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REPORTING GRID ON THE GENERAL INVESTIGATION OF A COUNTRY/ORGANISATION'S POLICY IN THE FIELD OF CITIZENSHIP EDUCATION

(4-6 pages)

SECTION 1 – PARTNER INFORMATION

Name of the partner	OBESSU – Organising Bureau of School Student Unions
Contact person	María Ballesteros Melero, Dragana Jovanovska
Researcher(s)	María Ballesteros Melero
Methodology used to conduct the research *(please explain how you conducted the research, whether you used qualitative and/or quantitative research; primary and/or secondary sources)*	Desk research; key documents that emerged after the Paris Declaration from the European Commission, the European Parliament and Council Recommendations. Analysis of the Erasmus+ programme. The network and the policy work of the Lifelong Learning Platform and previous OBESSU work on the topic have been crucial too in conducting this research.

SECTION 2 – COUNTRY/ORGANISATION

Name of the country/organisation examined	EU
General overview of the country/organisation policy development in the field of citizenship education	Since the Paris Declaration in 2015, several policy documents have been produced and progress has been made in order to foster citizenship education at EU level. Up to date, education is not an EU competence and the main instrument to promote citizenship education at large scale was the Erasmus+ programme, that will be renewed for the period 2021-2027, and that has as one of its main priorities to promote civic competences. On the other hand, for the last two years the elaboration of a European Education Area has been discussed, and recently the European Commission launched a proposal for a roadmap to achieve this by 2025. Besides, this European Education Area will be partially funded by the Erasmus+ programme. - Key competences framework: this policy document is an update from the key competences framework set in 2006, in which Member States agree to promote and support the development of 8 key competences. Several of these key competences refer to citizenship education: most directly the citizenship competence, and also the personal, social and learning to learn competence, the cultural awareness and expression competence, as well as the implications of the literacy and the multilingual competence. The Key Competences framework meant certain level of

cohesion and harmonisation among EU member states and setting an initial pathway to a European Education Area.

- European Education Area (EEA): in September 2020, the European Commission launched a communication to the other EU institutions to set the roadmap to an EEA by 2025, that adds on the previous packages of measures taken during the mandate of Commissioner Navracsics, as well as on the success of the Erasmus+ programme. The six key pillars or focuses of the future EEA will be: quality, inclusion and gender equality, green and digital transitions, teachers and trainers, higher education and geopolitical dimension. The main pillars and milestones being: lifting quality in education, making education and training more inclusive and gender sensitive, supporting the green and digital transitions in and through education and training, Enhancing competence and motivation in the education profession, Reinforcing European higher education institutions and Education as part of a stronger Europe in the world
- Erasmus+ programme: for over 30 years and in an increasing way, it has been the main way in which the EU has promoted citizenship education, mainly through non-formal (youth chapter) and informal (mobility) education. While the legal basis of the new programme (2021-2027) is still under development, its priorities include: inclusion and diversity, participation in democratic life, environmental sustainability and climate goals (that is, 3 out of 4 priorities relate to citizenship education). Since 2018, as part of this programme, the Executive Agency has launched every year the KA3 call European Youth Together. From the last EYT call: "The scope of the "European Youth Together" actions should build on the experience obtained through the 'New Narrative for Europe' project, the European Youth Goals and Eurobarometer findings on young people's priorities and other youth policy and programme initiatives (...), aiming to promote young people's participation in European civic life as well as crossborder exchanges and mobility activities. Its actions should particularly address challenges related to inclusive participation for all young people, regardless of their background or situation, that emerged against the backdrop of the COVID-19 pandemic."
- Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching: this recommendation calls Member States to promote common values (at all levels and types of education and promoting the Paris Declaration, through active citizenship and ethics, critical thinking and media literacy, promoting active participation and community engagement), provide inclusive education, promote the European dimension of teaching, support educational staff and teaching through empowerment and initial and continuous education, and implementing concrete measures (such as policy review, needs assessment, collaboration under EU frameworks and making use of EU's funding). The recommendation also welcomes the Commission to: support Member States as well as national and regional policy reforms, develop and review practical tools and assess and evaluate the actions taken.

Longitudinal dimension of the policy *(please specify whether and how citizenship education debate and policy*	A timeline of the key debates, documents and initiatives on citizenship education at EU level, from the Paris Declaration in 2015 onwards, follows:
	- Council conclusions on developing media literacy and critical thinking through education and training, 2016
	- Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, 2017: Council recommendation of 22 May 2018 on key competences for lifelong learning

