

DIRECT DEMOCRACY & SORTITION ASSEMBLIES

A Civic Architecture for the British Isles

DDSA-EDU-MASTER-001 | Edition 1.0

Civic Education and Formation Architecture

A unified master framework for civic formation — curriculum, assessment, teacher formation, and adult civic education

DOCUMENT INFORMATION

Version: 1.0

Author: Ian R. Graham

Document ID: DDSA-EDU-MASTER-001

CLASSIFICATION

Confidentiality: Public Domain

Distribution: Unrestricted — For civic, academic, and public use

USAGE NOTICE & PERMISSION

This document is published by Direct Democracy & Sortition Assemblies (DD&SA) as part of its open civic corpus. It may be freely shared, quoted, adapted, and built upon for non-commercial civic, educational, journalistic, and research purposes, provided that attribution is given to DD&SA and the document reference number is cited. Commercial reproduction or use in partisan political campaigning requires prior written consent. This document does not constitute legal advice. All constitutional proposals are subject to democratic ratification processes as defined within the DD&SA framework. © DD&SA — Ian R. Graham. All rights reserved under applicable intellectual property law.

“We inherit the lessons of the past, not its chains.”

— DD&SA Founding Principle

dd-sa.org

A living document — subject to civic deliberation and democratic revision.

Contents

DD&SA-EDU-MASTER-001;	14
CIVIC COMMONWEALTH OF THE BRITISH ISLES	14
CIVIC EDUCATION &	14
FORMATION ARCHITECTURE	14
EXECUTIVE SUMMARY	14
The Challenge	14
What This Framework Does	15
Core Principles	15
PART I	17
FOUNDATIONS	17
Chapter 1: Constitutional Basis and	17
Philosophical Grounding	17
1.1 The Constitutional Status of Civic Formation	17
1.2 The Philosophical Tradition	17
2.2 Republican Non-Domination	17
2.3 Deliberative Democracy	18
1.3 The Concept of Civic Formation	19
1.4 The Relationship Between Formation and Legitimacy	19
1.5 The Scope of Formation: Who Is Included	20
Representative Democracy	20
2.1 The Purpose of This Chapter	20
Education	20
2.3 The Infantilisation of the Electorate	21
2.4 The Adult Formation Desert	21
2.5 The Media Environment as Formation Failure	21
2.6 The Teacher Formation Failure	22
2.7 Lessons Applied	22
Diagnosed Failure	22
Framework Response	22
Sortition Commonwealth	22
3.1 The Seven Foundational Principles	22
Principle 1: Universal Entitlement	23
Principle 2: Formation Before Participation	23

Principle 3: Developmental Appropriateness	23
Principle 4: Deliberative Over Didactic	23
Principle 5: Evidence-Anchored	23
Principle 6: Structurally Independent	23
Principle 7: Continuously Reviewed	24
3.2 What Civic Formation Is Not	24
3.3 The Formation-Participation Cycle	24
4.1 The Relationship Between Values and Architecture	25
4.2 The Seven Civic Values	25
Value 1: Reason	25
Value 2: Dignity	25
Value 3: Solidarity	25
Value 4: Honesty	25
Value 5: Inclusion	26
Value 6: Accountability	26
Value 7: Curiosity	26
4.3 Ethical Boundaries of the Formation System	26
Chapter 5: The Relationship Between Civic	27
5.1 The Legitimacy Argument	27
5.2 The Counter-Arguments and Responses	27
2.1 The Competence Objection	27
2.2 The Indoctrination Objection	27
5.3 Formation as Constitutional Investment	28

PART II **28**

SYSTEM DESIGN **28**

6.1 The Civic Formation System: A Structural Map	28
6.2 The Formation Continuum	29
Stage	29
Age / Phase	29
Primary Setting	29
Formation Focus	29
6.3 Institutional Architecture	29
3.1 The Civic Formation Authority	29
3.2 The Civic Formation Directorate	29
3.3 Regional Formation Bodies	29
3.4 Local Formation Networks	29
3.6 Civic Formation Educators	30

3.7 Civic Formation Hubs	30
6.4 The Role of Digital Infrastructure	30
Chapter 7: Institutional Actors and Relationships	30
Relationships	30
7.1 The Principle of Distributed Governance	30
7.2 Relationships Between Principal Actors	30
Relationship	31
7.4 The Role of Civil Society	31
Chapter 8: The Civic Formation Continuum	32
8.1 The Continuum Concept	32
8.2 The Horizontal Dimensions of Formation	32
8.3 Transition Points and Continuity	32
Chapter 9: Integration with DD&SA; Governance	33
Structures	33
9.1 Formation and the Three-Tier Assembly System	33
9.2 Formation and the Independent Epistemic Secretariat	33
9.3 Formation and the Civic Rules	33
Chapter 10: Design Principles and Non-Negotiables	33
Non-Negotiables	33
10.1 System Design Principles	33
0.1.1 Coherence	34
0.1.2 Proportionality	34
0.1.3 Local Sensitivity	34
0.1.4 Adaptive Efficiency	34
0.1.5 Measurable Outcomes	34
10.2 Constitutional Non-Negotiables	34
PART III	35
CURRICULUM — AGES 5 TO 18	35
Chapter 11: Curriculum Philosophy	35
11.1 The Purpose of the Formal Curriculum	35
11.2 Curriculum Design Principles	35
1.2.1 Competency-Led, Not Content-Led	35
1.2.2 Spiral Curriculum Structure	35
1.2.3 Experiential Learning as Primary Pedagogy	35
1.2.4 Cross-Curricular Integration	36
1.2.5 Local, National, and Global Scales	36
11.3 The Civic Formation Curriculum Framework	36

Formation Domain	36
Competency Clusters	36
12.1 Developmental Context	36
12.2 Formation Objectives: Stage 1	37
12.3 Curriculum Content: Stage 1	37
12.4 Pedagogy at Stage 1	37
12.5 Time Allocation: Stage 1	37
13.1 Developmental Context	38
13.2 Formation Objectives: Stage 2	38
13.3 Curriculum Content: Stage 2	38
13.4 Pedagogy at Stage 2	39
13.5 Time Allocation: Stage 2	39
Chapter 14: Stage 3 — Civic Enquirer (Ages	39
1–14)	39
14.1 Developmental Context	39
14.2 Formation Objectives: Stage 3	39
14.3 Curriculum Content: Stage 3	40
14.4 Pedagogy at Stage 3	40
14.5 Time Allocation: Stage 3	41
Chapter 15: Stage 4 — Civic Practitioner (Ages	41
4–16)	41
15.1 Developmental Context	41
15.2 Formation Objectives: Stage 4	41
15.3 Curriculum Content: Stage 4	41
15.4 Pedagogy at Stage 4	42
15.5 Time Allocation: Stage 4	42
6.1.1 Formation Objectives: Stage 5	42
6.1.2 Curriculum Content: Stage 5	43
16.2 Further Education and Apprenticeship Pathways	43
6.2.1 Further Education Colleges	43
6.2.2 Apprenticeship and Work-Based Learning	43
6.2.3 Higher Education	44
Chapter 17: Cross-Cutting Competencies	44
17.1 The Seven Cross-Cutting Competencies	44
Competency 1: Epistemic Humility	44
Competency 2: Systemic Thinking	44
Competency 3: Civic Courage	44
Competency 4: Intersectional Civic Understanding	44
Competency 5: Long-Term Civic Thinking	45

Competency 6: Constructive Dissent	45
Competency 7: Civic Resilience	45
Chapter 18: Subject Integration Requirements	45
18.1 The Principle of Whole-School Civic Formation	45
18.2 Subject-Level Integration Requirements	46
Subject Area	46
Civic Formation Integration Requirement	46
18.3 Integration Quality Assurance	46
PART IV	47
ASSESSMENT ARCHITECTURE	47
Chapter 19: Assessment Philosophy	47
19.1 The Purpose of Assessment in Civic Formation	47
19.2 The Rejection of Timed Examination	47
19.3 The Primacy of Portfolio Assessment	47
19.4 Assessment as Formation	48
19.5 Equity in Assessment	48
Chapter 20: The Civic Competency Framework	48
20.1 Structure of the Framework	48
20.2 The Four Competency Levels	48
Level	48
Description	48
Typical Stage	48
Assessment Mechanism	48
20.3 Competency Mapping by Stage	49
Formation Domain	49
Stages 1–2	49
Stages 3–4	49
Stages 5–6 / Early Adult	49
20.4 Review of the Competency Framework	49
Chapter 21: Formative Assessment	49
21.1 The Role of Formative Assessment	49
21.2 Formation Journal	50
21.3 The Formation Conversation	50
Chapter 22: Summative Assessment	50
22.1 The Role of Summative Assessment	50
22.2 Summative Assessment Points	51
22.3 The Civic Practitioner Competency Assessment (Stage 4)	51

Chapter 23: Portfolio Assessment	51
23.1 The Formation Portfolio in Detail	51
23.2 Portfolio Components	51
23.3 Portfolio Moderation	52
Chapter 24: Civic Capability Records	52
24.1 The Formation Record	52
24.2 What the Formation Record Contains	52
24.3 Data Rights and Control	52
24.4 System Use of Formation Data	53
Chapter 25: Anti-Gaming Safeguards	53
25.1 The Risk of Gaming	53
25.2 Identified Gaming Risks and Safeguards	53
Gaming Risk	53
Structural Safeguard	53
25.3 The Mandated Challenger Role in Assessment	53
PART V	54
TEACHER FORMATION SYSTEM	54
Chapter 26: The Civic Formation Educator	54
26.1 A Distinct Professional Role	54
26.2 The Civic Formation Educator: Core Requirements	54
26.3 The Civic Formation Mentor	54
Chapter 27: Initial Formation Pathway	55
27.1 The Civic Formation Educator Qualification (CFEQ)	55
27.2 CFEQ Entry Requirements	55
27.3 CFEQ Programme Content	55
Programme Component	55
27.4 CFEQ Delivery	56
27.5 Stage Specialisms	56
Chapter 28: Continuing Professional Formation	56
28.1 The Principle of Continuous Formation	56
28.2 CPF Requirements	56
28.3 CPF Record and Review	57
28.4 Leadership and Advanced CPF	57
Chapter 29: Institutional Support Structures	57
29.1 School-Level Support	57
29.2 Regional Formation Body Support	57
29.3 The Civic Formation Educator Network	57

Chapter 30: Quality Assurance	58
30.1 The Quality Assurance Architecture	58
30.2 School-Level Quality Assurance	58
30.3 Local and Regional Quality Assurance	58
30.4 National Quality Assurance	58
30.5 Independent Inspection	58

PART VI **59**

ADULT CIVIC EDUCATION SYSTEM **59**

Constitutional Statement	59
31.1 Why Adult Formation is the Priority	59
31.2 The Specific Needs of Adult Formation	59
31.3 The Adult Formation Population Segments	60
Segment	60
Approach	60
Chapter 32: The Adult Civic Formation System	60
Architecture	60
32.1 Overview	60
32.2 Civic Formation Hubs	61
2.2.1 Physical Design Principles	61
2.2.2 Hub Functions	61
2.2.3 Hub Staffing	61
32.3 The Civic Formation Digital Environment (Adult)	61
Chapter 33: Lifelong Civic Formation Pathways	62
33.1 The Entitlement	62
33.2 The Civic Adult Programme	62
Module	62
Content Summary	62
33.3 Advanced Adult Formation	63
33.4 Formation for Older Adults	63
Chapter 34: Workplace Integration	64
34.1 The Civic Employer Framework	64
34.2 Mandatory Employer Obligations	64
34.3 Enhanced Employer Engagement: Civic Employer	64
Standard	64
34.4 Civic Formation for Public Sector Employees	64
Chapter 35: Community-Based Deliberative	65
Learning	65

35.1 The Community as Formation Environment	65
35.2 Community Civic Formation Circles	65
35.3 Community Civic Projects	65
35.4 Peer Formation Leadership	66
Chapter 36: Integration with Sortition	66
Assemblies	66
36.1 The Formation-Assembly Relationship	66
36.2 Pre-Selection Formation Awareness	66
36.3 The Sortition Notification Formation Response	66
36.4 In-Service Formation	67
36.5 Post-Service Formation and Integration	67
Populations	67
37.1 The Re-engagement Imperative	67
37.2 Barriers to Engagement	67
37.3 The Re-engagement Architecture	68
7.3.1 Outreach Formation Teams	68
7.3.2 Civic Formation in Multiple Languages	68
7.3.3 Civic Formation and Civic Security Integration	68
7.3.4 Digital Equity Provision	68
7.3.5 Civic Formation and the Civic Justice Architecture	69
Chapter 38: Civic Literacy for Assembly Service	69
38.1 The Sortition Formation Programme	69
38.2 SFP Structure and Content	69
38.3 Assembly Formation Readiness Assessment	70
38.4 SFP Delivery and Access	70
PART VII	70
MEDIA AND INFORMATION	70
STANDARDS	70
Chapter 39: The Information Environment as	70
Civic Infrastructure	70
39.1 The Constitutional Status of the Information	70
Environment	70
39.2 The Information Environment and Civic Formation: The	71
Causal Link	71
39.3 The Scope of This Part	71
Chapter 40: Public Media Obligations	71

40.1 The Public Civic Media Charter	71
40.2 Core PCMC Obligations	71
40.3 The Civic Broadcasting Architecture	72
40.4 The Public Information Service	72
Chapter 41: Disinformation Countermeasures	73
41.1 The Nature of the Threat	73
41.2 The Civic Information Integrity Commission	73
41.3 The Rapid Response Protocol	73
41.4 Media Literacy as Disinformation Counter	73
Chapter 42: Civic Literacy Broadcasting	74
Standards	74
42.1 The Civic Information Standards Code	74
42.2 CISC Standards	74
Standard Area	74
Requirement	74
42.3 Enforcement	75
Chapter 43: Platform Accountability	75
43.1 The Platform Accountability Framework	75
43.2 Core Platform Obligations	75
43.3 The Civic Digital Standards Panel	75
Chapter 44: Resident Media Competence	76
44.1 The Media Competence Expectations Framework	76
44.2 Media Competence by Formation Stage	76
Formation Stage	76
Media Competence Expectations	76
44.3 The Five Source Evaluation Criteria	76
PART VIII	77
GOVERNANCE AND OVERSIGHT	77
Chapter 45: The Civic Formation Authority	77
45.1 Constitutional Status	77
45.2 Constitution and Membership	77
45.3 Functions and Powers	77
45.4 Powers the CFA Does Not Hold	77
45.5 CFA Transparency Requirements	78
Chapter 46: Assembly Oversight Integration	78
46.1 The Three-Tier Oversight Structure	78
6.1.1 National Sortition Assembly Oversight	78

6.1.2 Regional Sortition Assembly Oversight	78
6.1.3 Local Sortition Assembly Oversight	78
Chapter 47: Independent Epistemic Review	79
47.1 The IES Formation Division	79
47.2 IES-FD Functions	79
47.3 IES-FD Independence Protections	79
Chapter 48: Accountability Architecture	79
48.1 The Formation Accountability Loop	79
8.1.1 Data Collection	79
8.1.2 Reporting Cycle	79
8.1.3 Response Timescales	80
Chapter 49: Renewal Mechanisms	80
49.1 The Four Renewal Pathways	80
9.1.1 The Annual Improvement Cycle	80
9.1.2 The Five-Year Review	80
9.1.3 The Triggered Review	80
9.1.4 The Innovation Pathway	80
PART IX	81
IMPLEMENTATION MODEL	81
50.1 The Challenge of Transition	81
50.2 The Five Transition Principles	81
Chapter 51: Phase 1 — Foundation (Years 1–3)	81
51.1 Phase 1 Objectives	81
51.2 Phase 1 School Curriculum Phasing	82
51.3 Phase 1 Adult Formation	82
51.4 Phase 1 Capital and Resource Requirements	82
Chapter 52: Phase 2 — Expansion (Years 4–7)	82
52.1 Phase 2 Objectives	82
52.2 Phase 2 Focus	82
Chapter 53: Phase 3 — Maturation (Years 8–12)	83
53.1 Phase 3 Objectives	83
53.2 The First Five-Year Review	83
Onwards)	83
54.1 The Steady State	83
Chapter 55: Budget Logic	83
55.1 Investment Framework	83
Budget Category	84

Chapter 56: Staffing Architecture	84
56.1 Workforce at Full Operation	84
Role	84
Numbers (full operation)	84
Primary Source	84
56.2 Workforce Transition Tracks	84
Chapter 57: Risk Register	84
57.1 Principal Implementation Risks	84
Risk	84
Likeliho	84
Impact	85
Mitigation	85

PART X 85

SAFEGUARDS AND FAILURE MODES 85

Chapter 58: Threat Taxonomy	85
58.1 The Five Categories of Systemic Threat	85
8.1.1 Capture Threats	85
8.1.2 Drift Threats	85
8.1.3 Failure Threats	86
8.1.4 Manipulation Threats	86
8.1.5 Obsolescence Threats	86
Chapter 59: Anti-Partisan Capture Mechanisms	86
59.1 Structural Independence	86
59.2 The No-Direction Principle	86
59.3 The Partisan Content Prohibition	86
59.4 The Mandated Challenger System in Formation	87
Governance	87
59.5 The Open Deliberation Record	87
Chapter 60: Anti-Bureaucratic Drift	87
60.1 The Drift Risk	87
60.2 Anti-Drift Design Principles	87
Chapter 61: Transparency Enforcement	87
61.1 The Transparency Default	87
61.2 Whistleblower Protection	88
62.1 The Failure Detection System	88
62.2 Correction Protocol	88
Chapter 63: Constitutional Lock-In	88

63.1 The Constitutionally Protected Elements	88
63.2 Dissolution Prevention	89
63.3 Pre-Emptive Responses to Major Criticisms	89
PART XI	90
SYSTEM EVOLUTION AND REVIEW	90
Chapter 64: Review Architecture	90
64.1 The Principle of Designed Evolution	90
64.2 The Five-Year Comprehensive Review	90
4.2.1 The Review Assembly	90
4.2.2 Review Process	91
4.2.3 Outcomes of the Review	91
64.3 The Annual Review	91
Chapter 65: Adaptive Mechanisms	92
65.1 The Adaptive Improvement Cycle	92
65.2 The Civic Formation Innovation Fund	92
65.3 The International Learning Exchange	92
Chapter 66: Long-Term Vision	92
66.1 The Thirty-Year Horizon	92
66.2 What Success Looks Like	93
66.3 The Ongoing Constitutional Commitment	93
Chapter 67: Intergenerational Accountability	94
67.1 The Intergenerational Dimension of Formation	94
67.2 The Intergenerational Civic Review	94
67.3 The Children's Formation Council	94
67.4 The Rights of Future Residents	94
CONCLUDING STATEMENT	95

DD&SA-EDU-MASTER-001

CIVIC COMMONWEALTH OF THE BRITISH ISLES

CIVIC EDUCATION &

FORMATION ARCHITECTURE

A Unified Master Framework Issued under the authority of the Direct Democracy & Sortition Assemblies Constitutional Framework for submission to and approval by the National Sortition Assembly of the Civic Commonwealth of the British Isles Document Reference:

Version:

DD&SA-EDU-MASTER-001 1.0 — Foundational Edition Classification:

Constitutional Instrument — Civic Commonwealth of the British Isles Issuing Body:

Date of Issue:

Status:

DD&SA Foundation — Civic Formation Directorate April 2026 Submitted for National Assembly Approval Supersedes:

DDSA-EDU-001, DD&SA-CFE-001, DDSA-EDU-002 (all prior drafts absorbed) Language:

UK English — Plain English standard with technical precision This document constitutes a constitutional instrument of the Civic Commonwealth of the British Isles. It supersedes all prior draft education frameworks and companion documents. Nothing in this Framework may be amended except by a majority resolution of the National Sortition Assembly following a mandatory deliberative review period of no fewer than sixty Civic Days, in accordance with DD&SA-CONST-AMEND-001.

BRITISH ISLES

EXECUTIVE SUMMARY

The Challenge

The Civic Commonwealth of the British Isles is a constitutional order founded upon the radical premise that ordinary residents, drawn by sortition from the full breadth of the population, are capable of deliberating upon and deciding the most complex questions of public governance. This premise is not idealistic. It is empirically grounded in centuries of evidence from Athenian democratic practice, modern citizens' assemblies in Ireland, Belgium, France, Canada, and Iceland, and the extensive academic literature on deliberative democracy produced by scholars including James Fishkin, Hélène Landemore, Bernard Manin, and Robert Dahl.

But sortition democracy without civic formation is sortition democracy in name only. A person selected by lot to serve in a Regional Sortition Assembly who has never been taught to reason across evidence, to engage with structural disagreement, to deliberate rather than debate, to distinguish propaganda from information, or to understand the constitutional architecture within which they serve — that person cannot fulfil the role for which they have been chosen. They are vulnerable to

manipulation, to disengagement, to deference, and to capture by the very professional and partisan interests that sortition is designed to exclude.

This is the foundational challenge this Framework addresses. Civic formation is not supplementary to the DD&SA project. It is constitutionally load-bearing. Without it, the entire architecture of the Civic Commonwealth rests on an unstable foundation.

The Failure of the Prior System

The United Kingdom's representative democratic system, which this Framework replaces, produced civic education characterised by: shallow instruction in procedural mechanics (how to vote, what Parliament does) with no capacity-building for genuine civic agency; near-total neglect of adult civic formation; a media environment structurally incentivised toward division, simplification, and misinformation; and a political culture in which residents were expected to be spectators of governance rather than participants in it. The result was a population with declining civic confidence, rising disengagement, and increasing susceptibility to demagoguery. That system has been superseded. This Framework builds its replacement.

What This Framework Does

The Civic Education & Formation Architecture of the Civic Commonwealth of the British Isles is a single, unified, constitutionally authoritative document that establishes the complete system of civic formation for all residents of the Civic Commonwealth from birth to death. It encompasses:

A full curriculum architecture for ages five to eighteen, structured in developmental stages and grounded in competency-based learning; A comprehensive assessment architecture that measures genuine civic capability rather than performative compliance; A teacher formation system that produces educators capable of delivering transformative civic formation rather than rote instruction; A fully developed adult civic education system — covering lifelong formation, workplace integration, community deliberative learning, sortition service preparation, and civic literacy remediation — which represents the most significant expansion beyond prior draft documents; A media and information standards framework that defines the obligations of public media, the accountability expectations for digital platforms, and the media competence expectations for all residents; A governance and oversight architecture with specific anti-capture, anti-drift, and anti-corruption mechanisms built in as constitutional requirements; A phased implementation model grounded in operational and budgetary reality; and A comprehensive safeguards and failure modes analysis, including pre-emptive responses to the strongest foreseeable criticisms.

Core Principles

This Framework is built on six foundational principles that permeate every component:

Civic capability is a universal entitlement, not a privilege. Every resident of the Civic Commonwealth, regardless of background, age, neurodivergence, language, or prior educational attainment, has an equal right to the formation necessary for meaningful civic participation.

Formation precedes participation. Sortition service carries civic formation requirements precisely because meaningful participation requires preparation. This is not a barrier — it is an enabler.

The system must be structurally resistant to capture. Civic formation is too consequential to be left to any partisan interest, professional guild, or ideological tendency. Every governance mechanism in this Framework includes explicit anti-capture architecture.

Assessment must measure genuine capability, not proxies for it. The Framework rejects examinations that reward memorisation and compliance. It insists on portfolio-based, competency-mapped, real-world assessment.

BRITISH ISLES . The adult population cannot be neglected. The dominant failure of prior civic education systems was their exclusive focus on children. This Framework allocates substantial resource and constitutional attention to adult formation because the adults are the ones who will serve in assemblies, deliberate on national questions, and model civic behaviour for the next generation.

The media environment is civic infrastructure. Information is to democracy what roads are to commerce. This Framework establishes the information environment as a public good requiring active governance, transparent accountability, and explicit literacy standards.

Scale and Ambition

This Framework is deliberately designed at the scale the challenge demands. It is not a curriculum document dressed in constitutional language. It is a complete institutional architecture — the civic formation system of a new democratic polity — designed to operate at national scale within a phased twelve-year implementation horizon, and to evolve thereafter through constitutionally governed review mechanisms.

It has been written to withstand scrutiny from constitutional lawyers, political philosophers, curriculum theorists, implementation specialists, and democratic reformers. Where criticisms are foreseeable, they have been anticipated and addressed within the text. Where trade-offs exist, they have been named and justified. Where uncertainties remain, they have been located in the system's review architecture rather than papered over.

The Civic Commonwealth of the British Isles deserves a civic formation system equal to its constitutional ambition. This Framework provides it.

Document length: Eleven Parts, sixty-seven chapters, multiple annexes. Cross-references to DD&SA-CONST-LBV-001, DD&SA-CORE-FBP-001, DD&SA-CSA-001, DD&SA-POL-CMPA-001, DD&SA-CJA-001, and all applicable constitutional instruments. All defined terms are used consistently throughout. No prior knowledge of the draft education documents is required.

BRITISH ISLES BRITISH ISLES

PART I

FOUNDATIONS

Chapter 1: Constitutional Basis and

Philosophical Grounding

1.1 The Constitutional Status of Civic Formation

Civic formation in the Civic Commonwealth of the British Isles is not an educational preference. It is a constitutional obligation. The legitimacy of the DD&SA system rests entirely upon the capacity of sortition-selected residents to exercise genuine deliberative authority. That capacity does not arise spontaneously. It must be cultivated, sustained, and protected by a system of formation that is itself constitutionally designed, institutionally resourced, and democratically accountable.

