

CIVIC AND CITIZENSHIP EDUCATION AND SCHOOL LEADERSHIP: A QUALITATIVE STUDY IN ITALY AND PORTUGAL

EDUCAÇÃO PARA CIDADANIA E LIDERANÇA ESCOLAR: UM ESTUDO QUALITATIVO EM ITÁLIA E PORTUGAL

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Resumo

A construção de um ambiente escolar, que se consubstancie numa comunidade de prática onde os alunos possam vivenciar ativamente a cidadania, é de fundamental importância para a promoção da aprendizagem da cidadania, enquanto produto de conhecimentos e experiências em contexto real. O *Reference Framework of Competences for Democratic Culture* (2018) identifica a *Whole-School Approach* (WSA) como a abordagem organizacional que pode construir um ambiente de aprendizagem democrático através da integração de valores democráticos e princípios de direitos humanos no ensino e na aprendizagem, na governação e no clima escolar. O presente artigo relata um estudo de caso múltiplo, realizado em Itália e em Portugal, com o objetivo de descrever os diferentes perfis dos Diretores e os seus comportamentos relacionados com a governação da escola, bem como analisar o desenvolvimento de práticas organizacionais e pedagógicas para a educação para cidadania que possam ser categorizadas como WSA. São apresentados os primeiros resultados de dois dos oito agrupamentos de escolas que participaram na investigação, descrevendo as características organizacionais, os projetos de cidadania do oitavo ano e os estilos de liderança dos Diretores.

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A investigação sugere a relação entre escolas, universidades e territórios, promovendo a disseminação de práticas que podem fomentar a criação de um ambiente de aprendizagem para a cidadania.

Palavras-chave cidadania; *Whole-School Approach*; liderança; governação.

Abstract The construction of a school environment, which takes the form of a community of practice where students can actively experience citizenship, is of fundamental importance for the promotion of civic learning as a product of knowledge and experiences in the contexts where they live. The *Reference Framework of Competences for Democratic Culture* (2018) identifies the Whole-School Approach (WSA) as the organizational orientation that can build a democratic learning environment through the integration of democratic values and human rights principles into teaching and learning, school-community cooperation, and governance. An embedded-multiple case study is carried out in Italy and Portugal with the aim of describing the different profiles of school Principals and their behaviors related to school governance and analyzing the realization of organizational and teaching practices for Civic and Citizenship Education (CCE) which could possibly be categorized as WSA. Initial results from two of the eight lower secondary schools participating in the research are presented, describing the organizational features, projects on CCE of the 8th grade, and leadership styles of the Principals. The research supports the relationship between schools, universities and territories, promoting the dissemination of practices that can foster the creation of a learning environment for citizenship.

Keywords civic and citizenship education; Whole-School Approach; leadership; governance.

1. Introduction

The concepts of “citizenship” and “education” are deeply interconnected: the formation of human being flows into the formation of citizen as a member of a socio-cultural and environmental context in continuous evolution (Carta & Secci, 2010). The school is one of the primary environments where the students feel to be effective members of a community and develop civic identity; schools and classrooms are communities of

practice (Torney-Purta et al., 2007), where they can experiment democracy and gain participatory skills in debates and participative decision-making process.

Civic and Citizenship Education (CCE) has grown in relevance in schools in response to cultural trends that have questioned civic coexistence, nationality, and citizenship (Losito, 2021). Unlike Civic Education, which is based on knowledge and rights exercise, the purpose of CCE is to provide adolescents with the abilities, knowledge, and attitudes deemed essential for effective participation as citizens in society (Schulz et al., 2023).

In the Eurydice Report (2017) CCE refers to not only the teaching and learning of civic-related topics but also the practical experience gained through school and community activities designed to prepare students for their role as citizens in a democratic environment (European Commission, Eurydice, 2017). Italy and Portugal are two of the European Countries adopting a cross-curricular approach to CCE, although it is structured differently.

The Italian document of the Ministry *Indicazioni Nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione* (2012) defines citizenship as the value horizon that frames the teaching action in order to combine the process of teaching-learning and the formation of active citizens; additionally, the transversal teaching of CCE has been reinforced by Law No. 92/2019 and the following National Guidelines (2020), which define the general aims of CCE but not its specific objectives, in accordance with the principle of school autonomy (introduced with Law No. 59/1997).

In Portugal, the *National Strategy for Citizenship Education* of September 2017 (Decree no. 6173/2016, published in the D.R., II.a Series, no. 90, of 10 May 2016) introduced “Citizenship and Development” as a separate subject from 5th to 9th grade, keeping it as cross-curricular area in the rest of the general education pathway (National Strategy, 2017) and setting out specific learning objectives (European Commission, Eurydice, 2017).

