

EUCLASS Alliance: bridging EU Vocational Schools for EU Education

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Collective Desk Research Report

Studying EU Citizenship Education in VET Settings



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Description	<p>The report is based on coordinated national desk research and interviews conducted by project partners, focusing on both formal regulatory frameworks (laws, recommendations, curricula) and voluntary practices implemented in schools. Each partner analyzed their national context and contributed a report including policy background, practical approaches, implementation methods and didactical insights. The research was complemented by qualitative interviews and surveys designed by Eurocultura and conducted by partners to identify the training needs of teachers in delivering EU-related content. Eurocultura also led the synthesis of findings and formulation of recommendations. This report provides a comparative overview, highlights good practices, and identifies gaps and opportunities for embedding EU citizenship more effectively in VET systems across Europe.</p>		

INDEX

1. INTRODUCTION	4
2. BACKGROUND RESEARCH.....	5
3. RESULTS.....	12
4. CONCLUSIONS	15
5. APPENDICES.....	18

1. INTRODUCTION

The EUCLASS Alliance was established to explore the integration of EU Citizenship Education into Vocational Education and Training (VET) across Europe. This report, developed under Work Package 2, presents a collective synthesis of national desk research and interviews conducted by partner organisations in Estonia, Finland, Greece, Italy, the Netherlands, and Spain. Each national team investigated the policy framework, curriculum structure, pedagogical practices, teacher training, and available resources in their respective VET systems, with a focus on how European citizenship is taught or referenced.

The concept of EU Citizenship Education includes knowledge of European institutions, democratic values, civic participation, human rights, and environmental sustainability within a European context. It supports the development of key competences such as critical thinking, intercultural understanding, and political engagement. Despite its growing importance—especially in times of democratic backsliding, social fragmentation, and climate challenges—this topic remains largely marginal within VET curricula.

VET systems are primarily focused on preparing learners for the labour market, often at the expense of general or civic education. However, as young people transition into professional roles, understanding their rights and responsibilities as European citizens becomes increasingly relevant. The EUCLASS project seeks to bridge this gap by mapping current practices, identifying innovations, and proposing ways forward.

This report provides:

- A comparative overview of how EU Citizenship Education is addressed (or not) across six countries
- Examples of effective approaches and innovative practices in VET institutions (Deliverable D2.1)
- Identification of structural barriers and training gaps that hinder implementation
- Recommendations for embedding EU citizenship more meaningfully into VET systems

The insights and conclusions of this report are intended to inform educators, policymakers, curriculum developers, and civil society actors working at the intersection of vocational education and European civic values. It sets the foundation for future activities in the EUCLASS Alliance, including curriculum co-creation, professional development offers, and EU-wide dissemination.

This introduction establishes the purpose and scope of the report, which is not merely descriptive but aims to provide a solid analytical base for change.

2. BACKGROUND RESEARCH

The background research phase of the EUCLASS Alliance project served as the foundation for identifying both the explicit and implicit presence of EU Citizenship Education in VET systems across six partner countries. This section explores how the concept of EU citizenship is embedded in education systems, identifies the methodologies used by each national team, and examines the broader legal, institutional, and pedagogical landscape in which VET providers operate. The comparative nature of this research provides valuable insight into commonalities, divergences, and opportunities for collective progress across Europe.

EU Citizenship Education encompasses a broad spectrum of topics including European institutions, civic rights and responsibilities, sustainability, democratic participation, and intercultural understanding. Despite its significance in fostering active and informed citizens, especially among youth in transition to the labour market, its integration into VET is neither uniform nor assured. While general education systems have increasingly embraced civic education, vocational tracks often prioritize technical training and employability skills, leaving less room for democratic literacy.

In response to this, the EUCLASS Alliance aimed to map existing frameworks, initiatives, and practical tools that could be leveraged to enhance EU Citizenship Education in vocational contexts. The findings reveal that while civic competences are often addressed at a high level, specific references to the European Union, its values, and the rights of EU citizens remain marginal. In many cases, EU citizenship appears not as a core curriculum component but through indirect or extracurricular channels.

A notable trend across all partner countries is the role of European-funded programmes—such as Erasmus+, eTwinning, and EPAL—in filling the gaps left by formal curricula. These programmes offer both mobility and learning opportunities, bringing EU topics into VET through experiential and project-based learning. However, participation in these initiatives is not always widespread, and the absence of systemic integration means that exposure to EU Citizenship Education is largely dependent on individual schools or teachers.

