education, Youth and Sports, Czechia

Period of implementation: 2022–2025

Other participating organisation(s)/national authority(ies): National Pedagogical Institute (NPI), Czechia

Education level(s)/sector(s): primary education; secondary education; vocational education and training

Main target group(s): learners; educators; school leaders; parents; caregivers

Funding source(s): the European Union, through the NextGenerationEU funds

URL: <https://edu.gov.cz/npo/projekt-podpora-rovných-prilezitosti/>

Keywords: educational equity; Roma education; migrant education

SHORT DESCRIPTION:

The ‘school support’ initiative provided non-investment grants funded by the EU’s Recovery and Resilience Facility to Czech schools, aiming to enhance inclusion and equity. Its objectives were to: (1) strengthen schools’ capacity to support students from socially disadvantaged backgrounds through inclusive practices; (2) enhance students’ academic success, motivation, and well-being through targeted support; (3) develop a system of index-based funding designed to identify and assist schools with a high concentration of students from disadvantaged backgrounds.

The initiative operated on three interlinked levels to promote equity in education:

- 448 pre-selected schools – chosen based on factors such as the number of Roma or migrant pupils, performance, and social exclusion – designed and implemented tailored projects. Each school received guidance and selected from three support categories: personal support (e.g., psychologists, social educators), direct pupil support (e.g., tutoring), and professional development (e.g., training, coaching)
- The National Pedagogical Institute (NPI) played a central role by offering free, mandatory training for staff involved in personal support roles and broader school teams. NPI also facilitated peer-to-peer exchanges for school leaders, coordinated the consultant network, collected data on school-level implementation, and contributed to policy development, especially around supporting disadvantaged schools
- The Ministry of Education is working on legislative reform to institutionalise index-based funding, allocating resources based on the level of student disadvantage. The law also formalises the role of a school social educator, fostering family-school links

The initiative has yielded several significant outcomes, including the development of a new methodology to identify socially disadvantaged students and the first systematic data collection on their educational outcomes in Czechia.

ADDITIONAL RESOURCES:

- [Support for equal opportunities for socially disadvantaged groups in Czechia](#)
- [Czech Ministry of Education grant call to support schools with a high proportion of socially disadvantaged pupils under the National Recovery Plan](#)
- [Second round of the Czech Ministry of Education grant call to support schools with above-average numbers of socially disadvantaged pupils under the National Recovery Plan](#)
- [Third round of the Czech Ministry of Education grant call to support schools with above-average numbers of socially disadvantaged pupils under the National Recovery Plan](#)

DENMARK'S ACTION PLAN AGAINST ANTISEMITISM

Topic: inclusion, equality and non-discrimination

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Ministry of Justice, Denmark

Period of implementation: 2022–ongoing

Other participating organisation(s)/national authority(ies): Ministry of Children and Education, Denmark; Ministry of Higher Education and Science, Denmark; Ministry of Immigration and Integration, Denmark

Education level(s)/sector(s): primary education; secondary education; teacher training

Main target group(s): learners; educators

Funding source(s): national budget

URL: <https://www.justitsministeriet.dk/wp-content/uploads/2022/01/Antisemitism-action-plan-pdf.pdf>

Keywords: antisemitism; Holocaust education; genocide education; interfaith dialogue; anti-racist education

SHORT DESCRIPTION:

The Danish government has launched comprehensive initiatives to combat antisemitism and racism, with a focus on education. The 2022 national action plan against antisemitism included 15 initiatives on Holocaust education, awareness of Jewish life, and building resilience to antisemitism. In 2024, in an update, 12 complementary measures were added. Key measures have included compulsory Holocaust education in primary and secondary schools, development of student-engaged education and remembrance activities, and teacher training on genocide education. A four-year teacher training project was launched in 2022 to strengthen educators' capacity to teach about the Holocaust and other genocides. The plan also aims to equip teachers with tools to prevent exclusion in classrooms. The 2024 update added stricter hate-crime penalties, increased social media monitoring, and new educational initiatives on antisemitism and Jewish life. Furthermore, civil society organisations have received funding to promote dialogue among youth with different religious and non-religious backgrounds, building on experiences from projects such as the 'Your Faith–My Faith' initiative, which has aimed to foster mutual respect among youth by bringing religiously diverse teaching teams into schools. As part of the action plan, the National Centre for Documentation and Counter Extremism is strengthening its support to schools, municipalities and other educational institutions and organisations by providing guidance on countering antisemitism. An advisory board, comprising representatives from education, human rights, and Jewish organisations, has supported the development of Holocaust-related education.

In 2024, new initiatives were introduced, including funding for the Jewish Information Centre, research on conflict management in schools and the development of antisemitism-focused teaching materials. A subsidised study trip fund has been established to enable more students, especially from disadvantaged backgrounds, to participate in study trips focusing on the Holocaust. Additionally, in 2025, Denmark introduced a broader national action plan against racism, comprising 36 initiatives across various sectors. It has included improved support for Greenlandic students, partnerships between schools across socio-economic divides, an expanded study trip fund for Realm-wide exchanges, digital citizenship campaigns addressing online hate, and measures to tackle discrimination in apprenticeships. These combined efforts have aimed to foster a more inclusive, informed, and resilient society.

ADDITIONAL RESOURCES:

- [Teaching resources on the Holocaust and genocide by the Danish government](#)
- [National reforms in general school education – Denmark](#)
- [All parties in the Danish Parliament: Efforts to combat anti-Semitism are strengthened | Ministry of Justice](#)

'SCHOOLS FOR ALL' – INTEGRATION OF REFUGEE CHILDREN IN GREEK SCHOOLS

Topic: inclusion, equality and non-discrimination

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): the Ministry of Education, Religious Affairs and Sports, Greece; the European Wergeland Centre (EWC), Norway

Period of implementation: 2019–2024

Other participating organisation(s)/national authority(ies): multiple partners, including the Ministry of Education and Religious Affairs, Greece and Step by Step foundation, Ukraine. The full list of partners can be found on the project website.

Education level(s)/sector(s): primary education

Main target group(s): reception classes designed specifically for refugee children entering the Greek school system

Funding source(s): EEA and Norway grants

URL: <https://theewc.org/projects/integration-of-refugee-children-in-greek-schools/>

Keywords: inclusive schools; refugee education; teacher education

SHORT DESCRIPTION:

The 'Schools for all' project focused on integrating refugee children into Greek schools by fostering inclusive, democratic, and safe learning environments. The project focused more concretely on: (1) training school staff to manage diversity and address issues like intolerance, discrimination, and hate speech; (2) developing inclusive curricula and school cultures that welcome refugee students; (3) empowering school communities to design and implement action plans promoting inclusion collaboratively.

The project addressed a specific gap in the education provision for refugee children in Greece. While the integration of refugee children into the education system is funded from various sources, limited resources are available for ongoing support, guidance, and training for the entire school community after enrolment.

To address these challenges, a key objective of the project was to better integrate refugee children into mainstream Greek schools and foster inclusive learning environments at the early stages of formal schooling. Approximately 150 schools were involved in the project, with school directors and teachers trained to create safe and inclusive schools and classrooms, where refugees are welcomed into a learning environment aimed to provide quality education for all. Training aimed to equip school directors and teachers with the tools, competence, and confidence to manage controversy and address issues concerning intolerance, discrimination, racism, and hate speech in schools and the local community.

An external evaluation team from Leeds Beckett University (United Kingdom) assessed the project annually. Schools reported cultural shifts, including more collaborative practices among teachers, proactive engagement with the local community, and a growing motivation to continue inclusive projects beyond the formal project end date.

ADDITIONAL RESOURCES:

- [Schools for all – integration of refugee children in Greek schools](#)

IRELAND'S NATIONAL ACCESS PLAN FOR EQUITY OF ACCESS, PARTICIPATION AND SUCCESS IN HIGHER EDUCATION

Topic: inclusion, equality and non-discrimination

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Department of Further and Higher Education, Research, Innovation and Science, Ireland

Period of implementation: 2022–2028

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): higher education

Main target group(s): learners; socio-economically disadvantaged; Irish Roma and traveller communities; learners with disabilities

Funding source(s): national budget

URL: <https://hea.ie/policy/access-policy/national-access-plan-2022-2028/>

Keywords: social and territorial segregation; special education needs; Roma and Travellers

SHORT DESCRIPTION:

Ireland's national access plan for equity of access, participation, and success in higher education (NAP) 2022-2028 has been designed to open higher education to target groups who have traditionally been underrepresented, including targets and dedicated funding streams. Ireland has also utilised an access-data plan based on maps of the spatial and socio-economic profiles of higher education Institutions.

The three specific priority groups for the NAP over the 2022-2028 period are socio-economically disadvantaged students; students who are members of Irish Traveller and Roma communities; and students with disabilities, including intellectual disabilities. Under the first cohort, an additional focus is on students who have experienced homelessness; students who are survivors of domestic violence; students who have experience of the care system; students who are carers; and students who have experience of the criminal justice system. The NAP was developed following consultations with stakeholders, which identified several key lessons, such as: some students still do not feel like they belong in higher education; one size does not fit all, but universal design should benefit all (by removing barriers at the outset, ensuring a proactive approach rather than a reactive one); and that we should weave inclusion into the fabric of the student experience.

Additionally, the Fund for Students with Disabilities (FSD) has provided funding to higher and further education institutions to implement projects such as the creation of autism friendly rooms, the development of assistive technology, tactile wayfinding maps, loop systems for deaf and hard-of-hearing students and the training and hiring of staff to support students with disabilities. Moreover, the PATH 4 initiative, launched in June 2022, has aimed at improving opportunities for Students with Intellectual Disabilities.

ADDITIONAL RESOURCES:

- [Third-level access support for autistic students and students with an intellectual disability](#)

SPAIN'S STRATEGIC FRAMEWORK FOR CITIZENSHIP AND INCLUSION AGAINST XENOPHOBIA AND RACISM 2023-2027

Topic: inclusion, equality and non-discrimination

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Ministry of Education and Vocational Training, Spain

Period of implementation: 2023–2027

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education; vocational education and training; communities; teacher education

Main target group(s): learners; educators; policymakers; communities

Funding source(s): national budget

URL: <https://www.inclusion.gob.es/documents/3976301/4202317/Resumen+en+ingl%C3%A9s+del+Marco+Estrat%C3%A9gico+de+Ciudadan%C3%ADa+e+Inclusi%C3%B3n%2C+contra+el+Racismo+y+la+Xenofobia+%282023-2027%29.pdf/0dc2f09a-94c3-61b2-fd25-f52d04851000?t=1710266048305>

Keywords: xenophobia; anti-racism; gender

SHORT DESCRIPTION:

The Strategic Framework for Citizenship and Inclusion, against Racism and Xenophobia (2023-2027), coordinated by the Spanish Ministry of Inclusion, Social Security, and Migration, aims to ensure equitable access to quality education for all, especially children and youth with a migrant background, while reducing early school dropout and promoting social cohesion.

Grounded in principles of equality, inclusion, interculturality, and gender perspective, the framework outlines six policy blocks. Education is addressed primarily under an 'active inclusion' block, with objectives including guaranteeing access to education and training for foreigners, reducing educational segregation and failure, and supporting the transition from school to employment. It also focuses on validating and accrediting prior learning and professional experience to improve migrants' inclusion in the labour market.

Key national-level actions include: (1) effective scholarship systems with family guidance; (2) language-learning apps for Spanish and regional languages; (3) better education statistics disaggregated by sex, citizenship, and support needs; (4) flexible, modular VET to reduce dropouts; (5) improved career guidance and informal skills accreditation; (6) support for unaccompanied minors and refugees entering work; (7) tailored guidance for hard-to-reach groups; and (8) flexible curricula for learners with special needs.. At the regional and local levels, similar approaches have been promoted, such as personalised guidance and curriculum flexibility. Key resources include national statistics portals and the 'Equality in figures' platform, which tracks educational equity by sex. Educational statistics are used to track inequalities and inform policy. The Ministry of Education has also provided teaching resources to support inclusive practices. The Spanish Observatory of Racism and Xenophobia has monitored implementation through a panel of indicators, evaluating integration, inclusion, and trends in intolerance. These indicators have been designed to evolve as data and needs change.

ADDITIONAL RESOURCES:

- [Population inclusion report – Spanish Government's Presidency](#)

SPAIN'S NATIONAL STRATEGY FOR ROMA EQUALITY, INCLUSION AND PARTICIPATION 2021–2030

Topic: inclusion, equality and anti-discrimination in education

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Ministry of Social Rights and Agenda 2030, Spain

Period of implementation: 2021–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education; higher education; vocational education and training

Main target group(s): learners; Roma

Funding source(s): national budget

URL: <https://romacivilmonitoring.eu/wp-content/uploads/2022/10/Spain-NRSF-2021-EN.pdf>

Keywords: Roma; anti-racism

SHORT DESCRIPTION:

Spain has faced persistent educational inequality for Roma students. Approximately 70% of Roma youth have been early school leavers, significantly higher than the national average of 20%. Only 20–30% have completed upper secondary education, compared to 70–80% among the general population. Similarly, 77% of Roma youth have been classified as NEET (Not in Education, Employment, or Training), compared to 16% of their peers, and only 1–3% have attained a university degree, in stark contrast to 35–40% of the general population. These disparities have been detailed in the 2023 report, *The Educational Situation of Roma Students in Spain*, by Fundación Secretariado Gitano.

Contributing factors have included low expectations from teachers, discriminatory curriculum adaptations, and non-evidence-based practices. In response, Spain's national strategy for Roma equality, inclusion and participation (2021–2030) has aimed to reduce school segregation and increase Roma participation in education, including early childhood education and care (ECEC). A key pillar of this strategy has been the implementation of 'successful educational actions' (SEAs), such as interactive groups, dialogic reading, extended learning time, and strong family involvement in both learning and school governance.

One widely adopted SEA has been the 'schools as learning communities' model, which uses a whole-school inclusive approach. The University Access Group (GAU) has supported Roma learners preparing for higher education. These SEAs have often been applied in schools with relatively large Roma populations, though not formally under the Roma strategy umbrella. Measure 5.4 of the strategy's operational plan promotes teacher training and the dissemination of inclusive models, such as learning communities and the Roma project, particularly in marginalised areas.

While the Spanish education system does not collect ethnicity-based data, making direct measurement difficult, progress has been tracked through annual monitoring reports. However, these reports do not disaggregate results by ethnic background, limiting insights into the specific impact on Roma students. Nonetheless, these efforts reflect a systemic shift toward equity and inclusion in Spanish education.

ADDITIONAL RESOURCES:

- [Spain's national strategy for the social inclusion of the Roma population 2021–2030](#)

INCLUSION OF LGBTIQ+ STUDENTS IN THE CLASSROOM IN FRANCE*

Topic: inclusion, equality and non-discrimination

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Ministry in Charge of Gender Equality and the Fight against Discrimination, France

Period of implementation: 2023–2026

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): secondary education

Main target group(s): LGBTIQ+ learners

Funding source(s): national budget

URL: <https://www.dilcrah.gouv.fr/ressources/guide-daccompagnement-pour-prevenir-et-lutter-contre-les-lgbtphobies-en-milieu-scolaire>

Keywords: LGBTIQ+ inclusion; human rights; teacher education

SHORT DESCRIPTION:

France's national action plan to promote equal rights and combat anti-LGBTIQ+ hatred and discrimination (2023–2026) has set out a comprehensive strategy to advance LGBTIQ+ rights and tackle prejudice and violence. The action plan has reflected a firm commitment to creating an inclusive society in which LGBTIQ+ people enjoy full rights, protection, and acceptance in all areas of life. Developed by the French government in collaboration with civil society organisations, the plan has outlined over 50 measures across various sectors, including education, health, justice, law enforcement, employment, and international affairs.

The plan has been structured around four main priorities: (1) Ensuring equal rights for LGBTIQ+ people, including legal protections for rainbow families and improved recognition of gender identity; (2) fighting anti-LGBTIQ+ hatred, by strengthening the prosecution of hate crimes, training police and magistrates, and improving victim support services; (3) improving the everyday lives of LGBTIQ+ individuals, particularly in schools, healthcare, workplaces, and sports settings, with a focus on youth and vulnerable groups; and (4) advancing LGBTIQ+ rights internationally, through French diplomacy and development cooperation.

Education has played a key role in the plan, with measures to train school staff, integrate inclusive curricula, and prevent bullying. It has also supported public awareness campaigns aimed at changing attitudes and reducing stigma. The plan includes dedicated funding and monitoring mechanisms, with annual progress reports and evaluations. It has built on France's earlier national strategies and aligns with broader EU and international commitments on human rights and equality.

ADDITIONAL RESOURCES:

- [France's 2023– 2026 national action plan led by DILCRAH to combat anti-LGBT+ hatred and discrimination](#)

THE EDUCATIONAL CITY OF CERGY, FRANCE

Topic: inclusion, equality and anti-discrimination in education

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Municipality of Cergy, France

Period of implementation: February 2022–ongoing

Other participating organisation(s)/national authority(ies): Ministry of National Education, France; Helping Hand, France; Children and Families, France; Actors for Success, France; Cergy Paris University, France

Education level(s)/sector(s): early childhood education and care; primary education; secondary education; higher education; vocational education and training; non-formal education

Main target group(s): learners; educators; policymakers; parents; caregivers; students with disadvantaged socio-economic background; NGOs

Funding source(s): national budget

URL: <https://www.cergy.fr/ma-ville-ma-mairie/decouvrir-cergy/distinctions/>

Keywords: urban policies; stakeholder collaboration; early school leaving

SHORT DESCRIPTION:

Since February 2022, the town of Cergy has been designated as one of France's educational cities. An educational city is a collaborative network of educational stakeholders operating in priority urban policy neighbourhoods. It brings together schools, parents, national and local authorities, NGOs, social workers, community organisations, and citizens. The initiative has been part of the broader educational city programme launched by the French national government. It has functioned as an experimental platform where educational and social actors collaborate to enhance school support and improve learning conditions in disadvantaged areas.

Cergy, home to around 15,200 young people, has coordinated a wide range of committed partners, including the local municipality, the prefecture, the Ministry of National Education, and several NGOs. The NGOs include:

- Helping Hand, which focuses on reducing early school leaving
- Children and Families, which aims to strengthen school-community ties
- 3RE – Actors for Success, which provides individual coaching for students facing significant challenges

Other key partners have included local schools, the University of Cergy, ESSEC Business School and regional health and social services.

The city has implemented a variety of initiatives, including the placement of mediators in and around schools through the NGO Citeo, as well as artistic and cultural programming, and efforts to promote access to higher education. This has included familiarising secondary students with local universities through the national 'Roped together for success' programme.

Cergy has also hosted a boarding school of excellence, where selected students and supervising adults live on campus during the week. This structure has provided educational continuity, housing, and psychosocial support for students from disadvantaged backgrounds.

ADDITIONAL RESOURCES:

- 'Roped together for success' programme

HAUTE-GARONNE'S ACTION PLAN TO IMPROVE SOCIAL DIVERSITY

Topic: inclusion, equality and anti-discrimination in education

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Haute-Garonne Local Government Authority, France

Period of implementation: 2017–ongoing

Other participating organisation(s)/national authority(ies): Toulouse Academy, France; City Council, Greater Toulouse Metropolitan Authority, France

Education level(s)/sector(s): secondary education

Main target group(s): learners; students from disadvantaged socio-economic backgrounds

Funding source(s): national budget

URL: <https://www.haute-garonne.fr/service/la-mixite-sociale>

Keywords: social segregation; teacher training

SHORT DESCRIPTION:

An international comparative study conducted in 2015 by researchers from the French Centre for Education Studies (CNESCO) for the French government revealed a relatively high degree of social segregation in French schools, with public-sector institutions showing a marked concentration of socially disadvantaged pupils. In response, French educational authorities have implemented policies since 2015 to promote greater social diversity in schools. For example, in Toulouse, disadvantaged students were found to be densely clustered in public schools located in certain districts.

To address this divide, in 2017, an action plan was launched in Toulouse with several key components:

- reprofiling school zones into ten secondary schools, each accessible within 15-20 minutes by transport
- class size limits, capped at 25 pupils per class
- teacher training, with a focus on equity and inclusion
- introducing dedicated 'social mixing' teachers to support students transitioning from primary to secondary education
- educational support sessions during lunch breaks for students needing extra help
- ensuring school meal provision across all schools

An evaluation of the programme yielded two significant findings:

- the disparities in academic performance between schools narrowed noticeably
- overall educational outcomes improved

While research has indicated that increased social diversity does not significantly boost academic performance per se, it has led to positive behavioural and social outcomes such as enhanced school climate, improved safety for low-income students, and stronger solidarity.

ADDITIONAL RESOURCES:

- [Article on school segregation in Toulouse](#)

ADDRESSING SEGREGATION AND STRENGTHENING SOCIAL DIVERSITY IN PARISIAN SCHOOLS

Topic: inclusion, equality and anti-discrimination in education

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): AFFELNET (State's assignment platform), France

Period of implementation: 2017–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education

Main target group(s): learners

Funding source(s): national budget

URL: https://www.ipp.eu/wp-content/uploads/2023/02/Note_IPP_88.pdf

Keywords: segregation; social diversity

SHORT DESCRIPTION:

In Paris, two major policy initiatives have been introduced to combat school segregation and promote greater social diversity: the multi-school catchment area experiment (from 2017) targeting middle schools, and the AFFELNET reform (from 2021) targeting high schools. The multi-school catchment area initiative has aimed to reduce socio-economic segregation in Parisian middle schools, where students from low- and high-income backgrounds were often concentrated in separate schools. The approach involves merging the catchment areas of nearby middle schools with contrasting social profiles. Three such merged zones have been established in the 18th and 19th arrondissements, each involving around 1,000 students entering sixth grade annually.

Two assignment methods have been tested:

- alternating entry (Berlioz-Coysevox): students were assigned to one school one year and to the other the next year
- regulated school choice (Bergson-Pailleron and Curie-Philippe): parents ranked school preferences; students were grouped into four social categories based on parental socioeconomic status; and an algorithm allocated students to maintain balanced social representation, while considering preferences and priority criteria (e.g., disability, siblings)

The AFFELNET reform has restructured the high school assignment process. Introduced in 2021, it has aimed to limit academic stratification and increase proximity and social diversity. Key features have included a proximity bonus (based on distance to the school) and a social bonus (based on the socio-economic profile of the student's middle school). Evaluation outcomes have shown positive effects. In the Berlioz-Coysevox and Bergson-Pailleron areas, social diversity increased, and the avoidance of private schools decreased by 15–30% between 2016 and 2019. In the Curie-Philippe area, the avoidance of private schools decreased by 20%, although gains in diversity were smaller. The reform saw a rapid impact, achieving a 30% reduction in academic and social segregation in its first year.

