Public consultation on Promoting social inclusion and shared EU values through formal and non-formal learning

Overview of results
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Executive summary

Focus of the report

To inform its forthcoming proposal for a Council Recommendation on “Promoting social inclusion and common values through formal and non-formal learning”, the Commission launched a large-scale public consultation, aimed at collecting input from citizens and organisations all over Europe on the key challenges and effective policy approaches, tools and methods in promoting citizenship and shared EU values through education (from early childhood education and care to higher education, adult learning and non-formal learning), including the desired EU role in supporting Member State efforts in this field.

The consultation was launched on 19 May 2017 and was open until 11 August 2017. In total, 1,124 responses were received from respondents all over Europe and beyond, submitted by respondents replying in either an individual capacity (866), and on behalf of an organisation (258). 203 respondents also included position papers.

This report presents an overview of the results of the public consultation by first presenting an overview of the responses to the online survey, followed by an analysis of the key messages emerging from the position papers. While it is important to note that the results cannot be considered as being statistically representative for the whole of Europe, due to for example the geographical concentration of responses from a small number of Member States, they do provide a good general indication of the main trends and perceptions of the effectiveness of formal and non-formal learning systems in the EU and beyond in promoting social inclusion and shared EU values.

Main outcomes

Although the majority of respondents (62.6%) to the online survey believe that education already plays a strong role in promoting social inclusion and shared values, almost 40% indicate that education should do more to promote social inclusion and shared values. The responses indicate that formal and non-formal learning should particularly work on addressing the challenges of discrimination of learners – 40.1% of respondents considered this to be a key issue – alongside wider social challenges leading to young people’s detachment from the education and training system and society as a whole.

Building inclusive learning environments involving all relevant community actors was by far highlighted as being the most effective solution in achieving this goal in the position papers. In this context, the respondents highlighted that it was particularly important for Member States to: strengthen and empower the role of teachers; support the development of innovative curricula and teaching methods; provide targeted support measures for all learners, especially students from disadvantaged background; and encourage learners to engage more actively in non-formal and informal learning activities.

The vast majority of respondents (97.8%) indicated that the EU should support Member States in helping young people understand the importance of and adhere to shared values. It was felt the EU should particularly focus on strengthening its actions in the field of mobility and disseminating best practices in the field of inclusive education to support the mainstreaming of best practices on the ground.

1 The large majority of replies received came from respondents from Spain, Italy and Portugal.
1. Introduction

1.1 Policy context

Respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities, pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men, are shared values of European countries and are enshrined in Article 2 of the Treaty of the European Union. These values form the foundations of our European democracies and are a pre-condition for socially cohesive societies, which embrace all their members by overcoming exclusion, marginalisation, promoting trust and working toward the wellbeing of all citizens.

In the aftermath of the recent terrorist attacks in Europe, and following their informal meeting on 12 February 2015, the EU Ministers responsible for education adopted the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education. In this Declaration, the Ministers agreed to strengthen their actions at national, regional and local level in the field of education to promote citizenship and common EU values. At EU level, an urgent need was felt to increase cooperation, coordination and exchanging experiences and best practices, with a view to:

1. Ensuring that children and young people acquire social, civic and intercultural competences by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship;
2. Enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to all forms of discrimination and indoctrination;
3. Fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs;
4. Promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders.

In response to the Paris Declaration and the events leading to it, the Commission adopted a Communication on Supporting the prevention of radicalisation leading to violent extremism. The Communication provides an overview of the steps taken so far at national level, including further measures at EU level to support the Member States in tackling radicalisation leading to violent extremism – many of which are in line with the objectives outlined in the Paris Declaration outlined above.

In particular, the Communication states that it will “propose a draft Council Recommendation to promote effective policies and best practices, underpinned by funding opportunities, thus allowing for a more coordinated approach throughout the EU [...] and give concrete guidance to policy makers, helping them to take the steps needed to achieve the national and local objectives of the Paris Declaration”. By focusing on the four objectives of the Paris Declaration, the aim of the Recommendation is to establish a key
reference document at EU level for promoting inclusion and common values through formal and non-formal learning. The Recommendation is based on available research evidence and knowledge on what works on the ground, including the mutual learning outcomes from the six ET 2020 Working Groups, in particular those from the ET 2020 Working Group on the follow-up of the Paris Declaration.