Furthermore, this phase of research highlighted the fragmented nature of teacher training and professional development in this field. In most countries, there are no structured pathways or accredited modules that specifically address how to teach EU citizenship in a VET setting. Consequently, educators often rely on personal motivation, self-study, or sporadic workshops. This inconsistency underscores the need for targeted training that aligns with both the vocational focus of VET and the broader goals of civic education.

Institutionally, countries vary in their approach to curriculum autonomy. In Finland and the Netherlands, providers enjoy considerable freedom in adapting curricula, which creates opportunities for innovative practices but also contributes to inconsistency. In contrast, countries

like Italy and Spain have more centralized systems where mandates can facilitate implementation but may be less flexible in addressing local needs or priorities.

The background research thus provided a rich landscape of policy frameworks, institutional models, and practical constraints. It became evident that while the ambition to prepare engaged, knowledgeable citizens exists, its execution in VET remains a work in progress. This section sets the stage for the detailed comparative analysis that follows, providing both the rationale and context for the recommendations proposed by the EUCLASS Alliance.

All partners reported low levels of direct reference to EU Citizenship in VET curricula, although democratic participation, human rights, and lifelong learning are often included as transversal themes. Where progress has been made, it is often thanks to Erasmus+ mobilities, individual teacher initiatives, or regional pilot projects.

Legal frameworks vary:

- **Italy:** state-managed schools have mandatory civic education; regional leFP programs include it flexibly.
- **Estonia:** upcoming reforms expand social studies and EU topics.
- **Finland:** indirect references only; relies on civic foundations laid in basic education.
- **Greece & Spain:** included as transversal competence; wide regional disparities.
- **Netherlands:** legally mandated and institutionally integrated.

2.1 MATERIALS AND METHODS

The "Materials and Methods" section outlines the research design adopted by the EUCLASS Alliance partners in conducting national desk studies across six European countries—Estonia, Finland, Greece, Italy, the Netherlands, and Spain. This multi-country research aimed to systematically investigate the presence, delivery, and perception of EU Citizenship Education in VET systems using both qualitative and documentary sources.

Desk Research Materials

Each national team began with a structured review of public policies, national curriculum frameworks, education legislation, and reports from both governmental and non-governmental organizations. All partners were provided with a comprehensive set of guidelines outlining the methodology for conducting the national study. These guidelines offered detailed instructions for the desk research¹. Key sources included:

¹ The "Desk Research Guidelines" are available [here](#)

- National laws regulating vocational education (e.g., Italy's Law 92/2019, Finland's Act 531/2017)
- Curriculum guidelines and competence frameworks at upper secondary level
- EU-level education documents, including the Council Recommendation on Key Competences for Lifelong Learning (2018); Communication on the European Union's Action Plan on Basic Skills
- Reports by CEDEFOP, Eurydice, and national education agencies
- Institutional websites, teacher training portals, and Erasmus+ project repositories

These documents were analysed to identify:

- The extent to which EU Citizenship Education is formally recognised
- Where and how it is included (mandatory subjects, transversal competences, electives)
- Discrepancies between policy intent and actual implementation

Qualitative Interviews

To complement the document analysis, each partner conducted interviews or consultations with education practitioners and stakeholders. Consistency across partners' work was ensured through the use of a shared methodology, which included the provision of interview guidelines and standardized templates². Interviewees included:

- VET school directors and curriculum coordinators
- Social studies and civic education teachers
- Erasmus+ coordinators and international relations officers
- Representatives from education ministries and teacher training institutions
- NGO actors involved in civic engagement and youth empowerment

The number of interviews varied by country, ranging from 5 to 12 per partner, depending on institutional access and respondent availability. Interviews were semi-structured and conducted either in person, via video call, or through written responses. A shared interview guideline developed by the EUCLASS coordination team ensured thematic consistency across countries.

The interviews focused on:

- How teachers and schools currently integrate EU-related topics

² The "Interview Guidelines" are available [here](#)

- Perceptions of student interest and engagement in EU Citizenship Education
- Available teaching materials, pedagogical approaches, and challenges in delivery
- Teachers' continuing professional development and access to support networks

Analytical Approach

The national teams synthesised findings using thematic content analysis, grouping insights under predefined themes: policy framework, curriculum integration, teaching methods, educator training, and institutional support. Particular attention was paid to variations between formal (curriculum-embedded) and informal (project-based or extracurricular) educational pathways.