ADDITIONAL RESOURCES:

- [Results of multi-school catchment areas in Paris](#)
- [The AFFELNET school choice reform](#)

CYPRUS'S CODE OF CONDUCT AGAINST RACISM

Topic: inclusion, equality and anti-discrimination in education

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Ministry of Education, Sport and Youth, Cyprus; Cyprus Pedagogical Institute (CPI), Cyprus

Period of implementation: 2014–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education; vocational education and training

Main target group(s): learners; educators; school leaders; parents/caregivers

Funding source(s): national budget

URL: https://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1429&Itemid=448&lang=el

Keywords: anti-racist education; diversity education

SHORT DESCRIPTION:

A key assumption of Cyprus's Ministry of Education, Sports, and Youth's anti-racism policy has been that every person needs to be respected as an equal member of the social and educational community. For this reason, the implementation of an anti-racism policy in schools has been promoted through specific indicators in the school curriculum across various subjects, as well as through the implementation of the Code of Conduct against Racism and the *Guide for the Management and Recording of Racist Incidents* since 2014.

The policy's essence lies in promoting a safe, inclusive, and respectful school environment by providing a systematic framework for preventing, identifying, managing, and recording racist incidents. This initiative has: (1) included the theoretical background underlying the policy; (2) outlined the responsibilities expected by each member of the school community; and (3) provided schools and teachers with a detailed plan on how to deal with and prevent racist incidents relating to any aspect of diversity. Viewing diversity as a multidimensional phenomenon, the policy has contributed to the promotion of inclusivity within schools concerning all aspects of children's and teachers' identities.

The government of Cyprus has, since 2023, strengthened the processes ensuring schools' accountability for the anti-racist policy. Effective implementation has been enhanced through the systematic professional learning and empowerment of teachers and schools. Since 2018, the Ministry's Pedagogical Institute has facilitated a school network, which supports teachers from around 40 schools of all levels each year. Several training meetings have been conducted each year, aiming to empower and train participants in the theoretical and practical aspects of anti-racist policy, including various types of racist incidents, the responsibilities and commitments expected of each member of the school community, and the steps schools can take to address these challenges.

Evaluation has shown that teachers reported being empowered through the networking that takes place. The occurrence of underreporting incidents has been documented.

ADDITIONAL RESOURCES:

- [Cyprus anti-racism code](#)

INTEGRATION OF PUPILS/STUDENTS FROM DIVERSE ETHNIC BACKGROUNDS INTO CYPRUS'S EDUCATIONAL SYSTEM

Topic: inclusion, equality and anti-discrimination in education

Sub-topic: tackling discrimination, social and territorial inequalities

Leading country/organisation: Ministry of Education, Sport and Youth, Cyprus

Period of implementation: 2016–ongoing

Other participating organisation(s)/national authority(ies): Cyprus Pedagogical Institute, Cyprus

Education level(s)/sector(s): early childhood education and care; primary education; secondary education; vocational and educational training

Main target group(s): learners; educators; school leaders; policymakers

Funding source(s): national budget

URL: https://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1712&Itemid=463&lang=el

Keywords: intercultural education; integration; migrant education

SHORT DESCRIPTION:

The Ministry of Education, Sport and Youth (MOESY) in Cyprus has developed and implemented an intercultural education policy aimed at effectively integrating students from diverse ethnic and migrant backgrounds into the national education system. A related 2016 policy paper, prepared by MOESY's Interdepartmental Committee, addressed integration across macro (national policy), mid (school level), and micro (classroom level) dimensions. It outlines five strategic priorities: Greek language acquisition, reception of newly arrived migrant children, teacher training, data collection, and the integration of intercultural elements into curricula.

The policy has provided a comprehensive framework, guiding all related actions within the educational system and has led to the implementation of multiple support measures. These include teachers' training networks, online platforms, translated communication materials, reception guides, and teaching resources for Greek as a second language. Additional tools, such as diagnostic tests in students' first languages, Cyprus history materials, and guides for parent mediators, have further supported integration. In collaboration with the European Commission, a peer counselling event in 2019 contributed to refining these efforts.

Evaluation studies have revealed high teacher satisfaction, particularly with blended learning methods. Teachers have reported significant improvements in competence and satisfaction in teaching Greek as a second language. Research has also found increased motivation among teachers involved in training networks. Furthermore, outcomes for students have also been promising. The achievement rate for the B1 level of Greek proficiency among primary students ranged from 36.8% to 55.2% in initial assessments. Following targeted re-evaluation efforts, the success rate increased to 85.9% in 2022–2023 and 80.4% in 2023–2024, reflecting the positive impact of policy implementation on language acquisition and integration.

ADDITIONAL RESOURCES:

- [Integration of children with a migrant background into the Cypriot educational system](#)

MALTA'S ANTI-DISCRIMINATION PROVISIONS IN EDUCATION AS PART OF THE LGBTIQ+ EQUALITY STRATEGY AND ACTION PLAN 2023-2027

Topic: inclusion, equality and non-discrimination

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Ministry for Home Affairs, Human Rights Directorate, Malta

Period of implementation: 2023–2027

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education

Main target group(s): learners; educators; school leaders; policymakers; parents/caregivers

Funding source(s): national budget

URL: <http://www.lgbtiq.gov.mt/>

Keywords: bullying; LGBTIQ+; gender identity

SHORT DESCRIPTION:

The key components of the LGBTIQ+ equality strategy and action plan 2023-2027 in Malta have been:

(1) *A legal and statutory foundation.* This includes the Equality between Men and Women Act (CAP 456), which bans discrimination in education based on sexual orientation, gender identity, expression, and sex characteristics, covering access, curricula, assessments, and support services. It has also included a teachers' code of ethics, which contains regulations requiring educators to promote equality, respect diversity, and oppose stereotyping and discrimination.

(2) *Whole school inclusion frameworks.* This entails a national strategy that adopts a whole-school approach, engaging educators, administrators, students, and parents to create inclusive school climates and support student well-being.

(3) *Bullying and trans/intersex student policies.* This national anti-bullying policy explicitly addresses homophobic and transphobic harassment, recognising the heightened risks faced by LGBTIQ+ pupils. It also includes dedicated policies for transgender and intersex students, providing detailed guidance to ensure schools create emotionally, physically and intellectually safe environments, foster acceptance, and uphold the dignity of trans and intersex learners.

(4) *Curriculum and training measures.* This includes SOGIE-related themes (sexual orientation, gender identity, expression, sex characteristics) integrated into personal, social and career education (PSCD), through resources, storybooks, seminars and diversity days in schools. It also includes educator training, with mandatory modules for PSCD teachers and trainees, alongside broader professional development on inclusive pedagogies.

(5) *Strategic oversight and institutional coordination.* There is a dedicated SOGIGESC unit. The dedicated unit within the Human Rights Directorate manages implementation, monitoring, and coordination across ministries and public bodies, with support from civil society advisory input. There is also an implementation and monitoring strategy, comprised of 94 measures across ten thematic sectors (including education).

ADDITIONAL RESOURCES:

- [Malta's government Human Rights Directorate](#)

THE 'EDUCATED ROMANIA' PROJECT

Topic: inclusion, equality and anti-discrimination in education

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Ministry of Education, Romania

Period of implementation: 2021–2027

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education

Main target group(s): learners

Funding source(s): the European Union through the NextGenerationEU funds and the operational programmes 2021-2027

URL: https://www.edu.ro/implementare_monitorizare_Proiect_Romania_Educata?

Keywords: equity education; disadvantaged students; early childhood education

SHORT DESCRIPTION:

The Educated Romania project's approach began with the belief that an education system is inclusive if it is learner-centred, adapts to learners' needs, and ensures equitable access to and participation in quality education for all. The project has been co-funded by the National Resilience and Recovery Plan (NRRP). Through the Directorate-General for Educated Romania, several measures have been implemented, including the preparation of strategic documents, the development of monitoring procedures, and the production of studies and reports.

The main objectives of Educated Romania have been to: (1) improve the quality, effectiveness and labour market relevance of education and training systems; and (2) improve access to quality and inclusive services in education, training and lifelong learning.

The project has embedded equity and inclusion as core pillars. From its inception, thematic working groups explored equity in the education system, recognising the need to address inequalities at every level. Inclusion is understood as ensuring all learners, regardless of background, have access to quality education and opportunities for upward mobility. The initiative has involved wide stakeholder participation, including regional debates, public online consultations, NGOs, education professionals, student representatives, and civil society organisations. This inclusive process has aimed to generate systemic buy-in and prevent isolated reforms from being reversed.

The project has prioritised pre-tertiary phases. Measures have included promoting early childhood access, minimising early school leaving, raising literacy, and creating multiple educational pathways in upper-secondary levels to support disadvantaged or vulnerable students. Although not focused solely on specific minorities, such as Roma or migrants, the inclusion agenda is connected to broader participation and supports initiatives that prevent educational marginalisation, for example, through scholarships, transport, accommodation, and non-formal learning tailored to at-risk populations.

ADDITIONAL RESOURCES:

- [Ongoing reforms and policy developments](#)
- [Education and Skills in Romania | OECD](#)
- [Educated Romania – UNESCO's SDG4 knowledge hub](#)

ICELAND'S MEMM PROJECT – EDUCATION, RECEPTION AND CULTURE

Topic: inclusion, equality and non-discrimination

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Ministry of Education and Children, Iceland

Period of implementation: 2024–2026

Other participating organisation(s)/national authority(ies): City of Reykjavik, civil society organisations and local communities

Education level(s)/sector(s): early childhood education and care; primary education; secondary education; formal education; non-formal education

Main target group(s): all education stakeholders

Funding source(s): national budget

URL: <https://island.is/s/midstod-menntunar-og-skolathjonustu/memm-menntun-mottaka-menning>

Keywords: multicultural education; multilingual education; cultural diversity; migrant education

SHORT DESCRIPTION:

MEMM (acronym for 'education, reception, culture' in Icelandic) is a collaborative development project led by the Ministry of Education and Culture, the Directorate of Education and School Services and the city of Reykjavik. Launched in May 2024, it works with local and national organisations to develop resources, expertise, and methods supporting the education and reception of children and young people from diverse linguistic and cultural backgrounds. MEMM is part of the implementation of Iceland's National Education Policy 2030.

The project builds on the urgent call to improve education for immigrant children at all levels of schooling, based on research findings, the lack of educational success, and the voices of children, families, teachers, and those working in school services. The focus of the project has been holistic, developing support and services provided by the Directorate of Education and School Services regarding (1) Icelandic as a second language; (2) inclusion and multicultural/multilingual education; (3) literacy counselling, language and literacy assessment; (3) parent collaboration; (4) education and professional development of teachers and staff; and (5) development and distribution of learning materials and other tools.

The main aims of MEMM are to:

- promote the inclusion and active participation of children with diverse linguistic and cultural backgrounds within society
- establish a uniform procedure for the reception and education of children with diverse linguistic and cultural backgrounds at the national level in preschools, compulsory schools, upper secondary schools and youth and leisure activities
- develop and ensure the education community support and guidance, learning materials and tools (such as assessment tools), as well as support for solving more complex situations

ADDITIONAL RESOURCES:

- [MEMM project overview](#)

INCLUSION BOX – IBOX*

Topic: inclusion, equality and non-discrimination

Subtopic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Lifelong Learning Platform (LLL), Belgium

Period of implementation: February 2023–January 2025

Other participating organisation(s)/national authority(ies): All Digital AISBL, Belgium; European Universities Continuing Education Network (Eucen), Belgium; Learning for Well-being Foundation, the Netherlands; Centres d'Entraînement aux Méthodes d'Éducation Active (CÉMEA), France

Education level(s): early childhood education and care; primary education; secondary education; higher education; VET; non-formal education; adult learning; lifelong learning

Education level(s)/sector(s): learners; educators; policymakers; learners with fewer opportunities and historically marginalised groups; validation and guidance professionals

Funding sources: the European Union, through the Erasmus+ programme

URL: https://www.lllplatform.eu/post/_ibox

Keywords: gender equality; social and territorial segregation; special educational needs; access and participation in learning processes; inclusion and diversity strategies in education and training; digital inclusion.

SHORT DESCRIPTION:

The iBOX project aimed to promote inclusive and equitable quality education and lifelong learning by strengthening the capacity of educational providers to address present and future societal challenges. Its overarching goal was to create more inclusive organisations and educational approaches through cross-sectoral cooperation and professional development. Specifically, the project sought to enhance the quality and effectiveness of educators and staff in educational institutions and civil society organisations (CSOs), while fostering their ability to collaborate transnationally on shared priorities such as inclusion and diversity in education.

Adopting an interdisciplinary and bottom-up approach, iBOX involved education and training providers in designing innovative resources, which were compiled into a comprehensive e-learning platform. The project primarily targeted adult educators, trainers, managers, and staff from NGOs and education providers across Europe. These actors participated through various modalities—online, in-person, and self-paced learning—to ensure flexibility and accessibility.

The project's main outputs included: (1) A Compendium of Inspiring Practices highlighting inclusion strategies in CSOs and NGOs; (2) An Inclusion and Diversity Charter outlining essential steps to foster inclusive organisational practices; (3) Online training courses on inclusion, participation, digital transition, and blended learning, delivered in two phases in 2024; (4) An in-person training event during the LLLP Days in June 2024, gathering educators and NGO representatives from multiple EU countries; (5) A free e-learning platform hosting open educational resources, best practices, and all training materials; (6) The Agora International Conference (November 2024), which convened over 80 participants to share insights and advocate for inclusive education systems.

ADDITIONAL RESOURCES:

- [Online course on inclusion and diversity strategies in the education and training sectors](#)

INSCHOOL – INCLUSIVE SCHOOLS: MAKING A DIFFERENCE FOR ROMA CHILDREN

Topic: inclusion, equality and non-discrimination

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): European Union; Council of Europe

Period of implementation: 2017–2024

Other participating organisation(s)/national authority(ies): Multiple countries and stakeholders, including partners from Bulgaria, Czechia, Hungary, Romania, Portugal and Slovakia. Many partners were schools.

Education level(s)/sector(s): early childhood education and care; schools (all levels)

Main target group(s): policymakers; educators; learners; parents; caregivers

Funding source(s): the European Union; the Council of Europe

URL: <https://pjp-eu.coe.int/en/web/inclusive-education-for-roma-children/home>

Keywords: Roma education; inclusive education

SHORT DESCRIPTION:

INSCHOOL was designed to bridge the gap between inclusive education policy and practice for Roma children. It focused on four key objectives: establishing support mechanisms and resources for pilot inclusive schools; equipping teachers and staff to deliver inclusive teaching and improve Roma students' learning outcomes; removing barriers to equal education through stronger partnerships and policy adaptation; and raising awareness among decision-makers and the public about the benefits of inclusive education.

Cycle 1: INSCHOOL 1 (May 2017–July 2019) operated in Czechia, Hungary, Romania, Slovakia, and the United Kingdom across 25 schools. Each school formed a coordinating group (with staff, parents, and students), developed an inclusive school development plan (ISDP), and received grants to implement it. Peer-to-peer visits, workshops, and community events helped foster inclusive school environments and improve relationships and teaching practices.

Cycle 2: INSCHOOL 2 (October 2019 –June 2021) focused on Czechia, Romania, and Slovakia, supporting 20 pilot schools (plus two with advisory support). Facilitators delivered over 1,122 school interventions, combining in-person and online coaching. Schools formed 20 coordinating groups and crafted ISDPs; grants funded 113 inclusive activities, reaching approximately 7,500 students (including about 2,033 Roma children), 480 parents, and 268 teachers.

Cycle 3: INSCHOOL 3 (December 2021 – May 2024), focused on influencing policy at the start of the 2021–2027 EU funding period. The project supported the design and implementation of inclusive education policies and practices in Czechia, Romania, Portugal and Slovakia, while also delivering an international capacity-building and awareness-raising programme, [Inclusive Education Ambassadors](#). Deliverables include a study on desegregation featuring effective practices supporting quality, inclusive mainstream education, as well as guidance on desegregation for national authorities, civil society, and education professionals.

The project was evaluated at both the school level (practice) and system level (policy), utilising internal and external evaluation frameworks. The evaluations showed: (1) increased inclusion practices, improved learning outcomes and school climate; (2) peer learning and embedded evaluation reinforced sustainability and scaling potential.

ADDITIONAL RESOURCES:

- [Publications - Inclusive schools: Making a difference for Roma children](#)

INCLUSIVE UNIVERSITIES

Topic: inclusion, equality and non-discrimination

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): ONCE Foundation, Spain

Period of implementation: 2019–2022

Other participating organisation(s)/national authority(ies): University of Porto, Portugal; University of Eastern Finland, Finland; University of Trieste, Italy; Lublin University of Technology, Poland; Spanish University of Murcia, Spain; the Autonomous University of Madrid, Spain; the University of Seville, Spain; European Disability Forum, Belgium

Education level(s)/sector(s): higher education

Main target group(s): higher education institutions

Funding source(s): the European Union, through the Erasmus+ programme

URL: <https://www.euni4all-network.com/>

Keywords: inclusion; disability; higher education; accessibility; mobility

SHORT DESCRIPTION:

The EUni4All Network was an Erasmus+ project aimed at supporting access to university for young students with disabilities. The core aims of the project were to: (1) facilitate the inclusion of students with disabilities in higher education; (2) strengthen accessibility and inclusive practices at universities, supporting faculty and administrative staff; (3) promote international mobility for students with disabilities; and (4) build a network of universities committed to inclusion to model best practices across Europe.

There were multiple project outcomes including: (1) a guide of standards for inclusion, developed as a self-assessment tool enabling universities to evaluate and plan improvements across four domains: key institutional policies, access, campus life, and graduation support; (2) a European guide of inclusive Universities, produced through research involving around 63–64 universities from across Europe, detailing institutional compliance with inclusion standards and profiling inspirational practices; (3) a training programme, which involved capacity-building courses and materials for faculty and technical staff to enhance inclusive education and support services university-wide; and (4) an accessible web platform showcasing participating universities – displaying their inclusion badge (blue for full/relevant self-assessment; orange for minimum data) – and providing easily accessible information for students with disabilities for planning mobility or study.

Universities that fully met inclusion standards were awarded a blue badge, while others received an orange badge for submitting basic accessibility information.

An analysis of the project showed that it boosted equity and mobility opportunities for students with disabilities.

ADDITIONAL RESOURCES:

- [EUni4ALL-NETWORK](#), a platform showcasing European universities that have self-assessed their inclusivity standards for students with disabilities

LGBT PLUS ME – MEASURING AND PROMOTING SCHOOL-LEVEL LGBTIQ+ INCLUSION

Topic: inclusion, equality and non-discrimination

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Grow SPACE foundation, Poland

Other participating organisation(s)/national authority(ies): not applicable

Period of implementation: 2018–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): secondary education

Main target group(s): youth; educators; policymakers

Funding source(s): the European Union, through the Citizens, Equality, Rights and Values programme

URL: <https://lgbtplusme.com/>

Keywords: LGBTIQ+; inclusion; student initiatives

SHORT DESCRIPTION:

LGBT+ Me refers to a student-driven initiative, initiated in Poland, designed to measure and promote school-level LGBTIQ+ inclusion through surveys, public rankings, and awareness-raising – engaging youth, educators, and policymakers in fostering respectful, accepting school environments. The key mission of the initiative has been to ensure that LGBTIQ+ young people can attend school with dignity and pride, free from discrimination or fear. More concretely, the initiative has aimed to prevent homo-, bi-, and transphobia in schools and help schools gain a better idea of how the LGBTIQ+ environment is in the school.

LGBT+ Me involves the annual ranking of LGBTIQ+ friendly schools, based on assessments by school students themselves. In 2025 (the fifth edition), the ranking covered more than 1,000 schools in Poland, based on widespread voting by young people across the country. The format entails an anonymous online survey, where students are invited through various channels to rate their schools. The survey looks at: (1) safety for LGBTIQ+ students; (2) openness of the school climate; (3) supportive actions by teachers and staff; (3) experiences of respect and inclusion; and (4) visibility of LGBTIQ+ topics and issues in the school environment. The results are presented as a ‘School Equality Map’ and are shared with school leaders and teachers as a tool to highlight strengths and areas for improvement in cultivating equality, diversity, and openness.

The initiative has grown in visibility under the patronage of the European Commission.

ADDITIONAL RESOURCES:

- [LGBT+me campaign](#)

PLAYING THE FRATERNITY CARD*

Topic: inclusion, equality and non-discrimination

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): SOLIDAR foundation, Belgium

Period of implementation: 2018–2023

Other participating organisation(s)/national authority(ies): multiple stakeholder organisations participate in Playing the Fraternity Card, including: the Centre for Peace Studies, Croatia; the University of Western Macedonia, Greece. A full list of partners can be found on the project website

Education level(s)/sector(s): primary education

Main target group(s): learners; educators

Funding source(s): the European Union, through the Erasmus+ programme

URLs: <https://www.fraternity-card.eu/> and <https://dare-network.eu/best-project-results/>

Keywords: anti-racism; combating exclusion; global citizenship

SHORT DESCRIPTION:

The key objectives of the project 'Playing the fraternity card' were: (1) combating racism and exclusion; (2) developing innovative teaching methods for combating racism and exclusion; and (3) developing critical thinking and imagination skills. The project emphasised the importance of coexistence among various ideas, religions, ethnicities, and status groups. The programme had two iterations:

- a postcard campaign, in which students wrote messages of solidarity on postcards after participating in image analysis and reflection workshops. This began in France (2002) and expanded across Europe
- a photo contest in which teams of students submitted photos on solidarity themes. In the original campaign, students sent messages of solidarity via postcards from school students to random people in their communities, resembling the concept of a 'message in a bottle'. In preparation, pupils discussed the issue of diversity and different forms of discrimination with their teachers, learned how to analyse images, had their curiosity and interest in others stimulated, and developed critical thinking and imagination.

These activities are intended to encourage the school students to speak openly and share their thoughts, analyse and confront their prejudices, while analysing and interpreting modern photography. The postcards are sent out every year on 21 March, the International Day for the Elimination of Racial Discrimination. The random recipients could choose to respond to the postcards by returning them to the project partners.

The project resulted in a white paper on the role of formal, informal, and non-formal education in promoting global citizenship, which was presented to European institutions and civil society at a concluding conference in Brussels. The Fraternity Card photo contest invited student teams (ages 12–19) from across Europe to capture images expressing solidarity, inclusion, or social justice. National juries selected winners – the contest aimed to foster creativity, dialogue, and cross-cultural exchange on solidarity themes.