1.2 Public consultation: objectives

There is a substantial body of knowledge accumulated so far on successful policy approaches, and the practices supporting disadvantaged learners to succeed and prevent their social exclusion (from early childhood education and care to higher education and adult learning), which informed the Recommendation. To supplement the knowledge, the Commission launched a wide-ranging public consultation on “Promoting Social Inclusion and Shared EU Values through Formal and Non-Formal Learning”.

The consultation was launched on 19 May 2017, was open until 11 August 2017 and welcomed contributions from all citizens and organisations. Contributions were sought in particular from:

- Education and training institutions;
- Teachers, educators and leaders of educational institutions;
- Civil society sector organisations;
- Public authorities at national, regional and local level;
- Youth organisations;
- Social partners;
- Pupils and students.

A closed questionnaire aimed to gauge public opinion on the importance of equipping young people with shared values and how formal and non-formal learning can help achieve Social Inclusion and Shared EU Values. The questions focused on:

- **Key challenges and objectives to be pursued** to help young people in acquiring shared values and promoting social inclusion;
- **Effective policy approaches, tools and methods** in formal and non-formal learning;
- **Effectiveness and added value of EU level cooperation in education and training** to help Member States in promoting social inclusion and shared values through formal and non-formal learning.

In addition, respondents were invited to submit a position paper as an annex to their survey response, to provide suggestions for the EU to help Member States in ensuring their education and training systems, and in particular the learning environments, help people understand and take ownership of shared values and promote fair and inclusive societies.

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5 For example, in March 2016 the European Commission, together with EACEA and Eurydice, published a leaflet that looked at policy developments in Europe related to the four key objectives (including on the education of disadvantaged learners) that have taken place since the Paris Declaration was signed: EUROPEAN COMMISSION/EACEA/EURYDICE (2016). Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education: Overview of education policy developments in Europe following the Paris Declaration of 17 March 2015. Luxembourg: Publications Office of the European Union. Available at: https://webgate.ec.europa.eu/fp7ms/mwikis/eurydice/images/1/14/Leaflet_Paris_Declaration.pdf


1.3 Public consultation: response rate

In total, 1,124 responses were received to the online questionnaire. 866 respondents replied as individuals, the majority of which were teachers/trainers (58%), along with students (13%) and other individuals working in education (12%). 258 responses came from individuals representing an organisation. Making up 42% of the replies, individuals replying on behalf of education and training institutions (including non-formal and informal learning) are by far the largest group of organisational respondents. These are closely followed by responses coming from NGOs, civil society actors and voluntary organisations (20%) and governments or public authorities (18%). Other organisational responses include employer organisations and trade unions (6%) and think tanks, youth sector organisations, etc. (14%). There is also a good balance in terms of level of representation of these organisations. Besides a large number of national (38%) and local (28%) level actors, responses were also received from numerous European (15%), international (10%) and regional (9%) actors.

In terms of geographical balance, responses were received from individuals and organisations across Europe and beyond. Most responses by far came from Mediterranean countries: in particular, Spain (294), Italy (156) and Portugal (123). They were followed by a high number of respondents from West European countries: in particular Germany (93), France (78). A good response rate was also received for Belgium (36), South-Eastern European countries [in particular: Greece (59) and Romania (34)], the UK and Ireland (35). Responses were also received from Nordic Countries (21), Candidate Countries (36) and Other Countries (23).

203 position papers were submitted by both individuals (135) and representatives of an organisation (68). However, the largest number of position papers by far came from teachers and trainers (84), which represents 41% of the total. The 68 position papers submitted by individuals replying on behalf of an organisation represent 34% of the total. Looking at where the position papers come from, most position papers were received from Mediterranean Countries [in particular: Spain (53), Italy (29) and Portugal (15)], closely followed by West European Countries [in particular: France (14) and Germany (11)] and the Benelux [in particular: representatives of an organisation in Belgium (20)].