This Framework is accordingly issued as a constitutional instrument. Its provisions cannot be modified by administrative decision, reduced by budget constraint without formal Assembly scrutiny, or suspended except under the emergency provisions of DD&SA-CONST-LBV-001.

Its core entitlements are justiciable: any resident who is denied access to their civic formation entitlements may bring a challenge before the Civic Justice Architecture under the Civic Rules governing fundamental rights violations.

1.2 The Philosophical Tradition

The civic formation philosophy underpinning this Framework draws on a coherent and internally consistent tradition of democratic theory, while extending and adapting that tradition to the specific constitutional context of the Civic Commonwealth.

1.2.1 Aristotle and the Civic Animal

Aristotle's observation in the *Politics* that the human being is by nature a political animal — a *zoon politikon* — is the starting point, not because it is historically venerable, but because it is structurally correct. To be political in Aristotle's sense is not to be partisan or competitive; it is to exercise the distinctively human capacity for reasoned speech in the determination of common affairs. The polis is the institutional form through which that capacity is exercised.

Civic formation is the preparation for that exercise.

Aristotle was clear that good citizenship and good character were related but not identical: a person might be a good citizen of one constitution and a poor one of another. This insight is directly applicable here. Residents formed under representative democracy — passive, BRITISH ISLES episodic, preference-expressing — must be reformed as citizens of a sortition democracy — active, deliberative, capable of sustained engagement with evidence and disagreement. The curriculum architecture of this Framework is designed precisely for that transformation.

2.2 Republican Non-Domination

Philip Pettit's republican theory of non-domination provides the ethical spine of the Civic Commonwealth's constitutional order, and it has direct implications for civic formation.

Domination, in Pettit's account, is the condition of being subject to another's arbitrary interference — of being controlled by a will other than one's own or the general will of the polity. Non-domination is

not merely the absence of actual interference; it is the structural incapacity of another to interfere arbitrarily.

Civic formation is essential to non-domination in two respects. First, a resident who cannot understand the systems that govern them, cannot evaluate evidence about those systems, and cannot articulate preferences and reasons about those systems is, to that extent, dominated by those who can. Civic illiteracy is a form of structural subordination. Second, a sortition assembly member who enters their service without formation is vulnerable to domination by experts, by officials, and by the gravitational pull of the default — a condition precisely antithetical to the assembly's constitutional function.

2.3 Deliberative Democracy

The deliberative democracy tradition — from Jürgen Habermas's discourse ethics through to the contemporary empirical work of James Fishkin on Deliberative Polling and the practical applications in citizens' assemblies worldwide — provides the functional model for what genuine civic participation looks like and what it requires.

Deliberation, in this tradition, is not debate. Debate is adversarial; it aims to win. Deliberation is collaborative; it aims to reach a reasoned collective judgement. Deliberation requires: the capacity to listen as well as speak; the willingness to revise one's position in the light of evidence and argument; the recognition that other perspectives may be legitimate even when one disagrees; the ability to distinguish between genuine reasoning and rhetorical manipulation; and the institutional patience to work through complexity rather than collapse it into a slogan.

These are not natural capacities. They are trained ones. The curriculum of this Framework is the training ground.

.2.4 Open Democracy and Epistemic Justice

Hélène Landemore's concept of open democracy — a form that combines sortition, deliberation, and participatory mechanisms in a constitutionally coherent structure — directly informs the DD&SA model and this Framework. Landemore's emphasis on cognitive diversity as a democratic resource is particularly important: sortition is valuable not merely because it is representative in the statistical sense, but because it imports into governance BRITISH ISLES the full range of cognitive perspectives, life experiences, and forms of knowledge that exist across the population.

But this epistemic value is only realised if assembly members are capable of contributing their diverse perspectives effectively. Formation is the mechanism through which cognitive diversity is translated into deliberative richness. Without formation, cognitive diversity is present but mute.

Miranda Fricker's concept of epistemic injustice — the wrong done to persons as knowers — is also relevant here. Testimonial injustice (having one's contributions dismissed or discounted based on identity) and hermeneutical injustice (lacking the conceptual resources to articulate one's own experience) are both civic injustices. This Framework's formation system is designed to equip every resident with the conceptual and communicative resources they need to participate as an equal epistemic agent in civic life.

.2.5 Van Reybrouck and the Historical Legitimacy of Sortition David Van Reybrouck's magisterial analysis of sortition's historical use — from ancient Athens through the medieval Italian city-states and the Spanish foral tradition to the early modern English jury system — demonstrates that sortition is not a novel experiment but a proven democratic technology with deep historical roots. The collapse

of sortition in favour of election was itself a historical contingency, driven by the interests of political elites who found election more compatible with their continued dominance.

This historical dimension matters for civic formation because it provides a counter-narrative to the claim that representative democracy is the natural or inevitable form of democratic governance. Residents who understand this history are less susceptible to the argument that DD&SA is utopian. The curriculum of this Framework integrates this history explicitly.

1.3 The Concept of Civic Formation

This Framework uses the term ‘civic formation’ rather than ‘civic education’ deliberately.

Education, in common usage, implies the acquisition of information and the demonstration of that acquisition through assessment. Formation implies something deeper: the development of identity, character, habit, and capacity. A person is educated in civics when they know what a sortition assembly is. A person is formed civically when they are capable of serving in one effectively, when they habitually seek evidence before forming judgements, when they approach political disagreement as a problem to be solved rather than a conflict to be won, and when they take seriously their responsibility as a member of the civic community.

Formation operates at multiple levels simultaneously:

- Cognitive: the development of reasoning, evidence evaluation, and deliberative capacity;
- Affective: the development of civic dispositions — curiosity, respect, humility, solidarity, and commitment;
- Practical: the development of civic skills — deliberating, advocating, chairing, minuting, presenting, challenging, and deciding;
- Constitutional: the development of constitutional knowledge — an understanding of the systems, institutions, Civic Rules, and rights of the Civic Commonwealth; and
- Critical: the development of the capacity to evaluate, challenge, and improve those systems — a citizenship that is loyal to the principles of the Commonwealth rather than to its current institutional arrangements.

Each of these levels is addressed in every stage of the Formation continuum described in Part II.

1.4 The Relationship Between Formation and Legitimacy

The legitimacy of the DD&SA system rests on two distinct but related foundations. The first is procedural: assembly members are selected by sortition, which ensures representativeness and excludes partisan self-interest. The second is deliberative: assembly decisions are reached through structured deliberation informed by expert testimony, evidence review, and genuine engagement with diverse perspectives.

Both foundations require civic formation to hold. Procedural legitimacy is undermined if assembly members are so uninformed about the constitutional context of their service that they cannot exercise genuine authority — deferring to officials, being manipulated by interested parties, or failing to engage with the materials presented to them. Deliberative legitimacy is undermined if assembly members lack the skills to deliberate effectively — if they argue past each other, if weaker voices are silenced by stronger ones, or if the structured deliberation becomes a rubber-stamp for pre-determined outcomes.

Civic formation is therefore not a downstream benefit of the DD&SA system. It is an upstream requirement for its legitimacy. This document establishes the system through which that requirement is met.

1.5 The Scope of Formation: Who Is Included

This Framework applies without exception to all residents of the Civic Commonwealth of the British Isles. It does not distinguish by:

- Nationality, citizenship status, or immigration classification — all residents receive civic formation, with appropriate adaptations for those at the early stages of civic integration; Educational attainment — the Framework explicitly rejects the premise that civic capability correlates with academic qualification; Age — the Framework covers the full human lifespan from early years education through to civic formation in advanced old age; Disability or neurodivergence — the Framework mandates universal design for learning principles throughout; or BRITISH ISLES • Location — residents of rural areas, island communities, and dispersed populations are entitled to the same formation as urban residents, delivered through appropriate modalities.

The institutional arrangements for delivering formation to the full diversity of the resident population are detailed in Parts III through VI.

BRITISH ISLES

Chapter 2: The Failure of Civic Formation Under

Representative Democracy

2.1 The Purpose of This Chapter

This Chapter does not exist to vilify the preceding system for its own sake. It exists because an accurate diagnosis of prior failure is necessary for confident prescription. A Framework that does not understand what went wrong in the UK's civic education system will reproduce those errors in different institutional clothing. This Chapter analyses the structural causes of that failure precisely to ensure that the mechanisms of this Framework address them at their roots.

2.2 The Structural Contradiction at the Heart of UK Civic

Education

The United Kingdom maintained, for most of its modern history, a civic education system premised on two propositions that were fundamentally incompatible. The first proposition was that democracy required an informed resident body. The second was that the role of the citizen in a representative democracy was to choose between competing sets of politicians at periodic elections, leaving the substantive work of governance to those politicians and their officials.

These propositions are incompatible because the second makes the first unnecessary. If the resident's role is merely to choose, then civic education need only produce the capacity to choose — an awareness of the options, a sense of which party one prefers, and the physical act of voting. This is precisely what UK civic education delivered: a narrow, procedural competence that left residents entirely unprepared for the substantive engagement with governance that a participatory system requires.

The introduction of Citizenship as a statutory subject in 2002 represented an attempt to address this, but it failed for structural reasons: it was allocated insufficient curriculum time; it was not examined with the seriousness of other subjects and therefore not taken seriously by schools; its teachers were largely untrained specialists; and its content remained procedural rather than formational. It taught about democracy without teaching for democracy.

2.3 The Infantilisation of the Electorate

Representative democracy, as practised in the UK, systematically infantilised the electorate.

Residents were trained, through both formal and informal civic socialisation, to understand their relationship to governance as one of passive reception punctuated by periodic consumer choice. Manifestos were written to be chosen between, not evaluated. Politicians communicated through slogans designed to bypass critical reasoning. The media translated complex governance questions into personality conflicts and binary choices.

This was not accidental. It was structurally incentivised. Parties that produced informed, critically engaged voters risked losing those voters as soon as the voters applied their critical faculties to the parties themselves. The system was self-reinforcing: civic disengagement produced disengaged residents who produced civic disengagement.

The result was a population progressively ill-equipped for genuine civic participation. When deliberative experiments — local citizens' assemblies, participatory budgeting exercises, deliberative mini-publics — were introduced, the consistent finding was that ordinary residents, when given proper information, proper time, and proper facilitation, reached more considered and less polarised conclusions than the political system would suggest. The problem was never resident capacity. It was the structural conditions that suppressed it.

2.4 The Adult Formation Desert

The most catastrophic failure of the prior system was its near-total neglect of adult civic formation. Once a person left formal education, their civic formation was, to all practical intents, complete. The assumption was that the information adults needed to participate in democracy was supplied by the media — an assumption that became increasingly untenable as the media environment fragmented, commercialised, and polarised.

Adults arriving at jury service had no preparation for deliberative reasoning. Adults selected for the occasional focus group or residents' panel had no formation in evidence evaluation.

Adults facing major civic decisions — on planning, on local governance, on environmental questions — had no institutional support for informed engagement. The civic formation gap between formal education and adult participation was simply assumed to be bridgeable by common sense, which it was not.

This Framework's most substantial departure from the prior system — and from earlier DD&SA draft documents — is its comprehensive development of an adult civic formation system. Part VI addresses this in full.

2.5 The Media Environment as Formation Failure

The UK's commercial media environment, as it existed in the final decades of representative democracy, was a civic formation failure of systemic proportions. The incentive structure of commercial media rewarded conflict, simplification, and emotional provocation over evidence, complexity, and deliberation. The result was a media ecosystem that actively undermined the civic formation of those who consumed it — producing residents who felt strongly about politics but understood it less with every passing year.

This was compounded by the rise of algorithmic social media platforms designed to maximise engagement through outrage and tribalism. The formation damage done by a decade of algorithmically optimised polarisation to the civic fabric of the population cannot be

overstated. Residents did not merely lack formation; they had been actively mis-formed — trained in the habits of tribal assertion rather than deliberative reasoning.

The Media and Information Standards Framework in Part VII of this document addresses the structural causes of this failure and establishes the obligations and architecture necessary to prevent its recurrence.

2.6 The Teacher Formation Failure

The UK's civic education system was further undermined by the systematic under-investment in the formation of those responsible for delivering it. Citizenship education was routinely assigned to teachers whose primary specialism was elsewhere — a history teacher, a politics teacher, a form tutor — without the deliberative facilitation skills, the constitutional knowledge, or the pedagogical confidence to teach it well. Initial teacher training gave civic formation skills minimal coverage. Continuing professional development for civic educators barely existed.

The result was civic education delivered by educators who were themselves civically under-formed, using curricula that were procedurally thin, in conditions of institutional pressure that prioritised examination performance over genuine formation. This Framework's teacher formation system, described in Part V, addresses this failure comprehensively.

2.7 Lessons Applied

Every structural failure identified in this Chapter is directly addressed by a corresponding mechanism in this Framework. The table below summarises the diagnosis-prescription relationship that governs the Framework's design:

Diagnosed Failure

Framework Response

Procedural rather than formational civic education Competency-based curriculum architecture (Part III) focused on deliberative capacity, not procedural knowledge Neglect of adult civic formation Infantilisation of the electorate Media environment undermining formation Teacher formation failure Full adult civic formation system (Part VI) with constitutional entitlement status Active citizenship curriculum from age 5, with sortition service preparation from age 14 Media and Information Standards Framework (Part VII) with enforceable obligations Mandatory Civic Formation Educator qualification and continuing formation (Part V) Assessment rewarding compliance not capability Portfolio-based, competency-mapped assessment architecture (Part IV) No institutional governance of civic education Civic Formation Authority with assembly oversight and anti-capture mechanisms (Part VIII) BRITISH ISLES

Chapter 3: Principles of Civic Formation in a

Sortition Commonwealth

3.1 The Seven Foundational Principles

The following principles are constitutionally binding upon every actor in the civic formation system. They may not be disapplied by operational necessity, institutional convenience, or resource constraint. Where compliance with a principle is genuinely impossible, this must be reported to the Civic Formation Authority (Chapter 45) as a system failure, not resolved by silent non-compliance.

Principle 1: Universal Entitlement

Every resident of the Civic Commonwealth has an equal constitutional entitlement to civic formation of sufficient quality to enable meaningful civic participation. This entitlement is individual, inalienable, and enforceable. It applies regardless of age, background, prior educational attainment, disability, language, or location. The system is obligated to adapt to the needs of each individual; the individual is not obligated to adapt to the convenience of the system.

Principle 2: Formation Before Participation

The Civic Commonwealth does not expect formation to be acquired spontaneously through participation. Formation precedes participation structurally. This means that sortition service is accompanied by a mandatory formation period (Chapter 38); that assembly processes are designed to include deliberative scaffolding for members who need it; and that no resident may be penalised for requesting additional formation support before, during, or after civic service.

Principle 3: Developmental Appropriateness

Civic formation is delivered in forms appropriate to the developmental stage, life situation, and learning needs of each individual. This is not a concession to simplicity; it is a recognition that formation is ineffective when its content and method are misaligned with the learner's actual capacity for engagement. Children are formed differently from adolescents; adults are formed differently from older residents; people returning from civic disengagement are formed differently from those entering service for the first time.

Principle 4: Deliberative Over Didactic

The primary pedagogy of civic formation is deliberative rather than didactic. Residents are not formed by being told what good citizenship is; they are formed by practising it in structured, supported, and progressively complex environments. Lectures, textbooks, and examinations have a supporting role; deliberative exercises, simulated assemblies, community civic projects, and real participation in public decision-making have the primary role.

BRITISH ISLES

Principle 5: Evidence-Anchored

All claims made within the civic formation system about the nature of governance, the functioning of institutions, the state of evidence on public questions, and the historical record of democracy must be evidence-anchored. The system does not propagate preferred conclusions. It develops the capacity to evaluate evidence and reach reasoned conclusions, whatever those conclusions may be. The distinction between procedural formation (how to deliberate) and substantive formation (what to conclude) is maintained throughout.

Principle 6: Structurally Independent

The civic formation system is structurally independent of every partisan, commercial, and ideological interest. It is governed by sortition-appointed oversight bodies, subject to Independent Epistemic Secretariat review, and prohibited from receiving direction from any elected, appointed, or employed political actor. Its content is determined by constitutional principle and evidence, not by the preferences of any government, party, or interest group.

Principle 7: Continuously Reviewed

The civic formation system is constitutionally required to review itself on a five-year cycle, with shorter trigger-based reviews in response to identified system failures. Review is conducted by the Civic Formation Authority with input from the Independent Epistemic Secretariat, sortition-selected review assemblies, and the full resident population through structured consultation. No element of this Framework is immune from review. The review architecture is described in Part XI.

3.2 What Civic Formation Is Not

It is necessary to define civic formation negatively as well as positively, because the most dangerous failure modes involve the corruption of formation into something that resembles it while serving antithetical purposes.

Civic formation is not:

- Political socialisation toward any particular ideological position, party, or set of policy conclusions. The system must be as hospitable to a person who concludes that fiscal conservatism is appropriate as to one who concludes that expansionary public investment is — provided both conclusions are reached through evidence-based deliberation; Propaganda for the DD&SA system itself. The formation curriculum includes robust coverage of the critiques of sortition and direct democracy. Residents formed in a system that does not teach its own vulnerabilities are poorly equipped to defend it against them; Compliance training. The goal is not residents who follow the rules; it is residents who understand why the rules exist, can evaluate whether the rules are good, and know how to challenge them if they are not; BRITISH ISLES • A substitute for genuine civic power. Formation that does not lead to real opportunities for civic participation is hollow. This Framework connects formation explicitly to the civic participation structures of the DD&SA system; and • Compulsory ideological instruction. The Framework distinguishes between mandatory access to formation (which is a constitutional obligation of the system) and compulsory participation in every aspect of formation (which respects individual autonomy within the structure of civic obligation).

3.3 The Formation-Participation Cycle

Civic formation is not a linear process that ends at eighteen or at the point of sortition service. It is a cycle, in which formation enables participation, participation deepens formation, and deepened formation enables more sophisticated participation. The DD&SA system is explicitly designed to generate this cycle:

Early formation (ages 5–18) develops baseline civic capability and constitutional knowledge; Adult formation (ongoing) maintains and deepens that capability and extends it to new domains; Sortition service preparation (immediately preceding assembly service) prepares the individual for their specific civic role; In-service formation (during assembly service) supports ongoing deliberative development; Post-service formation (following assembly service) integrates the experience of service into the individual's civic identity and shares it with the wider community; and Community civic formation (ongoing) sustains civic engagement beyond institutional service.

This cycle is represented schematically in the diagram below and is operationalised in the system design described in Part II.

BRITISH ISLES

Chapter 4: Core Values and Ethical Architecture

4.1 The Relationship Between Values and Architecture

Constitutional systems require not only institutional structures and procedural rules but an explicit statement of the values that those structures and rules are designed to embody and protect. Values in isolation are aspirational; without institutional architecture, they dissipate.

Architecture in isolation is procedural; without values, it can be turned to any purpose. This Framework presents both, and insists on their integration.

4.2 The Seven Civic Values

The following seven civic values are the ethical foundation of the civic formation system.

They are derived from the constitutional values of the Civic Commonwealth as established in DD&SA-CORE-FBP-001, and adapted to the specific context of formation. Every curriculum element, every assessment mechanism, and every institutional design choice in this Framework is tested against these values.

Value 1: Reason

Civic formation cultivates the commitment to and capacity for evidence-based reasoning in public affairs. This includes: the ability to identify and evaluate sources of evidence; the discipline to follow reasoning where it leads rather than where preference directs; the intellectual honesty to acknowledge uncertainty and change one's position in the light of new evidence; and the communicative capacity to share reasoning transparently. Reason is not the only value, but it is the master value — the one through which all others are pursued.

Value 2: Dignity

Every person, in the civic formation system and beyond it, is entitled to treatment as an end in themselves rather than as a means to another's ends. This value governs the pedagogy of formation (no learner is an instrument of the system's convenience), the deliberative culture of assemblies (no member's contribution is dismissed or discounted on grounds of identity), and the substantive content of formation (civic formation must develop the capacity to recognise and challenge dignitary violations wherever they occur).

Value 3: Solidarity

The Civic Commonwealth is constituted by the recognition that residents are bound together by common obligations and common goods, and that the civic enterprise — the project of governing common affairs together — is worth sustained collective commitment. Solidarity is the civic emotion that sustains this recognition against the forces of individualism, tribalism, and disengagement. Formation cultivates solidarity not by demanding conformity but by BRITISH ISLES developing the capacity to hold one's own perspective while genuinely engaging with the perspectives of others.

Value 4: Honesty

Civic formation is conducted and sustained by a commitment to honesty that permeates every aspect of the system: honest assessment of learner progress, honest acknowledgement of the system's own failures and limitations, honest representation of evidence even where it is uncomfortable, honest engagement with criticism of the DD&SA model itself, and honest communication between the formation system and the residents it serves. Honesty requires institutional structures that make dishonesty costly rather than convenient.

Value 5: Inclusion

The civic formation system is designed for and accountable to the full diversity of the resident population. Inclusion is not a supplementary consideration; it is a design requirement. Universal Design for Learning principles are embedded throughout the curriculum and assessment architecture. Every modality of formation is designed on the assumption that it will be used by people with a full range of physical, cognitive, sensory, and linguistic capacities. Formation that is inaccessible to any resident is formation that has failed.

Value 6: Accountability

The civic formation system is itself subject to the accountability principles it teaches. Every institution, every educator, and every governance body within the formation system is transparent about its decisions, answerable for its performance, and subject to correction when it fails. Accountability in the formation system is both a practical requirement and a pedagogical demonstration: residents learn accountability by experiencing it from the institutions that serve them.

Value 7: Curiosity

Civic formation cultivates genuine intellectual curiosity — the disposition to investigate, to question, to explore, and to remain open to revision. In a democratic system that depends on residents' willingness to engage with complex and uncertain evidence, curiosity is not a luxury but a civic necessity. The pedagogical environment of formation is designed to kindle and sustain curiosity against the forces of disengagement, cynicism, and tribal closure.

4.3 Ethical Boundaries of the Formation System

The following ethical prohibitions are constitutionally binding on all actors in the formation system. Breach of any prohibition constitutes a fundamental failure of civic formation and must be reported to the Civic Formation Authority immediately upon identification.

BRITISH ISLES 7. The formation system must never be used to advance the electoral or political interests of any individual, party, movement, or institutional interest.

The formation system must never present the DD&SA model as beyond critique or evaluation. The capacity to evaluate, challenge, and improve the Civic Commonwealth's own institutions is a civic virtue, not a civic vice.

The formation system must never discriminate in the quality or availability of formation on the basis of protected characteristics as defined in the Civic Rules of the Civic Commonwealth.

0. The formation system must never use assessment mechanisms that systematically disadvantage learners from particular social, economic, linguistic, or cultural backgrounds.

11. The formation system must never require any learner to publicly affirm political or ideological positions as a condition of formation, assessment, or civic service.

2. The formation system must never suppress or misrepresent evidence about the functioning of the Civic Commonwealth's own institutions, including evidence of failure, corruption, or drift.

13. The formation system must never be used as an instrument of surveillance or social control.

BRITISH ISLES

Chapter 5: The Relationship Between Civic

Education and Democratic Legitimacy

5.1 The Legitimacy Argument

The case for investing substantially in civic formation is not merely normative — it is not simply that an informed resident body is a good thing in itself, though it is. It is also instrumental and constitutional. The legitimacy of DD&SA governance rests on the capacity of assembly members to exercise genuine deliberative authority. That capacity requires formation.

Without it, the procedural legitimacy of sortition is present but the substantive legitimacy of deliberation is absent. Assembly decisions made without adequate formation are formally valid but substantively hollow.

5.2 The Counter-Arguments and Responses

Two significant counter-arguments to the civic formation project deserve direct engagement before the substantive architecture is described.

2.1 The Competence Objection

The competence objection holds that ordinary residents are not capable of exercising genuine civic authority over complex governance questions, regardless of formation. This objection has both empirical and normative dimensions. Empirically, it is refuted by the accumulated evidence from citizens' assemblies and deliberative experiments worldwide. The Irish Residents' Assembly produced well-reasoned, carefully evidenced recommendations on abortion, same-sex marriage, and climate change — questions of extreme complexity and political sensitivity — through a process of structured deliberation with no more formation than this Framework provides. The British Columbia Residents' Assembly produced a sophisticated electoral reform proposal. The Ostbelgien Residents' Council in Belgium has operated continuously since 2019 with consistent success. The evidence is unambiguous:

ordinary residents, properly supported, are capable of high-quality deliberative reasoning.

Normatively, the competence objection replicates the elitist premise of representative democracy — that governance is properly the business of a trained professional class — and precisely the premise that DD&SA is designed to supersede. The objection is circular:

residents appear incompetent when operating in a system that suppresses civic competence and then uses that appearance to justify the system that causes it.

2.2 The Indoctrination Objection

The indoctrination objection holds that mandatory civic formation is inevitably a mechanism for state control of political belief. This objection is taken seriously in this Framework. The distinction between formation (developing capacity for reasoned civic engagement) and BRITISH ISLES indoctrination (installing preferred political conclusions) is real and important, and the risk of the former becoming the latter is genuine.

The Framework's response to this risk is not to deny it but to design against it structurally.

The anti-capture mechanisms in Part X, the prohibition on politically directed content in

Chapter 4, the Independent Epistemic Secretariat's oversight role in Chapter 47, and the

constitutional prohibition on partisan direction of the formation system together constitute the institutional architecture of the indoctrination objection's answer. The objection is not refuted by assertion; it is addressed by design.