Additional resources:

- [Pedagogical toolkit – Jouons la carte 2025](#)
- [Fraternity card and white paper](#)

ECASS – EUROPEAN CITIES AGAINST SCHOOL SEGREGATION

Topic: inclusion, equality and non-discrimination

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Autonomous University of Barcelona, Spain

Period of implementation: 2019–2022

Other participating organisation(s)/national authority(ies): Barcelona Education Consortium, Spain; Polytechnic University of Milan, Italy; Municipality of Milan, Italy; Norwegian University of Life Sciences, Norway; Municipality of Oslo, Norway

Education level(s)/sector(s): primary education; secondary education

Main target group(s): city-level decision-makers responsible for school admissions, catchment planning, and education equity

Funding source(s): the European Union, through the Erasmus+ programme

URL: <https://www.ecass.eu/>

Keywords: school segregation; inclusive education; vulnerable students; urban policy

SHORT DESCRIPTION:

ECASS was an international project aimed at creating innovative solutions for local governments to address school segregation in European cities, specifically Barcelona, Milan, and Oslo. ECASS was designed as a knowledge exchange project between academic experts in the area of educational inclusion and school segregation studies and local policymakers to design, test and apply innovative solutions.

The project focused on equipping decision makers with data, tools, and strategies to reduce school segregation and design inclusive school systems. Each city implemented local city policy platforms (CPPs), blending academic experts and municipal authorities to co-design solutions, ensuring policies were locally relevant and grounded in evidence. A key aim was to bridge the gap between academic research and local education policy by co-developing evidence-based frameworks with city authorities to promote inclusive schooling. Specific objectives were to: (1) inform families about school choices and enrolment processes; (2) regulate admissions and student catchment area boundaries; (3) manage school supply and resource allocation; (4) prioritise support for schools with high-risk or disadvantaged students; and (5) craft communication strategies to ensure transparency for vulnerable families.

Key project outputs included: (1) a catalogue of segregation indicators and regional data tools; (2) a policy database showcasing innovative desegregation practices; (3) European guidelines for policymakers and inclusion-minded school authorities; (4) training materials for decision-makers and educational personnel. (4) a digital portal facilitating school cooperation and access to information for families.

ADDITIONAL RESOURCES:

- [European School education platform on tackling school segregation in European cities](#)

OMAMA – EARLY CHILDHOOD SUPPORT FOR ROMA INCLUSION

Topic: inclusion, equality and anti-discrimination in education

Sub-topic: tackling discrimination, social and territorial inequalities

Leading organisation(s)/national authority(ies): Cesta von (Way Out) NGO, Slovakia

Period of implementation: 2018–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care

Main target group(s): primarily Roma communities

Funding source(s): national budget; private funding; the European Union, through the European Social Fund Plus

URL: <https://cestavon.sk/en/omama/>

Keywords: poverty reduction; early childhood education; Roma

SHORT DESCRIPTION:

In Slovakia, many Roma children have been subjected to the ‘triple threat’ of poverty, stunting and early developmental delays, with many prevented from achieving their full developmental potential by age five years. Omama is a programme developed by the Slovak NGO Cesta von, focusing on early childhood intervention to reduce intergenerational poverty, especially among Roma communities. The programme typifies a community-based, integrated model, where broader services for other disadvantaged populations in these regions complement focused early intervention for Roma. In general, the programme has aimed to support children from marginalised socio-economic backgrounds in developing their educational potential in early childhood (ages zero to six). The focus has been on enhancing psycho-social development in early childhood, thereby improving long-term educational and employment outcomes for Roma families.

For the Roma community, the programme has primarily employed Roma Omama educators to deliver weekly one-on-one developmental sessions to children aged zero to three in the presence of their mothers. Through educational activities, games and counselling carried out directly in the families’ homes and parents’ clubs, the organisation has worked to foster the appropriate stimuli to promote healthy child development, while building parenting skills and improving the overall family environment. Activities have been carried out in collaboration with local social workers, early intervention professionals, and other stakeholders who have direct contact with communities affected by poverty. Local residents have been trained to support these initiatives directly. Local Roma women, selected for their experience with young children, have undergone specialised training in early intervention techniques. They have conducted weekly, one-hour home visits to families, working directly with young children and their mothers. Counselling has also been provided to pregnant mothers. Furthermore, the ‘Inclusive neighbourhoods initiative’, implemented alongside Omama, addresses various disadvantaged populations.

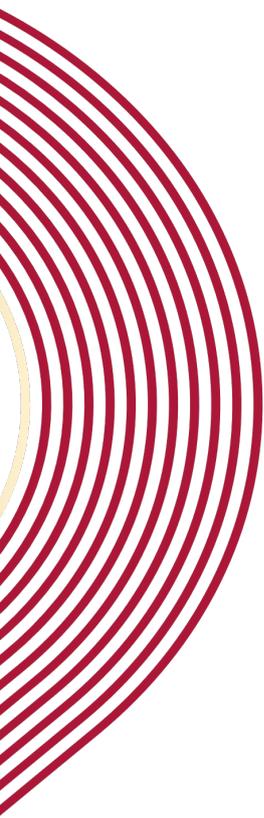
A study by the University of Oxford and partners revealed that children receiving the Omama intervention were 88% less likely to experience neurodevelopmental delays. They also consistently showed stronger cognitive, language, and motor skills, even when nutrition and poverty were not directly addressed.

ADDITIONAL RESOURCES:

- [Omama case study](#)
- [Early support for children in marginalised communities](#)



SUB-TOPIC 3: INCLUSION AND SPECIAL EDUCATIONAL NEEDS



CREATING AN INCLUSIVE SCHOOL ENVIRONMENT AND PREPARING TEACHING STAFF FOR EDUCATING HETEROGENEOUS GROUPS IN AN INCLUSIVE ENVIRONMENT IN CZECHIA*

Topic: inclusion, equality and non-discrimination

Sub-topic: inclusion and special educational needs

Leading organisation(s)/national authority(ies): Ministry of Education, Czechia

Period of implementation: 2020–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education; higher education; vocational education and training; non-formal education

Main target group(s): learners; educators; school leaders

Funding source(s): the European Union, through the European Social Fund Plus, through the national operational programme Jan Amos Comenius; national budget

URL: www.zapojmevsechny.cz

Keywords: teacher education; disadvantaged students; special education needs; teacher education

SHORT DESCRIPTION:

The initiative ‘Creating an Inclusive School Environment and Preparing Educational Professionals for Teaching Heterogeneous Groups’ focuses on establishing inclusive schools in Czechia, preparing educators to teach heterogeneous students through an array of interconnected activities. The intention is to enhance school capacity for inclusive education, change attitudes toward inclusion among educators and the broader community, and improve early educational outcomes for students who are socially or otherwise disadvantaged. This initiative aligns with the strategy for education policy to 2030 and the national plan for promoting equal opportunities for persons with disabilities (2021–2025). Both aim to strengthen the competencies of teachers working in heterogeneous classrooms and improve support for students with special educational needs (SEN). Key actions include legislative reforms, training, the development of educational materials, and state-funded support positions such as school psychologists and special educators. An amendment to the Education Act is being processed to guarantee these positions in elementary schools, with pilots underway in secondary schools.

The roles of pedagogical-psychological counselling centres and special education centres are expanding. Additionally, multidisciplinary mental health teams are being established to support students with psychological difficulties and behavioural challenges. The pre-graduate training system is being reformed, including the introduction of a competency framework for graduates and updated standards for teaching assistants. These reforms ensure future educators are trained to teach students with SEN and gifted learners. Other efforts include free Czech language courses for students with a different mother tongue and the expansion of psychology study programmes. The initiative also provides ongoing methodological and professional development for school staff.

ADDITIONAL RESOURCES:

- [National plan for the promotion of equal opportunities for persons with disabilities 2021-2025](#)
- [Strategy for the education policy of Czechia up to 2030+](#)
- [Aims of the Operational Programme Jan Amos Comenius](#)

REFORM OF MULTIDISCIPLINARY STRUCTURES IN GREECE TO IMPROVE THE INCLUSIVITY OF EDUCATION

Topic: inclusion, equality and non-discrimination

Sub-topic: inclusion and special educational needs

Leading organisation(s)/national authority(ies): Ministry of Education, Religious Affairs and Sports, Greece

Period of implementation: 2021–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education; higher education; vocational education and training

Main target group(s): learners; educators

Funding source(s): national budget; the European Union, through the Technical Support Instrument

URL: <https://www.amea.gov.gr/strategy/action>

Keywords: inclusion; disabilities

SHORT DESCRIPTION:

In Greece, the shift to an inclusion-centred agenda was formalised by Law 4823/2021, placing all learners' needs at the education system's core. A key driver was target 12 ('Education for All') of the 2020–2023 disability rights action plan, later succeeded by the 2024–2030 national strategy. Implementation is further supported by the project 'Implementation of the European Child Guarantee, funded by the European Union's Technical Support Instrument (TSI). The 2020–2023 action plan introduced objectives such as revising legislation for inclusion, allocating resources, improving accessibility, and reinforcing early childhood intervention. It also aimed to strengthen vocational pathways, ensure access to inclusive pilot communities, improve disability data, and support marginalised groups. The 2024–2030 strategy builds on this, adding pilot programmes for differentiated instruction, more teacher training, continued support to special education units, digital tools for learners with disabilities, counselling for families, and awareness campaigns on the value of inclusion.

Law 4823/2021 also reorganised support structures, bringing them closer to schools. It redefined KEDASY centres, strengthened school networks, and introduced inclusive education counsellors and quality supervisors. At the school level, interdisciplinary committees now identify learning barriers, design interventions, guide families, and refer complex cases to KEDASY. KEDASY centres assess needs, develop support plans, advise on placements and assistive technologies, and train teachers. At the regional level, quality supervisors provide oversight, coordinate support, and ensure inclusion remains a priority. Greece is building a system to support transitions across all educational stages and into adulthood, including moves from preschool to school, secondary to tertiary education, and into the labour market. Transition programmes often begin a year ahead to support vulnerable students. Co-education connects special and mainstream schools through joint activities, and special education teachers provide targeted support. Additional measures, such as oral exams, help students progress to higher education and independent living.

ADDITIONAL RESOURCES:

- [Eurydice country information](#)
- [National Strategy for the Rights of Persons with Disabilities](#)
- [Promoting Inclusive Education in Greece](#)

EARLY IDENTIFICATION AND SUPPORT MEASURES FOR LEARNERS WITH IDENTIFIED NEEDS IN CYPRUS

Topic: inclusion, equality and non-discrimination

Sub-topic: inclusion and special educational needs

Leading organisation(s)/national authority(ies): Ministry of Education, Sport, and Youth, Cyprus

Period of implementation: ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education; vocational education and training

Main target group(s): learners; learners with special education needs

Funding source(s): national budget

URL: https://moec.gov.cy/eidiki_ekpaidefsi/en/index.html

Keywords: identification; assessment; inclusion

SHORT DESCRIPTION:

In Cyprus, the District Committees of Special Education (DCSE) are responsible for assessing children who may have special educational needs. All stakeholders, including parents and school staff, are encouraged to share relevant information when they suspect a student may require special support. Following a multidisciplinary assessment, the findings are submitted to the DCSE, which determines the most appropriate educational setting for the child. This may include placement in a mainstream classroom in a public school, a special unit within a public school, a special school, or temporary home-based education. The DCSE also identifies the most suitable support measures for each child's individual needs.

Special provisions may include speech therapy, an individualised education programme, specialised facilities or equipment, therapeutic or educational support, and free transportation. A noteworthy initiative is the early intervention programme for children aged 0–3 with hearing impairments, delivered in cooperation with the Ministries of Health, Education, and Social Welfare. This programme is considered a good practice.

The country is moving towards a more inclusive education system, emphasising early assessment, timely intervention, targeted support, and reasonable accommodation. Legislative reform is underway to support this transition. In parallel, the Ministry of Education is implementing measures to foster more human-centred school environments, underlining the role of inspirational school leaders who engage with all stakeholders to address the diverse needs of learners.

The overarching goals of these measures are to support children and students with special educational needs through early identification, comprehensive assessments, targeted interventions, and interministerial collaboration. These efforts aim not only to enhance individual support but also to facilitate the broader transition to an inclusive education system. However, the current policy recognises persistent challenges. In response, the Ministry is revising specific legislative provisions and implementing actions to improve existing policies and practices. These reforms are part of a broader strategy to modernise special education and support the shift towards inclusive schooling for all learners.

ADDITIONAL RESOURCES:

- [Ministry of Education, Sport, and Youth webpage on special education](#)

TRANSITIONING FROM SPECIAL NEEDS EDUCATION TO INCLUSIVE EDUCATION IN LITHUANIA

Topic: inclusion, equality and non-discrimination

Sub-topic: inclusion and special educational needs

Leading organisation(s)/national authority(ies): Ministry of Education, Science and Sport, Lithuania

Period of implementation: 2021–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education; higher education; vocational education and training; teacher education

Main target group(s): learners; educators; school leaders; learners with special educational needs

Funding source(s): national budget; the European Union, through NextGenerationEU funds

URL: <https://eurydice.eacea.ec.europa.eu/euryperia/lithuania/ongoing-reforms-and-policy-developments>

Keywords: discrimination; diversity; inclusion; transition

SHORT DESCRIPTION:

Lithuania aims to provide equal opportunities by shifting from special needs education to an inclusive system, moving away from the divide between mainstream and special education. This shift has involved: (1) rethinking and questioning the meaning of *inclusive* education and embracing a broader inclusive culture; (2) focusing on the importance of social skills; and (3) drawing inspiration from best practices in Scandinavian countries.

Lithuania's action plan for inclusive and diverse education 2017–2022 played a key role in promoting this inclusive approach. Inclusivity was promoted through greater school responsibility, stronger teacher skills, and smoother transitions between stages and into work. A whole-school approach was also encouraged to foster a supportive learning environment. Under the 2021–2024 agenda, new curricula were adapted across all levels and sectors of education, including pre-school and vocational education and training (VET). The 'Millennium Schools' programme (2022–2030) aims to improve education by reducing inequalities and promoting inclusion. Actions include improving inclusive education and physical infrastructure in schools, as well as training for teachers to apply inclusive educational methods. The programme is funded by the European Union through the Recovery and Resilience Facility.

The 'Millennium Schools' programme works alongside Lithuania's inclusive education reform (2021–2029), introduced through the 2021 amendments to the Law on Education and supported by the National Recovery and Resilience Plan (RRF). While the programme takes a broad approach to school improvement, the reform targets provision for students with special educational needs. Its objectives are: i) enrolling 90% of children with SEN in mainstream schools and kindergartens; ii) investing €150 million (2023–2029) to improve learning environments, recruit specialists, and expand support; and iii) ensuring all schools and kindergartens meet accessibility requirements by 2024. The reform also pilots three inclusive classroom models in 100 schools (results due 2025) and plans regional special education centres to address unequal access to specialists between urban and rural areas.

ADDITIONAL RESOURCES:

- [The Millennium Schools programme](#)
- [Implementing inclusive education in Lithuania: what are the main challenges according to teachers' experiences? Scholarly article](#)

CAPACITY-BUILDING IN POLISH MAINSTREAM SCHOOLS

Topic: inclusion, equality and non-discrimination

Sub-topic: inclusion and special educational needs

Leading organisation(s)/national authority(ies): Ministry of National Education, Poland; EASNIE - European Agency for Special Needs and Inclusive Education, Belgium

Period of implementation: 2021–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education; vocational education and training

Main target group(s): learners; learners with special education needs

Funding source(s): the European Union, through the European Social Fund Plus; national budget

URL: <https://eurydice.eacea.ec.europa.eu/eurypedia/poland/educational-support-and-guidance>

Keywords: discrimination; diversity; inclusion

SHORT DESCRIPTION:

In Poland, parents choose between mainstream and special schools, with 70% choosing mainstream education. To enhance support for inclusive education, the Ministry of National Education initiated a reform process, with the support of the European Commission's Structural Reform Support Programme (now Technical Support Instrument (TSI)) and expertise from EASNIE. The process produced 16 recommendations and 4 priority actions. To implement these recommendations, key efforts include awareness-raising campaigns, conferences, workshops, pilot projects, and collaboration with stakeholders. Nationwide training and consultations are conducted for 30,000 inclusive education staff, and postgraduate studies for teachers are offered free of charge. A new position, 'special pedagogue', was also introduced in mainstream settings, alongside updates to IT systems to support inclusive practices better.

A core pillar is the specialist centres for inclusive education support (SCWEWs), with 23 centres currently operational and 285 more planned under the European Funds for Social Development (2024–2027). These centres are based on a model developed and tested under the Knowledge Education Development Programme (2014–2020) and further refined in the 2021–2027 funding period. SCWEWs offer a range of services, including consultations and equipment rental, which enhance classroom accessibility and engagement. Evaluation studies confirm that SCWEWs effectively promote inclusion, enhance teaching quality, and foster openness to diversity among educators, learners, and parents.

The 'Accessible School for All' (ASA) project (2023–2025) was a nationwide initiative led by the Educational Research Institute, UNICEF, the Ministry of National Education, NGOs, and 12 universities. ASA shifted from categorisation-based approaches to universal, evidence-informed strategies. Special educators, psychologists, pedagogues and speech therapists acted as learning accessibility advisors (LAAs), driving culture change and supporting teacher collaboration and inclusive strategies in classrooms. Most participants reported increased knowledge, gains in institutional climate (especially mental health), and high project ratings. Complementing national education law, specialist teacher employment doubled since 2022, from about 22,000 to nearly 54,400 full-time posts.

ADDITIONAL RESOURCES:

- 'Education at Hand' campaign
- 'Accessible School for All' project
- Act of January 26, 1982 – Teachers' Charter (Journal of Laws of 2024, item 986, as amended)
- Outputs and final recommendations

MONITORING OF THE INCLUSIVE EDUCATION LAW IN PORTUGAL

Topic: inclusion, equality and non-discrimination

Sub-topic: inclusion and special educational needs

Leading organisation(s)/national authority(ies): Ministry of Education, Science and Innovation, Portugal; EASNIE - European Agency for Special Needs and Inclusive Education, Belgium

Period of implementation: 2023–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education

Main target group(s): learners; educators; school leaders; policymakers

Funding source(s): national budget

URL: <https://www.dge.mec.pt/sistema-de-monitorizacao-da-implementacao-do-regime-juridico-da-educacao-inclusiva-em-portugal>

Keywords: monitoring; inclusion

SHORT DESCRIPTION:

Portugal's inclusive education is guided by Decree-Law No. 54/2018, enacted in July 2018. This law marked a shift from a model centred on disabilities and special education to a broader, pedagogical approach that addresses the needs of all learners, regardless of background or individual characteristics. The law guarantees every student the right to quality, equitable education in mainstream schools. Rather than categorising students by diagnosis, it emphasises tailored educational responses and support measures suited to diverse learning needs. To implement the law, the Ministry of Education launched a national inclusive education plan that involved multiple approaches, including training of trainers, programmes for teachers and technicians, the development of resources for stakeholders, and monitoring and support for schools and communities.

The law requires evaluations after two and five years. To support continuous improvement, the Ministry requested the OECD to assess implementation. The OECD identified key priorities: (1) strengthening governance and funding for inclusion; (2) building school and teacher capacity to address diversity and equity; (3) improving school-level responses to student diversity; (4) enhancing monitoring and evaluation practices. The Ministry also sought support from the European Commission's Technical Support Instrument to develop a system for monitoring the implementation of the law. This initiative, led by the European Agency for Special Needs and Inclusive Education (EASNIE), began in June 2020.

The process of setting up a monitoring and evaluation system included a desk review, consultations with education departments, and the drafting of a standards framework, drawing on international examples from Estonia and Norway. Input from technical meetings, 13 stakeholder interviews, an online survey of 16 school clusters, and field visits to nine clusters further refined the framework through observations and focus groups. The final framework is based on stakeholder input and includes measurable indicators aligned with the goals of inclusive education. A practical guide was created to support its application. Between October and December 2022, 12 national workshops, followed by & seminars in May 2023, brought together nearly 600 participants, including school principals and coordinators of Multidisciplinary Teams to Support Inclusion (EMAEI). These events fostered reflection, peer learning, and capacity-building while strengthening EMAEIs' role as actors of inclusive leadership at the school level.

ADDITIONAL RESOURCES:

- [Guide to support the application of the monitoring system](#)

FINLAND'S APPROACH TO INCLUSION AND TACKLING DISCRIMINATION ON THE GROUNDS OF DISABILITY

Topic: inclusion, equality and non-discrimination

Sub-topic: inclusion and special educational needs

Leading organisation(s)/national authority(ies): Ministry of Education and Culture, Finland

Period of implementation: ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education

Main target group(s): learners

Funding source(s): national budget

URL: <https://okm.fi/en/legislation-general-education>

Keywords: discrimination; inclusion; special support

SHORT DESCRIPTION:

Under the Finnish Basic Education Act (628/1998), pupils are entitled to guidance counselling and sufficient support for learning and school attendance throughout primary and lower secondary education, in addition to the education provided within the curriculum. In line with this ongoing commitment, support must be provided as soon as a need for assistance is identified.

According to the Basic Education Act, support for learning and school attendance is organised on three levels: general, intensified, and special support. A pupil may receive support at only one level at a time. General support is the first response to a pupil's emerging need for assistance. It typically involves individual pedagogical adjustments, as well as guidance and early intervention measures integrated into daily school life. This support is offered immediately when a need arises. Pupils requiring intensified and multi-professional special support for their learning and rehabilitation include those with serious mental health conditions, multiple or severe disabilities, intellectual disabilities, or those on the autism spectrum. These pupils may study in their neighbourhood school's regular learning group, a special learning group, a special school, or a hospital-based learning group. Support may include access to a personal assistant, a special needs assistant, and, if needed, an interpreter. Parents or guardians are encouraged to be closely involved in their children's schooling to support their growth and development. Experts from various disciplines and therapeutic fields, such as doctors, psychologists, speech therapists, music therapists, and physiotherapists, may also be engaged in the support process.

ADDITIONAL RESOURCES:

- [Rights of children with disabilities – THL – Finnish Institute for Health and Welfare](#)

MONITORING OF SPECIAL EDUCATIONAL NEEDS AND INCLUSIVE EDUCATION POLICIES IN SWEDEN

Topic: inclusion, equality and non-discrimination

Sub-topic: inclusion and special educational needs

Leading organisation(s)/national authority(ies): Ministry of Education and Research, Sweden

Period of implementation: 2022–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education

Main target group(s): learners; policymakers; learners with special education needs

Funding source(s): national budget

URL: https://www.riksdagen.se/sv/dokument-och-lagar/dokument/statens-offentliga-utredningar/uppfoljning-for-utveckling_hbb395/

Keywords: monitoring; definition

SHORT DESCRIPTION:

Responding to long-standing requests from authorities, civil society, and the international community, Sweden conducted a public inquiry in 2022 to assess the conditions of children with impairments in schools. The aim was to create a coherent monitoring model that makes the education system more inclusive and responsive to learners' needs. Results were published as part of the state's public inquiries in 2023 under the title 'Follow-Up for Development: A Sustainable System for Collective Knowledge about the Conditions for Children and Pupils with Disabilities in Preschool and School' (SOU 2023:95).