Annex 5 of this report presents a detailed breakdown of the responses, including how the different categories have been regrouped in order to conduct meaningful statistical analysis.

1.4 Public consultation: methodological note

In the following sections, we provide an analysis of the results of the survey, including the key messages included in the position papers submitted as an annex to the survey responses.

In Section 2, the survey results are presented by type of individual and organisational respondent. In line with the way in which the different categories have been regrouped and presented in section 1.3 above, the results will be presented by type of respondent as follows (see also Annex 5):

- **Representative of an organisation**: this category regroups the responses from individuals replying on behalf of an organisation. This includes representatives of: education and training institutions (including non-formal and informal learning), civil society sector organisations (including NGOs and the voluntary sector), public authority or government, employer organisations and trade unions;
Teacher/trainer: this category contains the responses from teachers and trainers who answered the questionnaire in an individual capacity;

Student: this category includes the responses of pupils and students replying in an individual capacity;

Other individuals working in education: besides the above categories of student and teacher/trainer, many responses were received from other individuals working in the field of education (including non-formal and informal learning) who replied in an individual capacity. To conduct meaningful statistical analysis, these respondents were grouped into one category, including responses from: career or education guidance officers, higher education rectors or leaders, school principals, people working in welfare, counsellors and youth workers;

Other stakeholders: this category regroups the responses from individual respondents which did not fit any of the categories above, and replying in an individual capacity. This includes: artists and cultural professionals, consultants, librarians, researchers and policymakers.

Where overall effectiveness or importance scores of respondents have been presented in percentages (e.g. Table 1) for greater clarity, the averages were obtained by calculating the average scores given by respondents and converting them into percentages. The original responses from survey respondents were scored on a scale of 1 to 4, where: 1 is not effective/important at all; 2 is not effective/important; 3 is effective/important; 4 is very effective/important.

Section 3 summarises the key messages emerging from the analysis of the 203 position papers, focusing in particular on key challenges and actions to building inclusive education systems (with a particular focus on messages related to violent extremism and tackling social inclusion in light of the Paris Declaration), and key actions at EU level.

Due to factors such as the geographical concentration of the responses in a small number of Member States, the survey results cannot be said to be statistically representative of the whole of Europe. Nevertheless, they can provide a good general indication of the main trends and perceptions on the effectiveness of formal and non-formal learning systems in the EU and beyond in terms of their effectiveness in promoting social inclusion and shared EU values.
2. Public consultation: survey analysis

In this section we provide an analytical overview of the responses to the different questions, grouped under the three main headings used in the public consultation survey: (1) challenges and objectives; (2) effectiveness of policy approaches, tools and methods; and, (3) added value of the EU.

2.1 Challenges and objectives

The first part of the consultation focused on the role of education and training in transmitting values. It provided statements and questions illustrating the main challenges faced and objectives to be pursued in terms of helping people to understand the importance of adhering to shared values.

1. In your opinion, given the sense of growing fragmentation in our societies, does education play a strong enough role in helping young people understand the importance of and adhere to shared values?

The overall results show that the majority of respondents (62.6%) believe that education already plays a strong enough role in helping young people to understand the importance of and adhere to shared values. However, almost 40% of respondents think education could do more.

Figure 1 displays clear differences in responses between the types of respondents. Teachers, trainers, individuals representing organisations who work directly with young people, and students expressed more frequently the view that education does play a strong enough role, as compared to other categories of stakeholders (i.e. other individuals (working in education), such as career or education guidance officers, school principals, policymakers, as well as researchers and consultants). For example, nearly 70% of teachers and trainers felt that education plays a strong enough role, while only 51% of ‘other’ respondents (mainly researchers and consultants) felt that this was the case.

Figure 1: Q1 – Role of education in promoting shared values: breakdown by type of respondent
In your opinion, how important is it for education to help young people:

- Understand the importance of and adhere to shared values;
- Become active citizens within their community and feel empowered to contribute to sustainable futures at local, regional, national and global level;
- Become media literate and develop critical thinking to distinguish fact from fiction and assess information coming from different sources;
- Show mutual respect and appreciate diversity;
- Acquire knowledge and have an understanding of the administrative systems of Member States;
- Acquire knowledge and an understanding of Europe and the EU.