5.3 Formation as Constitutional Investment

Civic formation is the most consequential public investment the Civic Commonwealth can make. The entire apparatus of sortition governance — the assemblies, the deliberative architecture, the Epistemic Secretariat, the constitutional safeguards — depends for its effectiveness on the civic capability of the residents who populate it. The cost of inadequate formation is not merely educational underperformance; it is constitutional failure.

A conservative estimate of the return on civic formation investment, based on the savings generated by higher-quality public decisions, reduced framework error, lower social conflict, and reduced need for adversarial legal challenge of governance decisions, suggests that every pound invested in civic formation generates multiple pounds in governance value. This is not an argument for civic formation in isolation; it is an argument that treats civic formation as the infrastructure of democracy rather than a discretionary educational option.

The budget logic of Part IX is developed on this basis.

BRITISH ISLES BRITISH ISLES

PART II

SYSTEM DESIGN

Chapter 6: System Overview and Architecture

6.1 The Civic Formation System: A Structural Map

The Civic Formation System of the Civic Commonwealth of the British Isles is a single, integrated, constitutionally grounded architecture that operates across the full resident lifespan and every major civic domain. It is not a collection of separate programmes; it is a system, in which each component is designed in conscious relationship to every other, and in which the outputs of one component are the inputs of another.

The system has five primary operational domains:

4. Formal Formation (children and young people aged 5–18): delivered through the Civic Commonwealth Educational System within all schools and formation institutions; 5. Adult Civic Formation: delivered through the network of Civic Formation Hubs, employer partners, community organisations, and digital platforms; 6. Sortition Service Formation: delivered immediately before, during, and after assembly service for sortition-selected residents; 7. Media and Information Formation: delivered through the Civic Broadcasting Architecture and platform accountability framework; and 8. Community and Cultural Formation: delivered through the Civic Cultural Framework, public libraries, local assembly community engagement, and civic events.

These five domains are coordinated by the Civic Formation Authority (Chapter 45) and governed through the accountability architecture of Part VIII. They share a common competency framework (Chapter 20), a common values base (Chapter 4), and a common approach to evidence and assessment. They are, however, operationally distinct: each domain has its own delivery

mechanisms, its own institutional actors, and its own specific formation objectives.

6.2 The Formation Continuum

The Formation Continuum is the conceptual architecture through which this Framework understands the complete trajectory of civic formation across a resident's lifetime. It has eight stages:

BRITISH ISLES

Stage

Age / Phase

Primary Setting

Formation Focus

Civic Ages 5–7 Primary school Community belonging, fairness, voice Seedling . Civic Ages 7–11 Primary school Rules, institutions, diversity, local governance Explorer . Civic Ages 11–14 Secondary school Secondary school Upper secondary / FE Evidence, deliberation, constitutional structure Enquirer . Civic Ages 14–16 Assembly simulation, Civic Rules, rights architecture Practitioner . Civic Ages 16–18 Framework analysis, advanced deliberation, civic leadership Architect . Civic Adult . Assembly Adult — ongoing Pre/during service Civic Formation Hubs / workplace Lifelong formation, re-engagement, service preparation Sortition Formation Programme Role preparation, deliberative skills, constitutional authority Participant . Civic Elder Post-service / later life Community hubs / peer networks Experience sharing, mentoring, legacy formation

6.3 Institutional Architecture

The following institutions are the primary actors in the Civic Formation System. Their specific roles, powers, and accountability relationships are described in Part VIII.

3.1 The Civic Formation Authority

The apex governance body for the civic formation system. Constituted by sortition, not appointment. Responsible for system design, standards, quality assurance, and strategic oversight. Reports annually to the National Sortition Assembly. Described in full in Chapter 45.

3.2 The Civic Formation Directorate

The executive operational arm of the system, accountable to the Civic Formation Authority.

Responsible for delivery, commissioning, workforce development, and data systems. Staffed by permanent professionals subject to public service Civic Rules. Not a political appointment body.

3.3 Regional Formation Bodies

One per region of the Civic Commonwealth, responsible for adapting the national framework to regional context, overseeing Local Formation Networks, and managing regional educator formation. Constituted through a combination of Regional Sortition Assembly appointment and Civic Formation Directorate delegation.

3.4 Local Formation Networks

The operational delivery layer at local assembly level. Co-ordinate formation delivery across all schools, Civic Formation Hubs, employers, and community organisations within a local BRITISH ISLES area. Report to Regional Formation Bodies. Include community representatives selected by sortition.

.3.5 The Independent Epistemic Secretariat (Formation Division) The formation division of the Independent Epistemic Secretariat provides evidence review, academic scrutiny, and research synthesis for the formation system. It is structurally independent of the Civic Formation Authority and reports directly to the National Sortition Assembly. It cannot be directed by the Civic Formation Authority or any executive body.

3.6 Civic Formation Educators

All educators delivering formal civic formation in the Civic Commonwealth must hold the Civic Formation Educator qualification (Chapter 26). They are supported by the Regional Formation Bodies and are subject to a distinct professional standards framework adapted from but distinct from the general Civic Education Workforce Framework.

3.7 Civic Formation Hubs

The primary infrastructure for adult civic formation. One Hub per local assembly area, with additional satellite provision for areas of geographic dispersal. Described in full in Chapter 32.

6.4 The Role of Digital Infrastructure

The Sovereign Digital Network, established as a constitutional infrastructure element of the Civic Commonwealth, is the primary digital platform for civic formation delivery. The Civic Formation Digital Environment operates on and through the Sovereign Digital Network and provides:

The Civic Formation Portal: a personalised learning environment for every resident, accessible from registration of residence; The Assembly Preparation Platform: a dedicated formation environment for residents approaching sortition service; The Deliberative Practice Environment: simulated assembly environments for practice, training, and refresher formation; The Civic Knowledge Commons: an open, evidence-anchored repository of civic information, constitutional texts, assembly records, and formation materials; and The Formation Record System: a secure, resident-controlled record of civic formation completed, competencies achieved, and assembly service conducted.

All digital formation infrastructure is designed to universal accessibility standards and is available in the principal languages of the Civic Commonwealth. Access is provided without charge through the Civic Digital Entitlement established in DD&SA-CORE-FBP-001.

BRITISH ISLES

Chapter 7: Institutional Actors and

Relationships

7.1 The Principle of Distributed Governance

The civic formation system is deliberately distributed across multiple institutional actors, none of which holds unilateral authority over the whole. This distribution is an anti-capture mechanism: no single body — not the Civic Formation Authority, not the Civic Formation Directorate, not the Independent Epistemic Secretariat — can alone determine the direction of civic formation. Each must work within its constitutionally defined mandate and is checked by the others.

7.2 Relationships Between Principal Actors

The following describes the key relationships between the principal institutional actors in the formation system:

Relationship

Nature and Direction of Accountability

Civic Formation Authority → National Sortition Assembly Annual report, mandatory scrutiny, Assembly power to initiate review or require specific action
 Civic Formation Directorate → Civic Formation Authority Quarterly operational reporting, Authority sets standards, Directorate delivers and reports on delivery
 Regional Formation Bodies → Civic Formation Authority Annual performance review, national standards apply, regional adaptation approved by Authority
 Local Formation Networks → Regional Formation Bodies Delivery reporting, local plans approved by Regional Bodies, escalation route for system failures
 IES (Formation Division) → National Sortition Assembly
 Independent evidence reports, cannot be directed by formation executive bodies, publishes independently
 Civic Formation Educators → Local Formation Networks
 Professional standards, quality review, support and challenge functions
 Civic Formation Hubs → Local Formation Networks
 Delivery reporting, facility standards, community engagement requirements

7.3 The Role of Civic Assemblies in Formation Governance

All three tiers of the sortition assembly architecture — National Sortition Assembly, Regional Sortition Assemblies, and Local Sortition Assemblies — have defined roles in civic formation governance.

BRITISH ISLES • The National Sortition Assembly receives the annual report of the Civic Formation Authority, scrutinises it, and may initiate investigations, require specific actions, or commission independent reviews. It approves the foundational constitutional framework and any amendments to it.

Regional Sortition Assemblies receive regional formation performance reports, can initiate regional review processes, and appoint sortition members to Regional Formation Bodies.

Local Sortition Assemblies monitor local formation delivery, receive Local Formation Network annual reports, and ensure that local formation infrastructure is adequate for local population needs.

This three-tier accountability structure mirrors the three-tier assembly architecture of DD&SA governance and ensures that civic formation is subject to democratic oversight at every level of the system.

7.4 The Role of Civil Society

Civil society organisations — community groups, voluntary organisations, cultural institutions, faith communities, libraries, and professional bodies — are recognised partners in the civic formation system. They are not subordinate to the formal system; they are complementary to it, bringing the depth of community knowledge, the reach into hard-to-engage populations, and the legitimacy of trusted local relationships that formal institutions cannot replicate.

Civil society involvement in formation is governed by a partnership framework that:

Establishes clear quality standards for civil society formation activities that may attract public recognition or funding; Protects civil society independence from co-option into the formal institutional hierarchy; Requires civil society formation activities to be aligned with the values and competency framework of this document without requiring ideological conformity; and Provides accessible routes for civil society organisations to contribute to the review and improvement of the national formation system.

BRITISH ISLES

Chapter 8: The Civic Formation Continuum

8.1 The Continuum Concept

The Civic Formation Continuum is the integrated sequence of formation experiences through which every resident of the Civic Commonwealth passes. It is a continuum rather than a ladder: it does not imply that each stage must be completed before the next is entered, nor that stages cannot be revisited. It does imply that there is a coherent developmental logic connecting each stage to the next, and that the system is designed to support movement through the continuum rather than leaving each resident to navigate it alone.

8.2 The Horizontal Dimensions of Formation

At every stage of the continuum, formation operates across four horizontal dimensions simultaneously:

9. Constitutional Dimension: knowledge and understanding of the Civic Commonwealth's institutional architecture, the three-tier assembly system, the Civic Rules, and the rights and obligations of residency; 0. Deliberative Dimension: the skills of structured deliberation, evidence evaluation, perspective-taking, chairing, and consensus-building; 1. Critical Dimension: the capacity to evaluate, challenge, and improve the systems being studied — including the DD&SA system itself; and 2. Civic Identity Dimension: the development of a sense of civic identity — an understanding of oneself as a member of the civic community with genuine agency in its direction.

These four dimensions are present, in developmentally appropriate forms, at every stage.

The balance between them shifts: the constitutional dimension is primary in early formal education, the deliberative dimension becomes increasingly central through adolescence, the critical dimension opens fully in the later formal stages, and the civic identity dimension is woven throughout.

8.3 Transition Points and Continuity

The formation system must maintain continuity across key transition points:

- Transition from primary to secondary school (age 11): formation records transfer, key competencies are assessed and built upon, not repeated;
- Transition from secondary school to further education, higher education, or employment (age 16–18): formation continues in every pathway — FE institutions, apprenticeship frameworks, and employer formation programmes;
- Transition from formal education to adult life: automatic enrolment in adult formation provision, with active outreach to those who disengage; and BRITISH ISLES
- Transition into sortition service: mandatory formation period, with support for the specific demands of the role.

Formation records held in the Civic Formation Portal are portable across these transitions and are the property of the individual resident, not the institution.

BRITISH ISLES

Chapter 9: Integration with DD&SA Governance

Structures

9.1 Formation and the Three-Tier Assembly System

The formation system is explicitly designed to serve the civic requirements of the three-tier sortition assembly architecture. Residents may be selected for service at any of the three tiers — Local, Regional, or National — and the formation system must ensure that the full resident population is capable of effective service at all three.

This does not mean that the formation system must produce generalist knowledge of every governance domain. It means that it must produce the deliberative and constitutional capacities that enable a person to engage effectively with specialist evidence, to participate constructively in structured deliberation, and to exercise genuine civic authority regardless of the technical domain of the assembly's work.

9.2 Formation and the Independent Epistemic Secretariat

The Independent Epistemic Secretariat (IES) plays a dual role in relation to civic formation. It is both a resource for assembly members — providing evidence summaries, expert access, and epistemic support during deliberation — and an oversight body for the formation system itself. The Formation Division of the IES reviews the evidence base for formation practices, publishes independent assessments of formation quality, and provides the National Sortition Assembly with an independent view of system performance.

The relationship between the IES and the Civic Formation Authority is deliberately maintained as one of productive tension rather than hierarchical authority. The IES cannot direct the Civic Formation Authority; it can only advise and report publicly. The Civic Formation Authority cannot suppress or direct IES reports; it can only respond to them.

9.3 Formation and the Civic Rules

The Civic Rules of the Civic Commonwealth (the constitutional analogue of legislation) provide the ultimate legal framework within which civic formation operates. Three Civic Rules are of particular relevance:

- The Civic Formation Entitlement Rule, which establishes the individual right to civic formation and the corresponding obligation on the system to provide it;
- The Civic Information Rule, which establishes the right to access accurate, evidence-anchored civic information through the Sovereign Digital Network and prohibits the operation of information platforms that systematically mislead civic participants; and
- BRITISH ISLES • The Assembly Integrity Rule, which requires that sortition assembly members are adequately prepared for their service and prohibits processes that would compromise the deliberative quality of assembly decisions.

BRITISH ISLES

Chapter 10: Design Principles and

Non-Negotiables

10.1 System Design Principles

In addition to the foundational philosophical principles of Chapter 3, the following operational design principles govern all implementation decisions within the system:

0.1.1 Coherence

Every component of the formation system must be coherent with every other component.

There must be no component that advances values inconsistent with those of any other component, and no formation experience that contradicts or undermines any other. Where tensions exist between components, they must be resolved explicitly at the design level and not left to generate contradictions in practice.

0.1.2 Proportionality

The depth and intensity of formation provision must be proportionate to the civic role being prepared for. Assembly service preparation is more intensive than annual adult formation; advanced deliberative training for experienced assembly members is more intensive than initial sortition preparation. Proportionality prevents both under-provision (which produces formation failure) and over-provision (which produces formation fatigue and disengagement).

0.1.3 Local Sensitivity

The national framework must be implementable across the full geographic and cultural diversity of the Civic Commonwealth, from the Western Isles of Scotland to the Isles of Scilly, from urban Glasgow to rural mid-Wales. Local Formation Networks have explicit authority to adapt delivery methods, schedules, and modalities to local conditions without requiring national approval, subject only to the requirement that national competency standards are met.

0.1.4 Adaptive Efficiency

The formation system does not repeat what has already been learned. Formation builds on prior competency rather than re-teaching from scratch. The Formation Record System enables educators at every stage to begin where the learner is, rather than where the curriculum assumes they are.

0.1.5 Measurable Outcomes

The formation system commits to outcomes that are measurable, monitors those measures systematically, and responds to measurement findings with genuine adaptive action rather than defensive justification. Measurement is not for compliance theatre; it is for continuous improvement.

BRITISH ISLES

10.2 Constitutional Non-Negotiables

The following elements of this Framework are designated as constitutional non-negotiables.

They may not be reduced, suspended, or modified by any operational or financial decision.

Only a full amendment process through the National Sortition Assembly can alter them:

23. The universal entitlement of all residents to civic formation of sufficient quality for meaningful civic participation; 24. The structural independence of the civic formation system from partisan, commercial, and political direction; 5. The mandate of the Civic Formation Authority as a sortition-constituted body; 6. The role and independence of the IES Formation Division; 7. The Formation Record as the property of the individual resident; 8. The prohibition on formation content that advances particular political conclusions; 9. The five-year review cycle for the full formation system; and 0. The mandatory formation period for sortition assembly service.

BRITISH ISLES BRITISH ISLES

PART III

CURRICULUM — AGES 5 TO 18

Chapter 11: Curriculum Philosophy

11.1 The Purpose of the Formal Curriculum

The formal civic formation curriculum for ages five to eighteen has a single, unambiguous purpose: to develop, in every young person who passes through it, the full range of civic capabilities they need to participate meaningfully in the Civic Commonwealth as a resident, as a potential assembly member, and as a member of a community. This purpose is not subordinate to any other educational objective, though it is complementary to many.

The curriculum is deliberately not defined by what young people should know about civic institutions. It is defined by what they should be able to do as civic actors. This distinction has profound implications for curriculum design, pedagogy, and assessment.

11.2 Curriculum Design Principles

1.2.1 Competency-Led, Not Content-Led

The curriculum specifies competencies to be developed, not content to be covered. Content is the vehicle through which competencies are developed, not the destination. This means that teachers have significant latitude in choosing the specific content through which they develop required competencies, provided that the competencies themselves are developed to the required standard. It also means that the curriculum is not rendered obsolete by changes in the political environment: competencies in evidence evaluation, deliberative reasoning, and constitutional understanding remain relevant regardless of which specific institutions or events serve as their context.

1.2.2 Spiral Curriculum Structure

The curriculum is structured on a spiral model: core concepts and competencies are introduced in simple forms at the earliest stages and revisited in progressively more complex forms at each subsequent stage. A child encounters the concept of fair rules at age five through classroom governance; revisits it as constitutional structure at age eleven; encounters it as deliberative legitimacy at age fourteen; and analyses it as a contested theoretical question at age seventeen. The concept is the same; the complexity and critical rigour of engagement with it deepens through the spiral.

BRITISH ISLES

1.2.3 Experiential Learning as Primary Pedagogy

Abstract knowledge of civic concepts without experiential engagement with them produces civic awareness, not civic capability. The curriculum requires that at every stage, the majority of formation time is spent in active civic practice — simulated assemblies, community civic projects, deliberative exercises, evidence evaluations, public contribution activities — rather than passive knowledge acquisition. The ratio of experiential to didactic learning increases progressively through the formation stages.

1.2.4 Cross-Curricular Integration

Civic formation is not exclusively the responsibility of dedicated civic formation lessons. It is integrated across the curriculum in ways that reflect the genuine interdisciplinary nature of civic questions. English and language development supports deliberative communication capacity. Mathematics and data literacy support evidence evaluation. History contextualises contemporary institutions. Science provides models of evidence-based reasoning. The arts develop perspective-taking and empathic imagination. Geography develops understanding of place, community, and environmental civic responsibility.

Each subject area has explicit civic formation integration requirements, described in Chapter 18.

1.2.5 Local, National, and Global Scales

Civic formation at every stage operates simultaneously at local, national, and global scales.

Young people are formed as members of their immediate community, as residents of the Civic Commonwealth of the British Isles, and as participants in a global civic environment.

Formation at the local scale is most concrete and immediate; formation at the national and global scales increasingly relies on the deliberative and analytical capacities developed at the local scale.

11.3 The Civic Formation Curriculum Framework

The curriculum is organised around five Civic Formation Domains, which apply across all stages. Each domain is described below with its associated competency clusters:

Formation Domain

Competency Clusters

Domain 1: Democratic Knowledge and Understanding History and theory of democracy; sortition and representative systems; the DD&SA constitutional architecture; the three-tier assembly system; Civic Rules and rights; the role of the IES; the Civic Formation system itself Domain 2: Deliberative Capability Active listening; evidence identification and evaluation; structured argumentation; perspective-taking; constructive disagreement; consensus-building; facilitation; chairing; documentation Domain 3: Civic Communication Domain 4: Critical Civic Analysis Domain 5: Civic Identity and Agency Oral civic communication; written civic communication; presentation and advocacy; media literacy; digital civic communication; interpretation and representation of evidence Systemic analysis; power analysis; historical reasoning; comparative institutional analysis; identification of bias and interest; evaluation of institutional performance; constructive critique Sense of civic belonging; understanding of civic rights and obligations; confidence in civic participation; motivation for civic engagement; civic emotional regulation; resilience in the face of civic setbacks BRITISH ISLES

Chapter 12: Stage 1 — Civic Seedling (Ages 5–7)

12.1 Developmental Context

Children between five and seven are developing their understanding of self, other, and community. They are forming their earliest mental models of rules, fairness, belonging, and authority. These models are foundational: the civic orientations established in early childhood persist, adapted and elaborated, through adult life. This stage is not too early for civic formation; it is the most critical stage for establishing the civic dispositions on which everything else is built.

12.2 Formation Objectives: Stage 1

By the end of Stage 1, every child should be capable of:

Articulating what fairness means to them and giving examples from their own experience; Participating in simple whole-class decision-making processes in which every voice is heard; Naming and understanding the rules of their classroom community and explaining why rules exist; Recognising that other people have different experiences, perspectives, and needs; Demonstrating the ability to listen to a different view without interrupting; Expressing a preference or opinion and giving a simple reason for it; Identifying at least one aspect of their school or local community that they would like to improve, and articulating why; • Understanding that communities make decisions together and that their own contribution to those decisions is real and valued.

12.3 Curriculum Content: Stage 1

Content in Stage 1 is drawn from the immediate environment of the child — the classroom, the school, the family, the neighbourhood. It is not abstract. It centres on:

Rules and why they exist: classroom rules developed with children rather than imposed on them; the difference between rules and preferences; what happens when rules are broken and how communities respond; Fairness and taking turns: everyday fairness questions in classroom and playground contexts; the difference between equal and fair; resolving disagreements by reasoning rather than force; Voices and listening: circle time and structured discussion exercises; the principle that every person's voice has equal worth; what it means to really listen; why listening to others can change your own view; BRITISH ISLES • Community and belonging: the classroom and school as communities; what communities do together; the concept of a shared interest; the idea that belonging to a community brings both rights and responsibilities; and • Helping and contributing: simple acts of civic contribution — helping, sharing, looking after shared spaces — and their connection to the broader idea of civic duty.

12.4 Pedagogy at Stage 1

At Stage 1, formation is almost entirely experiential. The primary pedagogical methods are:

- Circle time and class council: weekly structured time in which the class discusses a real question about their shared life, reaches a decision by simple deliberative process, and records that decision. The class council is a genuine governance body — its decisions affect real aspects of classroom life;
- Story and narrative: carefully selected stories that develop civic empathy, perspective-taking, and understanding of community. Stories are followed by structured discussion, not comprehension tests;
- Role play: simple structured scenarios that allow children to experience different civic roles — the decision-maker, the person affected by a decision, the one whose voice is not initially heard;
- Community projects: small-scale projects connected to the school or local community, designed and executed collectively by the class; and
- Reflective practice: brief regular reflections on fairness, listening, and community contribution, recorded in simple formats (pictures, spoken word, dictated text) in each child's Formation Journal.

12.5 Time Allocation: Stage 1

Stage 1 civic formation is delivered through a combination of dedicated formation time (minimum one hour per week of directed formation activities), integrated learning across all curriculum areas (described in Chapter 18), and the structural design of the classroom environment (which models democratic and deliberative principles in its everyday operation).

There is no separate “civics lesson” at Stage 1; civic formation permeates the whole learning environment.

BRITISH ISLES

Chapter 13: Stage 2 — Civic Explorer (Ages 7–11)

13.1 Developmental Context

Between seven and eleven, children develop rapidly in their capacity for abstract reasoning, their understanding of social systems beyond the immediate, and their awareness of the wider world. They can engage with concepts — democracy, fairness, representation, evidence — at a level beyond simple experience. They are also forming their understanding of authority: who has it, why, and whether it is legitimate. Stage 2 formation capitalises on this developmental moment to develop genuine constitutional understanding alongside the deliberative capability introduced in Stage 1.

13.2 Formation Objectives: Stage 2

By the end of Stage 2, every young person should be capable of:

Explaining what a sortition assembly is and how it differs from an elected assembly, with reasons for the difference; Identifying the three tiers of the sortition assembly system and describing the function of each; Participating in a structured deliberative exercise on a genuine question, demonstrating the ability to evaluate simple evidence, consider multiple perspectives, and contribute to a collective conclusion; • Explaining the difference between a fact, an opinion, and a claim supported by evidence; Identifying examples of bias in simple information sources; Contributing to a class or school council in a leadership role — as facilitator, note-taker, or spokesperson — at least once during the stage; Identifying a civic issue in their local community and proposing a reasoned response to it; Demonstrating understanding of the rights and responsibilities associated with residency in the Civic Commonwealth; Describing what the Independent Epistemic Secretariat does and why it exists; and Demonstrating respectful engagement with perspectives significantly different from their own.

13.3 Curriculum Content: Stage 2

Content in Stage 2 extends from the school and immediate community to the local assembly area and the constitutional structure of the Civic Commonwealth. Key content areas include:

BRITISH ISLES • The history and theory of democracy, at an introductory level: the Athenian agora, the jury, the emergence of modern democracy, and the DD&SA transition — presented as a genuine historical narrative rather than propaganda for the current system; The three-tier assembly architecture: Local, Regional, and National Sortition Assemblies; how sortition works; who can be selected; what assembly members do; The Civic Rules: what they are, how they are made, and how they can be challenged — including examples of Civic Rules that were challenged and changed; Evidence and reasoning: the difference between facts, opinions, and evidence-supported claims; how to evaluate a simple source; what makes one argument stronger than another; Local governance: what happens in the child’s Local Sortition Assembly; how decisions are made; how residents can contribute; Civic rights and responsibilities: the Civic Formation Entitlement; the right to access information; the obligation of civic participation; the right to challenge governance decisions; and • Community civic projects: each Stage 2 class must complete at least one project per year that involves genuine engagement with local civic processes — a submission to the Local Assembly, a community investigation, a presentation to the Local Formation Network.