The inquiry identified several challenges. Notably, it highlighted the difficulty of monitoring how conditions for children and pupils with impairments evolve and how interventions are performing. It also underscored the challenge of even defining the term 'impairment' and measuring its prevalence, as information about individuals' impairments is classified as highly sensitive data. However, this cannot justify inaction. Attending to the conditions of these children and pupils remains essential. Better knowledge is a prerequisite for ensuring that they can, as far as possible, enjoy the same opportunities and conditions as their peers in the school system.

The inquiry proposed building on and strengthening existing surveys while developing a more coherent monitoring model. Four specific areas of action were identified: (1) the development of detailed activity statistics, (2) comprehensive questionnaire and survey studies, (3) the creation of a standardised metric, and (4) enhanced support for research.

ADDITIONAL RESOURCES:

- [The Swedish government's official publication on monitoring of special educational needs and inclusive education policies](#)

PONCE DE LEÓN EDUCATIONAL CENTRE – A BILINGUAL EDUCATION PROGRAMME FOR BOTH DEAF AND HEARING PUPILS*

Topic: inclusion, equality and non-discrimination

Sub-topic: inclusion and special educational needs

Leading organisation(s)/national authority(ies): Ponce de León Educational Centre, Montemadrid Foundation, Spain

Period of implementation: 2004–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education

Main target group(s): learners, both deaf and hearing

Funding source(s): information not available

URL: <https://www.inclusive-education-in-action.org/case-study/bilingual-inclusive-education-madrid-spain-deaf-and-hearing-pupils>

Keywords: deaf; bilingual; hearing difficulties; sign language; inclusion

SHORT DESCRIPTION:

Ponce de León educational centre in Madrid specialises in inclusive bilingual education for both deaf and hearing students. The initiative aims to support the full personal and academic development of both deaf and hearing learners through inclusive, comprehensive education. It focuses on meeting diverse communication needs by integrating oral language, Spanish Sign Language (LSE), and alternative systems. A key goal is to ensure equal learning opportunities, emotional development, and meaningful peer interaction by addressing language barriers and promoting bilingualism. Since 2004, the centre has implemented a bilingual education model using oral language and LSE, supported by project-based learning. The approach encompasses early childhood and primary education, guided by a team of trained professionals, including LSE specialists. The implementation involved internal and external training, curriculum redesign, and the use of custom-made materials rather than textbooks. Teachers were supported by the external professionals, including those from the Montemadrid Foundation, and deaf education experts. The project requires adapting classroom ratios and establishing ongoing collaboration with educational institutions and universities. The team continuously monitors learners' development in oral and sign language, socio-emotional skills, and written language, supported by partnerships with the Universities of Madrid and Salamanca.

The work of the centre has helped to shift the perception of deaf learners from having deficits to being capable of learning alongside their peers, given the right support. Internally, three years of data show positive results in social and linguistic development. Externally, standardised tests confirm good academic performance. The project also strengthens socio-emotional skills by using inclusive language and teaching styles. Looking ahead, the centre continues to expand inclusive practices across all education levels, promoting cooperative and project-based learning, and removing textbooks to adapt content to student needs.

ADDITIONAL RESOURCES:

- [Ponce de León educational centre](#)

MOOCDYS – MOOCS FOR TEACHING LEARNERS WITH LEARNING DISABILITIES

Topic: inclusion, equality and non-discrimination

Sub-topic: inclusion and special educational needs

Leading organisation(s)/national authority(ies): LOGOPSYCOM, Belgium

Period of implementation: 2018–2019

Other participating organisation(s)/national authority(ies): Formation 3.0, France; Civiform, Italy; DLBC Lisbon, Portugal; University of Pitesti, Romania; KEDDY, Greece

Education level(s)/sector(s): early childhood education and care; primary education; secondary education

Main target group(s): educators; parents; caregivers; paramedical professionals

Funding source(s): the European Union, through the Erasmus+ programme

URL: <https://moocdys.eu>

Keywords: inclusion; specific learning disability; dyslexia; dysgraphia; dyscalculia

SHORT DESCRIPTION:

MOOCDys was created in response to the growing need for effective support for learners with Specific Learning Disabilities (SLD) in schools. A significant number of students face challenges related to SLDs, yet teachers and families are often unprepared to provide the necessary guidance and support. The project set out to address this gap by developing an international and multilingual online training programme for teachers, along with freely accessible resources for parents and other stakeholders. The MOOC focused specifically on five types of learning disabilities – dyslexia, dysgraphia, dyscalculia, dyspraxia, and dysphasia, often referred to collectively as the 'Dys'. The aim was to raise awareness, build practical skills, and improve educational inclusion for students with these conditions.

The first edition of MOOCDys ran over seven weeks, including four weeks of shared core content for all participants and an additional two-week module tailored to the specific needs of two key groups: teachers and professionals on one hand, and parents on the other. The course structure encouraged active participation, including peer exchanges, sharing of experiences, and personal testimonies from learners about their encounters with SLDs. To further enrich the learning experience, the MOOC was accompanied by a series of seven weekly webinars delivered in French. These webinars focused on specific SLD-related topics and featured insights from experts in the field. The project reached a wide audience, with 12,373 participants, including parents of children and teenagers with SLDs, teachers, education professionals, and paramedical staff. These users benefited from high-quality training and practical tools designed to enhance their ability to support learners with SLDs both in classrooms and at home.

A key expected outcome of MOOCDys was that participants would not only apply the knowledge and strategies gained during the course in their everyday interactions with learners, but they would also act as multipliers, helping to spread awareness and promote inclusive practices more broadly. In addition, the project placed strong emphasis on building a lasting community among participants, fostering ongoing peer support and collaboration that extends well beyond the duration of the training itself.

ADDITIONAL RESOURCES:

- [The MOOCDys' syllabus](#)

LISTIAC – LINGUISTICALLY SENSITIVE TEACHING IN ALL CLASSROOMS*

Topic: inclusion, equality and non-discrimination

Sub-topic: inclusion and special educational needs

Leading organisation(s)/national authority(ies): Åbo Akademi University, Finland

Period of implementation: 2018–2021

Other participating organisation(s)/national authority(ies): Ghent University, Belgium; Paul Valéry University Montpellier III, France; Vytautas Magnus University, Lithuania; Ministry of Education and Science, Portugal; University of Algarve, Portugal; Ministry of Education, Science and Sports, Slovenia; University of Ljubljana, Slovenia; University of the Basque Country, Spain; Autonomous University of Barcelona, Spain; University of Jyväskylä, Finland; Åbo Akademi University, Finland

Education level(s)/sector(s): early childhood education and care; primary education; secondary education

Main target group(s): educators; parents; caregivers

Funding source(s): the European Union, through the Erasmus+ programme

URL: <https://listiac.org>

Keywords: inclusion; multilingualism; diversity

SHORT DESCRIPTION:

All pupils, regardless of their linguistic background, benefit from teachers who are both linguistically sensitive and responsive to their needs. Although research and practical tools for individual educators are increasingly available, overcoming the prevailing monolingual mindset remains a major challenge. Many school policies and teacher education programmes still fail to reflect the linguistic diversity of today's classrooms.

The Listiac project was developed in response to this challenge. Its main goal was to help future teachers become more linguistically aware in their beliefs, attitudes, and classroom practices. The project focused on integrating multilingual pedagogies into teacher education training, with the broader aim of ensuring that all learners in Europe, regardless of their home language, have equal opportunities for academic success and well-being.

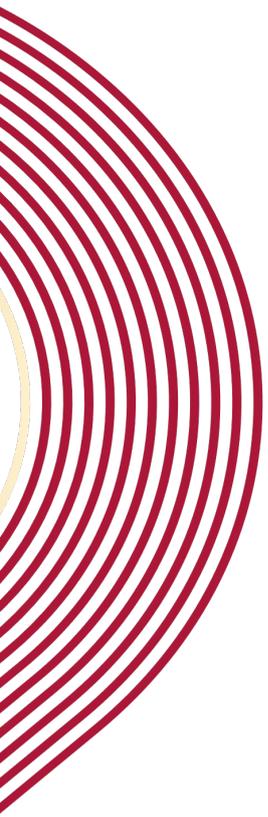
A key output of the project is the Listiac toolkit for reflection tasks – downloadable from the project's website – which encourages reflection on linguistically sensitive teaching (LST) from a whole-school perspective. These tools were designed to be used across all stages of a teacher's professional development, helping educators to think critically about both their day-to-day classroom practices and the broader institutional context in which they work. The toolkit supports teachers in identifying and overcoming barriers to inclusion caused by monolingual norms and practices.

In addition to the toolkit, the project delivered a comprehensive report on linguistically sensitive teaching, providing recommendations for policymakers, education providers and teachers. The report offers practical guidance on embedding LST principles into policy, curriculum design and whole-school practices. By promoting inclusive, multilingual approaches in education, Listiac contributed to a broader transformation towards more equitable and culturally responsive teaching across Europe.

ADDITIONAL RESOURCES:

- [Linguistically sensitive teaching in all classrooms \(Listiac\)](#)

SUB-TOPIC 4: COUNTERING HATE (HATE SPEECH AND (CYBER)BULLYING)



WALLONIA-BRUSSELS FEDERATION'S PACT FOR EXCELLENCE IN EDUCATION AND SCHOOL CLIMATE OBSERVATORY

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading organisation(s)/national authority(ies): Ministry of Education of the Wallonia-Brussels Federation, Belgium

Period of implementation: April 2023–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education; vocational education and training

Main target group(s): educators; school leaders; other school staff

Funding source(s): national budget

URL: <https://pactepourunenseignementdexcellence.cfwb.be/>

Keywords: well-being; school climate; bullying prevention; educational reform; school autonomy; equity

SHORT DESCRIPTION:

The Pact for Excellence in Education has focused on improving equity and quality in education. The School Climate Observatory, established in parallel, has monitored school well-being and safety, providing data to inform inclusive policies and enhance learning environments across the region. The Pact for Excellence has involved systemic reform, launched by the Wallonia-Brussels Federation to overhaul compulsory education from nursery through secondary school, aiming to raise quality, equity, and inclusion across the system via long-term, multidimensional change.

Seven main objectives have been identified, including improving well-being and school climate. Well-being has been addressed at a systemic level through two complementary policies: 1) new governance measures to foster school autonomy; and 2) a structural policy to improve school climate and prevent (cyber)bullying. This second policy relates to the Observatory of School Climate within the Ministry. Additionally, a four-year framework programme, personalised for each school on a voluntary basis, has also been created to make schools more self-sufficient in addressing bullying.

The Observatory has recently been developing monitoring and evaluation systems, supported by a Belgian university, to track the framework's effectiveness. Monitoring has been conducted through independent evaluations, annual progress reports, and data collected from students, teachers, and parents. Key performance indicators have tracked progress in equity, well-being, and achievement. Participatory monitoring has ensured feedback from school communities, while external experts have provided oversight. The Observatory has systematically assessed school climate, and findings have informed national education strategies. This multi-level evaluation has aimed to promote transparency, accountability, and ongoing adaptation of reforms to school needs.

ADDITIONAL RESOURCES:

- [New structural policy to improve the school climate and prevent \(cyber\)bullying](#)

IRELAND'S CINEÁLTAS ACTION PLAN ON BULLYING

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading organisation(s)/national authority(ies): Department of Education, Ireland

Period of implementation: 2023–2027

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education

Main target group(s): learners; educators

Funding source(s): national budget

URL: <https://assets.gov.ie/241000/eb57d761-2963-4ab0-9d16-172b2e3be86d.pdf>

Keywords: children's rights; bullying prevention; whole education approach

SHORT DESCRIPTION:

The Cineáltas (Kindness) action plan has had a strong focus on children's rights and is based on UNESCO's whole-education approach. Ireland has aimed for a comprehensive approach, involving extensive consultation with schools and children to develop a roadmap for preventing and addressing bullying. The Action plan has emphasised community involvement and includes 61 actions grouped under four key areas of wellbeing: culture and environment, curriculum (teaching and learning), policy and planning, and relationships and partnerships. In 2024, an implementation and evaluation group, chaired by the secretary-general, and a new student participation unit were established in the Department of Education.

Bí Cineálta (Be Kind) procedures for primary and post-primary schools to prevent and address bullying have been updated to take account of gender identity bullying, cyberbullying, racist bullying, sexist bullying, and sexual harassment. The procedures have provided guidance on when an incident of bullying becomes a child protection concern and have ensured appropriate oversight at the school level. Feedback from children and parents has been key, with publications designed in child-friendly language to educate schools and parents without labelling students. All schools have been required to implement the Cineáltas procedures. Other actions have included:

- establishment of student support teams, as part of the school's well-being promotion process;
- supporting teaching and learning about Traveller culture and history within the curriculum;
- update of the Intercultural Guidelines for primary and post-primary schools;
- engaging with school textbook publishers to reflect the diversity of society in textbooks and promote equality and inclusion; and
- increasing the number and enhancing the quality of psychological and counselling services.

The action plan has led to the creation of dedicated anti-bullying procedures for schools, and it was reviewed in 2022. Most recently, Ireland has been piloting a well-being inspection to assess how well-being is being taught. Throughout the consultations, a greater emphasis was placed on amplifying students' voices. However, there was room for improvement in the implementation of the action plan, particularly in areas such as data collection.

ADDITIONAL RESOURCES:

- Anti-bullying training for parents

FRANCE'S LAW 2022-299, AIMING AT COMBATING SCHOOL BULLYING

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading organisation(s)/national authority(ies): Ministry of National Education, Youth and Sport, France

Period of implementation: March 2022–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education; higher education; vocational education and training

Main target group(s): learners; educators

Funding source(s): national budget

URL: <https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000045287658>

Keywords: bullying; cyberbullying

SHORT DESCRIPTION:

Law 2022-299 has been built upon Law 2019-791 of 26 July 2019, which established the 'school of trust,' reinforcing the right to an education free from bullying. The 2019 Law established that no student should be subjected to bullying by peers when such actions result in deteriorated learning conditions that infringe upon their rights, dignity, or physical and mental well-being.

Law 2022-299 has introduced amendments to the French Education Code, expanding the scope of prevention and response to bullying. It has adopted a broad definition of bullying, encompassing incidents that occur on the margins of school or university life, as well as those involving staff members. A new criminal offence, school bullying, has been introduced, applying to both students and staff in schools and universities. Bullying has now been codified in the French Penal Code (article 222-33-2-3), with severe penalties: up to ten years' imprisonment and a €150,000 fine in cases involving the victim's suicide or attempted suicide. Judges may also require offenders to complete a training programme on awareness of the risks associated with school bullying.

Educational institutions have been obligated to implement measures to prevent, identify, and address bullying. These include clear guidelines, the referral of victims, perpetrators, and witnesses to support services and NGOs, as well as annual awareness campaigns for students and parents. These efforts have complemented **pHARe**, a pilot programme aimed at combating bullying.

To address cyberbullying, the law has allowed for the confiscation of devices used to harass students. It has also placed responsibility on digital platforms and internet service providers to combat online school bullying, requiring them to moderate harmful content on social media.

ADDITIONAL RESOURCES:

- [School bullying in middle and high school - French government webpage](#)

GREECE'S LEGISLATION 'LIVING HARMONIOUSLY TOGETHER – BREAKING THE SILENCE: PROVISIONS FOR THE PREVENTION AND ADDRESSING OF VIOLENCE AND BULLYING IN SCHOOLS AND OTHER PROVISIONS'

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading organisation(s)/national authority(ies): Ministry of Education, Religious Affairs and Sports, Greece

Period of implementation: March 2023–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education

Main target group(s): learners; educators; school leaders; parents/caregivers

Funding source(s): Greek public investment programme and state budget allocations

URL: https://dide-new.flo.sch.gr/nomos-2529-2023-zoume-armonika-mazi-spame-ti-siopi-rythmiseis-gia-tin-prolipsi-kai-antimetopisi-tis-vias-kai-tou-ekfovismou-sta-scholeia-kai-alles-diataxeis/?utm_source=chatgpt.com

Keywords: bullying prevention; teacher education; restorative practices

SHORT DESCRIPTION:

Law 5063/2023, entitled 'Living Harmoniously Together – Breaking the Silence: Provisions for the Prevention and Addressing of Violence and Bullying in Schools and Other Provisions', is a legislative act focused on combating violence and bullying in educational settings. The law has aimed to build a culture of respect, empathy, and empowerment. It has clarified the responsibilities of educators and institutions in safeguarding students and has encouraged a proactive stance against bullying by enabling students to speak up and 'break the silence'. All forms of bullying have been addressed in the Law: physical, verbal, psychological, and cyber.

The comprehensive framework has mandated prevention, early identification, effective management, and education. Schools have been required to follow clear guidelines and protocols for handling incidents, supported by anti-bullying programmes integrated into the curriculum. These have aimed to raise awareness among students, teachers, and parents about the impact of bullying and how to prevent it. To monitor effectiveness, schools have been required to record incidents of bullying and report them to the Ministry of Education. These reports have informed national policy adjustments. Each school has also been required to establish a school safety committee comprising staff, students, and parents to oversee and address bullying-related issues.

Teacher and staff training have been a core component, equipping educators with tools for conflict resolution, fostering inclusivity, and building positive school climates. Anonymous reporting mechanisms and support systems, including counselling, have been mandated to assist victims. The law has promoted restorative practices over punitive measures, aiming to repair harm and restore relationships. It has called for collaboration with mental health professionals, social services, and law enforcement in severe cases, ensuring a multi-agency response. Parent education and community campaigns have been encouraged to strengthen the support system around students.

ADDITIONAL RESOURCES:

- [Anti-bullying platform established by the Greek law 5063/2023](#)

SLOVENIA'S STRATEGIC COUNCIL FOR THE PREVENTION OF HATE SPEECH

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading organisation(s)/national authority(ies): Office of the Prime Minister, Slovenia; Ministry of Education, Slovenia; Office of the Republic of Slovenia for Youth, Slovenia

Period of implementation: 2023–2024

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education; higher education; vocational education and training

Main target group(s): educators; school leaders; policymakers

Funding source(s): national budget

URL: <https://www.gov.si/en/news/2023-03-17-prime-ministers-office-launches-the-strategic-council-for-the-prevention-of-hate-speech/>

Keywords: well-being online; hate speech

SHORT DESCRIPTION:

In 2023, the Office of the Slovenian Prime Minister established the Strategic Council for the Prevention of Hate Speech, marking a significant strategic initiative to counter hate speech and associated forms of violence, including psychological, physical, peer, and online abuse. Comprising government officials, civil society representatives, and experts, the Council conducted a comprehensive analysis of the national situation and formulated recommendations on monitoring hate speech, legislative development, and educational measures.

The Council aimed to establish comprehensive and coordinated strategies by engaging all relevant stakeholders. Its primary focus included increasing awareness, conducting thorough analysis and monitoring, and implementing targeted measures to support marginalised, vulnerable, and economically disadvantaged groups.

The Ministry of Education plays a proactive role by informing schools about mitigation strategies and has developed practical manuals to foster interagency cooperation with the police and social services. Prevention efforts encompass public awareness campaigns featuring prominent figures, initiatives to engage parents, and the development of podcasts and a dedicated online training platform for schools.

As one of the results of the Council's recommendations, the Office of the Republic of Slovenia for Youth published a comprehensive monograph titled *Compassionate Language Among Youth: Connecting Government, Science, Practice, and Civil Society in Search of Responses to Hate Speech* in February 2025. This publication aims to promote tolerant communication, particularly among young people, and focuses on the risks of online interactions, which researchers have highlighted as a key contributor to peer violence. The monograph incorporates perspectives from academia, government, NGOs, and statutory bodies such as the Human Rights Ombudsman and the Advocate of the Principle of Equality. The monograph emphasises the need for intersectoral collaboration and offers concrete tools and good practices for preventing hate speech. It is being disseminated through workshops and presentations across Slovenia, aiming to inspire effective responses to hate speech and promote a more respectful, inclusive youth culture.

ADDITIONAL RESOURCES:

- [Recommendations to prevent hate speech – Slovenia](#)
- [Slovenia's Strategic Council meeting on hate speech prevention](#)
- [Monograph on Compassionate Language Among Young People](#)

KIVA – ANTIBULLYING PROGRAMME

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading organisation(s)/national authority(ies): Initially launched by the University of Turku, Finland, and co-funded by the Ministry of Education and Culture, Finland; now licensed globally

Period of implementation: 2006–ongoing

Other participating organisation(s)/national authority(ies): partners include national authorities from Belgium and Latvia, and over 20 stakeholder organisations from Belgium, Chile, Colombia, Estonia, France, Ireland, Italy, Kazakhstan, Mexico, New Zealand, Spain, Sweden, Switzerland, Czechia, the Netherlands, and the United Kingdom. A full list is available on the project website.

Education level(s)/sector(s): primary education; secondary education

Main target group(s): learners; educators; teachers; stakeholders

Funding source(s): initially, the Finnish Ministry of Education and Culture, but presently a variety of national and/or regional ministries, local governments, NGOs and private funding

URL: <https://www.kivaprogram.net>

Keywords: bullying prevention; school climate; bystander empowerment; student well-being

SHORT DESCRIPTION:

The KiVa programme (KiVa Antibullying) is an evidence-based, whole-school intervention developed at the University of Turku, Finland, with support from the Finnish Ministry of Education and Culture. It aims to prevent bullying and provide structured responses to incidents among students aged 6 to 16 (grades one to nine). The key objectives of the programme have been to: (1) prevent bullying by shifting group norms and reducing the social rewards for aggressors; (2) support victims and promote intervention when bullying occurs; (3) monitor school climate annually via anonymous surveys to inform ongoing improvement.

KiVa has offered a wide range of concrete tools and materials to address bullying. Key components of KiVa have included: (1) universal prevention: curriculum lessons, online games tailored by grade, visible school branding (posters, vests), and parent-school communication materials; (2) targeted intervention: KiVa response teams train teachers in structured conflict resolution when bullying incidents arise; (3) continuous monitoring: annual surveys for students and staff to assess bullying levels and programme effectiveness, enabling data-driven adjustments.

Students have received age-appropriate lessons on bullying, empathy, peer support, and safe behaviour. Also, there has been a special focus on bystanders, encouraging them to take a supportive role rather than remain passive observers. KiVa has demonstrated that a comprehensive, structured and evidence-informed approach, encompassing prevention, intervention, and evaluation, can significantly reduce bullying and foster healthier school climates. Its success has underscored its adaptability and effectiveness as a model for global anti-bullying efforts.