90.7% of respondents acknowledged the importance of education in helping young people to acquire knowledge and develop behaviours in line with the stated themes. The replies indicate that it was felt that it is most important for education to teach students to: adhere to shared values (94.8%); become active citizens within their community (93.8%); become media literate (94.8%); and, show mutual respect and appreciate diversity (95.2%). Helping students to gain knowledge and understanding of the national administrative systems (79.7%), Europe and the EU (85.7%) are seen as slightly less important, in particular by students and other individuals working in education.

Table 1 below provides a detailed overview of the average by type of respondent. The results differ less by category of respondent than they did for Question 1. However, students are the least positive about the importance of education to help young people acquire these skills and behaviours.

Table 1: Q2 – Importance of selected themes education should help young people develop: average by type of respondent

<table>
<thead>
<tr>
<th>Theme</th>
<th>Teacher/Trainer</th>
<th>Representative of an organisation</th>
<th>Student</th>
<th>Other individuals working in education</th>
<th>Other (researcher, consultant...)</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show mutual respect and appreciate diversity</td>
<td>95.9%</td>
<td>95.9%</td>
<td>90.9%</td>
<td>95.9%</td>
<td>94.1%</td>
<td>95.2%</td>
</tr>
<tr>
<td>Understand the importance of and adhere to shared values</td>
<td>96.1%</td>
<td>95.3%</td>
<td>89.5%</td>
<td>95.5%</td>
<td>92.8%</td>
<td>94.8%</td>
</tr>
<tr>
<td>Become media literate and develop critical thinking to distinguish fact from fiction and assess information coming from different sources</td>
<td>95.5%</td>
<td>95.7%</td>
<td>90.7%</td>
<td>93.2%</td>
<td>94.8%</td>
<td>94.8%</td>
</tr>
<tr>
<td>Become active citizens within their community and feel empowered to contribute to sustainable futures at local, regional, national and global level</td>
<td>94.0%</td>
<td>96.4%</td>
<td>86.6%</td>
<td>93.6%</td>
<td>94.4%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Acquire knowledge and an understanding of Europe and the EU</td>
<td>86.2%</td>
<td>87.4%</td>
<td>83.3%</td>
<td>83.3%</td>
<td>84.7%</td>
<td>85.7%</td>
</tr>
<tr>
<td>Acquire knowledge and have an understanding of the national administrative systems of Member States</td>
<td>80.9%</td>
<td>82.3%</td>
<td>75.5%</td>
<td>76.1%</td>
<td>77.1%</td>
<td>79.7%</td>
</tr>
<tr>
<td>Overall</td>
<td>91.4%</td>
<td>92.2%</td>
<td>86.1%</td>
<td>89.6%</td>
<td>89.6%</td>
<td>90.7%</td>
</tr>
</tbody>
</table>

Please note that, as stated in the methodological note (section 1.4 of this report), the original scores provided by survey respondents on a scale of 1 to 4 have been converted into % scores for greater communicability.
3. **In your opinion, should the EU support Member States in helping young people understand the importance of and adhere to shared values through education, given that this is a Europe-wide challenge?**

The vast majority (97.8%) of survey respondents felt that the EU should support Member States in helping young people understand the importance of and adhere to shared values. The breakdown by type of respondent (Figure 2 below) shows that this view is strongly held across all five types of respondent, and the representatives of organisations (working directly with young people) almost unanimously endorsed the role which the EU should play in supporting Member States (99.6%).

**Figure 2: Q3 – EU support for Member States in promoting shared values: breakdown by type of respondent**

![Bar chart showing support percentages by type of respondent]

4. **In your experience, how effective are the different sectors of education and training in helping people adhere to shared values and, in turn, help promote social inclusion?**

Table 2 provides an overview of the respondents’ opinions on the effectiveness of the different education and training sectors in helping people to adhere to shared values and hence help promote social inclusion.