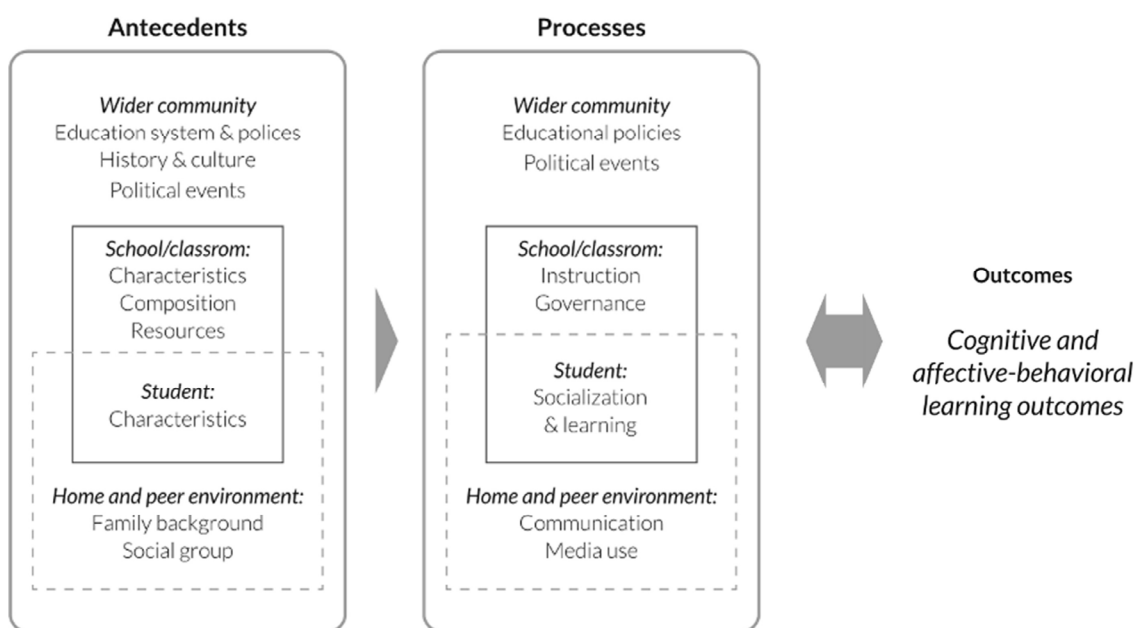
1.1. The Whole-School Approach for the development of citizenship competence

According to the framework *Key Competences for Lifelong Learning* (adopted in 2018 and published in 2019), citizenship competence is “the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social,

economic, legal and political concepts and structures, as well as global developments and sustainability” (European Commission, 2019, p. 12).

The development of civic learning – given by the interconnection of knowledge, attitudes, and values – is promoted by the experiences and interactions that students have in formal, nonformal and informal learning contexts. Contextual features act on the development of citizenship competence either as antecedents or as processes (fig. 1): as *antecedents*, they refer to the individual’s own history, which determines the way of civic learning; they are uniquely related to *processes*, which instead shape civic learning itself and produce outcomes – with which they are in a two-way relationship – that in turn provide feedback and produce changes to processes themselves (Schulz et al., 2023).

Figure 1. Contexts for the development of learning outcomes related to civics and citizenship (Schulz et al., 2023, p. 63).



To this end, the *Reference Framework of Competences for Democratic Culture* (Council of Europe, 2018) identified the Whole-School Approach (WSA) as the organizational orientation that can structure a learning environment where students can exercise citizenship by means of integrating democratic principles into its main components: the teaching and learning process; the school-community cooperation; and the school

governance (Council of Europe, 2018). “This may create a safe learning environment where these principles can be explored, experienced and even challenged in a peaceful way. Engaging the whole school in creating a positive and safe learning environment might also influence student achievement positively and even increase their life satisfaction” (Council of Europe, 2018, Vol. 3, p. 91).

Within the WSA, school governance is not just the product of individual effort but is structured as a collective phenomenon resulting from the social interactions within the organization as a whole (Park & Datnow, 2009). Democratic governance consists of four elements (Council of Europe, 2018):

- educational leadership that upholds democratic principles, equity and individual responsibility;
- participatory and inclusive decision-making process;
- school policy that promotes inclusion and equality; and
- student engagement in organizational issues by means of initiatives, such as meetings and assemblies, where they feel to be a responsible part of the organization.