The KiVa programme has been globally recognised and has been implemented across more than 20 countries. Research in the United Kingdom, the Netherlands, Italy, and Estonia has consistently confirmed reductions in bullying, although the effects have varied (13-50%) depending on the context. Beyond reducing bullying, KiVa has enhanced empathy, students' motivation to learn, school satisfaction, and psychosocial well-being (reduced anxiety/depression).

ADDITIONAL RESOURCES:

- [Research on KiVa in Finland](#)

THE SWEDISH APPROACH TO BULLYING AND HATE SPEECH BASED ON THE EDUCATION ACT

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading organisation(s)/national authority(ies): Ministry of Education and Research, Sweden

Period of implementation: 2006–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education; higher education; vocational education and training

Main target group(s): learners; educators; school leaders; parents; caregivers

Funding source(s): national budget

URL: <https://beo.skolinspektionen.se/>

Keywords: bullying prevention; hate speech

SHORT DESCRIPTION:

In Sweden, the approach to preventing and addressing bullying and harassment in schools has been governed by chapter 6 of the Education Act, which mandates that all reported cases of abusive treatment, including bullying, cyberbullying, or hate speech, even if occurring outside school hours, must be investigated if connected to the school environment. Teachers and school leaders are legally obligated by the Education Act to report incidents when a student claims to have been mistreated. School principals have been required to conduct investigations, take necessary action, and prepare an annual plan to prevent abusive treatment.

To strengthen student protection, Sweden established the Child and School Student Representative (BEO) in 2006 as part of the Swedish Schools Inspectorate, following the enactment of the Child and School Student Protection Act (2006:67). The BEO investigates individual complaints submitted by students, guardians, or staff. If incidents involve discrimination or hate speech, the BEO may refer the case to the Discrimination Ombudsman. While the BEO has investigated and has been able to claim damages on behalf of students, schools have remained responsible for stopping and preventing the recurrence of the abuse.

In 2022, the BEO and School Inspectorate handled 554 cases of alleged abusive treatment. In 56% of these cases, the alleged abuse came from other students, and in 47%, from teachers, principals, or school staff. In 3%, both students and staff were implicated. The BEO sought financial compensation in 16 cases in 2022, with damages awarded reaching as high as SEK 246,000 (about €22,000). One notable 2022 case involved a school in Gothenburg that failed to address hate speech, mistakenly labelling it as a student conflict. The BEO deemed the school's response inadequate and filed a compensation claim, highlighting the authority's role in holding schools accountable for inaction.

ADDITIONAL RESOURCES:

- Sweden's national reporting procedures for cyberbullying, hate speech, and hate crime, detailing legal frameworks and contact points as part of the Council of Europe's 'no hate speech movement'.

MONTENEGRO'S EDUCATION REFORM STRATEGY 2025-2035*

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading organisation(s)/national authority(ies): Ministry of Education, Science and Innovation, Montenegro

Period of implementation: 2025–2035

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): all education levels

Main target group(s): learners; educators; school leaders

Funding source(s): national budget

URL: <https://www.gov.me/clanak/usvojena-strategija-reforme-obrazovanja-2025-2035>

Keywords: peer violence; digital literacy

SHORT DESCRIPTION:

Montenegro's education reform strategy for 2025-2035 aims to create a high-quality, inclusive, and modern education system. This strategy, developed in partnership with UNICEF and supported by the EU, focuses on improving educational quality, supporting teachers, strengthening governance and financing, and modernising infrastructure. The strategy is part of Montenegro's broader Reform Agenda and aligns with the EU's Growth Plan for the Western Balkans.

The strategy outlines a comprehensive framework to combat hate speech and peer violence in both school and digital environments. Recognising the detrimental effects of hate speech on the development and mental health of students, the strategy introduces mandatory education and prevention measures. These include educational programmes aimed at identifying and addressing hate speech, compulsory workshops for teachers and students on non-violent communication, and enhanced school regulations to address such behaviour. Schools are also encouraged to collaborate with human rights and digital safety organisations.

To address peer violence, both online and offline, the strategy emphasises digital literacy to help students protect themselves from cyberbullying. It introduces anonymous reporting systems to empower students to report violence without fear of reprisal and strengthens psychological support through trained professionals in schools. Disciplinary actions will be more strictly enforced for students involved in violence.

The strategy aims to foster a safe, inclusive, and respectful school environment by increasing awareness, improving policies, and promoting tolerance through extracurricular activities and educational reforms. It anticipates multiple positive outcomes: improved mental health, reduced verbal and physical conflict, heightened tolerance, and safer digital interactions. School staff and students will be better equipped to recognise and handle hate speech and violence, and victims will have improved access to support services. In the long term, these interventions are expected to modernise the education system, strengthen social cohesion, and ensure all students can thrive in a secure learning environment.

ADDITIONAL RESOURCES:

- [Montenegro's education reform strategy 2025-2035](#)

BE KIND (AMELIE – ADVANCED MEDIA LITERACY TO COUNTER ONLINE HATE SPEECH)

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading organisation(s)/national authority(ies): EGINA, Italy

Period of implementation: 2021–2023

Other participating organisation(s)/national authority(ies): All Digital, Belgium; Digitale Chancen Foundation, Germany; Hellenic Open University, Greece; Educating for an Open Society foundation, Romania; Parole Ostili, Italy

Education level(s)/sector(s): primary education; secondary education

Main target group(s): educators; school leaders; digital facilitators; parents; caregivers; broader school communities

Funding source(s): the European Union, through the Erasmus+ programme

URL: <https://all-digital.org/be-kind-the-new-amelie-project-to-counter-online-hate-speech/>

Keywords: hate speech; empowerment; awareness raising; media literacy; digital citizenship

SHORT DESCRIPTION:

'Be Kind' aimed to empower stakeholders with advanced media literacy skills to combat online hate speech. Core objectives included: (1) enhancing awareness of how hate speech spreads online and its impact on culture and social cohesion; (2) strengthening digital competencies among educators and community actors; (3) establishing a virtual network of schools to share strategies and co-develop anti-hate campaigns.

Be Kind was built upon two established methodologies: (1) SonetBULL platform (via Hellenic Open University) – an interactive peer-to-peer toolkit for bullying awareness, case reporting, and crowd-sourced educational materials; (2) Parole Ostili (hostile words), an Italian initiative offering a ten point manifesto for respectful online speech, accompanied by age-tailored worksheets and classroom resources, translated into 31 languages. Age-adapted teaching materials were tailored to meet the needs of students at different developmental stages.

The project deployed blended training (online and in-person), initiated coaching circles among trainers, and rolled out pilot phases with 25 initial users, followed by further participants in each partner country. The participants reported: (1) increased competence in identifying and deconstructing online hate speech; (2) enhanced student engagement; (3) improved peer-to-peer and educator-to-community collaboration. By integrating media literacy frameworks and collaborative educational models, Be Kind equipped schools with sustainable tools to foster respectful digital environments. The Virtual Network enhanced cross-border knowledge exchange. Ultimately, the project strengthened community resilience against hate speech, supporting educators and families in creating inclusive and safe online spaces.

ADDITIONAL RESOURCES:

- [AMeLiE project](#)

KID ACTIONS – KICK-OFF, PREVENTING AND RESPONDING TO CHILDREN AND ADOLESCENT CYBERBULLYING

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading country/organisation: Bruno Kessler Foundation (FBK), Italy

Period of implementation: 2021–2022

Other participating organisation(s)/national authority(ies): Autonomous Province of Trento, Italy; Amnesty International Italy, Italy; Youth for Exchange and Understanding, Belgium; European Schoolnet, Belgium

Education level(s)/sector(s): formal and non-formal education

Main target group(s): learners

Funding source(s): the European Union, through the Rights, Equality and Citizenship programme

URL: <https://www.kidactions.eu/edutoolkit/>

Keywords: cyberbullying; digital citizenship; youth empowerment; prevention toolkit; cross-sector collaboration

SHORT DESCRIPTION:

The project aimed to curb cyberbullying among 11- to 19-year-olds in both formal and non-formal education contexts across ten European Union Member States. Core objectives included: (1) empowering youth to recognise, react to, and report cyberbullying incidents; (2) supporting educators and youth workers in delivering effective, evidence-based cyberbullying education; (3) fostering multi-stakeholder cooperation through the KID_ACTIONS Lab advisory network; (4) enhancing awareness using the digital education platform with social media monitoring and gamification. The project combined technology, pedagogy, and stakeholder cooperation to deliver a scalable, co-creative, and context-sensitive approach to cyberbullying.

Key activities and outputs included: (1) a digital education platform featuring social monitoring, narrative lessons, virtual coaching, and gamification; (2) an educational toolkit comprised with structured activities addressing understanding, prevention, and response to cyberbullying; (3) the KID actions Lab, an advisory coalition of researchers, NGOs, educators, and industry stakeholders; and (4) policy and research forums.

Over 1,000 students across schools and youth centres participated directly in co-creating and testing the toolkit. Educators reported increased awareness, improved detection skills, and more robust reporting behaviours among victims and bystanders. The project also strengthened cross-border collaboration among NGOs, public authorities, educators, and tech stakeholders, embedding its outputs into practice and policy networks. Project evaluation further showed that Kid Actions made concrete, research-informed strides in awareness, tool usability, educator capacity, and stakeholder networks, validating its potential for broader use in cyberbullying prevention.

ADDITIONAL RESOURCES:

- [KID Actions toolkit](#)

HATELESS – TOGETHER AGAINST HATE

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading organisation(s)/national authority(ies): University of Potsdam, Germany; German Forum for Crime Prevention (DFK), Germany

Period of implementation: developed 2021-2022; ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sectors: secondary education

Main target group(s): learners

Funding source(s): Federal Ministry of Justice, Germany

URL: <https://www.hateless.de/>

Keywords: hate speech; youth empowerment; peer engagement

SHORT DESCRIPTION:

Hateless was a prevention programme consisting of five modules, one taught per day during the school week, each module lasting six school hours (6 × 45 min). The main objectives of Hateless were to combat online hate speech by empowering youth through media literacy, fostering critical thinking, promoting human rights and democratic values, and encouraging active citizenship. It aimed to equip young people with tools to recognise, challenge, and counter hate speech through peer engagement and creative expression.

The programme was designed to prevent hate speech involvement, both perpetration and victimisation, among adolescents and to teach them effective skills to help them become upstanders against hate speech in both the offline and online context. The programme aimed to improve professional competencies (e.g., increase knowledge about the nature of hate speech), self-competencies (e.g., implement effective counter-speech, develop self-efficacy for dealing with hate speech), emotional competencies (e.g., improve empathy, increase moral engagement), social competencies (e.g., promote cooperation), and methodological competencies (e.g., ethical media use).

Hateless integrated activities that encourage skills at the individual level (e.g., promote effective skills for coping with hate speech), classroom level (e.g., develop, through collaboration, anti-hate speech classroom rules and social norms), school level (e.g., create school-wide student activities designed to increase awareness of hate speech among the whole school), and community level (e.g., deliver presentations during parent/guardian nights). The evaluation of the project showed that it promoted critical thinking, tolerance, and civic engagement. It also showed increased awareness of online hate, improved digital skills, and stronger peer cooperation in promoting respectful dialogue and democratic values in digital spaces.

ADDITIONAL RESOURCES:

- Educational materials

REDTREE – EDUCATIONAL INCLUSION INTO DIVERSITY, FACING EARLY SCHOOL LEAVING*

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading organisation(s)/national authority(ies): Redtree Making Projects, Spain

Period of implementation: 2020–2022

Other participating organisation(s)/national authority(ies): Polytechnic University of Valencia, Spain; Citizens' Europe Foundation, Spain; Roma Feminist Association for Diversity, Spain; Isaac Peral Secondary School, Spain; Charles and Adrien Dupuy High School, France; Ribaltambição – Association for Gender Equality in Roma Communities, Portugal; March 8 Institute, Slovenia; Smallcodes SRL, Italy

Main target group(s): educators; learners; local stakeholders

Funding source(s): the European Union, through the Erasmus+ programme

URL: <https://www.educationstopshate.eu>

Keywords: hate speech; educational inclusion; diversity and interculturality; early school leaving; teacher training tools

SHORT DESCRIPTION:

The Redtree-led project aimed to tackle discrimination, hate speech, and early school leaving. The partners collaborated with entities of refugees, persons with disabilities, and cultural minorities. It focused on fostering inclusive education through innovative tools and methodologies that empower teachers to promote diversity and prevent exclusion. The initiative recognised that discrimination and hate speech, especially those related to gender, ethnicity, and cultural background, contribute significantly to student disengagement, absenteeism, and eventual dropout, particularly among ethnic minority and vulnerable students. Key objectives included: (1) enhancing teachers' capacity to detect and respond to hate speech and bullying; (2) providing methodological resources to promote intercultural understanding and inclusive classroom practices; and (3) preventing early school leaving by improving student well-being and classroom environments.

The project produced several intellectual outputs, notably: (1) a digital environment designed to help teachers recognise and interpret hate speech and discriminatory incidents in their classrooms; and (2) an open educational resource (OER) toolkit entitled Kits against discrimination, which includes training modules, classroom activities, and case studies for teachers to implement inclusion-focused interventions. These tools were designed for both face-to-face and remote teaching, allowing flexibility and adaptability across diverse educational contexts. The resources help educators address sensitive topics and facilitate dialogue on diversity, empathy, and respect.

The project received positive feedback from educators who reported that the tools were practical, user-friendly, and effective. The resources enabled teachers to identify hate-related incidents more easily and address them through an inclusive pedagogical approach. The project contributed to creating safer and more respectful learning environments, as well as reducing risk factors for early school leaving. It was shown to successfully promote a culture of inclusion, empathy, and mutual understanding in schools across partner countries.

ADDITIONAL RESOURCES:

- [Educational resources](#)

SELMA – HACKING HATE (SOCIAL AND EMOTIONAL LEARNING FOR MUTUAL AWARENESS)

Topic: inclusion, equality and non-discrimination

Sub-topic: countering hate (hate speech and (cyber)bullying)

Leading organisation(s)/national authority(ies): European Schoolnet, Belgium

Period of implementation: 2018–2020

Other participating organisation(s)/national authority(ies): Centre for Digital Youth Care, Denmark; For Adolescent Health, Greece; South West Grid for Learning, United Kingdom; The Diana Award, United Kingdom; LMK/Media Authority for Rhineland-Palatinate, Germany

Education level(s)/sector(s): primary education; secondary education

Main target group(s): learners; educators; youth workers; parents; caregivers

Funding source(s): the European Union, through the Rights, Equality and Citizenship programme

URL: <https://hackinghate.eu/partners/>

Keywords: empowerment; hate speech; mutual awareness; respect; social and emotional learning

SHORT DESCRIPTION:

SELMA aimed to tackle online hate speech among young people by promoting media literacy, digital resilience, and social and emotional learning (SEL). Led by a consortium of nine European partners, SELMA combined educational innovation with a rights-based approach to empower youth to 'hack hate' through empathy, critical thinking, and civic engagement. SELMA took a proactive, educational approach, empowering youth to become agents of change through social and emotional learning (SEL), media literacy, and citizenship education. More specific key objectives included: (1) equipping educators, youth workers, and students with tools to recognise, understand, and counter online hate speech; (2) integrating SEL and digital citizenship to foster more inclusive and respectful online communities; and (3) promoting peer engagement and youth agency in responding to hate speech.

At the heart of the initiative, which encouraged whole-school and whole-community approaches to addressing online hate, was the open-access SELMA toolkit, offering over 100 comprehensive, customizable, hands-on resources for educators and professionals. These tools were designed to spark immediate engagement or support longer-term learning pathways around core questions, such as: *What is hate speech? How does it affect me emotionally? What can I do? How can I effect change in my community?*

The toolkit was piloted and used across multiple European countries, engaging thousands of educators and learners. The evaluation showed that: (1) the project helped build awareness of the importance of integrating emotional and social competencies in digital education; (2) it fostered increased resilience and empathy among youth, enabling constructive responses to hate speech rather than passive bystanding.

ADDITIONAL RESOURCES:

- SELMA Toolkit

TOPIC 2: CITIZENSHIP EDUCATION



INTEGRATING KEY COMPETENCES IN THE SPANISH CURRICULUM – THE SPANISH ORGANIC LAW OF EDUCATION (LOMLOE)

Topic: citizenship education

Leading organisation(s)/national authority(ies): Ministry of Education, Vocational Training and Sports, Spain

Period of implementation: 2020–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education

Main target group(s): learners

Funding source(s): national budget

URL: <https://www.boe.es/buscar/act.php?id=BOE-A-2020-17264>

Keywords: gender equality; digital skills; equal opportunities

SHORT DESCRIPTION:

Spain's Organic Law 3/2020 (LOMLOE), which amends the 2006 Education Law, introduces a competency-based curriculum and a student profile that connects civic and ethical education to promote active citizenship. The reform recognises the primacy of the child's best interests, integrates children's rights, and advances gender equality, inclusive and personalised learning, digital competence, and education for sustainable development, strengthening education's role in equal opportunities and social cohesion. It significantly enhances the integration of the European dimension into the Spanish curriculum.

Key contributions of the LOMLOE reform include introducing a competency-based approach and integrating key competencies across the curriculum. Citizenship education serves as the backbone of the curriculum, incorporating a transdisciplinary emphasis and a specific focus on civic and ethical values. In the LOMLOE curriculum, citizenship education is linked to ethics, highlighting the importance of sustainability and global citizenship, and emotional education is included. The student profile outlines eight key competencies students are expected to develop by the end of their educational path. Citizenship competencies include civic literacy, democratic culture, ethics, and responsible eco-social behaviour.

To contribute to the implementation of the competency-based education system and achieve the aims and principles of the Spanish education system, the Ministry of Education, Vocational Training, and Sports developed a series of support materials for teachers. A series of 174 learning situations was designed, comprising 12 focused on inclusion education, addressing discrimination and promoting diversity, and 12 revolving around gender education. Further, a set of teaching guides provides explanations and recommendations for the curricula's implementation. Finally, more than 4,000 places were made available for online courses to support teachers in developing the new curricular model.

ADDITIONAL RESOURCES:

- [Learning situations developed](#)
- [Teaching guidelines](#)
- [Online courses](#)

CITIZENSHIP EDUCATION IN FINLAND

Topic: citizenship education

Leading organisation(s)/national authority(ies): National Agency for Education, Finland

Period of implementation: ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education; teacher training

Main target group(s): learners; educators

Funding source(s): national budget

URL: <https://www.oph.fi/fi/koulutus-ja-tutkinnot/demokratia-ja-ihmisoikeuskasvatuksen-pilottihanke-peruskouluille>

Keywords: democracy; human rights; peace; sustainable development

SHORT DESCRIPTION:

Key components of the Finnish approach to education are the fostering of democratic values and human rights, inclusion, equality, and a participative school culture. Citizenship education in Finland is viewed as a holistic process, grounded in the notion that schools should not only impart knowledge but also foster active, responsible, and critical citizens. It embeds a whole-school approach and promotes a culture of democracy, international cooperation, and sustainable development.

In the national core curriculum, citizenship education is a cross-cutting theme rather than a standalone subject. It is integrated into the general objectives, values, and core purpose of education, which stress respect for human rights, active participation, and global responsibility. Every teacher, regardless of subject, is expected to foster civic competencies, meaning that civic education is integrated throughout teaching and learning. For example, classroom practices encourage dialogue, cooperation, and conflict resolution, while school governance structures, such as student councils, provide opportunities for pupils to exercise democratic participation in everyday school life.

At the university level, Finland has established a network of teacher educators for democracy and human rights, which develops pedagogical models and shares practices to ensure that new teachers are equipped to promote democratic culture in schools. Beyond teacher education, schools often cooperate with NGOs and civil society organisations, linking classroom learning with community participation and broadening pupils' civic horizons.

Although Finland's competence framework for civic and citizenship education predates the Council of Europe's Reference Framework of Competences for Democratic Culture, the two are closely aligned. The Finnish National Democracy Programme 2025, a cross-administrative initiative, functions as an umbrella for democracy-related projects across ministries. It develops new tools and practices to strengthen democracy and human rights education, while also supporting the participation of children and young people at local, national, and international levels. Partnerships with UNESCO and other international organisations further enrich this process, ensuring that Finnish schools remain connected to wider European and global developments in democracy and human rights education.

ADDITIONAL RESOURCES:

- [The University of Jyväskylä's Teacher Education Department on democratic citizenship education](#)
- [National democracy programme 2025](#)
- [Citizenship education builds critical and resilient citizens - European School Education Platform](#)

LIVING HISTORY FORUM IN SWEDEN – SUPPORTING SCHOOLS IN PROMOTING DEMOCRACY IN SWEDEN

Topic: citizenship education

Leading organisation(s)/national authority(ies): The Living History Forum, Sweden

Period of implementation: 2003–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education

Main target group(s): learners; educators; school leaders; parents/caregivers

Funding source(s): national budget

URL: <https://www.levandehistoria.se/english>

Keywords: antisemitism; racism; democracy; history

SHORT DESCRIPTION:

The Living History Forum is a Swedish public agency under the Ministry of Culture. Its mission is to promote democracy, human rights, and equality, using the Holocaust and other crimes against humanity as starting points for education and reflection. The agency aims to strengthen democracy's resilience by increasing awareness of historical injustices and fostering a society committed to tolerance and human dignity.

A central objective of the Living History Forum is to support teachers, schools, and students in addressing issues such as racism, antisemitism, anti-gypsyism, and Islamophobia. It does this by producing pedagogical resources and organising educational activities for elementary and secondary schools. These include classroom materials, school exhibitions with workshops, and in-service training for teachers. The Living History Forum also runs Dembra, a school programme that supports efforts to prevent racism, hostility, and anti-democratic attitudes through long-term guidance and competence development.

The organisation also supports research and knowledge-building. It collaborates with scholars who study racism and discrimination in Swedish society and regularly publishes reports based on surveys and educational research. One such report explores how teachers perceive and approach Holocaust education in schools. These studies inform the development of educational tools and training and contribute to national policy discussions. By helping students understand the roots and impact of intolerance, it encourages them to actively support equality and inclusion in their communities.