**Table 2: Q4 – Effectiveness of E&T systems in promoting shared values: average by type of respondent**

<table>
<thead>
<tr>
<th>Sector</th>
<th>Teacher/Trainer</th>
<th>Representative of an organisation</th>
<th>Student</th>
<th>Other individuals working in education</th>
<th>Other (researcher, consultant...)</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school</td>
<td>79.0%</td>
<td>80.3%</td>
<td>76.4%</td>
<td>73.6%</td>
<td>72.0%</td>
<td>77.6%</td>
</tr>
<tr>
<td>Early childhood education and care</td>
<td>76.3%</td>
<td>77.7%</td>
<td>74.3%</td>
<td>73.3%</td>
<td>72.0%</td>
<td>75.6%</td>
</tr>
<tr>
<td>Secondary school</td>
<td>75.1%</td>
<td>76.1%</td>
<td>77.5%</td>
<td>67.5%</td>
<td>65.5%</td>
<td>73.6%</td>
</tr>
<tr>
<td>Higher education</td>
<td>71.5%</td>
<td>70.8%</td>
<td>74.3%</td>
<td>63.4%</td>
<td>63.8%</td>
<td>69.9%</td>
</tr>
<tr>
<td>Vocational Education and Training</td>
<td>69.4%</td>
<td>71.3%</td>
<td>63.6%</td>
<td>65.9%</td>
<td>61.4%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Adult learning</td>
<td>68.1%</td>
<td>69.5%</td>
<td>62.8%</td>
<td>63.0%</td>
<td>61.2%</td>
<td>66.5%</td>
</tr>
<tr>
<td>Overall</td>
<td>73.3%</td>
<td>74.3%</td>
<td>71.5%</td>
<td>67.8%</td>
<td>66.0%</td>
<td>71.9%</td>
</tr>
</tbody>
</table>
Apart from early childhood education and care (ECEC) (75.6%) and primary education (77.6%), none of the education and training sectors were considered overall to be very effective in helping people adhere to shared values and promote social inclusion. In line with the findings in the European Commission/EACEA/Eurydice leaflet which provides an overview of policy developments in Europe following the Paris Declaration, the least effective sectors in this respect are adult learning (66.5%), higher education (69.9%) and vocational education and training (68%).

Looking in greater detail at the responses for ECEC, Figure 3 shows that teachers/trainers and representatives of an organisation working closely with young people are most positive about the effectiveness of ECEC in promoting citizenship values for social inclusion. By contrast, more than 30% of students and other individuals working in education responded that ECEC is not very effective, or not effective at all, in doing this.

**Figure 3: Q4 – Breakdown ECEC by type of respondent**

Overall, primary schools are rated most highly in terms of their effectiveness in promoting social inclusion by helping students to adhere to shared values. As can be seen in Figure 4, replies are overall very homogenous between the different groups of respondents, with scores for ‘effective’ to ‘very effective’ ranging between 66.4% for the category ‘other individual working in education’ to 74.8% for ‘representatives of an organisation’. At the same time, more than a quarter of students and other individuals (working in education) believe primary schools are not very effective or not effective at all in promoting social inclusion.

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There is greater diversity in the results per category of respondent when looking at the responses for **secondary schools**, as shown in Figure 5. On one hand, more than 70% of representatives of an organisation and students state that secondary schools are effective or very effective in promoting social inclusion. On the other hand, more than 30% of teachers/trainers, and over 50% of other stakeholders, responded that secondary schools are not very effective or not at all effective in promoting social inclusion.

**Higher education** is considered to be not very effective or not very effective at all at promoting social inclusion by 38.6% of respondents overall, with the least positive overall assessment by other individuals working in education and other stakeholders (which include university rectors and researchers), closely followed by teachers/trainers. Across all categories, between approximately 30% and 50% of respondents respond that higher education is not very effective or not very effective at all in promoting social inclusion by helping students to adhere to shared values.
Adult learning is seen as the least effective performer in terms of promoting social inclusion by helping learners to adhere to shared values (Figure 7). Almost half the respondents (47.9%) stated that adult learning was not very effective or not effective at all in doing so. The differences between the different groups are also less pronounced here than in the previous two sectors. However, teachers/trainers and organisational representatives seem to be slightly more positive than the other individuals (working in education), with approximately 50-60% considering adult learning to be effective or very effective in promoting social inclusion.