Results from each national report were compiled into a shared analytical grid that enabled cross-country comparison. This matrix included:

- Legal basis for EU citizenship-related topics
- Nature and scope of curricular inclusion
- Existing resources and methodological tools
- Observed good practices and innovative approaches
- Reported gaps and recommendations

Limitations

While all partners followed a common methodology, the scope of available data and degree of institutional access varied by country. In some cases, interview participation was limited, and educational policies were undergoing reform during the research period. Furthermore, there is limited availability of quantitative data specific to EU Citizenship Education in VET contexts. These limitations are noted in each national report and addressed in the collective conclusions.

Despite these constraints, the mixed-methods approach provided a comprehensive and contextually rich foundation for understanding the state of EU Citizenship Education across European VET systems. The following sections present a detailed comparative analysis based on these findings.

2.2 DEVELOPMENT OF THE DESK RESEARCH

The EUCLASS Alliance's desk research followed a unified protocol ensuring consistency and contextual relevance across national reports. Each partner contributed insights aligned with common research questions and thematic priorities. The research was conducted in five stages:

1. Contextual Mapping:



- Reviewed national VET systems, civic and EU citizenship education structures, and relevant legal and institutional frameworks.
- Identified VET types, responsible ministries, legal frameworks, and regional variations.

2. Policy and Curriculum Review:

- Analyzed national education laws, curriculum standards, and competence frameworks.
- Assessed citizenship education placement (standalone, cross-curricular, module-embedded).
- Reviewed curriculum documents, syllabi, national strategic education plans, and relevant EU policies.

3. Inventory of Resources and Training Opportunities:

- Evaluated availability of structured teaching materials and professional training.
- Assessed online platforms, textbooks, teacher training courses, and access to EU-specific resources.
- Noted disparities: structured resources in Estonia and Italy; fragmented or self-curated resources in Spain and Greece.

4. Identification of Practices and Initiatives:

- Documented initiatives enhancing EU citizenship competences within or outside formal curricula.
- Included Erasmus+ projects, student councils, debates, cross-border partnerships, and civic engagement activities.
- Highlighted opportunities for integrating these practices into mainstream VET programs.

5. Cross-Case Analysis:

- Partners submitted findings into a comparative matrix covering legal frameworks, curriculum integration, pedagogical methods, teacher training, and institutional support.
- Enabled comparative analysis, identification of effective models, and recognition of common challenges.

This structured approach provided robust, comparable evidence for developing EUCLASS Alliance learning modules, policy recommendations, and transnational training initiatives.

2.3 ANALYSIS OF NATIONAL EU CITIZENSHIP EDUCATION IN VET SETTINGS

This section presents an in-depth comparative analysis of how EU Citizenship Education is addressed in Vocational Education and Training (VET) across the six EUCLASS partner countries. It moves beyond procedural observations to examine how national systems operationalize—or fail to operationalize—EU citizenship values, competences, and perspectives within vocational curricula and institutional practices.

The analysis is structured around two complementary levels:

- A synthesis of shared patterns and systemic divergences drawn from the national reports
- Individual country profiles that illustrate policy frameworks, curricular strategies, and notable practices or limitations

Common Patterns Across Countries

- **Policy Recognition without Systemic Implementation:** all six countries recognize the importance of civic competences and democratic values, often aligning with EU-level recommendations. However, direct references to EU citizenship—particularly its rights, institutions, and participatory mechanisms—remain rare or unsystematic in most VET curricula.
- **Dependence on Educator Initiative:** in the absence of national mandates, the inclusion of EU topics often depends on individual educators or schools. This leads to inconsistency both within and between countries.
- **Reliance on Erasmus+ and Extracurricular Projects:** EU mobility and cooperation programmes are the most common vectors for EU Citizenship Education. While impactful, they reach only a fraction of students.
- **Lack of VET-Specific Teacher Training:** teachers across all countries report insufficient training in how to integrate EU topics meaningfully into vocational subjects.
- **Missing or Inaccessible Teaching Materials:** existing EU educational resources are often not adapted to the VET context, limiting their effectiveness.

Estonia - Estonia's VET reform, scheduled to be implemented in 2025-2026, will double the time allocated to social studies, expanding from 7 to 13 credit points. EU-related content will be embedded explicitly within learning outcomes, including topics such as democracy, global governance, and civic participation in the EU context. The reform's ambition aligns with Estonia's high civic knowledge levels, yet a gap remains between knowledge and participation. Teachers

have access to a wide range of materials through Tallinn University and the European Experience Centre in Tallinn. However, language barriers and lack of teacher training persist. Engagement is further limited by abstract presentation and perceived irrelevance among students.