ADDITIONAL RESOURCES:

- [Teaching resources in English from the Living History Forum](#)

DIGITAL CITIZENSHIP EDUCATION PROJECT IN TÜRKIYE

Topic: citizenship education

Leading organisation(s)/national authority(ies): Ministry of National Education, Türkiye

Period of implementation: 2023 –2025

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): early childhood education and care; primary education; secondary education

Main target group(s): learners; educators; school leaders; parents/caregivers

Funding source(s): the European Union and the Council of Europe's horizontal facility for the Western Balkans and Türkiye

URL: <https://www.coe.int/en/web/ankara/hf-iii-pilot-project-on-digital-citizenship-education-in-t%C3%BCrkiye>

Keywords: hate speech; bullying; digital skills; digital citizenship

SHORT DESCRIPTION:

The 'Pilot Project on Digital Citizenship Education in Türkiye' aimed to promote human rights, fundamental freedoms, and democracy in schools by strengthening the digital competencies of lower secondary students. It supported the integration of digital citizenship education (DCE) into the Turkish education system, enabling students to navigate online environments safely, responsibly, and actively. The project was implemented under the horizontal facility for the Western Balkans and Türkiye, a joint programme of the European Union and the Council of Europe. The primary objective of the action was to support the Ministry of National Education's efforts in adapting competences for democratic culture within the education system, with a focus on the digital dimension. The project introduced the concept of digital citizenship and its core competences, drawing on the Council of Europe's DCE framework, which clusters key competences into three areas: being online, well-being online, and 'it is my right'. These clusters encompass a broad range of issues, including responsible online behaviour, digital safety, mental and emotional well-being in digital contexts, and awareness of digital rights and responsibilities.

To achieve its goals, the project carried out a series of interconnected activities. It worked on adapting the Council of Europe's DCE tools to the national context, ensuring their relevance and usability in Turkish schools. Capacity-building activities were organised for teachers and school administrators, equipping them with the knowledge and practical skills to support students in developing digital citizenship competencies. At the same time, the project generated awareness-raising efforts, including public discussions and communication campaigns aimed at promoting understanding of digital citizenship and its ten domains. To engage students directly, the project developed interactive tools, including educational video games and guidance materials, that help young people reflect on their online presence and become more confident and responsible digital citizens.

The project built on and complemented the achievements of the previously completed IPA II action on strengthening democratic culture in basic education, ensuring continuity in the promotion of democratic values in the Turkish education system.

ADDITIONAL RESOURCES:

- [IPA II action on strengthening democratic culture](#)

NECE – NETWORKING EUROPEAN CIVIC EDUCATION

Topic: citizenship education

Leading organisation(s)/national authority(ies): THE CIVICS Innovation Hub, a pan-European non-profit organisation, with hubs in Bulgaria, Croatia and Germany

Period of implementation: 2004 - ongoing

Other participating organisation(s)/national authority(ies):

Education level(s)/sector(s): non-formal learning, formal learning

Main target group(s): educators; policymakers; researchers; civil society organisations

Funding source(s): multiple funding sources, including the German Federal Agency for Civic Education

URL: <https://nece.eu/>

Keywords: democracy; participation; citizenship; identity; historical memory

SHORT DESCRIPTION:

NECE (Networking European Citizenship Education) is a European platform for civic education professionals, initiated in 2004 by the German Federal Agency for Civic Education (Bundeszentrale für politische Bildung – bpb). Since 2023, it has been coordinated by THE CIVICS Innovation Hub.

NECE is an open network that brings together educators, researchers, policymakers, and civil society actors engaged in citizenship education across Europe and neighbouring regions. The network focuses on key topics such as democracy and participation, citizenship and identity, memory and historical narratives, migration and inclusion, populism and extremism, and the impact of digital transformation on civic space. By providing a platform for transnational dialogue, capacity building, and policy advocacy, NECE aims to strengthen democratic citizenship and civic education at both formal and non-formal levels throughout the region.

The NECE Festival is an annual event that brings together stakeholders from civil society, politics, academia, media, and culture for an interactive and interdisciplinary exchange of ideas and actions. Held in a different European city each year, the festival centres on timely and relevant themes in civic education. For example, hope was the chosen theme in 2025, reflecting the event's commitment to addressing current and meaningful topics within the field.

NECE Campus offers targeted training programs and capacity-building workshops, with training materials, handbooks, and toolkits. NECE LAB is a collaborative research and development platform. It brings together educators, researchers, and practitioners to co-create innovative approaches and experiment with new ideas, methods, and tools for citizenship education.

The 2023 CIVICS report, *Great Expectations: Demands and Realities of Civic Education in Europe*, covering 21 countries across Europe, highlights significant differences in how civic education is offered, supported, and valued in various countries.

ADDITIONAL RESOURCES:

- [Great Expectations – Demands and Realities of Civic Education in Europe](#)

‘TEACH EUROPE’ – UPSKILLING EDUCATORS TO TEACH ABOUT AND FOR THE EU

Topic: citizenship education

Sub-topic: European dimension in citizenship education

Leading organisation(s)/national authority(ies): European Schoolnet, Belgium

Period of implementation: 2022-2025

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): secondary education

Main target group(s): educators

Funding source(s): the European Union, through the Erasmus+ programme

URL: <https://teacheurope.eun.org>

Keywords: Learning about and for the EU

SHORT DESCRIPTION:

‘Teach Europe’ was a project designed to enhance the pedagogical approach to teaching about the European Union and the European dimension of citizenship education at the secondary school level. It responded to growing challenges in Europe, including the rise of Euroscepticism, populism, misinformation, and a general lack of understanding about the EU’s role and benefits. The project recognised that EU-related topics are often absent from school curricula, especially in STEM subjects, and that teachers are rarely given sufficient support or resources to teach these themes effectively. The core objective of the project was to upskill and empower teachers by equipping them with innovative, ready-to-use learning scenarios that integrate an EU perspective across different subject areas. These scenarios were intended not only to help teachers deliver EU content but also to encourage students to reflect critically on their European identity and explore what it means to be an active citizen in the European context.

To achieve these aims, a task force was established to co-create a set of twelve structured learning scenarios. The task force comprised twelve secondary-school teachers from Croatia, Hungary, Lithuania, Malta, Portugal, Romania, and Slovakia — six in humanities and six in STEM. These scenarios were designed to fit into at least five different subject areas, offering practical lesson plans, teaching materials, and classroom exercises. The project also emphasised community-building and professional development. The selected teachers acted as ambassadors and participated in face-to-face workshops in Brussels to foster exchange and collaboration. The validation pilot was run in the spring of 2024 to test the learning scenarios and develop a final version based on classroom experience. It involved 26 teachers from 25 schools across 12 countries, and 750 students attended a lesson based on one of the learning scenarios. The countries in which the pilot was conducted included: Bulgaria, Croatia, Greece, Hungary, Ireland, Italy, Lithuania, Malta, Portugal, Romania, Slovakia, and Spain.

To ensure wide dissemination and long-term impact, the project included the development of a MOOC (massive open online course), making the co-created content accessible to a broad community of educators across Europe. The MOOC ended in April 2025 (no longer possible for teachers to obtain a course certificate), but the content and activities remain available.

ADDITIONAL RESOURCES:

- [European Schoolnet](#)

EU.KISS

Topic: citizenship education

Sub-topic: European dimension in citizenship education

Leading organisation(s)/national authority(ies): Da Vinci Schools, Poland

Period of implementation: 2023-2026

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): upper secondary

Main target group(s): secondary school students and teachers

Funding source(s): the European Union, through the Erasmus+ programme (Jean Monnet Actions)

URL: <https://www.developmentaid.org/organizations/awards/view/438229/european-union-knowledge-for-high-school-students-eukiss>

Keywords: Learning about and for the EU; European identity

SHORT DESCRIPTION:

EU.Kiss (European Union Knowledge for High School Students) is a school-level project designed to raise secondary-school pupils' awareness and understanding of the European Union — its institutions, benefits and values — through targeted educational activities. The project is framed as a school outreach and curriculum-support action aimed at young Europeans (high-school age) who were born after key EU milestones and may have limited first-hand knowledge of the EU. The project aligns with Jean Monnet's school outreach aims: improving teaching on European integration and fostering informed civic participation.

EU.Kiss seeks to strengthen civic and European identity among teenagers by providing didactic materials, active learning sessions and local events tailored to secondary schools. It emphasises practical, classroom-friendly modules and interactive methods (workshops, quizzes, debates) to make EU processes accessible and relevant to teenagers' lives and future choices. The project embraces an approach that is personalised, invests in meaningful digital solutions, views teachers as facilitators, and promotes experiential learning.

The key methodologies in the project include: (1) a cross curricular approach; (2) introduction of a school subject for bilingual classes; (3) Oxford style debates; (4) Konstanz method of dilemma discussion; (5) meetings with experts; (6) workshops; (7) EU Parliament or voting simulations; and (8) school campaigns.

The project has developed a manual and teaching aids for teachers to help them understand the European Union.

ADDITIONAL RESOURCES:

- [Educational resources and downloadable materials for the EU.KISS project](#)

PEACE+

Topic: citizenship education

Sub-topic: European dimension in citizenship education

Leading organisation(s)/national authority(ies): INDIRE, National Agency for Erasmus+, Italy

Period of implementation: the initial phase, from 2022 to 2025, involved 11 national agencies, while the upgraded PEACE+ (2025 -2027) brings together 24 national agencies across Europe

Other participating organisation(s)/national authority(ies): 24 national agencies across Europe

Education level(s)/sector(s): higher education; vocational education and training; school education; adult education; youth

Main target group(s): young people involved in Erasmus+; organisations and institutions engaged in civic participation and education

Funding source(s): the European Union through the Erasmus+ programme

URL: <https://www.erasmusplus.it/iniziativa/peace/>

Keywords: learning about and for the EU; building networks; empowering citizens

SHORT DESCRIPTION:

PEACE+ is a long-term cooperation activity (LTA) project among multiple Erasmus+ National Agencies, coordinated by the Italian national agency INDIRE. The project addresses challenges such as youth disengagement, Euroscepticism, and uneven access to European opportunities. Its aim is to build structured networks of Erasmus+ alumni, ambassadors and 'role models' across all sectors of the programme (higher education, school education, adult education, vocational training) to foster civic engagement, European values and active citizenship. Its motto is: 'empowering citizens, shaping Europe'. The core goals include: (1) strengthening young people's sense of belonging to the European Union and awareness of EU values; (2) encouraging civic participation and democratic engagement by sharing good practices from across European territories; (3) enhancing the capacity and coordination of alumni, ambassador and role-model networks connected to Erasmus+. In its new phase (2025-2027), the project will expand its scope and will introduce four core action lines common to the national agencies: networks, training, communication and scientific research.

Key activities include: (1) mapping and integrating local networks of Erasmus+ actors across partner countries; (2) developing training modules and resources focused on European values and citizenship education; (3) amplifying communication, information and dissemination efforts (media, social networks) to highlight both joint transnational projects and local/national good practices; (4) conducting scientific research on civic engagement topic; (5) a dedicated website (in English) serving as a central platform bringing together all partner agencies' materials and sharing the initiative's progress and results.

ADDITIONAL RESOURCES:

- [E-module videos Participate in Europe](#)

HOUSE OF EUROPEAN HISTORY (EDUCATIONAL WEBSITE)

Topic: citizenship education

Sub-topic: European dimension in citizenship education

Leading organisation(s)/national authority(ies): European Parliament

Period of implementation: ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): secondary schools

Main target group(s): secondary school students

Funding source(s): European Parliament

URL: <https://historia.europa.eu/en>

Keywords: learning about and for the EU; history education

SHORT DESCRIPTION:

The House of European History is a history museum and cultural institution in Brussels, Belgium, focusing on the recent history of Europe. The online education site of the House of European History offers a dedicated 'learn' section that provides free, easily accessible digital educational resources for use in secondary schools. At its core is the platform HistoriCall, designed for students aged approximately 13–16 years and available in 24 languages.

The pedagogical approach, based on the Council of Europe's Reference Framework of Competences for Democratic Culture, emphasises multi-perspectivity and the so-called 'Visible Thinking' routines: the idea is to centre students' questions through critical thinking, encourage them to externalise their thought processes, and connect historical content with present-day relevance. Teachers are supported via downloadable teacher manuals outlining module objectives, time estimates, and suggestions for integration into lessons. The modules are designed for flexibility: a teacher may use just the video and quiz in one class period, or spread the activity over one or more full lessons, and there are no limits on student participation numbers. Beyond these modules, the HEH's online offering also includes the 'Online Collection'—a searchable digital catalogue of objects and themes spanning European history from antiquity through to the present day—and a *Virtual Tour* of the museum's permanent exhibition.

HistoriCall contained two educational modules in 2025:

- *'EU Pioneers: Meet the Founders of the Union'* uses re-imagined social-media profiles of early European integration figures (such as Robert Schuman and Simone Veil) to engage students, allowing them to explore both personal stories and broader historical themes.
- *'The Timeline of the EU'* presents a short, animated video (about six minutes) covering major milestones from the founding of the European integration project through to today, followed by a quiz.

Several new modules have been planned for late 2025 on disinformation and in 2026 on discrimination.

ADDITIONAL RESOURCES:

- HistoriCall – digital resources for civic and history education created by the House of European History

OBSERVATORY ON HISTORY TEACHING IN EUROPE

Topic: citizenship education

Leading organisation(s)/national authority(ies): Council of Europe

Period of implementation: 2020–ongoing

Other participating organisation(s)/national authority(ies): national authorities from Albania, Andorra, Armenia, Cyprus, France, Georgia, Greece, Ireland, Luxembourg, Malta, Montenegro, North Macedonia, Portugal, Serbia, Slovak Republic, Slovenia, Spain, Türkiye, Ukraine

Education level(s)/sector(s): primary education; secondary education; higher education

Main target group(s): educators; policymakers

Funding source(s): the Council of Europe, and a mix of state, regional and local partners

URL: <https://www.coe.int/en/web/observatory-history-teaching>

Keywords: history teaching; democratic culture

SHORT DESCRIPTION:

The Observatory on History Teaching in Europe (OHTE), an Enlarged Partial Agreement of the Council of Europe, promotes quality education to strengthen democratic culture. It collects and publishes reliable, factual and neutral data on how history is taught in its member states, enabling governments and stakeholders to make informed decisions. OHTE does not evaluate curricula or issue recommendations; it presents evidence in a non-prescriptive manner, allowing policymakers, educators, researchers, and civil society to respond to their systems' needs, for example, by improving teacher education or updating classroom resources based on identified trends or gaps.

A core output is the series of General Reports, designed as longitudinal studies that examine history teaching from multiple perspectives. Built on a robust methodology developed by the Scientific Advisory Council (SAC), they ensure academic rigour and credibility. The first report (December 2023) offers a snapshot across OHTE members; future editions will enable dynamic, cross-country comparisons and track developments and long-term trends.

OHTE's value grows with wider participation. As more states engage, the dataset deepens and comparisons become more meaningful. The Observatory and its reports also foster international dialogue and mutual learning. Partner institutes include EuroClio, the House of European History, and the HISTOLAB project, which help inspire new approaches, strengthen historical understanding, and reinforce democratic values across Europe.

ADDITIONAL RESOURCES:

- [Official leaflet on the Observatory](#)

HISTOLAB – TRANSNATIONAL HISTORY EDUCATION AND COOPERATION LABORATORY

Topic: citizenship education

Leading organisation(s)/national authority(ies): Council of Europe

Period of implementation: 2022–2024

Other participating organisation(s)/national authority(ies): Georg-Eckert-Institut, Germany; EuroClio, the Netherlands; the FEDERation for European Education, Switzerland; House of European History, Belgium; International Society for History Didactics; participation was open to the 46 member countries of the Council of Europe

Education level(s)/sector(s): primary education; secondary education; higher education

Main target group(s): educators; academics; researchers

Funding source(s): the Council of Europe; the European Union

URL: <https://histolab.coe.int>

Keywords: history teaching; fake news; critical thinking; democratic values; hate speech; gender

SHORT DESCRIPTION:

Closely connected to and complementary with the Observatory on History Teaching in Europe, HISTOLAB contributed to a broader European effort to enhance the quality and relevance of history education. To achieve its objectives, HISTOLAB brought together teachers, researchers, and academics, offering them meaningful opportunities for professional development, collaboration, and networking. A cornerstone of its cooperation activities was the annual event ‘The European Innovation Days in History Education’, which served as a platform for exchanging ideas, showcasing innovative practices, and connecting stakeholders from across Europe.

The HISTOLAB’s ‘Toolkit for History Classes: Debunking Fake News and Fostering Critical Thinking’ is an extensive educational resource featuring 11 interactive activities aimed at helping secondary school students critically evaluate historical information, identify disinformation, and grasp the impact of distorted narratives. To further support educators, the HISTOLAB provides a collection of tutorials aimed at updating history education by encouraging multiple perspectives, diversity, human rights, and democratic values. HISTOLAB tutorials provide videos on topics such as introducing gender perspectives in history education, teaching about Roma history and culture, and multiperspectivity through role-play, among others.

In addition, the project launched the HISTOLAB Digital Hub. This active and interactive platform fosters ongoing collaboration among academics, researchers, teachers, and other stakeholders in the field of history education. The Digital Hub includes a Resource Hub with a curated collection of relevant materials, a History Education Calendar where users can share events and initiatives, and a Directory of HISTOLAB Members that connects professionals and organisations from around the world. The release of the HISTOLAB Fellowship in May 2023, along with two editions of the HISTOLAB Award for Innovative School Projects in History Education, marked additional milestones for the project.

ADDITIONAL RESOURCES:

- [HISTOLAB Tutorials - HISTOLAB](#)

CITEDEV – CITIZENSHIP EDUCATION IN THE CONTEXT OF EUROPEAN VALUES

Topic: citizenship education

Sub-topic: European dimension in citizenship education

Leading organisation(s)/national authority(ies): Charles University, Czechia; CiCea - Children's Identity and Citizenship European Association, United Kingdom

Period of implementation: 2022–2024

Other participating country(ies)/organisation(s): VIVES University of Applied Sciences, Belgium; University of Tartu, Estonia; University of Helsinki, Finland; University of Augsburg, Germany; Aristotle University of Thessaloniki, Greece; University of Patras, Greece; University of the Peloponnese, Greece; Eötvös Loránd University, Hungary; Károli Gáspár University of the Reformed Church, Hungary; Dublin City University, Ireland; Roma Tre University, Italy; University of Latvia, Latvia; Rezekne Academy of Technologies, Latvia; St. Cyril and Methodius University in Skopje, North Macedonia; University of Warmia and Mazury, Poland; University of Porto – CIIE, Portugal; Polytechnic Institute of Coimbra, Portugal; West University of Timișoara, Romania; Autonomous University of Madrid, Spain; Lund University, Sweden; Malmö University, Sweden; Istanbul University, Turkey; London Metropolitan University, United Kingdom; University of Huddersfield, United Kingdom; University of the West of England, United Kingdom; University of the West of Scotland, United Kingdom

Education level(s)/sector(s): Higher education

Main target group(s): learners, educators

Funding source(s): the European Union, through the Erasmus+ programme (Jean Monnet Actions)

URL: <https://citedev.eu>

Keywords: citizenship education; European values; research

SHORT DESCRIPTION:

The CitEdEV network aimed to serve as a platform that fosters knowledge exchange and collaboration among experts in citizenship education with a particular focus on European values. In total, the initiative brought together 28 universities across 19 countries, involving 78 researchers with diverse areas of expertise.

The project produced a series of working group reports that examined diverse aspects of youth, citizenship, and education in Europe. These included analyses of how young people understand European values and their engagement as citizens in online spaces. Other reports explored the impact of populism on youth, the historical roots of tolerance in Europe, and the experiences of young people living at the margins of society. The project also addressed the role of education policies and social responsibility during the COVID-19 crisis and concluded with a set of recommendations to strengthen teaching practices in higher education. Additionally, a handbook for the project, aimed at a non-academic audience, was published, along with a set of recommendations for teaching citizenship in higher education within the context of European values.

ADDITIONAL RESOURCES:

- [Project outputs – CitEdEV](#)

SCILMI – META-SCIENTIFIC LITERACIES IN THE (MIS-)INFORMATION AGE

Topic: citizenship education

Leading organisation(s)/national authority(ies): University of Innsbruck, Austria

Period of implementation: 2023–2026

Other participating organisation(s)/national authority(ies): Oslo Metropolitan University, Norway; Norwegian University of Science and Technology, Norway; HETFA Research Institute and Centre for Economic and Social Analysis, Hungary; University of Innsbruck, Austria; Eugenides Foundation, Greece; University of Nicosia, Cyprus; University of Santiago de Compostela, Spain; Palacký University Olomouc, Czechia; EduNet Europe, Germany; Faktabaari, Finland

Education level(s)/sector(s): primary education; secondary education

Main target group(s): educators

Funding source(s): the European Union, through the Erasmus+ Teacher Academies

URL: <https://www.scilmi.eu>

Keywords: misinformation; disinformation; critical thinking; science teaching

SHORT DESCRIPTION:

The SciLMi Teacher Academy has been dedicated to supporting teachers in guiding students to navigate a world increasingly shaped by science-related mis- and disinformation. The project's ultimate goal has been to empower students to become informed, responsible, and effective democratic citizens. Recognising misinformation as a significant global risk with far-reaching negative consequences, SciLMi was founded on the belief that education is crucial in mitigating these risks and strengthening democratic resilience. The project has focused on creating a cross-disciplinary approach to help science teachers develop their students' skills to think critically and understand complex social and scientific issues. Examples include linguistic and contextual literacies, evaluative literacies and critical thinking, digital information, data and media literacies, as well as civic and future-oriented literacies.

To support this objective, SciLMi has offered a comprehensive programme of teacher training, aimed at teachers across a range of subjects. The trainings have focused on building both the skills and knowledge necessary to apply the meta-scientific literacies framework effectively in classroom settings. The training content was co-designed with experienced teachers to ensure practical relevance, and the resulting learning modules are included in the SciLMi Database for broad access and future use.

In 2025, a series of one-week on-site training sessions was conducted in various European cities. This was complemented by a blended intensive mobility programme for pre-service teachers, as well as Blended intensive mobility training for in-service teachers. Additionally, the project haimedas aimed to produce a collection of lesson plans to support the integration of these new approaches into day-to-day teaching practices.

To ensure the long-term impact and visibility of the project, a collaborative network known as the SciLMi Hub has been established. This network brought together a wide range of educational stakeholders committed to the broad dissemination and sustainability of the project's results.

TEVIP – TRANSLATING EUROPEAN VALUES INTO PRACTICE

Topic: citizenship education

Sub-topic: European dimension in citizenship education

Leading organisation(s)/national authority(ies): PlanPolitik, Germany

Period of implementation: 2017–2020

Other participating organisation(s)/national authority(ies): Agape Centro Ecumenico, Italy; Educare ai diritti umani, Italy; Centrum Edukacji Obywatelskiej, Poland; Youth of Europe, Poland; Democracy and Human Rights Education in Europe (DARE), Belgium

Education level(s)/sector(s): secondary education; higher education; non-formal education

Main target group(s): educators; youth workers; trainers

Funding source(s): the European Union, through the Erasmus+ programme

URL: <https://www.tevip.eu>

Keywords: European dimension; values; non-formal learning

SHORT DESCRIPTION:

TEVIP contributed to ongoing debates on values in education and on education on values, aiming to foster open, inclusive, and critical discussion on these sensitive topics, with a particular emphasis on their European dimensions. The project's central goal was to encourage reflection and dialogue on values within formal and non-formal education and youth work settings.