Thus, it is possible to support a multidimensional, participatory, and integrated approach to CCE (European Commission, 2015; Mathie & Wals, 2022).

The construction of the WSA requires deep reflection on the school’s educational goals and how to achieve them through concrete classroom and school interventions.

Although the leadership provided by the Principal is one of the key factors in determining the organizational features and, with them, the creation of a democratic and inclusive learning environment, the role of the Principal’s leadership in the development of students’ citizenship competence is an area of study that requires further research. Leadership implies considering factors such as support, trust, citizenship, commitment, justice, culture, climate, and job satisfaction; these actions may affect team members’ performance and organizational productivity depending on the school Principal’s leadership styles (Kars & Inandi, 2018).

2. Methodology

With the aim of analyzing the profiles of Principals in relation to the leadership style adopted and the teaching-organizational practices capable of implementing students' citizenship competence from a WSA perspective, an embedded-multiple case study with exploratory purposes (Yin, 2009) was conducted in eight lower secondary schools including four in Italy and four in Portugal.

The study adopts non-probabilistic sampling, focusing on an intentional selection of the cases under analysis by studying the documents made available on the web pages of the educational institutions. The criteria that led to the selection were:

- promote the development of the future citizen through the implementation of projects and activities related to CCE; and
- define a non-top-down organizational structure where functions and tasks are distributed throughout the whole school team.

The eight case studies targeted schools in various areas with different organizational structures in order to underpin external validity. The study took place in four comprehensive institutes (*istituti comprensivi*) in different suburbs of Rome (IT) and in four school groupings (*agrupamentos de escolas*) located in the district area of Porto (PT). The data collection was conducted in the school year 2022-2023.

Different qualitative and quantitative sources of evidence were used in order to triangulate the data and produce a systemic view of each case: school documentation; semi-structured interviews with Principals and Civic Education Coordinators; Teacher Questionnaire with standardized closed-ended questions with a total of 178 items, filled out by lower secondary school teachers; direct observation in 8th grade classes through the completion of checklists; and focus groups with 8th grade teachers aimed at commenting on aspects that emerged in the previous phases. The observation also focused on the physical objects characterizing the school.

The interviews and focus groups in Italy were conducted in Italian; in Portugal, they were conducted in Portuguese or English, at the request of the interviewees. The interviews in Portuguese took place in the presence of teachers of the schools or students from the Faculty of Education and Psychology of the Universidade Católica Portuguesa acting as interpreters.

Quantitative data from checklists and questionnaires are examined by statistical analysis; thematic analysis (Braun & Clarke, 2006) is used to investigate textual data from interviews and focus groups. Reliability is verified by identifying similar and contradictory themes between the case studies in the thematic analysis of interviews and focus groups and in the analysis of questionnaires and checklists.

3. Preliminary results

Initial findings from Italian S-4 and Portuguese S-8 schools are presented. The results show how these two schools improve teaching and organizational practices that foster the creation of a learning environment that enables the promotion of the transversal approach to CCE.

Data related to teaching methods and activities, school governance, decision-making, and collaboration are discussed. The profiles of the two Principals are outlined through a description of their emerging leadership styles. Figure 2 summarizes the data collection phases.

The Italian school demonstrates CCE teaching activities and projects in collaboration with the local community, while the Portuguese school demonstrates how organizational school practices and structure can promote citizenship competence.

Figure 2. Data collection in the Italian school S-4 and Portuguese school S-8.

	S-4 (November 2022-February 2023)	S-8 (April-June 2023)
Principal interview	<ul style="list-style-type: none"> • Italian language • Words: 3,419 	<ul style="list-style-type: none"> • English language • Words: 4,410
Civic Education Coordinator interview	<ul style="list-style-type: none"> • Italian language • Words: 4,807 	<ul style="list-style-type: none"> • Portuguese language • Words: 3,287
Teacher Questionnaire	26 respondents	31 respondents
Observation	21 hours	21 hours
Focus group	<ul style="list-style-type: none"> • 12 participants • Italian language • Words: 8,181 	<ul style="list-style-type: none"> • 12 participants • Portuguese language • Words: 6,777

Follow up detections	<ul style="list-style-type: none"> • 28 hours of observation • Focus group with Vice-Principal, Civic Education Coordinator and Responsible for the Three-Year Educational Offer Plan • Words: 6,049 	<ul style="list-style-type: none"> • Interview with the Principal • Words: 2,978

3.1. The Italian school S-4

The Italian school, hereafter referred to as S-4, is located in the northern suburb of Rome. It is inserted in a medium-high social background and is composed of one primary school with 451 students for 22 classes (average class dimension of 20.5 students) and one lower secondary school with 654 students for 28 classes (average class dimension of 23.4 students).