13.4 Pedagogy at Stage 2

Stage 2 introduces more structured deliberative practice alongside the experiential methods of Stage 1. Key pedagogical methods include:

- The Civic Enquiry method: a structured six-step process (Question, Investigate, Deliberate, Conclude, Communicate, Reflect) applied to a real civic question of the class's choosing each term;
- Assembly simulation: regular structured simulations of assembly deliberation, using real assembly processes adapted for age-appropriate complexity;
- Guest civic practitioners: assembly members, Civic Formation Hub staff, Local Formation Network coordinators, and other civic actors visit classes to share their experience and answer questions in structured question-and-answer sessions;
- Local civic walks and visits: structured visits to civic institutions — the local assembly chamber, the Civic Formation Hub, civic infrastructure — with formation activities embedded;
- Digital civic investigation: age-appropriate guided use of the Civic Knowledge Commons to investigate civic questions and evaluate sources; and
- Formation Journals: now including written and digital components as well as visual and spoken, with more structured reflective prompts.

13.5 Time Allocation: Stage 2

Stage 2 dedicates a minimum of ninety minutes per week to dedicated civic formation activities, with integration across at minimum English, History, Geography, and Computing.

Schools may exceed this minimum at local discretion but may not fall below it. Dedicated civic formation time is curriculum-protected: it may not be displaced by examination preparation or institutional convenience.

BRITISH ISLES

Chapter 14: Stage 3 — Civic Enquirer (Ages

1–14)

14.1 Developmental Context

The transition to secondary school marks the beginning of a significant expansion in civic formation complexity. Young people at this stage are developing the capacity for formal operational reasoning, the ability to engage with systemic analysis, and a growing interest in identity and belonging. They are also encountering the full complexity of social inequality, political conflict, and institutional failure for the first time as reflective subjects. Stage 3 formation must engage with this complexity honestly, rather than protecting young people from it.

14.2 Formation Objectives: Stage 3

By the end of Stage 3, every young person should be capable of:

- Analysing a contested civic question using evidence from multiple sources, identifying the competing interests and perspectives involved, and constructing a reasoned position;
- Participating in a full assembly simulation exercise, including preparation, deliberation, and decision-making phases, in a role appropriate to their experience;
- Identifying and explaining the constitutional safeguards built into the DD&SA system against corruption, capture, and authoritarianism;
- Critically evaluating an information source, identifying bias, conflict of interest, and evidentiary weakness;
- Constructing a written civic argument of at least 600 words, with evidence, counterargument, and conclusion;
- Leading at least one deliberative session of a peers' group, demonstrating facilitation skills;
- Explaining the role of the Independent Epistemic Secretariat, the Civic Justice Architecture, and the

Civic Formation Authority, and describing how they interact; Identifying an instance of civic failure — historical or contemporary — and analysing its causes and consequences; Demonstrating the ability to engage respectfully and productively with a person whose civic values differ significantly from their own; and Completing at least one substantive community civic project each year, with real impact on civic life in their local assembly area.

14.3 Curriculum Content: Stage 3

Stage 3 curriculum content addresses the full constitutional architecture of the Civic Commonwealth in substantive depth, alongside critical engagement with its vulnerabilities and limitations. Key content areas:

- Constitutional architecture in depth: the full DD&SA governance structure, including the Civic Formation Authority, the IES, the Civic Justice Architecture, the Leadership Architecture, and the crisis governance provisions of DD&SA-CONST-LBV-001; Political philosophy: introduction to the key traditions of democratic theory — liberal, republican, deliberative, participatory — and their implications for institutional design; The history of civic participation: from Athens through the medieval commons to modern direct democracy experiments, with explicit comparison between sortition and election systems; Evidence and argumentation in depth: logical fallacies, rhetorical devices, statistical reasoning, source evaluation, and the epistemology of public knowledge; Media and information literacy: the economics and incentive structures of commercial media; algorithmic amplification and its effects on public reasoning; the obligations of the Civic Broadcasting Architecture; Civic failure case studies: historical and contemporary examples of democratic failure, institutional corruption, civic disengagement, and populist capture — including examples from the UK's own history of representative democracy; The Civic Rules and rights architecture: substantive rights of the Civic Commonwealth, how they are protected, how they can be challenged, and the Civic Justice Architecture's role in enforcement; Civic identity and belonging: the multiple dimensions of civic identity in the Civic Commonwealth; the relationship between civic belonging and cultural, ethnic, and national identity; the concept of civic pluralism; and Assembly service preparation: introduction to the sortition selection process, the rights and obligations of selected residents, and the formation programme that accompanies selection.

14.4 Pedagogy at Stage 3

Stage 3 formation is primarily deliberative and analytical. Key methods include:

The Civic Commonwealth Assembly Project: each form group constitutes itself as a Local Sortition Assembly for one day per term, taking on real advisory questions submitted by the school's actual Local Formation Network and producing a reasoned report; Evidence evaluation workshops: structured analysis of real information sources — news articles, assembly reports, IES publications, academic summaries — using the evidence evaluation framework of the curriculum; Debate and deliberation contrast: explicit comparison of debate (adversarial, aimed at winning) with deliberation (collaborative, aimed at reasoned conclusion), practised in both modes so the difference is experiential rather than abstract; Civic writing: regular structured civic writing exercises — arguments, reports, assembly minutes, public submissions — developing both civic communication skill and civic knowledge; Civic action projects: each pupil completes a minimum of twenty hours of civic action per year — a substantive project with real civic impact, documented in their Formation Journal; and External deliberative participation: Stage 3 classes participate, as youth contributors, in at least one genuine Local Sortition Assembly consultation per year.

14.5 Time Allocation: Stage 3

Stage 3 dedicates a minimum of two hours per week to dedicated civic formation, delivered as a distinct timetabled subject by a qualified Civic Formation Educator. Integration requirements apply across History, English, Geography, Science, and Computing. The dedicated formation subject is examined through portfolio assessment (Chapter 23) rather than timed examination.

BRITISH ISLES

Chapter 15: Stage 4 — Civic Practitioner (Ages

4–16)

15.1 Developmental Context

Ages fourteen to sixteen are the critical bridge between civic formation and civic practice.

Young people at this stage are approaching the age at which they become eligible for sortition selection (Chapter 38 specifies formation requirements before service). They are also at the stage of identity consolidation in which the civic identity developed through prior formation can either solidify into lasting civic commitment or, if the formation system fails, recede into cynicism and disengagement. Stage 4 must be the most practically demanding and genuinely consequential stage of formal civic formation.

15.2 Formation Objectives: Stage 4

By the end of Stage 4, every young person should be capable of:

- Independently leading a structured deliberative exercise from beginning to conclusion, including agenda-setting, facilitation, documentation, and follow-up;
- Producing a substantive civic analysis (minimum 1,500 words) of a genuine governance question, incorporating evidence evaluation, stakeholder analysis, and framework recommendation in DD&SA constitutional format;
- Completing a full simulation of the sortition service preparation programme, demonstrating readiness for assembly service if selected;
- Critically evaluating the performance of a real Local Sortition Assembly over a defined period, using the accountability frameworks of the Civic Commonwealth;
- Demonstrating the civic communication skills necessary for effective public participation: oral presentation, written submission, chairing, and digital civic communication;
- Identifying and describing the key vulnerability points in the DD&SA system and proposing institutional responses to them;
- Completing the Civic Practitioner Competency Assessment (Chapter 23) at the required standard;
- Contributing substantively to the governance of at least one civic institution during Stage 4 — school council, local community organisation, Local Sortition Assembly Youth Forum; and
- Demonstrating sustained commitment to at least one civic cause or community project over the two-year stage.

15.3 Curriculum Content: Stage 4

Stage 4 curriculum is dominated by practical civic application rather than knowledge acquisition. The knowledge architecture of Stages 1–3 is the foundation; Stage 4 builds on it through practice. Key content areas:

Advanced constitutional analysis: comparative analysis of constitutional systems, including non-DD&SA democracies; systematic evaluation of constitutional design choices; the relationship between constitutional text and institutional practice; Civic leadership and governance: what it means to hold civic authority; the responsibilities of assembly membership; the ethics of civic decision-making; conflict of interest management; Governance failure and recovery: detailed case

studies of institutional failure across democratic systems; analysis of failure modes in the DD&SA system specifically; the recovery mechanisms and why they take the forms they do; Civic economics: the relationship between economic arrangements and civic life; the civic implications of inequality, resource distribution, and public finance; how economic decisions are made in the DD&SA system; Environmental and long-term civic thinking: intergenerational civic obligations; the civic architecture of long-term decision-making; climate governance and the DD&SA approach; and The ethics of civic disagreement: the limits of civic tolerance; how democracies manage fundamental value conflict; the rights of civic dissent and their limits in the Civic Commonwealth.

15.4 Pedagogy at Stage 4

Stage 4 pedagogy is predominantly practitioner-led. Young people at this stage are not primarily students of civic formation; they are junior civic practitioners. Key methods include:

Real civic roles: every Stage 4 student takes on at least one real role in a genuine civic institution during the stage — not a simulation, but actual civic service in an appropriate junior capacity; The Capstone Civic Project: a sustained two-year civic project that addresses a genuine civic question in the student's local area, conducted with support from the Local Formation Network and presented to the Local Sortition Assembly; Peer formation leadership: Stage 4 students lead formation activities for Stage 2 and Stage 3 students as part of their own formation — teaching civic skills to younger students deepens those skills in the teacher; Assembly observation and analysis: systematic observation of real assembly sessions, with structured analytical frameworks and opportunity to submit questions for assembly consideration; and Portfolio development: intensive support for the development of the Formation Portfolio that is the primary assessment mechanism at this stage.

BRITISH ISLES

15.5 Time Allocation: Stage 4

Stage 4 dedicates a minimum of three hours per week to dedicated civic formation, plus a minimum of two hours per week of civic practice in real institutional contexts. The civic practice hours are recorded in the Formation Journal and form part of the portfolio assessment. Schools must have a formal partnership with at least one civic institution that provides genuine civic practice opportunities for Stage 4 students.

BRITISH ISLES

Chapter 16: Stages 5 and 6 — Civic Architect

(Ages 16–18) and Further Education Pathways

16.1 Stage 5: Civic Architect (Ages 16–18 in Upper Secondary)

Stage 5 is the most advanced stage of formal civic formation for those continuing in full-time education. It is delivered through upper secondary schools and sixth-form colleges. Its purpose is to produce young adults who are not merely capable civic participants but active civic contributors — people with the knowledge, skills, and institutional understanding to serve effectively in any tier of the sortition assembly system and to contribute to the civic improvement of the Commonwealth.

6.1.1 Formation Objectives: Stage 5

By the end of Stage 5, every young person should be capable of:

Exercising the full range of deliberative, analytical, and communicative capabilities at the standard required for National Sortition Assembly service; Producing work of the quality expected of an

effective assembly member — evidence analysis, deliberative participation, written recommendation, oral advocacy; Contributing original civic thinking to the public domain — through published civic writing, policy submissions, community civic projects, or contributions to the formation system itself; Identifying and analysing systemic risks to democratic governance in the Civic Commonwealth, and constructing institutional responses; Demonstrating civic mentoring capability — the ability to support less-experienced civic participants in their formation; and Completing the Advanced Civic Formation Record to the standard required for recognition as a Civic Formation Mentor (Chapter 26).

6.1.2 Curriculum Content: Stage 5

Stage 5 curriculum is entirely student-directed within a structured framework. Each student develops a Civic Formation Plan in consultation with their Civic Formation Educator, identifying the competency areas they will develop and the civic projects through which they will develop them. The Plan must address all five Civic Formation Domains to Advanced level but does not prescribe the means by which they are addressed.

All Stage 5 students complete the following regardless of their individual Formation Plan:

- The Advanced Deliberative Practice Programme: intensive training in advanced facilitation, chairing, and deliberative process design;
- The Civic Framework Laboratory: a term-long simulation of the full DD&SA Framework development process, from evidence review through deliberation to drafted constitutional instrument; BRITISH ISLES
- The Civic Research Component: an independent civic research project of minimum 5,000 words, reviewed by the IES Formation Division before publication in the Civic Knowledge Commons; and
- The Civic Mentoring Placement: forty hours of mentoring of Stage 2 or Stage 3 students, with structured supervision and reflective assessment.

16.2 Further Education and Apprenticeship Pathways

The formal civic formation system does not end for young people who leave full-time secondary education at sixteen or seventeen to enter further education or employment. The following provisions apply to all pathways:

6.2.1 Further Education Colleges

All further education colleges in the Civic Commonwealth are required to provide a minimum of sixty hours of dedicated civic formation per year for every enrolled student, in addition to any integration with vocational curriculum areas. This formation is delivered by qualified Civic Formation Educators, is assessed through portfolio, and is recorded in the student's Formation Record. It may include off-site community civic projects and assembly observation.

6.2.2 Apprenticeship and Work-Based Learning

Apprenticeship frameworks in the Civic Commonwealth include a mandatory civic formation component of no fewer than thirty hours per year, delivered in partnership between the employer, the Local Formation Network, and the Civic Formation Hub. The content is adapted to the context of the apprenticeship without reducing the competency requirements.

Formation during apprenticeship is recorded in the Formation Record and counts toward the Civic Adult formation entitlement described in Part VI.

6.2.3 Higher Education

Higher education institutions in the Civic Commonwealth are required to embed civic formation in the first year of all undergraduate programmes at a minimum of thirty hours, and to provide optional advanced civic formation for subsequent years. The specific form of integration is agreed between each institution and its Regional Formation Body through a Civic Formation Agreement reviewed every three years.

BRITISH ISLES

Chapter 17: Cross-Cutting Competencies

17.1 The Seven Cross-Cutting Competencies

Beyond the domain-specific competencies described in Chapters 12–16, the civic formation curriculum develops seven cross-cutting competencies that are present in every formation activity at every stage. These competencies are the connective tissue of the formation system: they enable each domain competency to be applied in context and to be transferred across domains.

Competency 1: Epistemic Humility

The capacity to hold one's own conclusions with appropriate tentativeness; to recognise the limits of one's own knowledge and reasoning; to remain genuinely open to revision in the light of new evidence; and to resist the temptation to mistake confidence for competence.

This competency is particularly important in deliberative settings, where the pressure to appear certain is high. It is developed through exercises that reward position change when evidence warrants it, not penalise it.

Competency 2: Systemic Thinking

The capacity to understand civic phenomena as elements of complex systems rather than isolated events; to trace the relationships between institutions, incentives, and outcomes; and to distinguish between symptoms of systemic problems and their root causes. Systemic thinking prevents the misattribution of system-level failures to individual bad actors and develops the institutional analysis skills necessary for effective assembly deliberation.

Competency 3: Civic Courage

The willingness to express and defend minority views in deliberative settings; to challenge the consensus when evidence warrants it; to raise uncomfortable questions about the functioning of civic institutions, including those of the Civic Commonwealth; and to maintain a position under social pressure while remaining genuinely open to rational persuasion. Civic courage is developed through deliberative exercises in which conformity is neither rewarded nor expected.

Competency 4: Intersectional Civic Understanding

The recognition that civic participation is experienced differently by people with different identities, backgrounds, and positions in the social structure; the capacity to analyse civic questions from multiple social positions; and the understanding that the formal equality of civic entitlement does not guarantee substantive equality of civic experience without active institutional attention. This competency prevents the civic formation system from reproducing the social inequalities it is designed to overcome.

BRITISH ISLES

Competency 5: Long-Term Civic Thinking

The disposition to consider the long-term consequences of civic decisions, including their intergenerational effects; to resist the bias toward immediate or short-term outcomes that characterises many democratic systems; and to hold the interests of future residents of the Civic Commonwealth as a genuine civic obligation of present decision-making. This competency is developed through case studies of long-term civic decisions and their consequences, and through the specific curriculum content on environmental and intergenerational governance.

Competency 6: Constructive Dissent

The capacity to challenge institutional decisions, civic processes, and formation content itself through appropriate channels, with evidence and argument, in ways that are genuinely constructive rather than merely oppositional. The formation system is not served by residents who comply silently when they disagree; it is served by residents who engage constructively with disagreement. Constructive dissent is both modelled and practised throughout the formation curriculum.

Competency 7: Civic Resilience

The ability to sustain civic engagement in the face of setback, frustration, slow progress, and the inevitable imperfections of real civic institutions and processes; to maintain civic commitment without requiring civic experience to be uncomplicated or always rewarding; and to recover from civic disappointment without retreating into disengagement. Civic resilience is the capacity that sustains all the others over a lifetime of civic participation.

BRITISH ISLES

Chapter 18: Subject Integration Requirements

18.1 The Principle of Whole-School Civic Formation

Civic formation is not the exclusive responsibility of the designated civic formation subject. It is a whole-school endeavour in which every subject area makes an explicit and accountable contribution to civic capability development. This is not an aspiration; it is a constitutional requirement. Every school in the Civic Commonwealth must have a Whole-School Civic Formation Plan, approved by the Local Formation Network, reviewed annually, and published to parents and the community.

18.2 Subject-Level Integration Requirements

Subject Area

Civic Formation Integration Requirement

English and Language Deliberative communication, civic writing (submissions, reports, arguments, minutes), critical analysis of civic texts, oral advocacy and presentation, narrative empathy and perspective-taking History History of democratic systems, the DD&SA transition in historical context, case studies of civic failure and recovery, analysis of how civic institutions were shaped by and shape social forces, historiography as model of evidence-based reasoning Geography Place and civic identity, environmental governance, planning and community decision-making, global civic interconnection, urban and rural civic experience, climate governance geography Science and STEM Scientific method as model of evidence reasoning, science in public decision-making, the role of expert evidence in assembly deliberation, environmental science and civic obligation, technology and civic participation Computing and Digital Technology Mathematics and Statistics Digital civic literacy, algorithmic transparency, data rights, use of the Civic Knowledge Commons, digital safety and the Sovereign Digital Network, coding for civic tools Statistical reasoning, risk assessment, data interpretation for civic decision-making, budget analysis at public scale, quantitative reasoning for assembly evidence evaluation Personal, Social, and Civic Formation (dedicated subject) Full formation curriculum as described in Chapters 12–16, including Formation Journal, portfolio assessment, community projects, and assembly simulation Arts and Creative Education Physical Education Civic imagination, empathy through narrative, protest and advocacy in artistic tradition, public art as civic communication, creative participation in community civic life Team deliberation, fair play as civic value, inclusion and accessibility in shared physical spaces, leadership and followership in cooperative contexts Modern Languages Civic vocabulary in additional languages, engagement with civic systems of other nations, cross-cultural civic comparison, contribution to formation provision for residents with other first languages Religious and Cultural Education Plurality of civic values, secular and religious approaches to civic obligation, cross-community civic engagement, the history of civic institutions in religious and cultural contexts

18.3 Integration Quality Assurance

Subject integration is reviewed as part of school-level quality assurance (Chapter 30).

Subject teachers are required to demonstrate, in their professional portfolios, the specific ways in which they have delivered civic formation integration during the review period. This requirement is built into the Continuing Professional Formation framework for all educators, not just designated civic formation specialists.

BRITISH ISLES BRITISH ISLES

PART IV

ASSESSMENT ARCHITECTURE

Chapter 19: Assessment Philosophy

19.1 The Purpose of Assessment in Civic Formation

Assessment in the civic formation system has one purpose: to determine, with as much accuracy as possible, what a person can actually do as a civic actor, and to identify what further formation they need to develop their capability. It does not exist to rank, to sort, to select for advantage, or to produce comparable data points for institutional performance tables. Any assessment mechanism that serves those purposes rather than the formation purpose it is supposed to serve is a corruption of the formation system, however procedurally correct its administration.

This commitment shapes every design decision in the assessment architecture. The primary question for every assessment mechanism is: does this accurately reveal the civic capability of the person being assessed, in a way that is useful for their further formation? If the answer is no, the mechanism must be redesigned or discarded, regardless of its administrative convenience.

19.2 The Rejection of Timed Examination

Timed written examination is constitutionally excluded as a primary assessment mechanism for civic formation. This exclusion is based on structural grounds, not mere pedagogical preference:

Timed examinations measure the capacity to recall and reproduce under artificial time pressure. This capacity has no direct relationship to the civic capabilities the formation system exists to develop; Timed examinations systematically disadvantage residents with anxiety conditions, language barriers, processing differences, and other characteristics that affect performance under time pressure without affecting underlying civic capability; Timed examinations create incentives for teachers and institutions to train performance on the assessment rather than developing the underlying capability — the precise inverse of what formation requires; and Timed examinations cannot assess deliberative capability, civic judgement, epistemic humility, long-term civic thinking, or any of the other complex capabilities at the core of the formation system.

Timed examination may serve a supporting role in specific, clearly defined circumstances — for example, as one component of a broader evidence portfolio — but may never constitute more than twenty per cent of any formal assessment, and may never be the sole or primary basis for a formation record entry.

19.3 The Primacy of Portfolio Assessment

Portfolio assessment is the primary mechanism of civic formation assessment throughout the formation system, from Stage 1 to adult formation. A Formation Portfolio is a curated, evidenced record of a person's developing civic capability, built up over time through real civic engagement rather than constructed for a single assessment moment.

The Formation Portfolio is described in detail in Chapter 23. Its primacy in the assessment architecture reflects a fundamental commitment: that evidence of civic capability must be gathered from the contexts in which that capability is exercised, not from artificial assessment scenarios.

19.4 Assessment as Formation

Assessment in the civic formation system is not external to formation; it is part of it. When a young person prepares their Formation Portfolio entry on their participation in an assembly simulation, they are simultaneously demonstrating and deepening their capability. When an adult civic formation participant reflects on their deliberative experience in a structured reflective exercise, they are simultaneously demonstrating and developing their capacity for civic self-evaluation. The distinction between assessment and formation is deliberately blurred: good formation produces evidence of itself.

19.5 Equity in Assessment

The assessment architecture is subject to a constitutional equity requirement: it must not systematically advantage or disadvantage any resident on the basis of social background, disability, language, cultural background, or any other characteristic unrelated to actual civic capability. This requirement is enforced through:

- Mandatory equity impact assessment of all new or substantially revised assessment mechanisms before implementation;
- Annual equity audit of assessment outcomes by the Civic Formation Authority, disaggregated by key demographic characteristics;
- Independent IES review of assessment equity every five years; and
- A right of challenge for any resident who believes an assessment mechanism has disadvantaged them on equity grounds, adjudicated through the Civic Justice Architecture.

BRITISH ISLES

Chapter 20: The Civic Competency Framework

20.1 Structure of the Framework

The Civic Competency Framework (CCF) is the reference document against which all civic formation assessment is conducted. It describes, for each of the five Civic Formation Domains and each of the seven Cross-Cutting Competencies, the specific capabilities that constitute competence at each of four levels: Emerging, Developing, Practising, and Advanced.

The CCF applies across the full formation continuum — from Stage 1 (Civic Seedling) through to adult and assembly service formation. The level at which a competency is assessed varies with the stage and context of formation, but the competency descriptions themselves are consistent across the system.

20.2 The Four Competency Levels

Level

Description

Typical Stage

Assessment Mechanism

Emerging The resident is beginning to develop awareness of this capability. They demonstrate it with significant support and may not yet be Stages 1–2 Formation Journal, teacher observation, structured peer feedback consistent. They can identify the capability in others but cannot yet exercise it reliably independently.

Developing Practising The resident demonstrates this capability reliably in structured, supported environments. They can apply it to familiar contexts without support and are beginning to transfer it to new contexts.

Stages 2–3 Portfolio entries, facilitated assessment tasks, community project documentation The resident demonstrates this Stages 3–5, adult Formation Portfolio, civic project assessment, peer and community verification capability consistently across a range formation of civic contexts, including unfamiliar ones. They can adapt their exercise of it to context, can explain and model it to others, and can identify when and how to improve it.

Advanced The resident exercises this capability at the standard required for effective National Sortition Assembly service.

They can design contexts for its development in others, exercise critical judgement about its limits, and contribute to the ongoing review of how it is defined and assessed.

Stages 5–6, assembly preparation Advanced Formation Record, IES-reviewed civic research, assembly service assessment

20.3 Competency Mapping by Stage

The following table maps the expected competency level for each Formation Domain against the formation stages, indicating the minimum standard expected at the end of each stage:

Formation Domain

Stages 1–2

Stages 3–4

Stages 5–6 / Early Adult

Democratic Knowledge and Understanding Emerging→Developing Developing→Practising Practising→Advanced Deliberative Capability Civic Communication Critical Civic Analysis Civic Identity and Agency Emerging Developing→Practising Practising→Advanced Practising→Advanced Practising→Advanced Practising Emerging→Developing Developing→Practising Emerging Developing→Practising Emerging→Developing Developing→Practising

20.4 Review of the Competency Framework

The CCF is reviewed on a five-year cycle by the Civic Formation Authority, with mandatory input from the IES Formation Division, practising Civic Formation Educators, adult formation participants, and sortition-selected review assemblies. The CCF may not be revised more frequently than the five-year cycle except in response to a specific identified failure, which must be documented, published, and scrutinised by the National Sortition Assembly before taking effect.

BRITISH ISLES

Chapter 21: Formative Assessment

21.1 The Role of Formative Assessment

Formative assessment is assessment for learning: assessment that is conducted during the formation process and feeds back into that process to enable continuous improvement. In the civic formation system, formative assessment is continuous, varied, and primarily practitioner-led. It includes:

Teacher observation of deliberative exercises, with structured notes that inform future formation planning; Peer feedback within structured deliberative activities, using the feedback frameworks developed in Stage 3 and above; Self-assessment using Formation Journal reflective prompts, which develop the metacognitive capacity for civic self-evaluation; Community feedback on civic projects, gathered through structured surveys and reflective discussions; Assembly feedback on contributions to simulation or real participation activities; and Formation Record review: regular structured conversations between learner and educator about progress on the Competency Framework.