To achieve this, TEVIP delivered a position paper outlining its perspective on values education in Europe and conducted a range of engagement activities. These included two youth mobility programmes, a series of local pilot tests with youth groups, and continuous consultations with teachers, trainers, and youth workers. Based on these experiences, TEVIP developed a set of educational activities, along with manuals and handouts, all of which are available online, to support educators and youth practitioners in integrating European values into their work.

TEVIP's educational activities were structured around three core themes: (1) 'values and me', which encourages participants to explore and articulate their own value systems as a starting point for dialogue; (2) 'values and Europe', which connects these personal reflections to broader political and societal dimensions, particularly within the context of the European Union; (3) 'translating European values into practice', which helps participants relate abstract values to their everyday lives and active citizenship.

To further enhance learning and engagement, TEVIP developed a series of online simulation games that challenge participants to consider multiple perspectives in conflicts arising from everyday life and current political issues. Educators and youth workers could access a comprehensive manual that outlines the methodology and pedagogical foundations of TEVIP's approach, along with detailed guidance for facilitating activities. These materials were designed for flexible use – the activities can function as stand-alone sessions in classrooms or youth group settings, or be combined into full-scale workshops. Where relevant, additional downloadable handouts were provided to support specific activities and ensure ease of implementation. Finally, the 'training of trainers' course was designed to equip multipliers with the necessary tools and knowledge to run workshops on European values independently. This initiative aimed to help build a growing network of trainers capable of adapting and delivering TEVIP's methodologies in various educational contexts.

CASE4EU – EMPOWERING EUROPEAN UNION CITIZENS

Topic: citizenship education

Sub-topic: European dimension in citizenship education

Leading organisation(s)/national authority(ies): KU Leuven, Belgium

Period of implementation: 2019–2022

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education; vocational education and training; non-formal education

Main target group(s): learners; educators

Funding source(s): the European Union, through the Erasmus+ programme (Jean Monnet Actions)

URL: <https://ghum.kuleuven.be/case4eu/en> and <https://www.law.kuleuven.be/pub/en/CASE4EUatschool/indexENG>

Keywords: learning about EU; EU values; critical thinking; gender

SHORT DESCRIPTION:

'Case4EU: Empowering EU Citizens' introduced an innovative, story-based approach to teaching and learning about the European Union by using real-life case studies inspired by the case-law of the Court of Justice of the European Union. The project aimed to bring the EU closer to learners by showing how its principles and laws affect the daily lives of ordinary citizens.

Each case study on the project's website tells a real person's story and explores one or more EU values from Article 2 of the Treaty on European Union. These include human dignity, freedom, democracy, equality, the rule of law, respect for human rights, pluralism, non-discrimination, tolerance, justice, solidarity, and gender equality. The case studies cover the basic facts, the central problem, the relevant legal principles, the Court of Justice's decision, and a follow-up discussion on the real-life consequences of the ruling. These elements help students connect the abstract world of EU law with concrete, human experiences.

Teachers are encouraged to centre their teaching on the case studies, using active methods such as debates, dilemmas or linking cases to daily life – all described on the project's website. These approaches foster critical thinking and allow for student interpretation and questioning, rather than just presenting legal facts. To deepen students' understanding, the cases can be linked to broader themes using supplementary documents that provide background and systematic context. The documents explore key areas, including democracy and the rule of law, the internal market, the Court of Justice of the EU, social rights, and environmental protection. This layered approach enables students to understand how individual cases are part of broader processes and debates within the EU.

The case-based method developed by Case4EU was designed to be highly flexible, allowing for its integration into the teaching of various school subjects, including civics, ethics, history, social studies, and even language learning. It offers a practical way to explore European values in action, while encouraging students to become more informed, reflective, and empowered EU citizens. The initiative earned the KU Leuven Society Award 2024 for its impact on democratic EU citizenship education.

ADDITIONAL RESOURCES:

- Educational video: European citizen, does it matter?

EUROCLIO – EUROPEAN ASSOCIATION OF HISTORY EDUCATORS*

Topic: citizenship education

Sub-topic: European dimension in citizenship education

Leading organisation(s)/national authority(ies): EuroClio – European Association of History Educators, the Netherlands

Period of implementation: 1992–ongoing

Other participating organisation(s)/national authority(ies): partners include 87 member organisations from 52 countries. A full list is available on the project website.

Education level(s)/sector(s): teacher training

Main target group(s): educators; history educators; historians

Funding source(s): multiple funding sources, including the European Union and the Council of Europe

URL: <https://euroclio.eu>

Keywords: history teaching; European dimension; critical thinking

SHORT DESCRIPTION:

EuroClio, the European Association of History Educators, was founded in 1992 at the request of the Council of Europe to connect history education professionals across Europe. It began as an umbrella organisation with 17 founding associations from 14 countries. Today, EuroClio is an international umbrella organisation, operational in 52 countries with 87 member associations. As a network of historians and history educators, EuroClio aims to inspire and empower history and citizenship educators, helping them promote learners' critical thinking and become responsible and active citizens. EuroClio promotes responsible and innovative history, citizenship, and heritage education by encouraging critical thinking, multiple perspectives, and respectful dialogue on sensitive issues. It supports democratic societies by connecting educators from diverse backgrounds and enhancing teaching quality through training and the development of creative educational resources. Members across countries collaborate to create transnational education materials and engage in various projects. Historians and history teachers come together to share experiences, to develop innovative teaching tools and create new and inclusive historical narratives on sensitive and controversial issues.

Several projects run by EuroClio focus specifically on learning and teaching European history. For example, the project 'Critical History Tours' creates walking tours in European public spaces affected by conflicts and historical debates. 'Facts not Fiction' engages young people in developing local history projects related to the Holocaust and Nazi persecution. 'In Europe Schools' offered interactive online education kits and invited schools to use them to find a partner school in Europe, collaborating to make documentaries about recent history related to topics such as migration, climate challenge, gender equality and more. Additionally, EuroClio organises annual conferences, as well as workshops and online seminars.

ADDITIONAL RESOURCES:

- [Critical history tours](#)
- [Facts not Fiction](#)
- [In Europe Schools](#)

EUTEAM – EUROPEAN TEACHERS ON THE MOVE*

Topic: citizenship education

Sub-topic: European dimension in citizenship education

Leading organisation(s)/national authority(ies): Europass SRL – Europass Teacher Academy, Italy

Period of implementation: 2022–2025

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education

Main target group(s): educators

Funding source(s): the European Union, through the Erasmus+ programme (Jean Monnet Actions)

URL: <https://euteam.teacheracademy.eu>

Keywords: learning about the EU; European values; inclusion.

SHORT DESCRIPTION:

The EUTeam project aimed to enhance EU citizens' understanding of the European Union by equipping teachers with the necessary tools and knowledge to teach effectively about the EU in schools. To achieve this, the project offered a range of teacher training opportunities. It developed a comprehensive set of lesson plans designed to support educators across Europe in addressing various aspects of the EU, including its institutions, values, and history.

A key output of the project was a series of six freely accessible Massive Open Online Courses (MOOCs). These courses offer educators the opportunity to deepen their understanding of EU-related topics while exploring engaging and innovative teaching methods. Each course is tailored to specific pedagogical approaches or themes. Course topics include (1) EU values: promoting an inclusive and multicultural classroom; (2) teach the EU through collaborative and student-centred learning; (3) teaching about the EU through game-based learning; (4) becoming an active citizen of the EU (offered separately for primary and secondary school teachers); (5) content and language integrated learning in practice: focus on the EU. In addition to the MOOCs, the project also delivered a series of in-person one-week training sessions in Florence, covering the same core topics. These sessions provided participants with hands-on experience and peer exchange, further enriching their teaching practices.

Building on the materials developed for the online and in-person courses, the EUTeam website provides access to a wide range of downloadable lesson plans suitable for various age groups. These resources cover a broad spectrum of topics, including active citizenship, AI and digital literacy, art, music and literature, gender equality, geography and general culture, history, human rights, the rule of law, sustainable development goals and ethical consumption, united in diversity, and water.

ADDITIONAL RESOURCES:

- [EUTEAM MOOCs](#)

FIT4EU – TEACHER TRAINING FOR A TARGET GROUP-SPECIFIC EDUCATION ON THE EUROPEAN UNION*

Topic: citizenship education

Sub-topic: European dimension in citizenship education

Leading organisation(s)/national authority(ies): Goethe University, Frankfurt am Main, Germany

Period of implementation: 2023–2025

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education; vocational education and training

Main target group(s): educators

Funding source(s): the European Union, through the Erasmus+ programme (Jean Monnet Actions)

URL: <https://fit4eu.org>

Keywords: learning about the EU; European values; democratic process

SHORT DESCRIPTION:

Recognising the significant impact of European legislative initiatives at the national level, and in response to the 2024 reform enabling German citizens to vote in the European elections from the age of 16, Fit4EU aimed to support teachers in navigating and teaching the complexities of European politics. The project was designed to empower civics educators to better engage their students with the European Union, its institutions, values, and decision-making processes.

To this end, Fit4EU developed a range of free, multi-module training courses tailored to different educational settings – primary, secondary, and vocational education and training (VET). These courses were made available both online and on-site and offered in English and German. Upon completion, participants receive an official certificate, recognising their acquired competences. The courses aimed to deepen teachers' factual knowledge about the European Union while also introducing them to innovative teaching methods. In addition to strengthening subject knowledge, the training focuses on equipping teachers with the skills and strategies needed to prepare students for active participation in European democratic processes. The content and pedagogical approaches used in the training courses are academically grounded and developed to ensure both relevance and quality.

Complementing the training opportunities, the Fit4EU project website offers a variety of downloadable teaching resources, including lesson plans, educational games, and quizzes, all designed to support the teaching of EU-related topics. The simulation games are based on real-life scenarios and are suitable for both primary and secondary students. These simulations enable students to explore issues such as environmental protection and online bullying in a hands-on and interactive manner. Additionally, the website offers a curated selection of learning materials and external links to support civics education at all school levels.

ADDITIONAL RESOURCES:

- [Materials – FIT4EU](#)
- [Jean Monnet-funded teacher training at the University of Frankfurt am Main](#)

BEAT – BE AN ACTIVE EU TEACHER: ENHANCING THE TEACHING OF THE EU THROUGH TEACHER TRAINING

Topic: citizenship education

Sub-topic: European dimension in citizenship education

Leading organisation(s)/national authority(ies): University of Ljubljana, Slovenia

Period of implementation: 2022–2025

Other participating organisation(s)/national authority(ies): Ministry of Education, Slovenia

Education level(s)/sector(s): secondary education

Main target group(s): educators

Funding source(s): the European Union, through the Erasmus+ programme (Jean Monnet Actions)

URLs: <https://www.uni-lj.si/en/projects/beat>; <https://erasmus-plus.ec.europa.eu/projects/search/details/101047737>

Keywords: active citizenship; learning about the EU

SHORT DESCRIPTION:

The project, 'BEAT – Be an Active EU Teacher', addressed the introduction of the new subject, 'active citizenship', which is a compulsory component of both gymnasium and secondary vocational education programmes, as of the 2021/2022 school year. The subject spans 35 hours and is delivered mainly through project activities rather than traditional lessons, enabling students to explore human rights, democracy, the media and civil society, Slovenia's political and constitutional systems, European integration, EU institutions, international organisations, and global challenges. However, teachers reported limited knowledge of EU topics and a shortage of relevant training opportunities and engaging teaching materials. In response, the BEAT project aimed to support teachers by developing and offering certified, high-quality training and tailored educational resources to strengthen their knowledge and confidence in teaching about the EU.

The project consisted of three phases. The first phase focused on establishing the teacher community through 14 kick-off events across the country. One of the main outputs was the *Guidebook on Experiential Learning*, which provided both theoretical foundations and practical guidance. Three educational handbooks were also produced, and teacher training programmes were added to Slovenia's official training catalogue (KATIS).

Phase 2 concentrated on strengthening the community through teacher training. In the 2022/2023 school year, three two-day training sessions were organised on Active EU Citizenship, Green EU, and Identity and the EU in Everyday Life. In 2023/2024, three additional two-day training sessions were implemented, each focusing on three new topics: intercultural cooperation, war and peace, and environmental protection in the EU. A total of 292 teachers participated over the two years.

Phase 3 deepened teacher engagement through 35 online training sessions in 2023/2024. These sessions enabled teachers to collaborate and refine their teaching materials, resulting in a compendium of lesson plans now available in the ZRSŠ online library. The project was evaluated and approved by the Council for Quality and Evaluation and the Expert Council for General Education in May 2025.

KMKEU – KNOWING ME, KNOWING EU

Topic: citizenship education

Sub-topic: European dimension in citizenship education

Leading organisation(s)/national authority(ies): University of Cork, Ireland

Period of implementation: 2022–2025

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): primary education; secondary education

Main target group(s): educators

Funding source(s): the European Union, through the Erasmus+ programme (Jean Monnet Actions)

URL: <https://erasmus-plus.ec.europa.eu/projects/search/details/101047579>

Keywords: learning about the EU; active citizenship

SHORT DESCRIPTION:

KMKEU–Knowing Me, Knowing EU was a project rooted in research showing that a majority of Irish teenagers and young people believe learning about the European Union should be part of their school education. However, EU-related topics remained underrepresented, and many teachers reported feeling unprepared to teach about the EU. In response, KMKEU focused on both primary and secondary education, developing tailored teaching materials and continuing professional development (CPD) courses to support EU learning in schools across Ireland.

Project activities included the creation of themed teaching resources suited to various school levels, drawing inspiration from existing initiatives such as eTwinning projects. CPD courses were offered both online and in-person, covering innovative topics such as teaching the EU through art and the pedagogy of agonistic deliberation. This approach encourages open and constructive debate in the classroom. All KMKEU materials were designed to be engaging, user-friendly, and grounded in the latest academic research in the fields of citizenship and EU education. The project also integrated digital tools and ICT-based methods to promote transnational collaborative learning, helping students and teachers alike to connect with peers across Europe and gain new perspectives on shared European issues.

KMKEU is one of the initiatives of the ‘Hub in Active European Citizenship’ at the University College Cork, alongside ‘My Big Friendly Guide to the European Union’ and the ‘Jean Monnet Chair in Active European Citizenship’ – ACTIVEUC. The Hub’s mission is to connect all levels of education in promoting active citizenship among young people, equipping them with the knowledge, skills, and critical awareness needed to participate meaningfully in European democratic life.

ADDITIONAL RESOURCES:

- [Hub in Active European Citizenship](#)
- [My Big Friendly Guide to the European Union](#)

CENTRE FOR PEACE STUDIES, PEACE STUDIES PROGRAMME, CROATIA*

Topic: citizenship education

Leading organisation(s)/national authority(ies): Centre for Peace Studies, Croatia

Period of implementation: 1997–ongoing

Other participating organisation(s)/national authority(ies): not applicable

Education level(s)/sector(s): adult learning

Main target group(s): learners

Funding source(s): unspecified

URL: <https://www.cms.hr/en/peace-studies/>

Keywords: peace education; active participation; human rights

SHORT DESCRIPTION:

The Centre for Peace Studies (CPS) is a civil society organisation dedicated to protecting human rights and promoting democracy, peacebuilding, and equality via activism, education, research, advocacy, and direct support. Peace Studies seeks a vision of a more just society with less violence – by understanding the causes of social inequalities and exclusion, exploring various approaches to resisting direct and structural violence, and seeking alternatives, fairer practices, and ways of organising. It advocates for responsible politics and diplomacy, learning about alternative approaches to solving conflicts, and collectively exploring and devising what citizens can achieve through grassroots pressure and organisation.

The Peace Studies programme has been organised and implemented by the Centre for Peace Studies continuously since 1997. Over the past 26 years, nearly 800 participants have been motivated, connected, and empowered to engage in nonviolent social change, guided by around 100 lecturers and guests.

The programme is fostering a vibrant alumni community that stays connected through a large mailing group. This network enables graduates to exchange ideas, share opportunities, and mobilise for collective action within a wider community. To assess and strengthen its influence, the programme team regularly conducts impact studies every 4–5 years with recent graduates, exploring their current activities and gauging their interest in giving back through organising lectures, workshops, or engaging in new Peace Studies initiatives.

COMPETENDO – THE DIGITAL TOOLBOX FOR CIVIC EDUCATION*

Topic: citizenship education

Leading organisation(s)/national authority(ies): Democracy and Human Rights Education in Europe (DARE) Network, Belgium

Period of implementation: 2020–ongoing

Other participating organisation(s)/national authority(ies): Association of German Educational Organisations (AdB), Germany; Balkans, let's get up!, Serbia; International Co-operation Centre, Italy; CRISP, Germany; German Polish Youth Office, Germany/Poland; Die Demokra-tive, Switzerland; EcoHub – EcoLab Armenia, Armenia; EcoVisio, Moldova; Education Development Centre, Latvia; Genius Loci, Poland; Ideas Factory, Bulgaria; Iris Group, Georgia; INTERRA, Russia; Jaan Tõnissoni Institute, Estonia; MitOst, Germany; netzwerk n, Germany; Orbita, Latvia; Partners: Bulgaria Foundation, Bulgaria; politischbilden.de, Germany; rede inducar, Portugal; SKORO, Poland; Südwind, Austria; wechange, Germany; Working Between Cultures, Germany; Norwegian Human Rights Academy, Norway

Education level(s)/sector(s): all

Main target group(s): learners, educators

Funding source(s): the European Union, through the Erasmus+ programme

URL: https://competendo.net/en/Main_Page

Keywords: digital learning; human rights

SHORT DESCRIPTION:

'Competendo – The Digital Toolbox for Civic Education' is a project coordinated by the DARE Network (Democracy and Human Rights Education in Europe) that aims to support facilitators in strengthening civic competences through easy-to-use, open educational resources. Its primary goal is to bridge theory education for democratic citizenship and human rights education with practical, grassroots-level teaching and facilitation in formal and non-formal educational settings. In 2021, Competendo joined the DIGIT-AL programme, further focusing on digital transformation in adult learning for active citizenship.

To empower educators, especially those less familiar with European and national discourses, Competendo offers a mobile app and web platform featuring curated methods, experiences, and inspiration for competency-based learning in communities, schools, NGOs, and informal groups. In addition, Competendo has also designed a series of Open Educational Resources offered under free licenses, including handbooks, tools, and practical guides to support the planning of training courses and empowerment programmes. The project aggregates innovative materials from around Europe and beyond to expand visibility and accessibility and build a growing library of real-world examples and tested activities from diverse contexts.

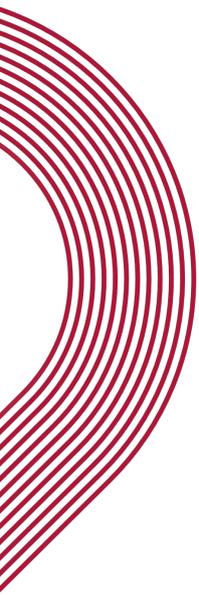
The toolbox content emphasises civic competence but is adaptable across themes and educational contexts. It is designed to serve educators, facilitators, youth workers, and community leaders who wish to apply participatory, inquiry-based, and democratic methodologies. Competendo seeks to further contribute to adult education innovation through the Erasmus+ DIGIT-AL framework.

ADDITIONAL RESOURCES:

- [DARE Network on Competendo](#)



ANNEX 1: INITIATIVES BY INTERNATIONAL ORGANISATIONS



This annex highlights a range of resources from international organisations represented in the Working Group, showcasing effective policy tools, analytical work and monitoring efforts. The initiatives are organised to mirror the main body of the compendium, starting with resources on inclusive education, followed by those on citizenship education. While not all of these resources were presented in the Working Group, they complement the Working Group's discussions by offering additional insights and the latest available data on the topics.

INCLUSION, EQUALITY AND NON-DISCRIMINATION INITIATIVES ON GENDER EQUALITY

UNESCO: ADDRESSING GENDER-BASED VIOLENCE IN SCHOOLS

URL: <https://unesdoc.unesco.org/ark:/48223/pf0000246651>

A UNESCO initiative, 'Global Guidance on School-Related Gender-Based Violence', supports prevention and response through strategies, tools, and case studies, promoting safe schools and advocating for policy reform. A related report explores prevalence, experiences across genders and identities, and identifies the most affected learners.

COE: SAFE AT SCHOOL: EDUCATION SECTOR RESPONSES TO VIOLENCE BASED ON SEXUAL ORIENTATION, GENDER IDENTITY/EXPRESSION OR SEX CHARACTERISTICS IN EUROPE.

URL: <https://healtheducationresources.unesco.org/library/documents/safe-school-education-sector-responses-violence-based-sexual-orientation-gender>

This 2018 CoE report, building on UNESCO's work, provides an overview of violence in schools in Europe, explores how countries seek to prevent or address it, and makes recommendations to national education sectors on how to improve their policies and actions.

COE: FEASIBILITY STUDY ON AGE-APPROPRIATE COMPREHENSIVE SEXUALITY EDUCATION

URL: <https://edoc.coe.int/en/children-s-rights/12142-feasibility-study-on-age-appropriate-comprehensive-sexuality-education.html>

This study from 2025 adopts a children's rights approach to the problem of violence, including gender-based and sexual violence, against and between children to outline how age-appropriate comprehensive sexuality education is a powerful tool to prevent and end violence against and between children, including gender-based and sexual violence.

OECD: DASHBOARD ON GENDER GAPS

URL: <https://www.oecd.org/en/data/dashboards/gender-dashboard.html>

The 'Gender Dashboard' is a comparative tool created by the OECD to monitor gender equality in member countries, utilising data and indicators. It assesses progress in key areas, including education, employment, entrepreneurship, leadership, health, and social security, providing evidence-based analysis to identify challenges, promote policy improvements, and drive economic growth through greater gender equality.

To support policymakers in transforming gender equality goals and data into outcomes, the OECD report *Gender Equality in a Changing World* also provides a novel conceptual framework to guide the consideration of gender in policy combinations. The framework supports policymakers with tools and methods to evaluate the impact of their decisions on women and men across sectors, policy areas and phases of the policy cycle.