The idea behind the development of projects related to CCE lies in the common vision that students must be the protagonists of their own learning through activities made in and with the community:

«In the earlier years, maybe, this seed has settled down and instead of doing civic education sitting and explaining the division of powers – we do it also – we realized that, especially at this age, they have to be the protagonists and they have to do something that has to be useful to the community and with the community» (Responsible for the Three-Year Educational Offer Plan, S-4, translated from Italian).

This vision was realized in the implementation of the Civic Education Festival, held for one week in February 2023. The relationship with the local community was the founding component:

«It has always been a school that has made as its strong point the relationship with the territory, which had stopped and crystallized in 2019 with Covid-19. So, this occasion was experienced as a return to the old days» (Responsible for the Three-Year Educational Offer Plan, S-4, translated from Italian).

During the week of the Festival, all primary and secondary school classes took part in activities in collaboration with experts and local associations. There were experts in European Institutions from Brussels, in neuroscience, addiction and justice; the Postal Police concerning digital education and cyberbullying; the photo exhibition “Faces of Innocence” hosted by 305 schools around the world; and associations dealing with environmental sustainability such as “Fridays For Future” and “Greenpeace”. There were also activities realized by the students, such as flash mobs on violence against women and sustainable fashion shows:

«We open up to the territory in the sense that the school goes outside and the outside comes in all the time, but it is the right way for us to do school because the students have to experiment as well as sit on desks. We believe in it a lot» (Vice-Principal, S-4, translated from Italian).

To further strengthen this relationship between the school and the local community, the first day opened with initial greetings from different representatives, including the Principal, the President of City Hall No. III, the School Councilor, the Pastor and Vice-Pastor of the neighboring parish, the parents of the School Board, and the Student Committee.

During the Festival, students were not only protagonists of the activities but also responsible for the organization of the event itself:

«[...] the Student Committee: these students opened the Festival, closed it, took care of the posters, spoke, and have been in charge of technology management and computer management» (Civic Education Coordinator, S-4, translated from Italian).

Among the proposed activities, two classes cleaned up the park in front of the school with volunteers from the “ReTake Roma” Association. This activity, which was followed by a collective reflection and circle-time, was aimed at raising awareness of respect for the environment by creating a situation where students were able to act within the context.

What enables the implementation of initiatives like the Civic Education Festival – which is an example of projects carried out by S-4 in the field of CCE – is collaboration, confrontation, and supportive leadership:

«It is needed a group that works believing in the project without regard to the timetable but has ideas in their minds, puts them together to collaborate» (Vice-Principal, S-4, translated from Italian).

«The confrontation. The group that compares and looks for ideas» (Civic Education Coordinator, S-4, translated from Italian).

«A leadership that supports and believes in the project» (Responsible for the Three-Year Educational Offer Plan, S-4, translated from Italian).

The Principal also argues that crucial to school governance is the participation of teaching and non-teaching staff, who are also involved in her training moments:

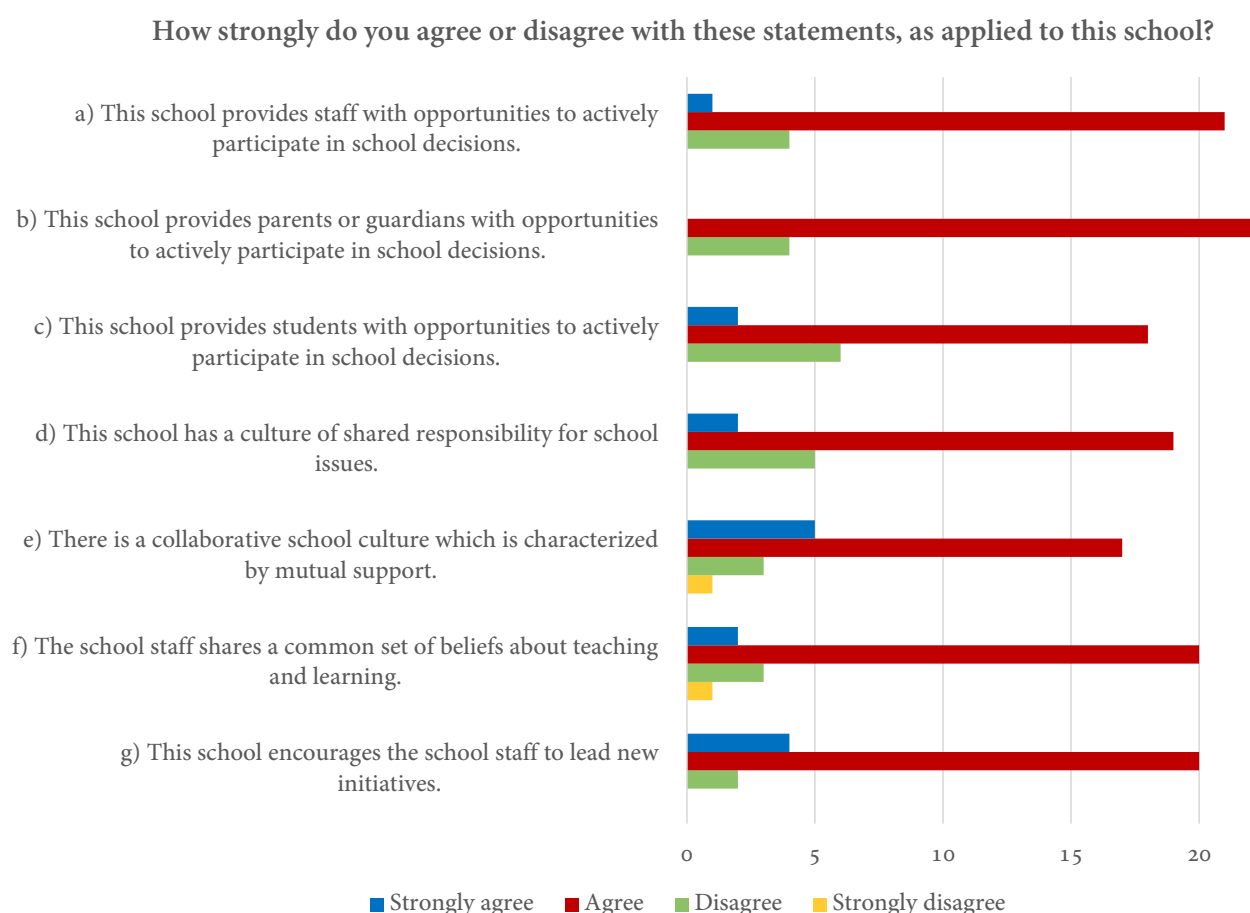
«It's a pyramid organization. I'm also trying to get them to participate a lot in my training moments, because the teachers also become more aware of the work behind it and then in helping me and supporting me in what I honestly don't always get to do because alone you don't move forward» (Principal, S-4, translated from Italian).

The necessity for discussion and collaboration led to the establishment of the Department of Civic Education as a school initiative since it was not mandated by Italian Law No. 92/2019:

«The Department of Civic Education didn't exist, so the teachers said “we have to meet in order to reason with each other”. These reunions are also out of the scheduled time, so there is also a lot of willingness – this has to be said – on the part of the teachers to work in a certain way» (Vice-Principal, S-4, translated from Italian).

Collaboration, confrontation and participation are also confirmed by the positive results obtained in the Teacher Questionnaire. Standardized question No. 19 (fig. 3) on decision-making process and collaboration at school is reported. It emerges not only the presence of a decision-making involving all members of the school community – school staff, parents, and students (items a, b, c) – but also the presence of sharing of responsibilities (item d), collaborative school culture (item e), common educational vision (item f), and the promotion of initiatives by the school staff (item g). The decision-making process goes mainly through the Teachers Board, Commissions and Departments.

Figure 3. Teachers' perception on participation in the decision-making process and collaboration in S-4 (N=26). Question retrieved from OECD TALIS 2018 Teacher Questionnaire in Ainley & Carstens (2018).



The focus group, in which 12 teachers participated, also confirmed the positive results inherent in participation and collaboration within the school community. School staff involvement also comes through a leadership style that is open to listening and dialogue, making the school “teacher-centric”:

«Regarding the Principal, I have always proposed things – moreover, she has been the Principal here for a few years so she didn’t know all our projects – and every time [...] she was immediately enthusiastic» (teacher, S-4, translated from Italian).«I have been in other schools where, in order to talk to the Principal, we had to submit a request, an application, that was logged and then an appointment was given. Here, I find this Principal very helpful and very open» (teacher, S-4, translated from Italian).

«I have just recently arrived here and I have to say that this is a very teacher-centric school compared to the average» (teacher, S-4, translated from Italian).

3.1.1. The democratic leadership style

The preliminary results of the case study conducted in S-4 suggest how it works in creating a school climate geared toward the promotion of CCE. Its vision is not limited to teaching activities and methodologies but extends to organizational strategies that aim at the inclusion of the entire school community.