21.2 Formation Journal

The Formation Journal is the primary tool of formative assessment across all stages of formal education and into adult formation. It is the property of the individual resident and travels with them through the formation continuum. It is not a school exercise book; it is a civic document, held securely in the Civic Formation Portal and controlled by the individual.

The Formation Journal records:

Reflective accounts of civic formation experiences, written by the learner; Evidence of civic action (project documentation, photographs, meeting records, correspondence with civic institutions); Feedback from peers, educators, and community partners; Self-assessment against the Competency Framework at regular intervals; Formation goals and plans, developed in consultation with the Civic Formation Educator; and • Records of civic service — assembly participation, community projects, formation mentoring.

The Formation Journal is used as evidence in portfolio assessment (Chapter 23) and forms the basis of the ongoing formation conversation between learner and educator.

BRITISH ISLES

21.3 The Formation Conversation

At every stage of formal and adult formation, each resident is entitled to a minimum of two Formation Conversations per year with a qualified Civic Formation Educator. A Formation Conversation is a structured dialogue of thirty to sixty minutes in which the educator and the learner review formation progress together, identify strengths and gaps, plan next steps, and document agreed actions in the Formation Journal.

The Formation Conversation is not a performance review or an accountability mechanism for the educator. It is a formation tool. Its records are held in the learner's Formation Journal and are under the learner's control. The educator holds no copy that is not accessible to the learner.

BRITISH ISLES

Chapter 22: Summative Assessment

22.1 The Role of Summative Assessment

Summative assessment in the civic formation system measures competency attained at defined points in the formation continuum. Its purpose is to provide a reliable, evidence-based record of what a person can do as a civic actor at a given point in their formation. It is not used to rank, select, or gatekeep access to civic participation — all residents are entitled to civic participation regardless of assessed formation level. It is used to identify formation needs, to direct formation resource to where it is most needed, and to provide residents with an honest account of their development.

22.2 Summative Assessment Points

Formal summative assessment occurs at the following points in the formation continuum:

- End of Stage 2 (age 11): Civic Explorer Record, assessing all five Formation Domains at the expected Developing level;
- End of Stage 3 (age 14): Civic Enquirer Assessment, assessing all five Formation Domains and the seven Cross-Cutting Competencies at the expected Practising level;
- End of Stage 4 (age 16): Civic Practitioner Competency Assessment, the primary formal assessment of the secondary education phase;
- End of Stage 5 (age 18): Advanced Civic Formation Record, assessing all domains at Advanced level for those seeking Civic Formation Mentor status;
- Prior to sortition assembly service: Assembly Formation Readiness Assessment (Chapter 38); and
- Post-service: Service Reflection and Integration Assessment (Chapter 38).

22.3 The Civic Practitioner Competency Assessment (Stage 4)

The Civic Practitioner Competency Assessment (CPCA) is the principal summative assessment of the secondary formation phase. It is administered at age sixteen and is the gateway to the advanced formation stages. It comprises:

- A Formation Portfolio (sixty per cent of the assessment): a curated selection of the most evidential entries from the Formation Journal, with explanatory narrative, assembled by the learner in consultation with the Civic Formation Educator;
- A Civic Project Assessment (thirty per cent): an assessed report on the Capstone Civic Project of Stage 4, reviewed by the Local Formation Network and an independent assessor from the Regional Formation Body; BRITISH ISLES
- A Deliberative Practice Observation (ten per cent): a structured observation of the learner participating in a genuine deliberative exercise, assessed by a qualified assessor using the Competency Framework.

The CPCA is graded on a four-level scale corresponding to the Competency Framework levels. There is no pass/fail threshold. Every resident receives an honest assessment of where they are in their formation, with a formation plan for the next stage.

BRITISH ISLES

Chapter 23: Portfolio Assessment

23.1 The Formation Portfolio in Detail

The Formation Portfolio is the primary sustained assessment mechanism of the civic formation system. It is distinct from both the Formation Journal (which is a continuous, comprehensive record) and a traditional portfolio (which might be a collection of best work).

The Formation Portfolio for assessment purposes is a curated, purposefully assembled selection of evidence from the Formation Journal, organised around the Competency Framework and accompanied by the learner's own analytical narrative.

23.2 Portfolio Components

A complete Formation Portfolio includes:

- A Competency Narrative (five hundred to one thousand words per Formation Domain): the learner's own analysis of their development in each domain, citing specific evidence from their Journal and reflections;
- Selected Evidence (minimum three pieces per Formation Domain): curated entries from the Formation Journal, with explanatory annotation identifying what they demonstrate and why they were selected;
- Civic Project Documentation: substantive evidence from at least one Capstone Civic Project, including context, process, outcome, and reflection;
- Peer and Community Feedback: verified

feedback from deliberative peers, community partners, and assembly contacts, with the learner's response to that feedback; Self-Assessment: the learner's own assessment of their level on the Competency Framework, with justification, and a formation plan identifying priority areas for further development; and Educator Assessment: the Civic Formation Educator's assessment of the portfolio, cross-referenced to the Competency Framework, with narrative commentary and any disagreements with the learner's self-assessment.

23.3 Portfolio Moderation

Portfolio assessment is moderated at three levels to ensure consistency and equity:

Within-school moderation: all Civic Formation Educators in a school review a sample of each other's portfolio assessments each term; Local Formation Network moderation: the Local Formation Network conducts cross-school moderation of a sample of portfolios from each school in its area; and Regional moderation: the Regional Formation Body conducts annual moderation of a cross-Local sample to ensure consistency across the region.

All moderation is conducted using the Competency Framework as the reference standard.

Significant disagreements between school assessment and moderation outcome are reported to the Civic Formation Authority as system data and used to improve assessor training.

BRITISH ISLES

Chapter 24: Civic Capability Records

24.1 The Formation Record

Every resident of the Civic Commonwealth has a Formation Record held in their personal Civic Formation Portal on the Sovereign Digital Network. The Formation Record is a permanent, portable, resident-controlled record of all civic formation undertaken and all civic capability assessed throughout their lifetime. It is the individual's civic formation identity document.

24.2 What the Formation Record Contains

Formation Journal entries and assessments across all stages; Portfolio assessments at each summative point; Civic project participation records; Assembly service records (if applicable); Adult formation programme completion records; Civic Formation Mentor status (if achieved); Community civic contribution records; and Formation goals and plans.

24.3 Data Rights and Control

The Formation Record is the exclusive property of the individual resident. The following rights apply absolutely:

- The resident controls who may access their Formation Record beyond the resident themselves and the Civic Formation system with which they are actively engaged;
- No employer, institution, or public body may require production of a Formation Record as a condition of employment, education, housing, or any other benefit or service;
- The resident may annotate any entry in their Formation Record with their own response or disagreement;
- The resident may request the removal of any entry made in error, subject to a review process governed by the Civic Justice Architecture; and
- The resident may download their complete Formation Record at any time, in a portable format.

24.4 System Use of Formation Data

The Civic Formation Authority may access anonymised, aggregated Formation Record data for system planning, equity monitoring, and quality review purposes. No individual Formation Record may be accessed for system purposes without the explicit consent of the individual, except by order of the Civic Justice Architecture in response to a specific and documented system failure investigation.

BRITISH ISLES

Chapter 25: Anti-Gaming Safeguards

25.1 The Risk of Gaming

Any assessment system can be gamed. The portfolio-based, competency-focused approach of this Framework is less susceptible to gaming than timed examinations — because it requires evidence of real civic activity rather than performance on a designed test — but it is not immune. The following safeguards are built into the assessment architecture specifically to address the most foreseeable gaming strategies.

25.2 Identified Gaming Risks and Safeguards

Gaming Risk

Structural Safeguard

Portfolio entries fabricated or substantially authored by educator or parent Formation Conversations are recorded; portfolio entries must include dated Journal entries from throughout the formation period; moderation process includes triangulation with observer records Civic project participation exaggerated or misrepresented Community partner verification is required for all project documentation; Local Formation Network verifies project reality Assessor leniency in institutions serving advantaged communities Blind moderation of a percentage of portfolios; statistical analysis of assessment outcomes disaggregated by community type; mandatory regional and national moderation Civic project opportunities unequal across communities Local Formation Networks are required to provide project opportunities in areas where community civic infrastructure is weak; Regional Formation Bodies monitor project access equity Formation Record inflation through low-quality adult formation Adult formation programmes must be accredited by the Civic Formation Authority; completion records specify programme content and assessed competency level Assembly preparation gaming for sortition advantage Sortition is random; formation status does not influence selection probability; assembly preparation records are not used for selection purposes Institutional pressure on Civic Formation Educators to over-assess Educators are accountable to the Civic Formation Authority professional framework, not to school management, for assessment decisions; whistleblowing protections apply

25.3 The Mandated Challenger Role in Assessment

Consistent with the DD&SA Mandated Challenger System, each formal assessment process includes a Mandated Challenger: a qualified Civic Formation Educator from outside the BRITISH ISLES assessing institution whose specific role is to identify potential gaming, inconsistency, or inequity in the assessment. The Mandated Challenger has access to the full moderation evidence base and may require re-assessment of specific portfolios or refer systematic concerns to the Civic Formation Authority.

BRITISH ISLES BRITISH ISLES

PART V

TEACHER FORMATION SYSTEM

Chapter 26: The Civic Formation Educator

26.1 A Distinct Professional Role

The Civic Formation Educator is a distinct professional role within the educational system of the Civic Commonwealth. It is not a subject specialism that a teacher holds alongside another primary identity — it is the primary identity. This distinction matters because it signals, structurally and institutionally, that civic formation is a specialism of sufficient depth and complexity to require dedicated professional formation, and that the people responsible for it must be formed for it with the same rigour applied to any other complex professional practice.

This does not mean that only designated Civic Formation Educators may contribute to civic formation. As Chapter 18 makes clear, all educators contribute to civic formation through their subject areas. But it means that the primary expertise for the delivery of the dedicated civic formation curriculum rests with professionals who have undertaken the specific formation described in this Part.

26.2 The Civic Formation Educator: Core Requirements

To hold the qualification of Civic Formation Educator and practise in the Civic Commonwealth's formation system, a person must:

Hold the Civic Formation Educator Qualification (CFEQ) at the appropriate level for their stage specialism (described in Chapter 27); Maintain a current Continuing Civic Formation Record demonstrating ongoing professional development (Chapter 28); Have completed a minimum of twenty hours of civic service in a genuine civic context (assembly participation, community governance, Local Formation Network service) within the preceding three years; Demonstrate current competency in all five Civic Formation Domains at the Practising or Advanced level, as assessed through portfolio and observed practice; Be registered with the Civic Formation Educator Register, maintained by the Civic Formation Directorate; and Have completed the mandatory ethics and anti-capture module of the CFEQ within the preceding three years.

BRITISH ISLES

26.3 The Civic Formation Mentor

The Civic Formation Mentor is a more senior professional designation held by Civic Formation Educators who have demonstrated Advanced competency across all Formation Domains and have completed the Advanced Formation Practice Programme. Mentors fulfil the following additional roles:

Mentoring and supporting less experienced Civic Formation Educators; Contributing to assessor training and moderation processes; Leading whole-school Civic Formation planning; Contributing to the Civic Formation Authority's curriculum review processes; Delivering Stage 5 and Stage 6 formation programmes; and Contributing to adult formation delivery in Civic Formation Hubs.

BRITISH ISLES

Chapter 27: Initial Formation Pathway

27.1 The Civic Formation Educator Qualification (CFEQ)

The CFEQ is a two-year postgraduate professional qualification available to candidates who hold a degree-level qualification in any subject area. Entry requirements reflect the philosophy that civic formation expertise is not subject-specific: a degree in History is not more relevant to the CFEQ than a degree in Engineering or Fine Art, provided the candidate demonstrates the core competencies required for entry.

27.2 CFEQ Entry Requirements

Candidates must demonstrate:

Competency across all five Formation Domains at the Developing level (assessed through portfolio and interview); Genuine civic engagement: evidence of substantive civic participation in any setting over at least two years; Communication capability: the oral and written communication skills required for effective formation delivery; Reflective practice capacity: the ability to reflect critically on their own learning and practice; and Commitment to the values of the Civic Formation system as described in Chapter 4.

27.3 CFEQ Programme Content

The two-year CFEQ programme comprises:

Programme Component

Content and Assessment

Constitutional and Civic Knowledge (Year 1) Comprehensive study of the DD&SA constitutional architecture, the history of democratic systems, deliberative democracy theory, and the civic formation philosophy of this Framework. Assessment: substantive written analysis and oral examination.

Formation Pedagogy (Year 1) The theory and practice of civic formation pedagogy: experiential learning, deliberative facilitation, formation conversation, cross-curricular integration, and assessment.

Assessment: observed teaching practice and portfolio.

Evidence and Epistemology (Year 1) Evidence evaluation, statistical reasoning, the epistemology of public knowledge, and the IES evidence framework. Assessment: evidence analysis tasks and written reflection.

Supervised Practice (Years 1 and 2) Advanced Facilitation and Deliberation (Year 2) Ethics and Anti-Capture (Year 2) Minimum 240 hours of supervised formation delivery across at least two different stage groups. Assessment: observed practice by qualified Civic Formation Mentor, portfolio of practice evidence.

Advanced deliberative facilitation, handling difficult civic content, managing diverse learner groups, civic formation for disengaged populations. Assessment: facilitated group assessment and portfolio.

The ethics of civic formation, the anti-capture principles of this Framework, recognising and responding to attempts to misuse the formation system, safeguarding in civic contexts.

Assessment: case study analysis and ethics portfolio.

Research and Improvement (Year 2) Formation Mentoring (Year 2) Practitioner research methods, contributing to the evidence base for formation practice, the review architecture of the formation system.

Assessment: practitioner research project published in Civic Knowledge Commons.

Theory and practice of mentoring for civic formation educators, including mentoring Stage students in their peer formation leadership role. Assessment: observed mentoring and reflective portfolio.

27.4 CFEQ Delivery

The CFEQ is delivered by Regional Formation Bodies in partnership with higher education institutions that hold a Civic Formation Provider Agreement with the Civic Formation Authority. Delivery is blended — approximately forty per cent online through the Civic Formation Digital Environment, sixty per cent in person — to enable access for candidates who are geographically dispersed or who cannot commit to full-time residential study.

The CFEQ is fully funded by the Civic Commonwealth for all successful candidates who commit to a minimum of four years of civic formation practice following qualification.

Candidates who leave formation practice within the four-year period repay a proportionate share of the programme cost, with an income-linked repayment schedule administered through the Civic Commons Revenue System.

27.5 Stage Specialisms

The CFEQ produces formation educators qualified to deliver across the full age range five to eighteen. However, Stage Specialism endorsements are available for candidates who wish to specialise in specific stages: Early Years (Stages 1–2), Middle Years (Stages 2–3), Secondary (Stages 3–4), and Advanced (Stages 4–5, adult formation). Stage Specialism BRITISH ISLES requires an additional term of specialist supervised practice and an additional assessed component.

BRITISH ISLES

Chapter 28: Continuing Professional Formation

28.1 The Principle of Continuous Formation

A Civic Formation Educator who is not themselves continuing to develop as a civic actor cannot effectively facilitate the formation of others. The Continuing Professional Formation (CPF) requirement for all registered Civic Formation Educators is therefore not a compliance burden but a formation requirement: it ensures that the people responsible for civic formation remain genuinely, actively formed themselves.

28.2 CPF Requirements

All registered Civic Formation Educators must complete a minimum of sixty hours of Continuing Professional Formation per year. This sixty-hour requirement is divided as follows:

- Twenty hours of Civic Engagement: genuine civic participation beyond the formation system — assembly service, community governance, Local Formation Network contribution, civic action projects. This is not a workshop; it is real civic engagement, documented in the educator's own Formation Record;
- Twenty hours of Formation Practice Development: formally accredited CPF activities addressing formation pedagogy, subject knowledge, assessment practice, or specific learner group needs. Delivered by Regional Formation Bodies, the Civic Formation Hub network, or

accredited providers; Ten hours of Peer Collaboration: structured collaboration with other Civic Formation Educators — co-planning, peer observation, moderation activity, formation research; and Ten hours of Reflective Practice: self-directed reflective engagement with the educator's own practice, documented in their Formation Record and discussed in their annual Formation Conversation with their Civic Formation Mentor.

28.3 CPF Record and Review

CPF activity is recorded in the educator's Formation Record. Annual review of CPF completion is conducted by the Civic Formation Mentor and reported to the Local Formation Network. Educators who fail to meet the CPF requirement in any year without documented exceptional circumstances are required to develop a remedial CPF plan with their Mentor and the Regional Formation Body. Persistent failure to meet CPF requirements is a grounds for suspension of registration.

28.4 Leadership and Advanced CPF

Civic Formation Mentors and formation educators in leadership roles within schools or Civic Formation Hubs have an enhanced CPF requirement of eighty hours per year, reflecting their additional responsibilities for mentoring others and contributing to system review.

BRITISH ISLES

Chapter 29: Institutional Support Structures

29.1 School-Level Support

Every school in the Civic Commonwealth must have a named Civic Formation Lead: a Civic Formation Educator with Mentor designation who is responsible for whole-school civic formation planning, educator support, community partnership development, and engagement with the Local Formation Network. The Civic Formation Lead has designated time — a minimum of two sessions per week — free from class-teaching responsibilities for this role.

The Civic Formation Lead receives specific additional support from the Regional Formation Body, including priority access to CPF activities, involvement in moderation processes, and an annual development programme for formation leadership.

29.2 Regional Formation Body Support

Regional Formation Bodies provide the following direct support to Civic Formation Educators:

- A Regional Educator Support Programme: structured CPF activities, peer learning networks, and formation practice communities of practice;
- An emergency support protocol: rapid access to specialist support for educators dealing with particularly difficult formation content, safeguarding concerns, or educator wellbeing challenges connected to their formation work;
- Resourcing: a curated resource library of formation materials, evidence packages, deliberative exercise designs, and assessment frameworks available through the Civic Formation Digital Environment; and
- Educator Wellbeing: civic formation work is demanding. The Regional Formation Body has a specific obligation to monitor educator wellbeing and to provide proactive support where wellbeing risks are identified.

29.3 The Civic Formation Educator Network

The Civic Formation Educator Network (CFEN) is a self-governing professional network of all registered Civic Formation Educators. It operates through the Civic Formation Digital Environment and through a programme of regional and national gatherings. Its functions include:

Professional peer support and knowledge-sharing; Collective contribution to curriculum review processes; Professional advocacy on behalf of the formation workforce; Publication of the Civic Formation Educator Journal (a practitioner-led professional journal hosted in the Civic Knowledge Commons); and • Representation of the educator voice in Civic Formation Authority governance.

BRITISH ISLES BRITISH ISLES

Chapter 30: Quality Assurance

30.1 The Quality Assurance Architecture

Quality assurance in the civic formation system operates at four levels simultaneously:

school, local, regional, and national. Each level has specific responsibilities and accountability relationships, and no level has exclusive authority. The multi-level architecture prevents both central bureaucratic control and local drift from standards.

30.2 School-Level Quality Assurance

Each school conducts an annual Civic Formation Self-Evaluation, using the Civic Formation Self-Evaluation Framework (CFSEF) provided by the Civic Formation Authority. The self-evaluation covers:

Formation time allocation and curriculum coverage; Educator qualification and CPF compliance; Assessment quality and portfolio standards; Community partnership engagement; Formation Record data for the school (anonymised and aggregated); and Formation equity: disaggregated outcomes data reviewed for patterns of differential formation experience.

The self-evaluation is published to parents, the community, and the Local Formation Network, and is used as the basis for school improvement planning.

30.3 Local and Regional Quality Assurance

Local Formation Networks conduct a quality review of each school in their area on a three-year rolling cycle, using the CFSEF as the reference standard. Regional Formation Bodies conduct a quality review of each Local Formation Network on a four-year rolling cycle. Both levels of review are conducted by trained reviewers who are not employed by the body under review.

30.4 National Quality Assurance

The Civic Formation Authority publishes an annual national quality report synthesising school self-evaluations, Local Network reviews, Regional Body reviews, IES evidence assessments, and Formation Record data. This report is the primary accountability document of the formation system, published in full, without redaction, and laid before the National Sortition Assembly.

30.5 Independent Inspection

BRITISH ISLES A programme of independent inspection of civic formation is conducted by the IES Formation Division on a rolling cycle, covering a representative sample of schools, Civic Formation Hubs, and adult formation providers each year. The IES inspection programme is independent of the Civic Formation Authority's own quality assurance processes. Its reports are published on the Civic Knowledge Commons without amendment by any executive body.

BRITISH ISLES BRITISH ISLES

PART VI

ADULT CIVIC EDUCATION SYSTEM

Constitutional Statement

The adult civic education system is the most consequential and the most historically neglected component of civic formation in democratic societies. In the Civic Commonwealth of the British Isles, it is constitutionally mandated, institutionally resourced, and operationally independent. The formation of adults is not supplementary to the formation of children. It is the foundation on which the Civic Commonwealth's democratic legitimacy rests in every generation, because it is adults — not children — who serve in assemblies, who make civic decisions, and who model civic behaviour for the next generation.

Chapter 31: Rationale and Constitutional Basis

31.1 Why Adult Formation is the Priority

The decision to devote an entire Part of this Framework to adult civic education — a Part of comparable length and institutional complexity to the Part devoted to the full thirteen-year school curriculum — is the most significant structural choice in this document. It requires explicit justification, because it runs counter to the inherited assumption that civic formation is primarily an educational matter for the young.

The justification is structural. The population of the Civic Commonwealth at any given moment consists of approximately sixty million residents, of whom fewer than fifteen million are in formal education. The remaining forty-five million are the adults who constitute the assembly pools, who participate in civic consultation processes, who make up the electorate of the Civic Commonwealth's transitional mechanisms, and who are the parents, neighbours, colleagues, and community members who shape the civic environment in which the children being formally educated are growing up. A formation system that invests overwhelmingly in the fifteen million and treats the forty-five million as beyond formation has confused the means with the end.

The constitutional basis for adult civic formation in the Civic Commonwealth is the Civic Formation Entitlement Rule, which applies without age limit. Adults are not a lesser class of civic formation recipient; they are the primary beneficiaries of the system.

31.2 The Specific Needs of Adult Formation

Adult civic formation is distinct from child and adolescent formation in ways that have profound implications for its design:

BRITISH ISLES • Adults bring prior experience of civic life — both formation-enhancing (community involvement, civic engagement) and formation-challenging (political disillusionment, misinformation exposure, civic trauma) — that must be acknowledged and engaged with, not ignored; Adults have limited discretionary time and the formation system must be designed around their actual lives, not around the institutional convenience of providers; Adults have diverse and unequal prior formation — ranging from Advanced civic capability developed through excellent formal education and sustained civic engagement, to near-total civic formation deficit in those who have been failed by every prior system; Adults are forming in parallel with exercising civic roles — they may be called to assembly service before their formation is complete, which requires formation to be woven into the civic experience itself; and Adults who are cynical about or hostile to civic formation represent a specific

challenge that requires specific approaches — approaches that begin with the experience of civic power rather than the instruction of civic knowledge.

31.3 The Adult Formation Population Segments

For the purposes of system design, the adult population of the Civic Commonwealth is considered in five segments, each of which requires a different primary approach:

Segment

Characteristics and Primary Formation

Approach

Civically Engaged Already active in civic life; formation builds on existing engagement; primary need is deepening and constitutional literacy for assembly service. Approach: self-directed advanced formation, peer networks, assembly preparation.

Civically Aware but Disengaged Civically Marginalised Aware of civic institutions but not actively participating; often affected by time constraint, cynicism, or life pressure; willing to engage when access is easy and purpose is clear.

Approach: low-barrier access, project-based formation, demonstration of civic impact.

Excluded from meaningful civic participation by structural factors — poverty, language, disability, geographic isolation, discrimination; not disengaged by choice but by circumstance.

Approach: community-embedded formation, peer formation leaders from the same community, accessibility-first design, explicit connection to civic power.

Civically Hostile Actively resistant to civic formation, often as a result of prior experience of civic institutions as instruments of control or indifference; distrust of BRITISH ISLES formal systems. Approach: non-institutional community formation, led by trusted peers, focused on lived civic experience and genuine civic power rather than system instruction.

Sortition Pre-Selected Residents notified of potential or actual sortition selection; time-limited; high-motivation; specific formation needs related to assembly role.

Approach: intensive, focused, role-specific formation delivered through the Sortition Formation Programme.

BRITISH ISLES

Chapter 32: The Adult Civic Formation System

Architecture

32.1 Overview

The Adult Civic Formation System (ACFS) is a comprehensive, multi-pathway, constitutionally funded system for the civic formation of all adult residents of the Civic Commonwealth. It operates through a network of institutional, community, digital, and workplace channels, coordinated by the Civic Formation Authority and delivered by Local Formation Networks in partnership with Civic Formation Hubs, employers, civil society organisations, and community leaders.

32.2 Civic Formation Hubs

The Civic Formation Hub is the primary physical and institutional infrastructure of the Adult Civic Formation System. Every Local Assembly area has at least one Civic Formation Hub, with satellite provision for areas of geographic dispersal. The Hub is not a classroom building; it is a civic institution — a community space designed for deliberation, learning, and civic engagement.

2.2.1 Physical Design Principles

Civic Formation Hubs are designed in accordance with the following principles:

Accessibility first: every Hub is fully physically accessible, includes hearing loops, sensory quiet spaces, and facilities for residents with diverse needs; Community ownership: the interior design and community feel of each Hub is developed with the local community, not imposed by national specification; Deliberative architecture: the primary meeting spaces are designed for deliberation — circular seating, moveable furniture, acoustic quality, display facilities for evidence not for lecture; Welcoming environment: Hubs must feel like community spaces, not government offices. The aesthetic is warm, open, and explicitly non-institutional in feel; and Digital integration: each Hub has high-quality access to the Civic Formation Digital Environment and the Sovereign Digital Network, with technical support available for residents with limited digital confidence.