INITIATIVES ON TACKLING DISCRIMINATION, SOCIAL AND TERRITORIAL INEQUALITIES

OSCE: 'TOLEDO GUIDING PRINCIPLES ON TEACHING ABOUT RELIGIONS AND BELIEFS IN PUBLIC SCHOOLS'

URL: <https://www.osce.org/files/f/d/ocuments/c/e/29154.pdf>

The 'Toledo Guiding Principles on Teaching about Religions and Beliefs in Public Schools' was an initiative launched in 2007 by the Office for Democratic Institutions and Human Rights (ODIHR) of the OSCE and a group of education experts. It is aimed at both educators and schools, providing practical guidance for OSCE participating states on how to develop curricula and policies that teach about religions and beliefs in ways that respect human rights and promote mutual understanding.

COE: FEASIBILITY STUDY ON DESEGREGATION AND INCLUSION POLICIES AND PRACTICES IN THE FIELD OF EDUCATION FOR ROMA AND TRAVELLER CHILDREN

URL: <https://rm.coe.int/item-02-cdadi-2024-19rev-feasibility-study-on-desegregation-and-inclus/1680b29c7e>

This 2024 study reviews the definitions and interpretations of school segregation at international, EU and national levels, and provides an overview of the multiple forms and mechanisms of educational segregation and their intersectionality. The recommendations of this feasibility study highlight a set of principles and guidelines for action that have proven to be effective for desegregation and inclusion policies in education, focusing on Roma and Traveller children. The recommendations are organised around three categories: (1) legal framework and monitoring segregation; (2) anti-gypsyism, residential segregation and poverty; and (3) educational policies.

INITIATIVES ON INCLUSION AND SPECIAL EDUCATIONAL NEEDS

UNESCO: INCLUSIVE EDUCATION - CHILDREN WITH DISABILITIES

URL: <https://unesdoc.unesco.org/ark:/48223/pf0000373662>

This 2020 UNESCO publication presents the case for inclusive education for children with disabilities as the entry point for policy development and the broader implementation of inclusive, quality education for *all* children. The publication starts by providing a short historical perspective of the education of children with disabilities and continues with a description of the essential elements of an inclusive legislative framework.

OECD: THE POTENTIAL IMPACT OF ARTIFICIAL INTELLIGENCE ON EQUITY AND INCLUSION IN EDUCATION

URL: https://www.oecd.org/en/publications/2024/08/the-potential-impact-of-artificial-intelligence-on-equity-and-inclusion-in-education_0d7e9e00.html

This 2024 OECD working paper reviews the impact of artificial intelligence (AI) on equity and inclusion in education, focusing on learner-centred, teacher-led and other institutional AI tools. It highlights the potential of AI in adapting learning while also addressing challenges such as access issues, inherent biases and the need for comprehensive teacher training.

EASNIE: VOICES INTO ACTION – INCLUDING THE VOICES OF LEARNERS AND THEIR FAMILIES IN EDUCATIONAL DECISION-MAKING

URL: <https://www.european-agency.org/activities/voices-into-action-including-the-voices-of-learners-and-their-families-in-educational-decision-making>

This 2021-2024 EASNIE activity highlights the importance of participatory decision-making in achieving inclusive education by actively involving learners with special educational needs and their families in shaping educational policies and practices. It gathers evidence and case studies from across Europe to demonstrate how meaningful participation can enhance motivation, learning outcomes, and a sense of belonging. The initiative provides practical frameworks and tools for schools and policymakers to structure consultation processes, ensure transparency, and translate the voices of learners and families into concrete policy and practice improvements. Ultimately, it reinforces the democratic and rights-based foundations of inclusive education.

EASNIE: BUILDING RESILIENCE THROUGH INCLUSIVE EDUCATION SYSTEMS

URL: <https://www.european-agency.org/activities/building-resilience-through-inclusive-education-systems>

This 2021-2023 EASNIE project investigates how inclusive education systems can foster resilience at individual, school and policy levels. It focuses on strengthening the capacity of education systems to respond effectively to crises and long-term challenges—such as social inequalities, migration, or environmental disruption—while maintaining inclusive and equitable practices. The project promotes a systemic approach where governance, leadership, teacher development and community involvement work together to build flexibility and sustainability. By identifying key policy levers and good practices, it provides guidance to policymakers and practitioners on how to make inclusion a central driver of educational resilience.

INITIATIVES ON COUNTERING HATE

OECD: WORKING PAPER ON CYBERBULLYING RESEARCH AND POLICY

URL: [https://one.oecd.org/document/EDU/WKP\(2022\)8/en/pdf](https://one.oecd.org/document/EDU/WKP(2022)8/en/pdf)

The 2022 OECD working paper *Cyberbullying: An Overview of Research and Policy in OECD Countries* examines topics such as the prevalence of cyberbullying, its consequences, existing research gaps, and current cyberbullying policies and practices. The publication notes that policies and practices to tackle the challenge of cyberbullying vary widely across systems due to the complexity of cyberbullying and other associated digital risks.

UNESCO: PUBLICATION ON ADVANCING THE GLOBAL RESPONSE TO SCHOOL VIOLENCE AND BULLYING

URL: <https://www.unicef.org/media/66496/file/Behind-the-Numbers.pdf>

UNESCO's 2019 publication, *Behind the Numbers: Ending School Violence and Bullying*, examines the nature and impact of school violence and bullying. The report reviews national responses, focusing on countries that have seen positive trends in prevalence and identifies factors that have contributed to an effective response to school violence and bullying. Furthermore, UNESCO Member States have declared the first Thursday of November to be the International Day against Violence and Bullying at School, including cyberbullying.

COE: STUDY ON PREVENTING AND COMBATING HATE SPEECH IN TIMES OF CRISIS

URL: <https://rm.coe.int/-study-on-preventing-and-combating-hate-speech-in-times-of-crisis/1680ad393b>

This 2023 CoE study investigates to what extent local or global crises have an effect on, or are exacerbated by, hate speech and what measures and practices have been considered and implemented to prevent and combat hate speech in times of crisis, in accordance with the May 2022 recommendation CM/Rec(2022)16 on combating hate speech.

UNESCO: ADDRESSING HATE SPEECH THROUGH EDUCATION

URL: <https://www.unesco.org/en/articles/addressing-hate-speech-through-education-guide-policy-makers>

This policy guide, developed by UNESCO and the United Nations' Office on Genocide Prevention and the Responsibility to Protect, explores educational responses and provides guidance and recommendations to policymakers on how to strengthen education systems to counter hate speech.

UNESCO: THE REPRESENTATION OF JEWS, JUDAISM AND ANTISEMITISM IN SCHOOL TEXTBOOKS AND CURRICULA IN EUROPE

URL: <https://unesdoc.unesco.org/ark:/48223/pf0000396332>

This 2025 publication, part of The Education 2030 Framework for Action, is based on a study that looks into how anti-Jewish prejudice and Jewish culture, history and life are portrayed in secondary education materials in eight European countries. It identifies curricular entry points for teaching about Jewish experiences and antisemitism, analyses how these topics are integrated into textbooks, and explores the narratives and representations that emerge.

UNESCO: STRATEGIES TO COUNTER ANTISEMITISM: A HANDBOOK FOR EDUCATORS

URL: <https://www.unesco.org/en/articles/strategies-counter-antisemitism-handbook-educators>

This concise guide, published in 2025 and developed by UNESCO with funding from the European Commission, aims to provide a roadmap for policymakers, curriculum developers and educators on current approaches and initiatives to counter antisemitism.

CITIZENSHIP EDUCATION

COE: REVIEW OF THE IMPLEMENTATION OF THE COUNCIL OF EUROPE REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE (RFDCD)

URL: https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/-/review-of-the-implementation-of-the-council-of-europe-reference-framework-of-competences-for-democratic-culture-rfcdc-2023?utm_source=chatgpt.com

This CoE report presents the findings of the first implementation review (review process March–December 2023) and gives recommendations for future development and implementation of the reference framework of competences for democratic culture.

COE: DIGITAL CITIZENSHIP EDUCATION HANDBOOK

URL: <https://rm.coe.int/16809382f9>

This CoE handbook is designed to help educators, parents, education policymakers and digital platform providers build children's competencies as digital citizens. It seeks to empower and protect children so they can live safely, fairly and responsibly both online and offline.

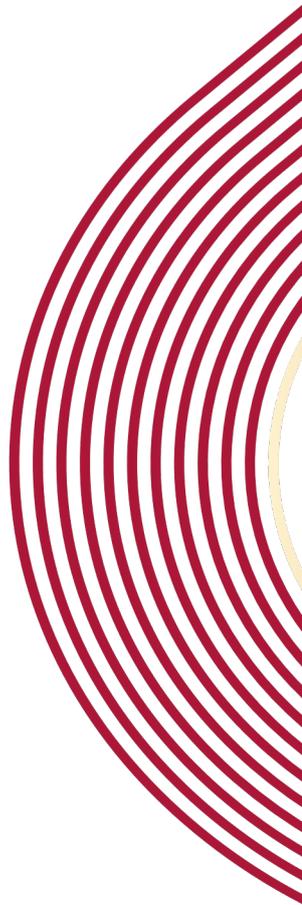
OECD: ENGAGING YOUNG CITIZENS - CIVIC EDUCATION PRACTICES IN THE CLASSROOM AND BEYOND

URL: https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/03/engaging-young-citizens_1b25e8be/2166378c-en.pdf

This 2023 policy-oriented document draws on evidence from several OECD publications and beyond to explore and highlight select examples of successful child-centred civic learning practices which strengthen the democratic skills, values and knowledge of students. It highlights that effective civic education shifts from rote knowledge toward experiential, student-centred learning.



INDEX



- action, 12, 13, 20, 21, 23, 28, 35, 36, 40, 42, 46, 59, 65, 66, 71, 76, 87, 98, 104
- action plan, 13, 20, 21, 35, 40, 42, 46, 71
- active citizenship, 80, 97, 100, 102, 103, 105
- active participation, 48, 85, 101, 104
- anti-racism. *See* racism
- anti-racist education, 35, 44
- antisemitism, 35, 86
- assessment, 25, 48, 51, 60
- Austria, 21, 22, 96, 105
- Belgium, 29, 32, 51, 53, 68, 70, 75, 78, 79, 82, 94, 98
- bilingual, 66
- boards of education, 21, 22
- Bulgaria, 25, 50, 105
- bullying, 12, 14, 15, 20, 27, 40, 46, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 87
- caregivers, 20, 24, 25, 27, 33, 34, 41, 44, 46, 50, 67, 68, 73, 76, 78, 82, 86, 87
- children's rights, 71
- citizenship education, 12, 23, 82, 84, 85, 86, 87, 88, 89, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105
- climate change, 28
- CoE. *See* Council of Europe
- Council of Europe, 50, 76, 85, 87, 93, 94, 99
- critical thinking, 24, 53, 80, 82, 94, 96, 98, 99
- Croatia, 24, 53, 104
- cross-sector collaboration, 79
- curricula, 20, 21, 22, 24, 28, 36, 40, 45, 61, 84, 89, 93
- cyberbullying, 15, 71, 72, 76, 77, 79
- Cyprus, 44, 45, 60, 93, 96
- Czechia, 20, 33, 34, 50, 58, 75, 95, 96
- deaf. *See* hearing difficulties
- democracy, 85, 86, 87, 98
- democratic culture, 93
- democratic process, 101
- democratic values, 80, 85, 87, 93, 94
- Denmark, 35, 82
- digital citizenship, 15, 35, 78, 79, 82, 87
- digital literacy, 77, 100
- digital skills, 28, 80, 84, 87
- disabilities, 37, 51, 58, 59, 63, 64, 67, 81
- disadvantaged students, 33, 34, 37, 42, 47, 54, 58
- discrimination, 12, 14, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 53, 54, 55, 58, 59, 60, 61, 62, 63, 64, 65, 66, 68, 70, 71, 72, 74, 75, 76, 77, 78, 79, 80, 81, 82, 86
- disinformation, 96
- diversity, 12, 14, 21, 25, 33, 36, 42, 43, 44, 46, 48, 52, 61, 62, 63, 68, 71, 81, 100
- dyscalculia, 67
- dyslexia, 67
- early childhood education, 21, 23, 24, 25, 38, 39, 41, 45, 47, 48, 50, 55, 58, 60, 61, 62, 63, 64, 66, 67, 68, 70, 76, 86, 87
- early school leaving, 41, 47, 81
- EASNIE, 14, 62, 63
- educational reform, 70
- educators, 15, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 38, 41, 44, 45, 46, 50, 52, 53, 55, 58, 59, 61, 63, 67, 68, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 85, 86, 87, 88, 89, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 105
- empowerment, 44, 73, 75, 78, 79, 80, 82, 105
- entrepreneurial skills, 28
- environment, 36, 44, 52, 55, 58, 61, 76, 77, 81
- equal opportunities, 25, 28, 58, 68, 84

- equity, 34, 37, 38, 39, 42, 47, 51, 54, 63, 70
- equity education, 47
- Erasmus+, 29, 30, 51, 53, 54, 67, 68, 78, 81, 89, 95, 96, 97, 98, 100, 101, 102, 103, 105
- Estonia, 63, 75, 105
- EU. *See* European Union
- European Agency for Special Needs and Inclusive Education. *See* EASNIE
- European citizenship, 89, 103
- European dimension, 12, 15, 89, 95, 97, 98, 99, 100, 101, 102, 103
- European Union, 4, 12, 20, 24, 25, 27, 28, 29, 30, 33, 34, 47, 50, 51, 52, 53, 54, 58, 59, 61, 62, 67, 68, 75, 78, 79, 81, 82, 87, 89, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 105, 118
- European values, 95, 97, 98, 100, 101
- exclusion, 15, 34, 35, 53, 81, 104
- Finland, 29, 51, 64, 68, 75, 85, 96
- formal education, 48
- France, 20, 40, 41, 42, 43, 53, 67, 68, 72, 75, 81, 93
- gender, 12, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 38, 40, 46, 71, 81, 84, 94, 98, 99, 100
- gender education, 22, 26, 84
- gender equality, 12, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 84, 98, 99, 100
- gender gaps, 20, 22, 26, 30
- gender identity, 20, 40, 46, 71
- gender-based violence, 14, 23, 27
- gender-sensitive pedagogy, 24
- genocide education, 35
- Germany, 26, 29, 78, 80, 82, 94, 96, 97, 101, 105
- global citizenship, 53
- Greece, 27, 36, 53, 59, 67, 73, 78, 82, 93, 96
- hate speech, 12, 14, 20, 36, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 87, 94
- hearing difficulties, 66
- higher education, 20, 21, 26, 29, 30, 37, 39, 41, 51, 58, 59, 61, 72, 74, 76, 88, 93, 94, 95, 97
- history, 15, 45, 71, 86, 93, 94, 98, 99, 100
- history teaching, 93, 94, 99
- Holocaust education, 35, 86
- human rights, 23, 35, 40, 77, 80, 85, 86, 87, 98, 100, 104, 105
- Hungary, 50, 96
- Iceland, 48
- identification, 60, 73
- inclusion, 12, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 53, 54, 55, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 85, 100
- inclusive education, 12, 15, 24, 33, 50, 51, 54, 58, 60, 61, 62, 63, 65, 81
- inclusive schools, 36, 50, 58
- initiative, 26, 27, 28, 30, 33, 34, 35, 36, 37, 41, 43, 44, 47, 52, 55, 58, 60, 63, 66, 74, 78, 81, 82, 85, 89, 95, 97, 98
- integration, 23, 30, 36, 38, 45, 87
- intercultural education, 45
- intercultural understanding, 81
- interculturality, 38, 81
- interfaith dialogue, 35
- Ireland, 27, 29, 37, 71, 75, 93, 103
- Italy, 25, 27, 29, 51, 54, 67, 75, 78, 79, 81, 97, 100, 105
- Latvia, 75, 105
- learners, 14, 20, 21, 22, 23, 26, 27, 28, 29, 30, 32, 34, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 50, 53, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 71, 72, 73, 75, 76, 77, 79, 80, 81, 82, 84, 85, 86, 87, 95, 98, 99, 104, 105
- learners with special educational needs, 61

- learning disability, 67
- legislation, 64, 73
- LGBT+, 20
- LGBTIQ+, 12, 27, 40, 46, 52
- lifelong learning, 30, 47
- Lithuania, 61, 68
- Luxembourg, 4, 93
- Malta, 29, 46, 93
- migrant education, 34, 45, 48
- misinformation, 89, 96
- monitoring, 39, 46, 63, 65, 70, 74, 75, 79
- Montenegro, 77, 93
- multicultural education, 48
- multilingual education, 48
- multilinguism, 68
- mutual awareness, 82
- national budget, 20, 21, 23, 26, 35, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 48, 58, 59, 60, 61, 62, 63, 64, 65, 70, 71, 72, 74, 76, 77, 84, 85
- Netherlands, 27, 75, 94
- network, 34, 41, 44, 51, 53, 78, 79, 85, 95, 96, 97, 104
- NextGenerationEU funds, 33, 34, 47, 61
- non-discrimination, 23, 98
- non-formal education, 41, 48, 58, 79, 97, 98
- non-formal learning, 47, 97
- North Macedonia, 93
- Norway, 20, 36, 54, 63, 96
- Norway grants, 20, 36
- OECD, 9, 63
- Organisation for Economic Co-operation and Development. *See* OECD
- Organization for Security and Co-operation in Europe. *See* OSCE
- OSCE, 9
- parents, 20, 24, 25, 27, 33, 34, 41, 43, 44, 46, 50, 55, 60, 67, 68, 70, 71, 72, 73, 74, 76, 78, 82, 86, 87
- peace education, 104
- peer violence, 74, 77
- Poland, 51, 52, 62, 97, 105
- policy, 4, 12, 15, 25, 29, 34, 37, 38, 43, 44, 45, 46, 50, 54, 58, 60, 61, 70, 71, 73, 79, 86
- Portugal, 23, 24, 50, 51, 63, 67, 68, 81, 93, 105
- poverty reduction, 55
- practice, 50, 60, 79, 97, 100
- prevention, 32, 70, 71, 73, 74, 75, 76, 77, 79, 80
- primary education, 21, 22, 23, 24, 26, 32, 33, 34, 35, 36, 38, 39, 41, 43, 44, 45, 46, 47, 48, 53, 54, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 70, 71, 72, 73, 74, 75, 76, 78, 82, 84, 85, 86, 87, 93, 94, 96, 98, 100, 101, 103
- project, 24, 25, 27, 28, 29, 33, 34, 35, 36, 39, 47, 48, 50, 51, 53, 54, 59, 62, 66, 67, 68, 75, 78, 79, 80, 81, 82, 87, 89, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 105
- racism, 12, 35, 38, 39, 53, 86
- refugee education, 36
- religion, 14
- research, 21, 33, 42, 51, 54, 65, 79, 86, 95, 103
- restorative practices, 73
- Roma, 12, 33, 34, 37, 39, 50, 55, 81, 94
- Romania, 29, 47, 50, 67, 78
- school autonomy, 70
- school climate, 42, 50, 52, 70, 75
- school enrolment, 32
- school leaders, 21, 22, 23, 34, 44, 45, 46, 52, 58, 60, 61, 63, 70, 73, 74, 76, 77, 78, 86, 87
- school segregation, 39, 42, 43, 54
- science teaching, 96

- secondary education, 20, 21, 22, 23, 26, 27, 28, 30, 32, 33, 34, 35, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 52, 54, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 70, 71, 72, 73, 74, 75, 76, 78, 80, 82, 84, 85, 86, 87, 89, 93, 94, 96, 97, 98, 100, 101, 102, 103
- segregation, 12, 14, 20, 32, 33, 37, 38, 42, 43, 54
- Serbia, 93, 105
- sign language, 66
- Slovakia, 50, 55
- Slovenia, 68, 74, 81, 93, 102
- social and emotional learning, 82
- social cohesion, 32, 38, 77, 78
- social diversity. *See* diversity
- Spain, 24, 27, 29, 38, 39, 51, 54, 66, 68, 75, 81, 84, 93, 96
- special education, 32, 37, 58, 60, 61, 62, 63, 65
- special support, 60, 64
- stakeholders, 12, 25, 27, 30, 37, 41, 48, 50, 60, 62, 63, 67, 75, 78, 79, 81, 93, 94, 96
- STEM, 21, 26, 28, 29, 30, 33, 89
- stereotypes, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30
- strategy, 20, 21, 23, 33, 39, 40, 46, 58, 59, 60, 77
- student initiatives, 52
- sustainability, 28, 50, 96
- sustainable development. *See* sustainability
- Sweden, 65, 75, 76, 86
- Switzerland, 75, 94, 105
- teacher education, 21, 22, 36, 38, 40, 58, 61, 68, 73, 85, 93
- teacher training tools, 81
- toolkit, 53, 68, 78, 79, 81, 82
- Travellers, 37
- Türkiye, 87, 93
- UNESCO, 9, 47, 71, 85
- UNICEF, 9, 77
- United Kingdom, 36, 50, 75, 82
- United Nations Children's Fund. *See* UNICEF
- United Nations Educational, Scientific and Cultural Organization. *See* UNESCO
- urban policy, 41, 54
- vocational education and training, 26, 30, 34, 38, 39, 41, 44, 58, 59, 60, 61, 62, 70, 72, 74, 76, 98, 101
- vulnerable students, 47, 54, 81
- well-being, 34, 46, 68, 70, 71, 72, 74, 75, 81, 87
- whole education approach, 71
- youth workers, 79, 82, 97, 105

Getting in touch with the EU

In person

All over the European Union there are hundreds of Europe Direct centres. You can find the address of the centre nearest you online (european-union.europa.eu/contact-eu/meet-us_en).

On the phone or in writing

Europe Direct is a service that answers your questions about the European Union. You can contact this service:

- by freephone: 00 800 6 7 8 9 10 11 (certain operators may charge for these calls),
- at the following standard number: +32 22999696,
- via the following form: european-union.europa.eu/contact-eu/write-us_en.

Finding information about the EU

Online

Information about the European Union in all the official languages of the EU is available on the Europa website (european-union.europa.eu).

EU publications

You can view or order EU publications at op.europa.eu/en/publications. Multiple copies of free publications can be obtained by contacting Europe Direct or your local documentation centre (european-union.europa.eu/contact-eu/meet-us_en).

EU law and related documents

For access to legal information from the EU, including all EU law since 1951 in all the official language versions, go to EUR-Lex (eur-lex.europa.eu).

EU open data

The portal data.europa.eu provides access to open datasets from the EU institutions, bodies and agencies. These can be downloaded and reused for free, for both commercial and non-commercial purposes. The portal also provides access to a wealth of datasets from European countries.



Publications Office
of the European Union

All images: © European Union, 2026 (CC BY-NC-ND 4.0) — image source: iStock
Luxembourg: Publications Office of the European Union, 2026

PDF Web ISBN 978-92-68-32838-5 DOI 10.2766/0028315 NC-01-25-182-EN-N