From the initial data analysis of S-4, aspects related to a democratic leadership style, which emphasizes cooperation and participative decision-making (Cohen et. al, 2009; Hoque & Raya, 2023), emerge.

The democratic leadership style provides teachers with the opportunity to feel included in the school community, to express their thoughts and ideas, and to be involved in planning activities and projects and setting goals (Hoque & Raya, 2023). There are three main benefits of school governance characterized by the Principal’s democratic leadership style (Amanchukwo et al., 2015):

- team members tend to have high job satisfaction, which increases their motivation as they feel more involved;
- this leadership style fosters the development of school community competences; and
- school community members feel part of something beyond individual effort and are more motivated to achieve the objectives.

A democratic school environment fosters an integrated approach that involves students, teachers, non-teaching staff, parents, and the local community. In addition, it contributes to the creation of a trust-based school climate that not only facilitates interpersonal relationships between the school community as a result of their interactions but also has a positive impact on school effectiveness (Kars & Inandi, 2018).

3.2. The Portuguese school S-8

The Portuguese school grouping, hereafter referred to as S-8, is located in Paredes, on the eastern district of Porto, with a low-to-medium social background; it is attended by 1008 students from kindergarten to grade 12. The Italian S-4 and Portuguese S-8 share the idea that it is necessary to structure a learning context to gain experience in order to promote the development of skills:

«We transform theoretical knowledge and theoretical skills into practical knowledge and practical skills, so we transform the knowledge from what to do to how to do, from what to learn into how to learn; it's very important to discover how to do, not what to do. [...] Only by learning “how to do this” can we prepare our students for the 21st Century. [...] They have to be critical in their knowledge, they have to be good citizens, they have to make choices and they have to have opinions, not only about politics but also about the war and about values. They have to be very prepared for all the challenges that the 21st Century brings, because we don't know what is coming in the future, and we have to prepare all the students for that» (Principal, S-8).

In the S-8, the promotion of CCE comes primarily through organizational practices and teaching methodologies designed to promote critical thinking, problem solving, respect, and equality. These organizational arrangements are part of the Innovation Plan that S-8 has implemented:

«We have been a pilot school since 2016. We are six schools here in this project, in this Innovation Project, and we are experimenting with something – some subjects, some methodologies, some activities – that other schools have not implemented at that time. So, the Ministry of Education is experimenting with these six schools, and then it will spread this Innovation Plan to other schools in normative ways. There is a normative requirement in our legislation that all schools have an Innovation Plan. [...] I think nowadays just 50 schools have this Innovation Plan, I think 54 or 58» (Principal, S-8).

«This is a pilot school: it's one of those schools that always gets things off the ground. So, this is because the Principal has a different vision than the normal one in terms of school and education project. Perhaps the vast majority of Principals and all of us who are here, who have worked in many schools, follow what is already legislated. But not this Principal: he has the idea of reformulating educational practices» (teacher, S-8, translated from Portuguese).

The Innovation Plan features, among others, three aspects: the presence of RICs classes; the addition of the subject “Code of Conduct”; and cooperative work in the classroom with mentoring facilitated by the arrangement of desks by groups.

RICs classes are the epitome of curriculum planning in an integrated mode: in these curricular hours, students from all classes are mixed together and, through activities proposed to them, they not only acquire knowledge but also develop soft skills:

«Our pedagogical organization is structured around our RICs. [...] In our integrative and innovative curriculum, we also develop knowledge of the subjects; knowledge is integrated and articulated with the different subjects

that constitute the RICs, but we also develop soft skills, collaboration, critical thinking, and problem solving [...]. The students come from different classes that work on other subjects, and in RICs they develop together this knowledge and these soft skills» (Principal, S-8).

Cooperative learning by arranging desks by groups in each class and for each discipline has the aim of facilitating student learning through confrontation and mentoring:

«[The students] have more facilities to learn; they can teach other colleagues and they help each other to achieve more easily what we have to achieve. So, this collaborative form of working is very important to achieve our goals, not only in knowledge but also in soft skills» (Principal, S-8).