2.2.2 Hub Functions

Each Civic Formation Hub performs the following functions:

- Adult Formation Programme delivery: the full range of adult formation programmes described in Chapter 33;
- Formation Conversations: a walk-in and appointment Formation Conversation service with qualified Civic Formation Educators, available to all adults;
- Civic Knowledge Commons access: a facilitated access point for residents who wish to use the Civic Knowledge Commons but need support to navigate it;
- Sortition Service support: a dedicated support service for residents who have received sortition notification, including immediate access to a Formation Conversation and enrolment in the Sortition Formation Programme;
- Community deliberative space: a bookable space for community organisations to conduct their own deliberative activities, subject to alignment with the values framework of this document;
- Formation resource library: curated physical and digital formation resources available for community borrowing; and
- Civic events programme: a regular programme of civic events — speakers, debates, deliberative exercises, community civic projects — open to all residents.

2.2.3 Hub Staffing

Each Civic Formation Hub is staffed by:

A Hub Director (a senior Civic Formation Mentor); A minimum of three qualified Civic Formation Educators, with stage specialism in adult formation; • A Community Formation Coordinator responsible for outreach and community partnership; An Accessibility and Inclusion Coordinator; Digital Support staff; and Administrative support.

All Hub staff are employed by the Civic Formation Directorate, not by the Local Sortition Assembly, to maintain the structural independence of the formation system from local political influence.

32.3 The Civic Formation Digital Environment (Adult)

The adult formation dimension of the Civic Formation Digital Environment provides:

A personalised adult formation dashboard for every adult resident, accessible via the Civic Formation Portal; A library of accredited adult formation programmes in multiple formats (text, audio, video, interactive); The Deliberative Practice Environment: interactive simulations of assembly deliberation for individual or group practice; Formation matching: an AI-assisted matching service that identifies, based on the resident's Formation Record and stated interests, the most relevant formation programmes and civic engagement opportunities; Civic event booking: a system for booking places at Hub events, Local Assembly consultations, and community civic activities; and The adult Formation Conversation: a video or text-based Formation Conversation service for residents who cannot access a physical Hub.

The Digital Environment is designed to be accessible on low-specification devices and through intermittent connections, recognising that digital exclusion tracks social exclusion and that the adult residents most in need of formation support may have the least reliable digital access.

BRITISH ISLES

Chapter 33: Lifelong Civic Formation Pathways

33.1 The Entitlement

Every adult resident of the Civic Commonwealth has an annual Civic Formation Entitlement of:

- Twenty hours of facilitated civic formation provision through the Civic Formation Hub network or accredited providers; Unlimited self-directed access to the Civic Formation Digital Environment; and A minimum of two Formation Conversations per year with a qualified Civic Formation Educator.

This entitlement is universal, unconditional, and provided free at the point of use. It cannot be withdrawn as a punitive measure, conditioned on prior formation completion, or restricted to residents of particular formation status.

33.2 The Civic Adult Programme

The Civic Adult Programme is the primary structured formation pathway for adults. It consists of seven modules, each of ten hours, designed to be completed in any order over any period. Modules are available in person at Civic Formation Hubs, online through the Digital Environment, and in blended formats. Each module has a completion assessment (portfolio-based, thirty to sixty minutes) that records completion in the Formation Record.

Module

Content Summary

Module 1: How the Civic Commonwealth Works The three-tier sortition assembly architecture; the Civic Rules; the rights and obligations of residency; the role of the IES and the Civic Justice Architecture; the Formation system itself.

Module 2: Deliberating Well The theory and practice of structured deliberation; active listening; evidence evaluation; managing disagreement constructively; consensus-building. Includes substantial deliberative practice.

Module 3: Evidence and Information Module 4: Your Local Assembly Understanding and evaluating evidence in civic contexts; statistical reasoning; identifying bias and manipulation; navigating the Civic Knowledge Commons; media literacy.

The Local Sortition Assembly in the resident's area: its current membership, its ongoing deliberations, its decisions and their effects; how to contribute to consultation; how to attend assembly sessions.

Module 5: Civic Power and Its Limits What civic power means in the Civic Commonwealth; the constitutional limits on BRITISH ISLES assembly authority; the rights that protect residents against civic overreach; the accountability mechanisms of the system.

Module 6: Democracy's History and Future Module 7: Serving the Commonwealth The history of democratic governance from Athens to DD&SA; the critique of representative democracy; the evidence base for sortition; the ongoing evolution of democratic forms worldwide.

Sortition selection and what to do if selected; the rights and obligations of assembly service; the Sortition Formation Programme; experiences of assembly service (including contributions from former assembly members); life after assembly service.

33.3 Advanced Adult Formation

Adults who have completed the Civic Adult Programme and seek further formation can access Advanced Adult Formation pathways, which include:

- The Civic Analysis Programme: advanced evidence analysis, framework evaluation, and civic research skills for residents who wish to contribute at the highest level of civic engagement;
- The Facilitation and Deliberation Programme: advanced training in deliberative facilitation, chairing assembly processes, and designing deliberative exercises, leading to the Adult Deliberative Practitioner qualification;
- The Civic Mentoring Programme: training for adults who wish to become community civic mentors, supporting other adults' formation through peer guidance; and
- The Civic Research Programme: accredited civic research projects contributing original evidence to the Civic Knowledge Commons, supervised by the IES Formation Division.

33.4 Formation for Older Adults

The formation system recognises that older adults represent both a specific formation challenge and an extraordinary formation resource. Specific provision for older adults includes:

- Age-appropriate access design: Hubs and digital provision specifically adapted for older adults, including large print formats, audio options, and support with digital access;
- Civic Elder Programme: a programme specifically designed for residents over sixty-five, recognising and building on the civic experience and wisdom accumulated over a lifetime while addressing any gaps in constitutional understanding of the new Civic Commonwealth; and
- BRITISH ISLES • Intergenerational formation: structured programmes in which older adults and young people form together, with older adults contributing civic experience and young people contributing energy and formation received through the school curriculum.

These programmes are among the highest-impact formation interventions the system runs.

BRITISH ISLES

Chapter 34: Workplace Integration

34.1 The Civic Employer Framework

Every employer in the Civic Commonwealth with ten or more employees is required to register with the Civic Employer Framework and to provide a minimum level of civic formation support for their employees. This requirement is a constitutional obligation of employment within the Civic Commonwealth, not a discretionary corporate social responsibility initiative.

34.2 Mandatory Employer Obligations

All registered employers must:

Grant every employee a minimum of ten hours of paid civic formation time per year, which the employee may use for any accredited civic formation activity; Provide paid leave for sortition assembly service for any selected employee, for the full duration of their service, at their normal rate of pay; Cooperate with the Local Formation Network to provide workplace-based formation opportunities where operationally possible; Publish an annual Civic Formation Statement describing how they have fulfilled their obligations in the preceding year; and Ensure that no employee is disadvantaged in their employment for exercising their civic formation entitlement or their assembly service obligation.

34.3 Enhanced Employer Engagement: Civic Employer

Standard

The Civic Employer Standard is a voluntary enhanced accreditation available to employers who go beyond their mandatory obligations. To achieve and maintain the Standard, employers must:

Provide a minimum of twenty hours of paid civic formation time per employee per year; Develop internal civic formation programmes in partnership with the Local Formation Network; Designate a Workplace Civic Formation Coordinator role (trained by the Civic Formation Directorate); Conduct annual staff civic formation surveys and publish the results; Participate in cross-employer civic formation networks; and Actively support the return of assembly service participants to their roles with appropriate reintegration support.

Employers holding the Civic Employer Standard receive public recognition through the Civic Knowledge Commons, priority access to Civic Formation Hub facilities for their employees, and formal acknowledgement in the national Civic Formation Annual Report.

34.4 Civic Formation for Public Sector Employees

Public sector employees in the Civic Commonwealth — those employed by the Civic Formation Directorate, the Civic Formation Hubs, the assembly system, the Civic Justice Architecture, and other civic institutions — have enhanced civic formation obligations. They must complete:

The full Civic Adult Programme within two years of appointment; Annual refresher formation of a minimum of twelve hours; Role-specific formation related to their function within the civic system; and The Ethics and Anti-Capture Module of the Civic Formation system, renewed every three years.

Public sector formation obligations are a condition of continued employment and are monitored through the standard annual performance framework.

BRITISH ISLES

Chapter 35: Community-Based Deliberative

Learning

35.1 The Community as Formation Environment

The most powerful formation experiences are often not those that occur in formal institutional settings but those that arise from genuine community civic engagement. The Community-Based Deliberative Learning (CBDL) strand of the Adult Formation System recognises this and builds an infrastructure of support for community-level civic formation that is genuinely embedded in the life of communities rather than delivered to them from outside.

35.2 Community Civic Formation Circles

Community Civic Formation Circles are small groups of six to fifteen adults who meet regularly — fortnightly or monthly — to engage in structured civic formation activities together. Circles are community-initiated and community-led; the Civic Formation Hub provides initial training for Circle facilitators, a resource pack of formation materials, and ongoing support from a Formation Hub educator. Circles meet in homes, community centres, faith spaces, libraries, pubs, and workplaces — wherever community members can gather comfortably.

Circles are not branches of the formal formation system; they are independent community formations. Their only formal connection to the system is through the Hub, which can support them, provide resources, and count participation in accredited Circles toward the adult formation entitlement. Circles may develop their own activities and programmes as long as they are aligned with the values framework of this document.

35.3 Community Civic Projects

The Community Civic Project is a community-initiated, formation-embedded project that addresses a genuine civic challenge in the community, is connected to the Local Sortition Assembly's deliberative agenda, and produces an outcome with real civic impact.

Community Civic Projects are supported by the Local Formation Network with facilitation training, evidence resources, and connection to assembly processes.

The typical Community Civic Project cycle is:

31. Community identification of a civic issue or opportunity; 32. Formation phase: the project team completes relevant Civic Adult Programme modules and receives facilitation training; 33. Investigation phase: the team investigates the issue using evidence evaluation skills, community consultation, and engagement with relevant assembly records; BRITISH ISLES 4. Deliberation phase: the team deliberates to develop a reasoned response or proposal; 5. Assembly connection phase: the proposal is submitted to the relevant assembly for consideration, and the team presents it in person; 6. Reflection phase: the team reflects on the experience, documents it in their Formation Records, and shares learnings with the wider Hub community.

Community Civic Projects are among the highest-quality formation experiences in the adult system, precisely because they combine formation with genuine civic agency.

35.4 Peer Formation Leadership

The Community Peer Formation Leader (CPFL) programme trains community members to facilitate formation activities in their own communities. CPFLs are not professional educators; they are trusted community members, trained by the Civic Formation Hub to deliver a defined range of formation activities in informal community settings. The CPFL training programme is twelve hours, followed by six hours of mentored facilitation, followed by independent practice with Hub support available on demand.

CPFLs are particularly important for reaching the Civically Marginalised and Civically Hostile segments of the adult population (Chapter 31.3), because they have the community trust that professional educators may lack. The CPFL programme is the primary outreach mechanism for community segments that the formal Hub provision does not effectively reach.

BRITISH ISLES

Chapter 36: Integration with Sortition

Assemblies

36.1 The Formation-Assembly Relationship

The relationship between civic formation and sortition assembly operation is not incidental; it is constitutionally designed. Assembly processes are designed to include formation scaffolding; formation systems are designed to prepare residents for assembly participation; and the experience of assembly service is designed to be itself a powerful formation experience that feeds back into the community.

36.2 Pre-Selection Formation Awareness

The sortition selection process draws from the full resident population. This means that any adult resident may receive a sortition notification at any time. The Adult Civic Formation System is designed to ensure that the formation gap between selection notification and assembly service is as small as possible for as many residents as possible.

Specifically:

The Civic Adult Programme is designed so that a resident who completes it is minimally formation-ready for Local Sortition Assembly service; The Formation Record provides the Sortition Formation Programme with a basis for personalised formation preparation for each newly selected assembly member; and The formation system actively seeks out and engages residents who are under-formed relative to the statistical likelihood of their selection, to reduce the formation gap before it is triggered.

36.3 The Sortition Notification Formation Response

When a resident receives a sortition selection notification (whether for final selection or for the initial pool), the following formation response is automatically triggered:

- Within forty-eight hours: automatic enrolment in the Sortition Formation Programme (Chapter 38) and notification of the nearest Civic Formation Hub;
- Within seventy-two hours: a Formation Conversation with a Civic Formation Educator at the Hub, to assess current formation status and develop a personalised formation plan for the preparation period;
- Immediate access: unlimited additional formation resources through the Civic Formation Digital Environment, specifically curated for the assembly tier and domain of the notified service; and
- Peer connection: connection with former

assembly members who have completed the Post-Service Civic Mentor programme (Chapter 37) and are available to provide peer support to incoming assembly members.

BRITISH ISLES

36.4 In-Service Formation

Formation does not stop when assembly service begins. In-service formation is provided throughout the service period:

- All assembly sessions include a formation component at the start: a brief deliberative exercise or evidence evaluation activity designed to warm up deliberative capacities and to develop formation in context;
- The IES provides ongoing epistemic support — not to direct the assembly's deliberation, but to ensure that assembly members have access to the evidence they need and understand how to use it;
- A Civic Formation Educator is available to each assembly as a formation support resource throughout its service period;
- and Peer formation is structured into assembly operation: members are supported to share their developing understanding with each other through structured peer learning activities.

36.5 Post-Service Formation and Integration

The experience of assembly service is one of the most powerful civic formation experiences available in the Civic Commonwealth. The post-service formation programme ensures that this experience is properly integrated into the individual's civic formation and shared with the wider community:

- A Post-Service Reflection Session (four hours): a structured reflective exercise for outgoing assembly members, facilitated by a Civic Formation Mentor, in which they process their service experience and document key learning in their Formation Records;
- The Formation Record update: a comprehensive update of the individual's Formation Record to reflect the formation achieved during service;
- and The Post-Service Civic Mentor programme: an optional pathway for former assembly members to become trained peer mentors for incoming assembly members, sharing their experience in a structured and supported way.

BRITISH ISLES

Chapter 37: Re-engagement of Disengaged

Populations

37.1 The Re-engagement Imperative

The most significant failure mode of any civic formation system is its inability to reach those most in need of formation — the people most excluded from civic power, most disaffected from civic institutions, and most susceptible to the manipulation that civic formation is designed to prevent. This is not a peripheral concern; it is the central challenge. A formation system that reaches only the already-engaged is a system that reproduces the civic inequalities it was designed to overcome.

37.2 Barriers to Engagement

The barriers to adult civic formation engagement are multiple, intersecting, and structural.

They include:

- Time poverty: adults in low-paid, precarious, or caregiving situations have less discretionary time for formation and may face concrete costs (childcare, transport) in accessing Hub provision;
- Prior civic trauma: adults who have experienced civic institutions as instruments of harm — through the welfare

system, the criminal justice architecture, the immigration system, or other state agencies — have rational reasons to be hostile to civic formation delivered by institutions; Cultural and linguistic barriers: residents for whom English is an additional language, or whose cultural background does not include a tradition of institutionalised civic participation, may experience the formal formation system as alien or irrelevant; Digital exclusion: residents without reliable internet access, digital skills, or digital confidence cannot fully access the Digital Environment component of the formation system; Geographic isolation: residents in rural and island communities may not have easy physical access to Civic Formation Hubs; and Disability and health barriers: residents with physical, cognitive, or mental health conditions that make standard formation formats inaccessible.

37.3 The Re-engagement Architecture

The following structural mechanisms address the re-engagement imperative:

7.3.1 Outreach Formation Teams

Each Civic Formation Hub has an Outreach Formation Team responsible for proactively identifying and engaging with under-reached populations in the local area. The Team does BRITISH ISLES not wait for residents to come to the Hub; it goes to the community. Outreach activities include:

- Formation in community settings: delivering formation activities in venues and settings that are already trusted by under-reached communities — community centres, faith spaces, food banks, healthcare settings, workplaces; Formation in welfare and civic service settings: embedding formation support in the settings where civically marginalised residents already engage with public services; Community partnership: working with trusted community organisations to co-design and co-deliver formation for their members; and Street-level engagement: visible civic engagement activities in public spaces that provide a low-barrier first point of contact with the formation system.

7.3.2 Civic Formation in Multiple Languages

The full Civic Adult Programme and all standard Hub formation materials are available in all principal languages of the Civic Commonwealth, and in the ten most widely spoken additional languages in each local area. Translation is managed by the Civic Formation Directorate and updated annually. Community language versions of formation materials are developed with community members, not translated mechanically without community input.

7.3.3 Civic Formation and Civic Security Integration

The Civic Security Architecture (DD&SA-CSA-001) establishes the right to financial security without punitive conditionality. The Adult Civic Formation System works in partnership with the Civic Security system to provide formation support that is clearly distinguished from surveillance or conditionality — residents must never be required to attend formation as a condition of receiving any Civic Security entitlement. However, the formation system can be offered, not imposed, within Civic Security settings, and where residents choose to engage, the support is available in those settings.

7.3.4 Digital Equity Provision

The Sovereign Digital Network's Civic Digital Entitlement ensures universal internet access as a civic infrastructure right. In addition, every Civic Formation Hub provides:

- Free device lending for residents without digital devices; Digital skill development sessions embedded within the adult formation programme; A Digital Buddy scheme pairing digitally confident residents with those seeking to develop confidence; and • Full offline equivalents of all digital formation materials, available on request.

7.3.5 Civic Formation and the Civic Justice Architecture

The Civic Justice Architecture (DD&SA-CJA-001) includes a restorative civic formation element for residents passing through the Consequence Hearing process. Where a resident BRITISH ISLES is engaged with the Civic Justice Architecture, they are offered — not required — civic formation support that addresses the specific civic dimension of their situation. This formation is delivered by Civic Formation Educators, not by Civic Justice officials, and is strictly separated from any consequential process. Its purpose is formation, not compliance.

BRITISH ISLES

Chapter 38: Civic Literacy for Assembly Service

38.1 The Sortition Formation Programme

The Sortition Formation Programme (SFP) is a structured, intensive formation programme for residents who have been selected — or are in the selection pool — for assembly service at any tier of the sortition system. The SFP is the most important and most carefully designed formation programme in the Adult Civic Formation System, because it directly addresses the formation requirements for the exercise of genuine constitutional authority.

38.2 SFP Structure and Content

The SFP has three phases:

8.2.1 Phase 1: Pre-Assembly Preparation (6–8 weeks before service

begins) The pre-assembly preparation phase is intensive (forty to sixty hours of formation) and personalised to the individual's Formation Record, the tier of assembly they will serve in, and the specific domain of the assembly's current deliberative agenda.

Standard components:

- Constitutional orientation (eight hours): the constitutional architecture of the Civic Commonwealth, the specific tier of assembly being joined, the rights and obligations of assembly membership, and the accountability framework within which the assembly operates; Deliberative practice intensive (sixteen hours): advanced practice in assembly-level deliberation, including chairing, agenda management, evidence evaluation, constructive disagreement, and consensus-building; Domain evidence familiarisation (eight to sixteen hours, domain-specific):

engagement with the evidence base relevant to the assembly's current deliberative agenda, facilitated by the IES; Former assembly member conversations (four hours): structured conversations with former members of the same assembly tier, facilitated by a Civic Formation Mentor; Role-specific skills (four hours): specific skills for the assembly member role — reading assembly papers, contributing to formal deliberative record, navigating the assembly's procedural framework; and • Personal formation planning (four hours): a Formation Conversation with a Civic Formation Mentor, reviewing the individual's Formation Record, identifying any remaining gaps, and developing a personal formation plan for the service period.

8.2.2 Phase 2: In-Service Formation (throughout the service period)

Described in Chapter 36.4. In-service formation is embedded in assembly operations and is the responsibility of the in-service Civic Formation Educator.

8.2.3 Phase 3: Post-Service Integration (4 weeks following end of

service) Described in Chapter 36.5. The post-service integration phase is mandatory and is completed before the former assembly member's service record is finalised.

38.3 Assembly Formation Readiness Assessment

Before commencing assembly service, each selected resident completes an Assembly Formation Readiness Assessment (AFRA). The AFRA is not a gatekeeping mechanism — all selected residents have the right and obligation to serve — but a formation planning tool.

Its purpose is to identify specific formation needs so that in-service and post-service formation can be targeted appropriately.

The AFRA comprises:

A thirty-minute Formation Conversation with a Civic Formation Mentor; A self-assessment against the Assembly Formation Framework (the specific competency framework for assembly service); and • Review of the resident's Formation Record by the Civic Formation Educator.

The outcome of the AFRA is a personalised in-service formation plan, developed collaboratively by the resident, the Civic Formation Mentor, and the in-service Civic Formation Educator.

38.4 SFP Delivery and Access

The SFP is delivered through a combination of Civic Formation Hub attendance, digital provision through the Civic Formation Digital Environment, and one-to-one Formation Conversation support. The complete SFP is available in all principal languages of the Civic Commonwealth. All employers are obligated to grant paid leave for SFP participation, and all associated costs (transport, childcare, lost income for the self-employed) are covered by the Civic Service Support Fund administered through the Civic Security Architecture.

BRITISH ISLES BRITISH ISLES

PART VII

MEDIA AND INFORMATION

STANDARDS

Chapter 39: The Information Environment as

Civic Infrastructure

39.1 The Constitutional Status of the Information

Environment

The information environment of the Civic Commonwealth — the total ecosystem of media, data, communication platforms, and information channels through which residents form their civic understanding — is constitutionally designated as civic infrastructure. It has the same structural status as roads, water systems, and the Sovereign Digital Network: essential public goods, the adequate provision of which is a constitutional obligation, and the degradation of which constitutes a civic harm.

This designation has far-reaching implications. Civic infrastructure cannot be left to market forces alone, because market forces are not optimised for the civic health of the population; they are optimised for the commercial success of their operators. This does not mean the information environment must be state-controlled. It means that the information environment must be actively governed to protect and advance the civic formation purpose it is constitutionally required to serve.

39.2 The Information Environment and Civic Formation: The

Causal Link

The connection between the information environment and civic formation is not metaphorical. The quality of a person's civic reasoning is materially shaped by the quality of the information they receive, the framework within which they receive it, the platforms through which it is delivered, and the social context in which they engage with it. A population exposed to algorithmically optimised polarisation, commercially incentivised sensationalism, and deliberately manufactured disinformation cannot be adequately formed by any curriculum, however good, because its formation is being actively undone by its information environment.

This is not a hypothetical concern. It is documented, empirically, in the research literature on media effects on democratic participation, political knowledge, polarisation, and susceptibility to manipulation. The civic formation system must, therefore, address the information environment directly, not merely hope that good formation is robust enough to survive a hostile information context.

39.3 The Scope of This Part

Part VII covers four dimensions of the information environment:

- The obligations of public media (Chapter 40): what public service broadcasters and public information services must do to support civic formation;
- Disinformation countermeasures (Chapter 41): the institutional architecture for identifying, challenging, and reducing the civic harm caused by deliberate disinformation;
- Civic literacy broadcasting standards (Chapter 42): the specific content standards for civic information in the public media environment;
- and Platform accountability and resident media competence (Chapters 43 and 44): the obligations of digital platforms and the formation expectations for individual residents as media users.

BRITISH ISLES

Chapter 40: Public Media Obligations

40.1 The Public Civic Media Charter

All media organisations operating a public service broadcasting licence in the Civic Commonwealth are required to operate under the Public Civic Media Charter (PCMC), issued by the Civic Formation Authority in consultation with the Independent Epistemic Secretariat. The PCMC specifies minimum obligations for civic content, civic formation support, and information quality. It is reviewed every five years as part of the formation system review cycle.

40.2 Core PCMC Obligations

Obligations under the PCMC include:

- Civic formation content: a minimum of fifteen per cent of total broadcast output dedicated to civic formation content — programmes that develop civic knowledge, deliberative capacity, evidence

literacy, and constitutional understanding. This content must be available at a range of times and formats to serve the full diversity of the resident population; • Assembly coverage: comprehensive coverage of the proceedings of all three tiers of the sortition assembly system, including live coverage of major deliberations, accessible summaries of assembly decisions, and investigative coverage of assembly performance; Evidence standards: all civic information content must adhere to the evidence standards of the Civic Information Standards Code (CISC), described in Chapter 42; Deliberative formats: public media must develop and broadcast formats that model and support deliberative reasoning — programmes that demonstrate genuine evidence evaluation, structured engagement with competing perspectives, and reasoned conclusion — rather than formats that reward adversarial confrontation and emotional provocation; Correction and accountability: all public media organisations must maintain a publicly accessible corrections record and must broadcast corrections with the same prominence as the original error; and Formation partnership: public media must partner with the Civic Formation Hub network to develop and deliver community-facing civic formation content, and must make their civic content archives available without charge through the Civic Knowledge Commons.

40.3 The Civic Broadcasting Architecture

The Civic Commonwealth maintains a Civic Broadcasting Service (CBS) as a constitutional public good. The CBS is not a state broadcaster in the sense of being subject to government BRITISH ISLES direction; it is governed by a sortition-constituted Board, accountable to the National Sortition Assembly, and structurally independent of the executive. It provides:

- A universal civic news and current affairs service, meeting the highest evidence and deliberative standards;
- A civic formation programming strand, developed with Civic Formation Educators and the Civic Formation Directorate;
- A live assembly coverage service for all three tiers of the sortition system;
- A Civic Learning Channel, providing structured formation programming for all age groups and adult population segments;
- A Civic Children’s strand, specifically designed to support Stages 1–3 of the school formation curriculum; and
- Archive and on-demand access to all CBS output through the Civic Knowledge Commons.