implementation evolved in order to catch the trends and to analyse the evolution of the policies. This would allow to understand whether citizenship education has been subject to change and why or whether there has been an increase or a decrease of attention to the topic)	- Erasmus+ negotiations – European youth together 2018 first launch - EP elections campaign and thistimeimvoting.eu platform 2018/2019 - Together.eu platform – Conference on the Future of Europe – 2020/2021 The debate on European citizenship education has increased its presence at EU level, moving towards more cohesion and harmonisation of policies among Member States. The main trends regarding the focuses of educational policies closely follow key political developments, such as: multiculturalism and intercultural dialogue responding to the so-called refugee crisis; critical thinking and media literacy as a response to fake news; common values due to the raise in populism and nationalism in Europe; and more lately sustainability, at the same time that the European Green Deal was put in place.
Dialectical dimension *(please specify any relevant debates concerning the development of citizenship education policy: public opinion's reaction, debates in Parliament; reactions of local communities; etc…)*	From Civil Society Organisations, the need to have a European Education Area that would focus on citizenship education has been a long-time claim. Citizenship Education gained relevance at EU level during the 2019 EP elections campaign, where European institutions invested funds and involved different youth and civil society organisations in a campaign to encourage young people to vote and to get informed about the EU and its elections, as well as on other ways of civic engagement and democratic participation, using the thistimeimvoting.eu platform, that has now evolved into together.eu and relates mostly to the Conference on the Future of Europe (for which the same structure of collaboration as been put in place).
Relevant actors involved in the policies field analysed *(please list the relevant actors involved in each policy: for examples, those actors who promoted the policy, those who implemented it, etc..)*	- European Commission – DG EAC, EACEA - European Parliament – CULT Committee - Council - Civil Society Organisations, youth organisations

Names/titles of relevant policies development within the country/organisation *(please specify the level of implementation)*	1. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the regions on achieving the European Education Area by 2025 ☒ International ☐ National ☐ Regional ☐ Local ☐ NGO(s)' initiatives ☐ Bottom-up 2. Erasmus+ programme ☒ International ☐ National ☐ Regional ☐ Local ☐ NGO(s)' initiatives ☐ Bottom-up 3. Council Recommendation of 22 May 2018 on key competences for lifelong learning ☒ International ☐ National ☐ Regional ☐ Local ☐ NGO(s)' initiatives ☐ Bottom-up *Any others:* Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching ☒ International ☐ National ☐ Regional ☐ Local ☐ NGO(s)' initiatives ☐ Bottom-up
KEY WORDS *(please identify some key words that reflect the policies' topic area)*	Key competences, civic education, common values, critical thinking, mobility, inclusion and diversity, participation, Erasmus, Erasmus+, EEA
Suggestions for case studies *(please list some case studies that you believe may be analysed in the next phases of the project)*	1. Title: European Youth Together. Keywords: Erasmus+, European cooperation, sustainability, inclusion, youth, civil society, networks, youth participation 2. Title: Thistimeimvoting.eu related projects Keywords: European Parliament, voting, European Parliamentary elections, platform, online participation, digitalisation, first time voters, youth participation, youth organisations, civil society 3. Title:………………………………………………………………………………......... Keywords: *Any others:*

Expected degree of difficulty in analysing each case study *(please indicate the degree of difficulty in analysing each policy and explain why: challenges, lack of bibliography; lack of assessment data, etc…)*	Case study 1: ☐ high ☒ average ☐ low

Why? As this is an ongoing call that was implemented by a great diversity of organisations at national, regional, local and European level, with thousands of activities, it may be hard to get the full picture, but definitely the results of some of the projects funded under this call can be found at the beneficiaries' websites.

Case study 2: ☐ high ☒ average ☐ low

Why? As the main aim of the project(s)/initiative(s) was to encourage young people to vote and there was the thistimeimvoting.eu platform to centralise these efforts, data should be easy to find. Besides, we can already affirm that youth voter turnout for the EP elections almost doubled in 2019 comparing to 2014. Project results can be mostly found in the beneficiaries' websites.

Case study 3: ☐ high ☐average ☐ low

Why? |
| **Any other relevant comments/details or information** | |
| **References** *(if available, list the references used to conduct the analysis)* | Adam, S., Michalek, J., Ruibyte, L., Whitehouse, S.: CiCe Jean Monet network, *Guidelines for citizenship education in school - identities and European citizenship*, 2017: https://ec.europa.eu/programmes/erasmus-plus/project-result-content/8a912e94-4676-4068-8ad5-b3e1b186379d/GUIDELINES%20FOR%20SCHOOLS%20Identities%20and%20European%20Citizenship.pdf

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Lifelong Learning Interest Group, *Giving a new impetus to Citizenship Education,* 2015, *https://us5.campaign-archive.com/?u=e0ba59dcb487a8983ceda27d9&id=6a7c585d4b&e=%5BUNIQID%5D*

OBESSU, *European Education Area: big ambitions, small funds,* 2020, https://obessu.org/resources/news/achieving-the-european-education-area-by-2025-a-great-ambition-that-requires-substantial-funds/

OTHER DETAILS	
Filled by *(name, institution, and email)*	María Ballesteros Melero OBESSU maria@obessu.org
Challenges faced in conducting the analysis *(if any)*	As education is not a European competence, most of the documents regarding the topic refer to either: - Country reports - Statement of principles and values, very general documents - Education in general, not only about citizenship education