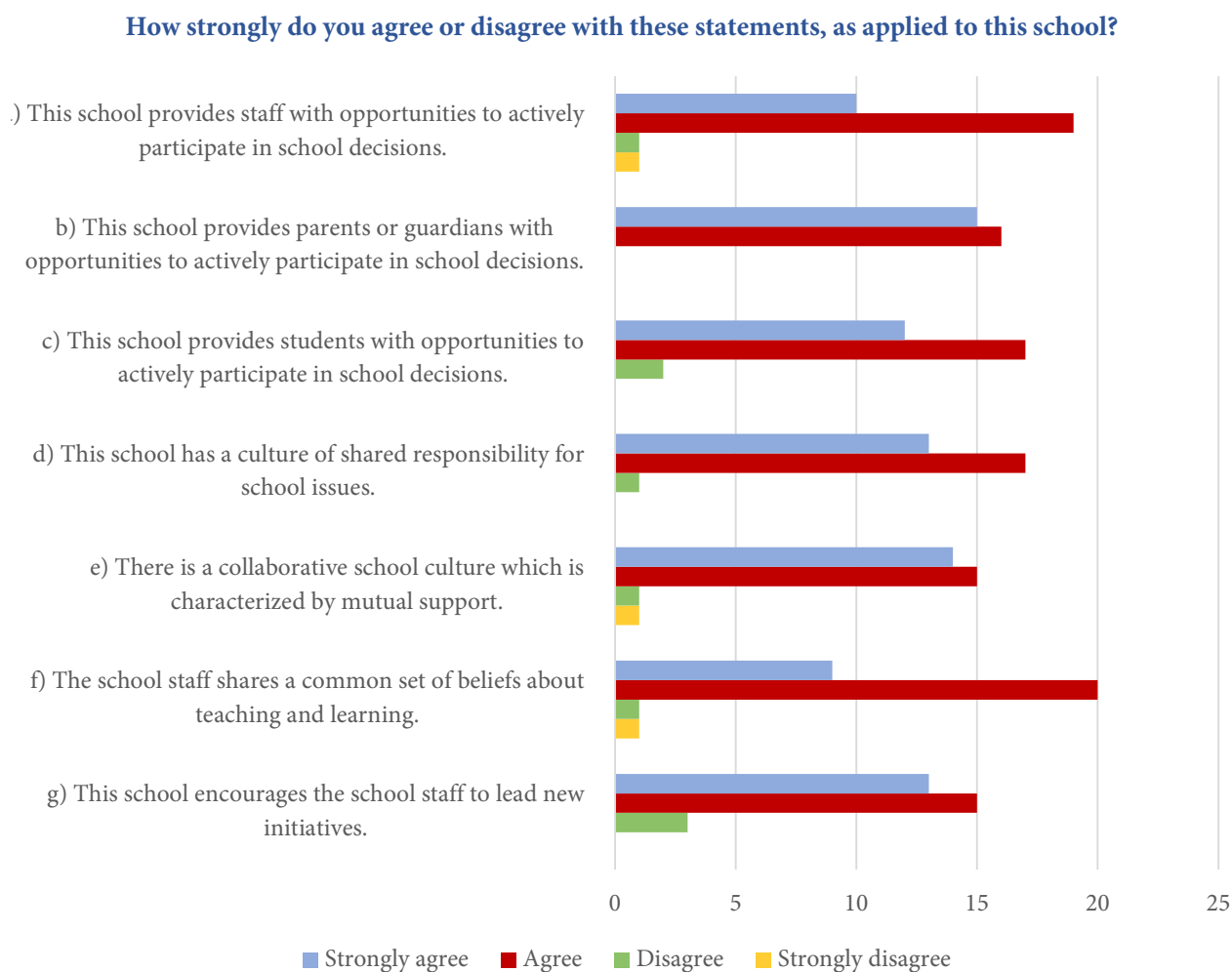
«At our school, the mentoring program is very good: the interaction between colleagues, mentor and mentee» (teacher, S-8, translated from Portuguese).

The last aspect that characterizes the Innovation Plan is the presence of “Code of Conduct”, a subject that the school has decided to include in the curriculum. It is taught by Class Coordinators and deals with situations that occurred within the class or with the students’ interests, as proposed by them:

«The only thing I define as Class Director are the areas of citizenship that I’m going to work on in the “Code of Conduct” in which we define the themes to work on with the class according to the problems that the students are asking about, the problems they are going through or the areas of interest of the students themselves» (teacher, S-8, translated from Portuguese).

As in the case of S-4, in S-8 question No. 19 (fig. 4) of the Teacher Questionnaire obtained very positive results regarding the participation of the school community – school staff, parents, and students (items a, b, c) – in decision-making, the sharing of responsibilities (item d), the collaborative school culture (item e), the common educational vision (item f), and the promotion of initiatives by the school staff (item g).

Figure 4. Teachers' perception on participation in the decision-making process and collaboration in S-8 (N=31). Question retrieved from OECD TALIS 2018 Teacher Questionnaire in Ainley & Carstens (2018).