40.4 The Public Information Service

The Civic Information Service (CIS) is the authoritative public information service of the Civic Commonwealth. It provides:

Plain language explanations of all Civic Rules, assembly decisions, and constitutional instruments; Real-time updates on ongoing assembly deliberations, with accessible summaries for non-specialist audiences; Evidence digests: accessible summaries of the IES evidence base on questions currently before assemblies; Rights information: accessible guides to civic rights, how to exercise them, and how to challenge violations; Formation signposting: clear information about civic formation entitlements and how to access them; and Multi-language provision in all principal languages of the Civic Commonwealth and the ten most widely spoken additional languages.

The CIS is accessible through the Sovereign Digital Network, through the Civic Formation Hub network, and through a network of information points in public locations including libraries, health centres, and transport hubs.

BRITISH ISLES

Chapter 41: Disinformation Countermeasures

41.1 The Nature of the Threat

Disinformation — deliberately manufactured false or misleading information intended to damage civic understanding, undermine democratic processes, or advance particular interests — represents an active and ongoing threat to the civic formation system and to the legitimacy of the DD&SA constitutional order. It is not merely misinformation (accidentally inaccurate information); it is intentionally hostile information activity, sometimes conducted by foreign actors and sometimes by domestic interests threatened by genuine civic participation.

The disinformation countermeasure architecture of this Framework is not designed to suppress free expression or to create a single authoritative view on contested civic questions. It is designed specifically to address deliberate, organised, evidence-free manipulation of public civic reasoning.

41.2 The Civic Information Integrity Commission

The Civic Information Integrity Commission (CIIC) is an independent body constituted by sortition, reporting to the National Sortition Assembly, with the following remit:

Monitoring the information environment for systematic disinformation activity and publishing quarterly threat assessments; Investigating specific disinformation campaigns upon referral from the public, from assemblies, or on its own motion; Making binding findings on whether specific information campaigns constitute disinformation under the Civic Information Rules; Issuing correction requirements to media organisations and digital platforms under findings of disinformation; Referring serious disinformation activity to the Civic Justice Architecture where it meets the threshold for civic harm; and Publishing an annual disinformation landscape report, including assessment of the effectiveness of the countermeasure architecture.

The CIIC is not a censorship body. It cannot prevent the publication of information. It can require corrections, publish findings of disinformation, and refer serious cases. Its findings are themselves subject to challenge through the Civic Justice Architecture.

41.3 The Rapid Response Protocol

Where the CIIC identifies disinformation that is actively circulating and causing measurable harm to ongoing assembly deliberations, the Rapid Response Protocol enables:

Publication of a preliminary finding within twenty-four hours of identification, without prejudging the full investigation; Immediate notification to digital platforms operating under the Platform Accountability Framework (Chapter 43) of the preliminary finding, triggering their rapid labelling obligations; Emergency access to the Civic Broadcasting Service for a right-of-reply corrective broadcast within forty-eight hours; and Proactive community outreach through Civic Formation Hubs in areas most affected by the disinformation.

41.4 Media Literacy as Disinformation Counter

The most robust and lasting countermeasure to disinformation is a population capable of identifying and resisting it. The media literacy component of the civic formation curriculum (described in Chapters 13, 14, and 33) is therefore itself a disinformation countermeasure.

The CIIC works with the Civic Formation Directorate to ensure that formation content specifically addresses the tactics and techniques of disinformation identified in the annual disinformation landscape report.

BRITISH ISLES

Chapter 42: Civic Literacy Broadcasting

Standards

42.1 The Civic Information Standards Code

The Civic Information Standards Code (CISC) is the binding standards framework for all public and civic media in the Civic Commonwealth. It is published by the Civic Formation Authority in consultation with the IES and the CIIC. It applies to all media organisations operating under the PCMC and to the Civic Broadcasting Service. It sets standards in the following areas:

42.2 CISC Standards

Standard Area

Requirement

Evidence Standards All factual claims in civic content must be traceable to a specified source. Sources must be identified and accessible. Where evidence is contested, the nature and extent of the contest must be represented accurately. No civic content may present contested claims as settled facts or settled evidence as contested.

Expert Representation Where expert evidence is cited, the nature of the expertise and any relevant conflicts of interest must be disclosed. The range of expert opinion must be represented proportionally to the actual distribution of expert views, not artificially balanced between fringe and mainstream positions.

Political Balance Coverage of sortition assembly deliberations must be balanced across the full range of perspectives represented in the assembly, not artificially weighted toward particular positions.

No coverage may systematically present one perspective within a deliberation as more legitimate than others without evidential basis.

Deliberative Modelling Accessibility Standards At least sixty per cent of civic discussion programming must be in deliberative rather than adversarial format. New or novel civic content formats that model high-quality deliberation are actively encouraged and supported through the Public Civic Media Charter.

All civic content must be produced in accessible formats: subtitling, audio description, signing, and simplified language versions for the full range of audiences. Accessibility standards are set by the Civic Formation Authority in consultation with disability advocacy bodies.

Corrections Standards All corrections must be made within twenty-four hours of an error being identified. They must be broadcast with the same or greater prominence as the original error. Repeated uncorrected errors are treated as CISC violations.

Children and Young People Civic content directed at children and young people must meet age-appropriate formation standards developed with the Civic Formation Directorate. It must not simplify civic content in ways that are inaccurate, and must not present civic institutions as without fault or beyond challenge.

42.3 Enforcement

CISC compliance is monitored by the Civic Broadcasting Regulator (CBR), an independent body reporting to the National Sortition Assembly. The CBR can issue formal findings of CISC breach, require broadcast corrections, suspend broadcasting licences in cases of persistent violation, and refer serious violations to the Civic Justice Architecture.

BRITISH ISLES

Chapter 43: Platform Accountability

43.1 The Platform Accountability Framework

Digital platforms operating in the Civic Commonwealth — social media platforms, search engines, content recommendation systems, messaging services, and other algorithmically curated information environments — are subject to the Platform Accountability Framework (PAF) as a condition of operating within the Civic Commonwealth's jurisdiction and accessing the Sovereign Digital Network.

43.2 Core Platform Obligations

All platforms operating under the PAF must:

Algorithmic transparency: publish a plain-language explanation of the algorithmic systems used to curate and recommend content to users, updated whenever the algorithm is materially changed; Civic content integrity: implement robust systems to identify and label content that has been found by the CIIC to constitute disinformation, within forty-eight hours of a CIIC preliminary finding; Assembly integrity: provide elevated protection during active assembly deliberation periods for content directly related to the deliberative question, with heightened disinformation labelling and enhanced human review; Data rights: comply fully with the Civic Data Rights framework of the Sovereign Digital Network, including the right of users to access, correct, and delete their data, and the prohibition on the use of civic formation data for commercial purposes; Child protection: implement robust age-appropriate design standards for civic content involving children and young people, reviewed and approved by the Civic Formation Authority; and Annual transparency reporting: publish a comprehensive annual transparency report, including data on the volume and nature of content removed or labelled, the operation of the algorithmic recommendation systems, and the complaints received and resolved.

43.3 The Civic Digital Standards Panel

The Civic Digital Standards Panel (CDSP) is a sortition-constituted body responsible for reviewing PAF compliance, investigating complaints about platform behaviour, and making binding determinations on PAF breaches. Its decisions are subject to appeal through the Civic Justice Architecture. The CDSP can impose graduated sanctions for PAF non-compliance, up to and including requiring a platform to withdraw from the Civic Commonwealth's jurisdiction and the Sovereign Digital Network.

BRITISH ISLES BRITISH ISLES

Chapter 44: Resident Media Competence

44.1 The Media Competence Expectations Framework

In addition to the obligations placed on media organisations and platforms, the civic formation system develops explicit media competence in every resident. The Media Competence Expectations Framework (MCEF) describes the media literacy standards expected of residents at each stage of the Formation Continuum.

44.2 Media Competence by Formation Stage

Formation Stage

Media Competence Expectations

Stages 1–2 (ages 5–11) Can distinguish between images and words in media; understands that media is made by people with purposes; can identify when a story is designed to make them feel a particular emotion; uses the Civic Knowledge Commons with adult support.

Stages 3–4 (ages 11–16) Can evaluate the credibility of a specific source using the five-source evaluation criteria; can identify common rhetorical techniques and logical fallacies; understands how algorithmic recommendation works; can distinguish between news, opinion, and advertising; can access and navigate the Civic Knowledge Commons independently.

Stages 5–6 (ages 16–18) Can conduct an independent source evaluation for a contested civic question; can identify systematic bias in media coverage; can evaluate the quality of an information environment (a platform or publication) rather than individual pieces of content; can produce civic content to CISC standards.

Adult Civic Programme Can independently navigate the full civic information environment; can identify and respond constructively to disinformation; can evaluate the epistemic quality of different information sources; can teach basic media literacy to peers.

Sortition Formation Programme Meets the media competence standard required for assembly deliberation: can evaluate expert testimony, distinguish primary from secondary evidence, identify conflicts of interest in evidence sources, and apply the IES evidence framework independently.

44.3 The Five Source Evaluation Criteria

The standard evidence source evaluation framework used throughout the formation system from Stage 3 onwards is built around five criteria:

7. Currency: Is the source current? For civic purposes, when was this information produced, and has the situation it describes changed?
8. Authority: Who produced this information? What is their expertise? What are their conflicts of interest? Are they accountable for the accuracy of what they claim?
9. Accuracy: Is the information specific and traceable? Does it reference sources for its claims? Can those sources be accessed and verified?
0. Purpose: Why was this information produced? Is it designed to inform, to advocate, to entertain, or to manipulate? Does the purpose affect the selection or presentation of evidence?
41. Context: Does this information acknowledge the wider context of the question it addresses? Does it fairly represent competing evidence and perspectives?

BRITISH ISLES BRITISH ISLES

PART VIII

GOVERNANCE AND OVERSIGHT

Chapter 45: The Civic Formation Authority

45.1 Constitutional Status

The Civic Formation Authority (CFA) is a constitutionally established body of the Civic Commonwealth of the British Isles. It is established by constitutional instrument and may not be abolished, merged, or subordinated to any other body except by formal constitutional amendment through the National Sortition Assembly. Its independence from every form of partisan, commercial, and executive influence is constitutionally guaranteed and institutionally architected.

45.2 Constitution and Membership

The CFA is constituted as follows:

- Twelve members selected by stratified sortition from the full adult resident population of the Civic Commonwealth, serving three-year terms on a staggered rotation so that four seats are renewed each year; Three members selected by stratified sortition from current or recent Civic Formation Educators, serving three-year terms; Two members selected by the Civic Formation Educator Network from its membership, serving two-year terms; One non-voting observer appointed by the IES Formation Division; and One non-voting observer appointed by the National Sortition Assembly Scrutiny Committee.

No member of the CFA may simultaneously hold any elected or political position, any executive position in the Civic Formation Directorate, or any position in a commercial media or digital platform organisation. Conflicts of interest must be declared and managed in accordance with the CFA's published Conflict of Interest Protocol.

45.3 Functions and Powers

The CFA has the following functions:

- Setting and maintaining the national civic formation standards, competency frameworks, and assessment architecture; BRITISH ISLES • Commissioning, reviewing, and publishing the national Civic Formation Annual Report; Overseeing the quality assurance architecture of the formation system; Approving the curricula, accreditation standards, and provider agreements of the formation system; Appointing and managing the performance of the Civic Formation Directorate; Initiating system reviews and commissioning responses to identified system failures; Issuing the Public Civic Media Charter and the Civic Information Standards Code in consultation with the IES; Approving the Platform Accountability Framework and overseeing the Civic Digital Standards Panel; and Reporting annually to the National Sortition Assembly and appearing before the Assembly's scrutiny processes on demand.

45.4 Powers the CFA Does Not Hold

The following powers are explicitly excluded from the CFA's remit as anti-capture design:

The CFA cannot direct the specific content of any civic formation curriculum beyond the competency framework and values architecture of this document; The CFA cannot direct the editorial content of the Civic Broadcasting Service or any public media organisation; The CFA cannot access individual Formation Records without the consent of the individual; The CFA cannot exclude any individual from civic formation entitlements on performance grounds; and The CFA cannot operate in a way that imposes partisan, ideological, or commercial direction on the formation system.

45.5 CFA Transparency Requirements

The CFA operates under a comprehensive transparency regime:

- All meetings are held in public except where protected by a formal closed-session protocol requiring advance justification and publication of a summary; All decisions are published within five Civic Days of being made, with full reasoning; All CFA correspondence with public bodies is published on the Civic Knowledge Commons within ten Civic Days; The CFA's annual budget, expenditure, and audit are published in full; and All declarations of interest by CFA members are published and updated continuously.

BRITISH ISLES

Chapter 46: Assembly Oversight Integration

46.1 The Three-Tier Oversight Structure

The civic formation system is subject to democratic oversight at all three tiers of the assembly system. Each tier provides a distinct form of oversight from a distinct civic perspective, and together they constitute a comprehensive accountability architecture that no single body can circumvent.

6.1.1 National Sortition Assembly Oversight

The National Sortition Assembly scrutinises the CFA's annual report through a dedicated Scrutiny Session. The Scrutiny Session may:

Require the CFA to provide additional evidence on any aspect of the report; Commission an independent review of specific formation system components; Issue formal recommendations to the CFA, to which the CFA must respond publicly within thirty Civic Days; Initiate a constitutional amendment process if it finds that the foundational framework requires revision; and Establish a time-limited oversight committee to examine specific formation system issues in depth.

6.1.2 Regional Sortition Assembly Oversight

Each Regional Sortition Assembly scrutinises the annual report of its Regional Formation Body. It may visit Civic Formation Hubs, conduct public hearings on regional formation issues, and issue recommendations to the Regional Formation Body and the CFA. Regional assembly scrutiny is particularly important for monitoring regional variation in formation quality and equity.

6.1.3 Local Sortition Assembly Oversight

Each Local Sortition Assembly receives annual reports from the Local Formation Network and can initiate local investigations of formation quality, access, and equity. Local assembly formation oversight is the layer most directly accountable to residents in their daily civic lives.

BRITISH ISLES

Chapter 47: Independent Epistemic Review

47.1 The IES Formation Division

The Independent Epistemic Secretariat Formation Division (IES-FD) is the primary source of independent evidence about the civic formation system. It is structurally separate from the CFA, the Civic Formation Directorate, all Regional and Local bodies, and all media organisations. It is accountable directly and exclusively to the National Sortition Assembly.

47.2 IES-FD Functions

- Annual independent review of the evidence base underpinning the civic formation curriculum, with recommendations for update; Five-year review of the Civic Competency Framework; Independent inspection of a sample of formation providers, with published reports; Research commissioning: the IES-FD commissions and publishes independent academic research on civic formation effectiveness, equity, and innovation; Evidence synthesis: the IES-FD maintains and publishes the definitive evidence synthesis on effective civic formation, updated annually; and Responding to CFA requests for evidence on specific formation questions, while maintaining the right to refuse requests that would compromise its independence.

47.3 IES-FD Independence Protections

The structural independence of the IES-FD is protected by the following mechanisms:

The IES-FD Director is appointed by the National Sortition Assembly on a seven-year non-renewable term; IES-FD staff are seconded from the academic sector and rotate on three-year terms, preventing institutional capture by the formation system they oversee; The IES-FD's annual budget is set by the National Sortition Assembly and cannot be reduced by executive action; All IES-FD publications are published directly to the Civic Knowledge Commons without passing through any executive body; and The IES-FD can publish critical findings about the formation system, including findings critical of the CFA, without requiring CFA approval.

BRITISH ISLES

Chapter 48: Accountability Architecture

48.1 The Formation Accountability Loop

Accountability in the civic formation system is not a single mechanism but a loop — a continuous cycle in which performance is measured, reported, scrutinised, and acted upon, with the results of action fed back into the next measurement cycle.

8.1.1 Data Collection

The Civic Formation Directorate maintains the national Formation Data System, collecting:

Formation Record completion data (anonymised and aggregated); Competency assessment outcomes across the formation system; Formation access data — who is engaging with formation, across which segments, in which areas; Educator qualification and CPF completion data; Hub attendance and programme completion data; and Post-assembly service formation data.

8.1.2 Reporting Cycle

The formation accountability reporting hierarchy:

Monthly: Civic Formation Directorate internal performance reports to the CFA; Quarterly: Regional Formation Body reports to the CFA, published on the Civic Knowledge Commons; Annual: School self-evaluations, Local Formation Network reports, Regional Body reports, national CFA report, IES-FD independent assessment — all published in full; Five-year: full system review with published findings and constitutional amendment process if required.

8.1.3 Response Timescales

Identified failures must be responded to within defined timescales:

Immediate hazards to individual residents (e.g. safeguarding): response within 24 hours; Local formation delivery failures: Local Formation Network response plan within thirty Civic Days; Regional system failures: Regional Formation Body action plan within forty-five Civic Days, approved by the CFA; National system failures: CFA action plan within sixty Civic Days, published and laid before the National Sortition Assembly.

BRITISH ISLES

Chapter 49: Renewal Mechanisms

49.1 The Four Renewal Pathways

9.1.1 The Annual Improvement Cycle

Each year, the CFA identifies up to ten specific improvement priorities based on the annual Civic Formation Annual Report, IES-FD independent assessment, and the National Sortition Assembly scrutiny findings. These priorities are developed into action plans within the existing constitutional framework without requiring formal amendment.

9.1.2 The Five-Year Review

The five-year comprehensive review is described fully in Part XI. It can recommend structural changes to the formation system, including changes to the Competency Framework, the assessment architecture, the delivery model, or the governance structure.

Changes requiring constitutional amendment are referred to the National Sortition Assembly.

9.1.3 The Triggered Review

Any of the following events automatically triggers an emergency review of the relevant formation system component:

A finding by the IES-FD of a systematic equity failure in formation outcomes; A finding by the Civic Justice Architecture of a formation system failure amounting to a breach of the Civic Formation Entitlement Rule; A National Sortition Assembly resolution calling for specific review; Evidence of systematic gaming or corruption in the assessment architecture; Evidence of partisan, commercial, or ideological capture of any formation system component; or • A public health or social emergency that materially disrupts formation delivery to a significant proportion of the resident population.

9.1.4 The Innovation Pathway

The Civic Formation Innovation Fund, administered by the CFA and IES-FD jointly, supports development and piloting of innovative formation approaches. Innovations funded through this pathway are evaluated rigorously before any consideration of incorporation into the standard system.

BRITISH ISLES BRITISH ISLES

PART IX

IMPLEMENTATION MODEL

Chapter 50: Transition from the Current System

50.1 The Challenge of Transition

The implementation of this Framework takes place against the background of a society that has been formed — and to a significant extent, mis-formed — by the previous representative democratic system. The children currently in schools have experienced civic education of variable quality under the old regime. The adults currently in the workforce have had little or no systematic adult civic formation. The educators who will be required to deliver this Framework have been trained in a different pedagogical tradition. The institutions — schools, media organisations, digital platforms, employers — have structures, cultures, and incentives built around the old order.

This is not an obstacle to implementation; it is the context of implementation. The transition model must be realistic about these starting conditions, must sequence changes in ways that address the most critical formation deficits first, and must build institutional capacity in step with the demands placed on it.

50.2 The Five Transition Principles

42. No formation entitlement is withdrawn during transition. The formation entitlements of this Framework come into effect on the date of constitutional ratification.
3. Educator formation precedes full curriculum delivery. The CFEQ programme is prioritised in Phase 1 precisely because educator formation is the prerequisite for everything else.
4. Adult formation is not deferred. The adult formation system comes online in Phase 1, because the adults are the immediate assembly pool.
5. Local Formation Networks are the operational unit of transition. The National and Regional levels set standards and provide resources; the Local level delivers.
6. Equity is a transition requirement, not a post-transition aspiration. The formation gap between advantaged and disadvantaged communities is not allowed to widen during transition.

BRITISH ISLES

Chapter 51: Phase 1 — Foundation (Years 1–3)

51.1 Phase 1 Objectives

7. Establish the institutional infrastructure of the formation system: the CFA, the Civic Formation Directorate, the Regional Formation Bodies, the Local Formation Networks, and the Civic Formation Hub network;
8. Launch the CFEQ programme and begin formation of the Civic Formation Educator workforce at scale;
9. Open the Adult Civic Formation System, with full Hub provision and the Civic Adult Programme available nationally;
0. Launch the Civic Formation Digital Environment, with the Civic Formation Portal, the Civic Knowledge Commons, and the Sortition Formation Programme operational.

51.2 Phase 1 School Curriculum Phasing

Year 1: Framework curriculum applies to Stages 1 and 2 (ages 5–11) in all schools; Year 2: Framework curriculum extends to Stage 3 (ages 11–14) as CFEQ graduates become available; • Year 3: Framework curriculum extends to Stages 4 and 5 (ages 14–18).

51.3 Phase 1 Adult Formation

Year 1: Minimum one Hub per Regional area; full Civic Adult Programme; Sortition Formation Programme operational; Year 2: Minimum one Hub per sub-regional area; Civic Employer Framework launched; community outreach programme live; Year 3: Hub in every Local Assembly area; Community Civic Formation Circle programme operational.

51.4 Phase 1 Capital and Resource Requirements

Phase 1 primary investment categories:

Capital investment in Civic Formation Hub facilities: average £2–3 million per Hub for new build, with significant variation by local context; CFEQ programme establishment and running costs: approximately 2,000 places nationally in Year 1, scaling to 4,000 in Year 2; Civic Formation Digital Environment: significant content and technical development investment on the Sovereign Digital Network infrastructure; Curriculum development: accredited formation materials, assessment frameworks, and educator resources for all stages; and BRITISH ISLES • Institutional running costs: CFA, Directorate, Regional Bodies, and Local Networks fully staffed from Day 1.

Phase 1 total capital expenditure estimated at £800 million to £1.2 billion over three years.

BRITISH ISLES

Chapter 52: Phase 2 — Expansion (Years 4–7)

52.1 Phase 2 Objectives

51. Full coverage: every resident has access to the full formation entitlement; 52. Workforce maturity: sufficient qualified educators across all stages and all settings, including hard-to-reach communities; 3. Assessment system operation: the portfolio assessment architecture is operational with full moderation infrastructure; 4. Community formation depth: the Community Civic Formation Circle network and CPFL programme operating at full capacity; and 5. Platform accountability: the PAF in full operation with the CDSP adjudicating compliance.

52.2 Phase 2 Focus

Phase 2 focuses on quality improvement rather than coverage extension:

First formal curriculum quality review based on three years of delivery data and Formation Record analysis; Portfolio moderation system reaching full maturity with consistent standards across regions; Cross-curricular integration deepening; Whole-School Civic Formation Plan in operation in all schools; Advanced Adult Formation pathways fully operational in all Hubs; Civic Employer Framework in operation for all employers with ten or more staff; and Full multilingual formation programme operational.

BRITISH ISLES

Chapter 53: Phase 3 — Maturation (Years 8–12)

53.1 Phase 3 Objectives

6. Sustained quality: formation quality consistently at or above CFA national standards with no persistent equity gaps; 7. First-generation outcomes: first cohort formed from Stage 1 to Stage 5 entering adult life and assembly service; 8. Research maturity: IES-FD evidence base sufficiently developed to support confident evidence-based improvement; and 9. Cultural integration: civic formation shifting from formal institutional activity to genuine cultural norm.

53.2 The First Five-Year Review

The first five-year review of the full Framework occurs in Year 7 of implementation, covering Phase 1 and early Phase 2. Its findings drive Phase 3 planning and may recommend constitutional amendments. The review is conducted by a Review Assembly (Chapter 64) with full transparency and deliberative rigour.

BRITISH ISLES

Chapter 54: Phase 4 — Full Operation (Year 13

Onwards)

54.1 The Steady State

Phase 4 represents the transition to steady-state operation with the full system running at design capacity. The distinguishing characteristics are:

The CFEQ pipeline produces sufficient qualified educators to replace retiring and departing educators without urgent recruitment drives; The adult formation system has a sufficient cohort of former assembly members for the Post-Service Civic Mentor programme; The Community Civic Formation Circle network is genuinely community-owned rather than institution-dependent; The research evidence base supports genuine adaptive improvement; and The cultural shift toward civic formation as a normal part of adult life is measurable and sustained.

BRITISH ISLES

Chapter 55: Budget Logic

55.1 Investment Framework

The civic formation system is a constitutional obligation, not discretionary public expenditure.

Its budget is determined by constitutional requirements and evidence on what the system requires to function at the designed standard.

Budget Category

Estimated Annual Cost (full operation, indicative) Civic Formation Hub network: capital (amortised) £150–200 million/year Civic Formation Hub network: running costs £300–400 million/year £250–350 million/year Civic Formation Educator workforce (additional specialists) CFEQ programme delivery £80–120 million/year £40–60 million/year Digital Environment development and maintenance CFA, Directorate, Regional/Local bodies, IES-FD £60–80 million/year Adult formation programme content and delivery Civic Broadcasting Service (formation strand) Research, evaluation, and improvement £100–150 million/year £80–100 million/year £30–50 million/year £1.1–£1.5 billion/year TOTAL ESTIMATED ANNUAL COST AT FULL OPERATION This represents approximately £17–23 per resident per year. A fraction of the cost of the governance failures that poor civic formation produces. The comparison is not between civic formation and zero; it is between civic formation and the chronic, compound costs of civic failure.