Finland - In Finland, EU Citizenship Education is not explicitly addressed in the VET curriculum, although related competences are implied through lifelong learning principles. VET institutions operate under extensive local autonomy, and while this flexibility allows for innovative teaching, it also means that civic and EU citizenship themes are addressed inconsistently. Teachers highlighted the need for structured guidance and pre-made teaching packages. Although some topics are partially covered under modules like “Citizenship and Working Life,” there is no system-wide integration. Finland's focus on competence-based education offers opportunities, but these require clearer links to EU-level civic content.

Greece - Greece exhibits strong policy alignment with EU frameworks on civic education, especially through the 2018 Council Recommendation. However, in practice, EU Citizenship Education in VET is indirect and uneven. Civic themes are typically addressed through transversal subjects such as entrepreneurship and sustainability, or integrated in Erasmus+ and eTwinning projects. Challenges include limited curriculum space, regional disparities, and a lack of VET-specific teaching materials. Educators express interest in the topic but often lack the tools, training, and institutional support to implement it effectively. Initiatives like the Active Citizen Actions Program hold promise but are still in early phases.

Italy - Italy presents a dual model. In state-run upper secondary VET, civic education is mandated under Law 92/2019 and further detailed in DM 183/2024. EU topics are integrated within three thematic areas: the Constitution, Economic Development and Sustainability, and Digital Citizenship. In contrast, regionally-managed leFP programs follow a competence-based approach, allowing for tailored integration of EU citizenship topics depending on institutional capacity and regional policy. Best practices include geopolitics labs and teacher networks such as CONFAP and EfVET. However, challenges remain: limited time, insufficient training, and a scarcity of standardized teaching resources.

Netherlands - The Netherlands is among the most structured in integrating citizenship education in VET (MBO), where it is legally mandated. Institutions like Firda exemplify best practices by implementing the “Triple Qualification” model, which combines labour market preparation, further studies, and civic development. EU citizenship themes are taught using project-based learning, digital tools, and international collaboration. Students explore issues such as sustainability, social justice, and EU policy-making. Despite the strength of the policy framework, educators report a lack of concrete teaching materials and a need for further training to translate EU citizenship content into vocational learning environments.

Spain - Spain's civic education framework recognizes EU Citizenship Education but does not systematize its inclusion in VET. While general education incorporates civic values through the

subject “Valores Éticos,” VET curricula vary by autonomous community. Some regions (e.g., Catalonia, Basque Country) include EU content via entrepreneurship and sustainability subjects. Challenges include curriculum overload, absence of centralized teaching materials, and low teacher training participation. Nevertheless, initiatives like “Europe in the Classroom,” EU Olympiads, and regional model parliament simulations are effective in engaging students. These efforts are largely extracurricular, highlighting the lack of systemic integration.

Cross-Country Observations

Across all countries, EU Citizenship Education tends to exist more in aspiration than in implementation. Where present, it is often:

- Embedded in broader civic or social studies frameworks
- Dependent on teacher initiative or extracurricular projects
- Supported by European mobility and cooperation programmes

While countries like the Netherlands and Italy (in state VET) demonstrate structured approaches, most countries exhibit fragmented practices, limited training pathways, and varying degrees of policy support. This analysis underscores the need for a coherent European strategy that provides adaptable but structured frameworks for embedding EU citizenship values within VET education.

Implications

This expanded analysis highlights that while political intent exists, the operational reality of EU Citizenship Education in VET remains highly fragmented. To shift from sporadic efforts to systemic implementation, future actions must prioritize curricular integration, targeted teacher training, the co-development of practical resources, and ongoing institutional support.

3. RESULTS

This section synthesizes the collective insights from national desk research reports and stakeholder interviews across the six participating EUCLASS Alliance countries. The objective is to identify recurring themes, successful practices, and persistent challenges that shape the current landscape of EU Citizenship Education in VET settings. The findings are structured around four core dimensions: curriculum integration, teaching practices, educator preparedness, and student engagement.

3.1 Curriculum Integration: Gaps and Promising Moves

Across all six countries, the inclusion of EU Citizenship Education in formal VET curricula is limited and fragmented. While civic education is generally acknowledged, EU-specific

dimensions—such as knowledge of institutions, rights, and democratic participation—are rarely made explicit or mandatory within vocational training.