Departmental Coordinators and members of the Pedagogical Council and General Council are mainly involved in the decision-making process; teachers, non-teaching staff, parents and students participate mainly through workshops:

«The majority of the decisions – not all of them, but the majority – are made in groups. Who enters those groups? Those intermediate leaders. In other times, we also have big groups, like at the end... in reunions, everyone is there, and then we are separated into smaller groups, and everyone in those smaller groups discusses those things and those problems; then we go back to the big group again, we transmit the small groups' decisions, and we try to get to an agreement» (teacher, S-8).

Despite the positive data from the questionnaire and interviews, some teachers in the focus group reported that sometimes decisions are made by the Principal without first discussing them with the school community:

«If he believes he should follow a certain path that he believes is the best one, he will ask us, but if we don't agree with him, he accepts it, but he proceeds down his path. If it doesn't work the first time, he tries a second time; if it doesn't work the second time, he tries a third. [...] So, our representatives, who listen to us, have to bring up those situations and defend as well as they can what we approve of in the meetings» (teacher, S-8, translated from Portuguese).

It is necessary to state that teachers emphasize the fact that the Principal's decisions, which are related to the shared educational vision, if initially criticized and rejected, often turn out to be effective.

«I'm sure my colleagues still remember that, last year or even two years ago, our classrooms didn't have a working group accommodation and there were systematically people who did the opposite so, when they came in, separated the desks. So, the Principal would put the desks back together. Nowadays, everyone has come to the conclusion that desks in working groups are not a negative point but a positive one. When we are here saying that the decisions are made, because effectively there is a vision, they are already made, but this does not mean that we are always against the decisions that are made» (teacher, S-8, translated from Portuguese).

3.2.1. The charismatic leadership style

The Innovation Plan shows how the school organization itself can play a crucial role in promoting CCE; it further reinforces the view of education as a holistic process involving both the teaching aspects and the operational dynamics within the educational institution, thus creating a learning environment where students can not only acquire academic knowledge but also mature as responsible and socially active citizens.

Even if the S-4 and the S-8 are very similar in terms of the vision pursued and the manner of curricular planning and delivery, they differ precisely in terms of the school governance implemented. These differences arise primarily from the leadership styles realized by the Principals.

From the initial data analysis of S-8 reported, aspects related to the charismatic leadership style of the Principal emerge. Charismatic leaders are individuals who fully adhere to their vision and style of action, believe strongly in the rightness of their mission and ultimate success, and are able to communicate this to the team (Ozgenel, 2020). The characteristic feature of charismatic leadership lies in the fact that it is a style that arises mainly during periods of transition – as in this case – or crisis in organizations; it brings about a change in the *status quo* (Banks et al., 2017).

Charismatic leadership follows a three-stage development process (Nikoloski, 2015):

- examination of the opportunities and needs of the environment and members of the organization;
- development and dissemination of a vision; and
- implementation of the vision, which involves personal risk and unconventional behavior.

The risk lies in the fact that charismatic leaders may come to believe that they cannot fall into error despite the warnings about the path they would like to take (Amanchukwo et al., 2015).

4. Conclusions

The presented research supports the relationship of educational institutions with the local area – schools, universities and community – by identifying and describing organizational and teaching practices that support the promotion of CCE and contribute to their wider dissemination.

The results of the research sought to provide an overview of the primary role of experiences in different contexts in the development of citizenship competence.

School leaders have a significant impact on how effectively a school system operates, as they have the task of creating an inclusive and democratic learning environment

by providing students with opportunities to realize active and participative citizenship (Quong & Walker, 2010) and to promote well-being (Goldberg et al., 2019).

In the research presented here, two leadership styles emerged: democratic and charismatic ones. While the latter is characterized by the ability to encourage and inspire other team members, albeit with risks (Amanchukwo et al., 2015), democratic leadership style fosters the creation of an organizational system that can increase collaboration among the school community, motivation, and the development of a common educational vision (Day et al., 2016). According to Witziers, Bosker, and Krüger (2003), these factors also have an impact on teachers' behaviors and teaching methods, which directly affect students' learning achievements (Witziers et al., 2003). Thus, the indirect effects of leadership on learning start to become manifest (Leithwood et al., 2020).

In the following phases of the study, the relationship between school governance, leadership and CCE will be analyzed in order to be defined. At the end of the cases' analysis, the characteristics of Italian and Portuguese educational policies related to CCE will be outlined, comparing them and highlighting the implementation carried out by schools in relation to the relevant national and European regulations.

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Article received on 17/09/2023 and accepted on 04/12/2023.

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