BRITISH ISLES

Chapter 56: Staffing Architecture

56.1 Workforce at Full Operation

Role

Numbers (full operation)

Primary Source

Civic Formation Educators (school-based) 8,000–10,000 CFEQ graduates; existing educators with additional qualification Civic Formation Educators (Hub-based, adult) 3,000–4,000 CFEQ graduates; adult education specialists with CFEQ Civic Formation Mentors (senior) 1,500–2,000 15,000–20,000 500–700 Experienced educators with Advanced Mentor qualification Community Peer Formation Leaders (volunteers) Community members; twelve-hour CPFL programme Hub Directors and senior Hub staff Senior Civic Formation Mentors with leadership formation Regional Formation Body staff 200–300 Mixed: educators and public service professionals CFA and Directorate staff Digital Environment staff 150–200 200–300 Public service professionals Technical and content development professionals

56.2 Workforce Transition Tracks

0. Fast-track CFEQ: twelve-month accelerated version for experienced educators with substantial existing civic formation experience; 1. Standard CFEQ: full two-year programme for new entrants to the civic formation workforce; and 2. Recognition of Prior Learning: structured assessment for individuals with extensive civic engagement experience — community organisers, former assembly members, experienced civil society educators.

BRITISH ISLES

Chapter 57: Risk Register

57.1 Principal Implementation Risks

Risk

Likeliho

od

Impact

Mitigation

Insufficient CFEQ-qualified educators in Phase 1 Medium High Curriculum phases in Stages 3–5 from Year 2; fast-track CFEQ for existing educators; interim delivery protocols Political resistance to formation system independence Medium Very High Constitutional protection; sortition governance; IES-FD independence; assembly scrutiny architecture Hub infrastructure underfunding Medium Medium Medium High High High Constitutional budget protection; phased implementation; community co-location with existing infrastructure Low adult engagement with formation provision Community-embedded delivery; CPFL programme; Civic Employer Framework; non-institutional formats Digital exclusion reducing formation equity Civic Digital Entitlement; offline equivalents; device lending; Digital Buddy scheme Capture of formation content by partisan interest Low-Medium Very High Constitutional prohibitions; sortition CFA governance; IES-FD independence; transparency requirements Assessment gaming in portfolio system Medium Medium High Moderation architecture; Mandated Challenger; community verification; anti-gaming safeguards (Chapter 25) Educator workforce retention failure Low-Medium Competitive terms; CPF entitlement; professional esteem; CFEN network; institutional support structures Cultural resistance from existing school management Medium Medium Whole-School Plan requirement; Local Network oversight; quality assurance architecture; CPF requirement for all educators Media environment hostility to formation system Medium High CISC standards; CIIC disinformation countermeasures; CBS independent platform; community media literacy BRITISH ISLES BRITISH ISLES

PART X

SAFEGUARDS AND FAILURE MODES

Chapter 58: Threat Taxonomy

58.1 The Five Categories of Systemic Threat

8.1.1 Capture Threats

Capture threats arise when actors with interests antithetical to genuine civic formation gain influence over the system. Capture may be partisan (political parties or movements seeking to use formation as a propaganda channel), commercial (private interests seeking to commodify formation), ideological (interest groups seeking to align formation with their ideological programme), or institutional (professional bodies using their position to advance sectoral interests at the expense of residents). Capture is the most dangerous threat because it is often silent, incremental, and dressed in legitimate institutional language.

8.1.2 Drift Threats

Drift threats arise when the formation system, without any external capture, gradually departs from its design through the accumulated weight of institutional convenience, professional preference, and bureaucratic inertia. Drift is often invisible because no single decision is obviously wrong; it is the cumulative direction of many small decisions that, taken together, represent a material departure from the constitutional design.

8.1.3 Failure Threats

Failure threats are direct failures of the system to deliver its entitlements — residents who cannot access formation, assessments that do not function, Hubs that are under-resourced, educators who are not formed. Failure threats are the most visible and the most addressable, but also the most politically tempting to conceal.

8.1.4 Manipulation Threats

Manipulation threats arise from actors who seek to use the formation system or the information environment around it to undermine civic formation — through deliberate disinformation, exploitation of formation trust to insert propaganda, or the creation of counter-formation environments designed to undo the work of the system.

8.1.5 Obsolescence Threats

Obsolescence threats arise when the formation system fails to adapt to a changed civic, technological, or social environment and becomes progressively less relevant or effective.

Obsolescence is particularly dangerous because it may occur gradually, without any dramatic failure, while the system continues to operate and consume resources.

BRITISH ISLES

Chapter 59: Anti-Partisan Capture Mechanisms

59.1 Structural Independence

The primary anti-partisan capture mechanism is the structural independence of the formation system from partisan political authority. This independence is established constitutionally — not merely by legislation, which can be changed by majority vote — and institutionally through sortition governance, which removes the incentive for partisan actors to seek appointment to formation governance roles.

59.2 The No-Direction Principle

No political actor, political body, political party, or official employed by any political body may direct or instruct any component of the civic formation system on:

The content of any formation curriculum; The conduct of any assessment; The appointment, dismissal, or direction of any Civic Formation Educator or CFA member; The content of any formation material, programme, or resource; or The findings of any formation quality review or IES-FD assessment.

Any attempt to exercise such direction is a breach of the Civic Rules and is subject to adjudication by the Civic Justice Architecture.

59.3 The Partisan Content Prohibition

The following types of content are absolutely prohibited in the civic formation system:

Content that promotes or advocates for any political party, movement, or ideology; Content that presents the DD&SA system as perfect, beyond critique, or as the only possible form of democratic governance; Content that presents any particular political conclusion on a contested policy question as the correct conclusion; Content that uses the affective techniques of propaganda to promote any civic position; and Content that is designed to generate compliance with existing arrangements rather than the capacity to evaluate and challenge them.

59.4 The Mandated Challenger System in Formation

Governance

Every major governance decision in the formation system is subject to a Mandated Challenger review. The Mandated Challenger for formation governance decisions is a BRITISH ISLES qualified civic formation expert not employed by the body making the decision, whose role is specifically to identify partisan capture risks in proposed decisions, and who has the right to publish a dissenting view if their concerns are not addressed.

59.5 The Open Deliberation Record

All CFA deliberations are recorded and published with a twenty-eight Civic Day delay to protect the deliberative integrity of ongoing decisions. The record includes full reasoning behind each decision, any dissenting views, and the evidence considered. This is the most powerful anti-capture mechanism in the formation governance architecture: actors who know their reasoning will be published are substantially less likely to reason in partisan or corrupt ways.

BRITISH ISLES

Chapter 60: Anti-Bureaucratic Drift

60.1 The Drift Risk

Bureaucratic drift in civic formation is characterised by a gradual shift from formation — developing genuine civic capability — toward compliance — demonstrating adherence to process. This shift does not require any single bad actor; it arises from the cumulative pressure of institutional systems that reward measurable outputs over genuine outcomes, that favour administrative efficiency over formation quality, and that create incentives for educators and institutions to serve the system rather than the residents it exists to serve.

60.2 Anti-Drift Design Principles

Resident-facing accountability: the formation system is accountable to residents, not to institutions. The annual Civic Formation Annual Report is written for and distributed to residents; Educator autonomy: Civic Formation Educators have deliberate professional autonomy in curriculum delivery. The system specifies competency outcomes, not delivery methods; Outcomes not process as assessment criterion: a school that achieves excellent formation outcomes through non-standard methods is assessed as high quality; a school that adheres perfectly to process but produces poor formation outcomes is assessed as failing; Regular resident voice: structured consultations with residents — children, young people, adults, former assembly members — about their formation experience, treated as primary evidence in quality assessment; and Anti-bureaucracy audit: every five years, the IES-FD reviews the formation governance system specifically for evidence of bureaucratic drift and publishes its findings.

BRITISH ISLES

Chapter 61: Transparency Enforcement

61.1 The Transparency Default

Every decision, document, and piece of data produced by the civic formation system is published by default on the Civic Knowledge Commons. The burden of justification falls on non-publication, not publication. Non-publication may be authorised only on three specific grounds:

Individual data protection: documents containing personal Formation Record data that would identify an individual without consent; System integrity protection: documents the publication of which would enable gaming of the assessment system; or Ongoing investigation protection: documents the publication of which would compromise a current investigation.

Non-publication requires formal CFA authorisation and review within six months.

Non-publication that cannot be re-justified at six months must be published.

61.2 Whistleblower Protection

Any person who discloses information about formation system failure, capture, or corruption through the Civic Justice Architecture whistleblower protocol is protected from retaliation under the Civic Whistleblower Protection Civic Rules. This protection applies to all formation system staff at every level.

BRITISH ISLES

Chapter 62: Failure Detection and Correction

62.1 The Failure Detection System

Data monitoring: the Formation Data System monitors key indicators against expected baselines, with automatic alerts when indicators fall below threshold; Community reporting: any resident who believes their formation entitlement is not being met can submit a Formation Entitlement Complaint through the Civic Formation Portal or at any Hub; and • IES-FD monitoring: independent continuous monitoring, separate from the CFA's own monitoring, providing the National Sortition Assembly with an independent view of system health.

62.2 Correction Protocol

63. Identify: the failure is identified and its scope and cause established; 64. Contain: immediate action prevents the failure from expanding while the correction is developed; 65. Correct: the root cause is addressed, not merely its symptoms; 66. Verify: the correction is verified to have worked using the same monitoring systems that detected the failure; 67. Learn: the failure and its correction are documented in the Civic Formation Annual Report and contribute to the next review cycle; and 8. Compensate: where a resident has been denied their formation entitlement as a result of a system failure, they are entitled to a compensatory formation provision plan.

BRITISH ISLES

Chapter 63: Constitutional Lock-In

63.1 The Constitutionally Protected Elements

The following elements may not be amended except through a supermajority of the full National Sortition Assembly following a deliberative review period of no fewer than ninety Civic Days, public consultation, and IES-FD review:

The universal civic formation entitlement; The sortition constitution of the CFA; The structural independence of the IES-FD; The prohibition on partisan direction of formation content; The Formation Record as individual property; The five-year review requirement; The mandatory formation period for sortition assembly service; The public funding obligation for the formation system; and The equity requirement for formation provision.

63.2 Dissolution Prevention

No body within the formation system — including the CFA itself — can initiate a process that would abolish or fundamentally undermine the system. Any decision that would have this effect must be referred to the National Sortition Assembly as a constitutional matter, regardless of which body proposes it.

63.3 Pre-Emptive Responses to Major Criticisms

In accordance with the brief for this Framework, the five most significant foreseeable criticisms are addressed directly:

Criticism 1: "This is state indoctrination dressed as civic education." This criticism is taken seriously because the risk it identifies is real and historically documented. The response is architectural, not rhetorical. The anti-capture mechanisms of

Chapter 59, the partisan content prohibition, the IES-FD independence of Chapter 47, the

explicit prohibition on presenting DD&SA as beyond critique (Chapter 4), the Mandated Challenger System, and the constitutional transparency requirements of Chapter 61 together constitute an institutional architecture specifically designed to prevent the system from serving indoctrination purposes. A state that wanted to indoctrinate its residents would not build a formation system governed by sortition with this degree of transparency and independence architecture.

Criticism 2: "Ordinary residents cannot deliberate effectively on complex governance questions." This criticism is empirically refuted by the accumulated evidence from citizens' assemblies worldwide, as discussed in Chapter 5. The Irish Citizens' Assembly, the Belgian Residents' Assembly, the British Columbia Residents' Assembly, and many other deliberative bodies have consistently demonstrated that ordinary residents, properly supported, reach high-quality deliberative conclusions on questions of great complexity. The formation system described in this document provides substantially more support than any of these prior assemblies received.

Criticism 3: "The resource requirement is unaffordable." The estimated annual cost of £1.1–1.5 billion at full operation represents approximately £17–23 per resident per year. This is constitutional infrastructure investment, not discretionary expenditure. The cost of not making this investment — in governance failure, civic disengagement, democratic illegitimacy, and the erosion of the sortition system's deliberative quality — substantially exceeds the cost of the system. The comparison is not between civic formation and zero; it is between civic formation and the chronic, compound costs of its absence.

Criticism 4: "The adult formation system is unrealistic — adults will not engage." This criticism conflates the system described here with the voluntary adult education provision of the prior system, which did indeed suffer from chronic under-engagement. The formation system here is constitutionally entitlemented, institutionally resourced, embedded in workplace and community settings, connected to genuine civic power through assembly processes, and designed around the actual lives of adult residents rather than the institutional convenience of providers. Evidence from community deliberative programmes worldwide consistently shows that adult engagement is high when formation is connected to genuine agency — which this system is explicitly designed to provide.

Criticism 5: "The system will be captured regardless of safeguards." This is the most sophisticated criticism and the most important. The response is not to deny the risk but to acknowledge that no institutional design is permanently capture-proof, and that the safeguards in this Part are necessary

but not sufficient. What they are designed to do is increase the cost and visibility of capture attempts to the point where capture is never quiet, never cheap, and never institutionally invisible. A system in which every governance decision is published, every assessment is moderated by an independent body, every CFA member is sortition-selected, the IES-FD reports independently to the Assembly, and any resident can bring a formation entitlement challenge through the Civic Justice Architecture is a system in which capture requires significant effort, generates substantial evidence, and carries democratic consequences. The architecture described in this Framework makes the Civic Commonwealth's civic formation system substantially more resistant to capture than any comparable system in the history of democratic governance.

BRITISH ISLES ...and carries democratic consequences. No human institution is invulnerable. But the architecture described in this Framework makes the Civic Commonwealth's civic formation system substantially more resistant to capture than any comparable system in the history of democratic governance.

BRITISH ISLES BRITISH ISLES

PART XI

SYSTEM EVOLUTION AND REVIEW

Chapter 64: Review Architecture

64.1 The Principle of Designed Evolution

The civic formation system is a living constitutional instrument. It is not intended to operate unchanged for fifty years; it is intended to be demonstrably better in Year 30 than in Year 1 — more effective, more equitable, more responsive, and more resilient. This requires a review architecture that is itself constitutionally designed: regular, rigorous, transparent, and capable of generating genuine change rather than self-justifying reports.

The review architecture operates across four timescales, each with different scope and different institutional actors:

Annual review: system performance and improvement priorities; Five-year comprehensive review: the full Framework, including constitutional amendments where required; Ten-year generation review: the system's contribution to the civic capability of a full generation, assessed against the formation objectives of this Framework; and Triggered review: emergency review in response to identified system failures (Chapter 49).

64.2 The Five-Year Comprehensive Review

The five-year comprehensive review is the most significant constitutional event in the formation system's calendar. It is a full assessment of every component of the Framework against the evidence of its operation, conducted by a Review Assembly constituted specifically for this purpose.

4.2.1 The Review Assembly

The Review Assembly is constituted by the National Sortition Assembly for each five-year review. It comprises:

- Twenty-four members selected by stratified sortition from the full adult resident population of the Civic Commonwealth;
- Eight members selected by stratified sortition from current Civic Formation

Educators; Four members selected by stratified sortition from adults who have completed assembly service within the preceding five years; Four members selected by stratified sortition from young people aged sixteen to twenty-five; and Two members of the IES-FD, with observer status, providing evidence support without voting rights.

The Review Assembly is supported by the full evidence base of the IES-FD, the five years of Civic Formation Annual Reports, equity monitoring data, Formation Record trend analysis, and structured consultation with every major stakeholder group in the formation system.

4.2.2 Review Process

The Review Assembly operates over a period of six months, in three phases:

9. Evidence phase (twelve weeks): the Assembly receives and deliberates on the evidence base, expert testimony, stakeholder submissions, and resident consultation findings; 0. Deliberation phase (eight weeks): the Assembly deliberates on the evidence, developing provisional findings and recommendations, which are published for public comment before finalisation; and 1. Report phase (four weeks): the Assembly produces its final Review Report, including all recommendations and the majority reasoning behind them, any minority dissenting views, and a proposed implementation plan for recommendations within the existing Framework.

4.2.3 Outcomes of the Review

The Review Assembly can recommend:

- Operational changes: amendments to formation programmes, assessment mechanisms, delivery models, or institutional processes that do not require constitutional amendment; Framework amendments: changes to this document that require formal constitutional amendment through the National Sortition Assembly; and Constitutional referral: changes of such fundamental significance that they require a specific National Sortition Assembly deliberation with the full resident population consultation process.

All recommendations are published and responded to publicly by the CFA within sixty Civic Days. The CFA must implement all operational recommendations or publish detailed justification for non-implementation within ninety Civic Days. Constitutional amendments go through the full NSA amendment process.

64.3 The Annual Review

The CFA publishes an annual Civic Formation Annual Report covering:

BRITISH ISLES • System performance against the six key formation indicators (Formation Access Rate, Competency Achievement Rate, Adult Engagement Rate, Educator Qualification Rate, Assembly Formation Readiness Rate, and Formation Equity Index); Analysis of trends in each indicator, with disaggregated equity data; The ten improvement priorities for the coming year, with rationale; IES-FD independent commentary on the report; and Response to the previous year's National Sortition Assembly scrutiny session.

The Annual Report is published simultaneously to the National Sortition Assembly, the Civic Knowledge Commons, and the Civic Broadcasting Service, ensuring simultaneous public access.

BRITISH ISLES

Chapter 65: Adaptive Mechanisms

65.1 The Adaptive Improvement Cycle

Between formal review cycles, the formation system improves through a structured adaptive cycle operating within the existing constitutional framework. The cycle has four stages:

2. Monitor: continuous and annual data monitoring identifies areas of underperformance, emerging gaps, and new formation challenges; 3. Analyse: the CFA, supported by the IES-FD, analyses monitoring data to identify root causes rather than symptoms; 4. Pilot: proposed improvements are piloted in a defined number of sites before national rollout, with rigorous evaluation by the IES-FD; and 5. Scale: improvements that demonstrate evidence of effectiveness and equity in pilots are scaled to national rollout within the annual improvement cycle.

65.2 The Civic Formation Innovation Fund

The Civic Formation Innovation Fund (CFIF), administered jointly by the CFA and IES-FD, provides annual funding for the development and piloting of innovative formation approaches. The Fund operates on open competition principles: any educator, civil society organisation, academic institution, or resident community may submit a proposal. Selection is by an independent panel constituted by sortition.

The CFIF specifically prioritises:

Innovations addressing known equity gaps in formation access or outcomes; New pedagogical approaches for adult formation, particularly for hard-to-reach populations; • Technology-enabled formation that addresses geographic or disability access barriers; Intergenerational formation models; and Post-assembly service formation and community civic development.

65.3 The International Learning Exchange

The Civic Commonwealth does not claim a monopoly on civic formation wisdom. The International Learning Exchange (ILE) is a structured programme through which the IES-FD monitors, evaluates, and shares learning from civic formation systems worldwide. The ILE publishes an annual international evidence review drawing on formation research and practice from comparable democratic systems. It also supports exchanges between Civic Formation Educators and their counterparts in other democratic systems, and participates in international deliberative democracy research networks.

The ILE contributes to the five-year review evidence base and is the primary mechanism through which the Civic Commonwealth's formation system learns from the global evidence base rather than developing in isolation.

BRITISH ISLES

Chapter 66: Long-Term Vision

66.1 The Thirty-Year Horizon

The civic formation system described in this Framework is designed with a thirty-year vision:

a population in which civic capability is widely distributed, genuinely deep, and a genuine cultural norm rather than an institutional imposition. In thirty years of operation, the system should have produced:

- Multiple generations of assembly members whose service quality has been substantially enhanced by their prior formation;
- A population in which the deliberative skills required for assembly service are sufficiently widespread that the formation gap between selection and service readiness is manageable without intensive intervention;
- A media environment that models and sustains deliberative civic culture because the population has the media competence to demand it;
- A workplace culture in which civic participation is a normal expectation rather than an exceptional accommodation;
- A community life in which civic formation is woven into the social fabric — through Community Civic Formation Circles, intergenerational formation, peer civic mentoring, and community deliberative practice — rather than dependent on formal institutional provision; and
- A formation system that the population regards with genuine pride rather than weary compliance — because it has demonstrably delivered on its constitutional promise.

66.2 What Success Looks Like

Success for the civic formation system is not a score on an assessment framework. It is a society in which:

A randomly selected adult from any community in the Civic Commonwealth can participate effectively in an assembly deliberation on a question of national significance — not because they are extraordinary, but because they have been formed;

A child from the most economically deprived community has the same civic formation quality as a child from the most advantaged one — not because socioeconomic inequality has been eliminated, but because civic formation entitlement has been genuinely universal;

An assembly member selected from the most civically marginalised community enters their service with the formation they need, because the system found them before they needed it;

BRITISH ISLES • The media environment, shaped by the CISC, the CBS, and a media-literate population, makes genuine deliberative civic information the norm rather than the exception; and

• The formation system is capable of improving itself faster than the social, technological, and political environment can degrade it — because its review and renewal architecture is itself as well-designed as the formation it governs.

66.3 The Ongoing Constitutional Commitment

The Civic Commonwealth of the British Isles commits, through this Framework, to the proposition that civic capability is not a gift of nature, not a privilege of class, and not an accident of circumstance. It is the product of investment, institutional design, and constitutional will. This Framework is that will, given institutional form. Its implementation is the commitment in action.

The system described here will be imperfect at launch. It will be better at Year 5. It will be substantially better at Year 10. It will be the kind of system its founders could only approximately imagine at Year 30. That is the nature of institutional design that is genuinely adaptive — and it is what this Framework is designed to produce.

BRITISH ISLES

Chapter 67: Intergenerational Accountability

67.1 The Intergenerational Dimension of Formation

Civic formation is, by definition, an intergenerational enterprise. The formation invested in a five-year-old today produces its most consequential effects forty years from now, when that person serves in a sortition assembly, raises a family in civic culture, or mentors the next generation of civic participants. This intergenerational dimension creates both an obligation and a governance challenge: the people making decisions about the formation system today cannot bear all the consequences of those decisions, and the people who will bear those consequences most fully cannot yet vote, participate, or sit in assemblies.

67.2 The Intergenerational Civic Review

The ten-year generation review is a constitutionally mandated assessment of the formation system's contribution to the civic capability of a full generation. It is conducted at Year 10, Year 20, and Year 30, and asks a fundamentally different question from the five-year review:

not "is the system working?" but "what kind of civic culture is the system producing, and does it match the constitutional vision of the Civic Commonwealth?" The generation review is led by a Residents' Review Assembly specifically constituted for this purpose, comprising:

- Thirty-two members selected by stratified sortition from the full adult resident population, with deliberate overrepresentation of those who have been through the formation system from the earliest stage; Sixteen members selected from young people aged sixteen to twenty-four, representing the generation most recently formed by the system; and IES-FD evidence support and international comparison input from the International Learning Exchange.

67.3 The Children's Formation Council

The Children's Formation Council (CFC) is a constitutional advisory body providing the voice of current formation recipients in governance of the system. It comprises representatives of school civic councils from every Local Assembly area, selected through the school civic council processes established in Chapters 12-15. The CFC:

- Provides annual advisory input to the CFA on the formation experience from the learner perspective; Submits evidence to the five-year review process; Has the right to request a CFA response to any matter it raises within thirty Civic Days; and BRITISH ISLES • Publishes its own annual statement on the state of civic formation from the perspective of those it serves.

The CFC is not tokenistic youth engagement. It is a constitutional mechanism through which the primary recipients of the formation system — children and young people — exercise genuine advisory authority over its direction. That authority is advisory, not executive, but it is advisory with constitutional standing: the CFA must respond to CFC submissions, must explain any decision that contradicts CFC recommendations, and cannot suppress or ignore CFC publications.

67.4 The Rights of Future Residents

In accordance with the intergenerational civic philosophy of DD&SA-CORE-FBP-001, this Framework is designed in explicit recognition of the rights of future residents of the Civic Commonwealth who are not yet born, not yet residents, or not yet of formation age. Every design decision in this Framework has been made with an eye to its effects on the civic Commonwealth that will be experienced by those future residents.

Specifically:

- The formation system is designed to be self-sustaining and self-improving, so that it does not depend on the quality of particular individuals in particular roles for its continued integrity; The constitutional lock-in provisions of Chapter 63 protect the foundational entitlements of future residents against the short-term decisions of present ones; The Innovation Fund and International Learning Exchange ensure that the system continues to improve, so that future residents benefit from a better system than present ones; and
- The Generation Review specifically assesses the system's contribution to the civic culture that future residents will inherit.

CONCLUDING STATEMENT

This Framework is a complete, constitutional-grade architecture for the civic formation of the full resident population of the Civic Commonwealth of the British Isles. It covers every dimension of civic formation from ages five to the end of life, integrates the formal and informal, the institutional and the community-based, the immediate and the intergenerational.

It is internally consistent, evidence-anchored, institutionally designed with explicit anti-capture and anti-drift mechanisms, and calibrated to the actual demands of sortition democracy.

It is the work of a new polity taking itself seriously. The Civic Commonwealth of the British Isles is founded on the radical and correct proposition that ordinary people, drawn by lot from the full breadth of the population, are capable of governing their common affairs well. This Framework is the institutional commitment to making that proposition true in practice — not merely in principle.

The residents of the Civic Commonwealth deserve nothing less.

Isles Submitted for approval by the National Sortition Assembly in accordance with the constitutional amendment procedures established in DD&SA-CORE-FBP-001.

— END OF DOCUMENT —