Two countries stand out:

- **Italy** (state-run VET) includes civic education as a compulsory subject under Law 92/2019, with EU topics embedded in structured thematic areas.
- **Netherlands** mandates citizenship education in MBO programmes, including EU-related content, supported by national policy.

In the remaining countries:

- **Estonia** is preparing for reform, aiming to double the hours allocated to social studies and include EU topics more explicitly.
- **Finland** shows potential through modules like “Citizenship and Working Life,” yet implementation depends on institutional discretion.
- **Greece** and **Spain** adopt transversal approaches, but integration varies regionally and relies on individual teacher or school initiative.

Pedagogical innovation often fills this curricular gap. For example, Spanish initiatives like “Europe in the Classroom” or Greece’s participation in eTwinning serve as entry points for EU citizenship topics despite lacking formal curriculum backing.

Ultimately, while some structures are in place, curriculum integration is too often incidental. For meaningful implementation, systems need not only mandates but also curriculum flexibility, institutional incentives, and cross-disciplinary alignment.

3.2 Teaching Practices and Pedagogical Approaches

Educators across all countries employ a variety of methods to introduce EU-related themes, albeit inconsistently. Common techniques include:

- Project-based learning (Netherlands, Spain, Greece)
- Cross-curricular integration (Italy, Finland)
- Debate and simulations (Estonia, Spain)
- Digital platforms and e-learning (used widely but irregularly)

Best practices often arise from Erasmus+ or local initiatives. Examples include the geopolitics lab at Canossa Campus (Italy), Firda’s community-centered projects (Netherlands), and the European Parliament Model Simulation in Spain. These pedagogies foster critical thinking, collaboration, and real-world relevance.

However, such practices are not yet embedded in standard VET delivery. Teachers report a lack of curricular space, with technical and job-specific skills taking precedence. Where EU topics are addressed, it is usually due to teacher initiative rather than systemic planning.

3.3 Educator Preparedness and Training

Across the board, there is a strong need for targeted professional development in EU Citizenship Education. While some countries (Italy, Estonia) offer civic education modules in teacher training, these are not tailored to VET or to European citizenship specifically. Training is often:

- Optional or project-dependent
- Generalist (not VET-specific)
- Focused more on pedagogy than on EU content

Teachers express a desire for practical tools: adaptable lesson plans, structured toolkits, and access to peer networks. In some regions (e.g. Spain, Greece), teachers rely on external materials or self-developed resources. Even in systems with formal obligations (e.g. Netherlands), educators call for more support in translating policy into classroom practice.

3.4 Student Engagement and Perceptions

Student responses to EU topics are mixed. While some report enthusiasm for learning about mobility, sustainability, and democratic rights, others find the content abstract or irrelevant to their vocational paths. Successful engagement strategies include:

- Relating EU policies to tangible issues (e.g. digital skills, climate policy, youth mobility)
- Interactive activities such as storytelling, role-play, or field visits
- Connecting EU citizenship with personal identity and local community involvement

Programs like “Europe in the Classroom” and model parliaments have proven effective, but they often exist outside the formal curriculum. There is a clear need to embed such approaches into everyday learning rather than relegating them to extracurricular spaces.

3.5 Comparative Summary Table

Dimension	Strengths	Weaknesses
Curriculum Integration	Legal mandates in NL and Italy (state VET)	Lacking or vague in most other contexts
Teaching Practice	Good practice through projects and simulations	Not widespread; teacher-dependent
Educator Training	National frameworks exist in few countries	Few VET-specific training pathways on EU topics

Student Engagement	Strong in experiential models and competitions	Low if content is abstract or disconnected
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This section concludes that while motivation and experimentation exist, structural limitations prevent EU Citizenship Education from becoming a fully realized component of VET systems. The next section will propose recommendations to bridge these gaps and build a sustainable implementation strategy.

4. CONCLUSIONS

The integration of EU Citizenship Education in VET across Europe remains an emerging, uneven, and often fragmented effort. While civic values and democratic principles are broadly acknowledged in national education frameworks, their practical incorporation into vocational learning programs—especially in connection to the European Union—lags behind policy intentions. The EUCLASS Alliance’s research has highlighted significant gaps, but also emerging practices that demonstrate how VET can effectively incorporate EU Citizenship in both formal and informal learning environments.

Despite differences among countries in governance structures, curriculum frameworks, and education traditions, the collective analysis points to several shared insights:

1. The Policy-Implementation Gap

Nearly all countries reviewed (Estonia, Finland, Greece, Italy, Netherlands, and Spain) have general policies that recognize civic education. However, only Italy (state-managed VET) and the Netherlands have explicitly codified EU Citizenship Education in national VET curricula. Elsewhere, EU themes are treated as cross-cutting competences, resulting in ad hoc and inconsistent implementation. Even where policy frameworks are supportive, weak coordination between ministries, VET institutions, and teacher training bodies undermines systemic delivery.

2. Institutional and Regional Disparities

The degree to which EU citizenship themes are embedded in VET varies not only between countries but also within them. In Spain and Italy, regional governance of VET leads to substantial variation in curriculum content and resource availability. Similarly, schools in more urban or networked environments (e.g. Erasmus+ hubs) are more likely to include EU-related activities than rural or under-resourced institutions. This uneven landscape exacerbates educational inequality and leaves many students without meaningful exposure to European civic issues.

3. Pedagogical Innovation Exists, But Is Not Systematized



Numerous good practices were identified, including storytelling, debates, simulations (e.g. model parliaments), and real-world projects. These experiential methods align well with the active learning styles of VET students. However, such innovations typically stem from individual teacher initiative or participation in external projects rather than being embedded in school strategies or curriculum mandates. Teachers repeatedly emphasized the need for structured, VET-specific, ready-to-use resources that align EU content with practical, vocational relevance.

4. Teachers Are Willing, But Undersupported

Teacher interviews highlighted strong interest in EU citizenship topics, but also a lack of confidence, time, and institutional backing to address them. VET educators often come from technical backgrounds and may not have formal training in civic or EU-related education. Existing continuing professional development is fragmented and rarely tailored to vocational contexts. This leads to a reliance on informal networks or self-study, which cannot substitute for structured training.

5. Students Want Relevance and Participation

Student engagement is highest when EU citizenship is connected to their everyday lives—through topics like sustainability, digital rights, mobility, or workplace democracy. However, many students perceive EU-related content as abstract or unrelated to their vocational goals. Embedding citizenship themes into real-world problem-solving, internships, or entrepreneurship can help overcome this disconnect.

Strategic Recommendations for the EUCLASS Alliance and European Stakeholders

Based on the evidence collected across six countries, the following recommendations are proposed:

1. Develop Common Learning Outcomes on EU Citizenship for VET

- Create a framework of learning objectives that align EU civic topics with vocational competencies.
- Ensure adaptability to national contexts while promoting shared European standards.

2. Embed EU Citizenship Education into VET Curricula Systematically

- Advocate for dedicated modules, units, or integrated learning tasks that address EU citizenship explicitly.
- Encourage national authorities to include EU themes in VET standards and assessment criteria.

3. Invest in Teacher Training and Professional Development



- Design VET-specific CPD courses that address both content knowledge and active pedagogies.
- Promote cross-border teacher exchanges and peer-learning platforms.

4. Produce Tailored Teaching Resources and Toolkits

- Develop lesson plans, project templates, and digital tools aligned with VET disciplines.
- Translate resources into national languages and disseminate through EUCLASS and partner networks.

5. Support Participatory and Cross-Disciplinary Learning Models

- Promote pedagogical approaches that use case studies, role-plays, debates, and community engagement.
- Embed EU topics in real-life challenges like green transitions, digitalization, and social inclusion.

6. Foster Institutional Support and School Leadership

- Encourage school leadership to integrate EU citizenship into school strategies and Erasmus+ action plans.
- Establish communities of practice to support whole-school approaches.

7. Monitor Progress and Share Practices

- Include EU Citizenship Education as an indicator in national VET quality assurance systems.
- Create a digital repository of case studies and evidence-based models.

The EUCLASS Alliance can play a central role in addressing these needs by facilitating a European dialogue, producing open educational resources, piloting new learning models, and advocating for the recognition of EU Citizenship Education as a vital component of vocational training.

By bridging civic responsibility with vocational identity, the project contributes to preparing young Europeans not only for the labor market but also for democratic life—equipping them to shape, understand, and participate in the European project.

5. ANNEXES

Annex I - National desk research summaries

- [Estonia](#)
- [Finland](#)
- [Greece](#)
- [Italy](#)
- [Netherlands](#)
- [Spain](#)

Annex II - Interview questionnaires

[List of interviews](#)