Finally, in the field of vocational education and training (VET), 37.5% of respondents indicate that the sector is not very effective or not effective at all in promoting social inclusion by helping students to adhere to shared values. The opinions of the different groups (as shown in Figure 8) range between 34.1% for representatives of an organisation to 43.2% for students. Students are the most critical group of respondents for VET, as opposed to being amongst the more positive respondents regarding the roles of the other sectors.
Figure 8: Q4 – Breakdown VET by type of respondent

5. In your opinion, how effective are activities outside of school, such as participation in youth, sport and cultural activities in:

- Ensuring equal opportunities for all;
- Reinforcing a sense of belonging to wider society;
- Fostering mutual respect and intercultural understanding;
- Fostering ownership of democratic values, such as non-discrimination, freedom of expression, thought and religion;
- Promoting active citizenship and civic engagement;
- Promoting critical thinking;
- Promoting media literacy to help people distinguish fact from fiction and critically assess information coming from various media.

The overall score of 78.3% (Table 3) indicates that respondents consider that extracurricular activities are very effective in fostering key civic skills, including: ensuring equal opportunities for all (80.1%); reinforcing a sense of belonging to wider society (83.0%); fostering mutual respect and intercultural understanding (83.6%); fostering ownership of democratic values such as non-discrimination, freedom of expression, thought and religion (79.5%); and, promoting active citizenship and civic engagement (78.8%). However, respondents believe that youth, sport and cultural activities are slightly less effective in promoting critical thinking (73.2%) - especially students (67.5%) and other stakeholders (65.4%) - and developing media literacy (70.3%).
Figure 9 shows a breakdown of opinions on the effectiveness of youth, sport and cultural activities in promoting critical thinking. Whereas 70.2% of teachers/trainers and 70.5% of representatives of an organisation believe extracurricular activities are effective or very effective at doing so, only just over half of students and other individuals (working in education) believe this is the case. Other stakeholders are the most critical, with 14.5% of respondents from this group stating that extracurricular activities are not effective at all in promoting critical thinking in young people.

Figure 9: Q5 – Breakdown promoting critical thinking by type of respondent

Extracurricular activities are also considered to be less effective in promoting media literacy. Figure 10 shows that only 55.3% of all respondents regard youth, sport and cultural activities as being effective or very effective at developing young people's media literacy. Organisational representatives and other stakeholders in particular are extremely critical about the effectiveness of non-formal learning. Only 13.5% of organisational representatives believe non-formal learning is very effective at developing media literacy.
6. In your experience, in education and training institutions, is there discrimination for learners based on their:

- Ethnic origin;
- Mother tongue;
- Religion or belief;
- Disability;
- Sex;
- Age;
- Sexual orientation;
- Socio-economic background.

Overall **40.1% of respondents consider there is some form of discrimination against learners in education and training institutions.** Although the responses between the different types of respondents are quite homogenous, there are marked differences between the types of characteristics on which discrimination is perceived to most often take place. Figure 11 shows that discrimination based on sex and age, is regarded as much less of an issue than the other six characteristics listed. Only 25.4% of respondents indicated that they felt learners were exposed to discrimination based on sex in formal education, while 20.6% of replies indicated this was the case for discrimination based on age.

The factors which were felt by survey respondents to contribute most to discrimination in education and training systems are: learners’ **socio-economic background** (57.7% of respondents replied ‘yes’), **disability** (48.5% of respondents replied ‘yes’) and **sexual orientation** (44.6% of respondents replied ‘yes’). Discrimination based on mother tongue and religion or belief were felt to be an issue by 40.6% and 36.6% of respondents respectively.
2.2 Effectiveness of policy approaches, tools and methods

This part of the consultation aimed to collect opinions on the most effective policy approaches, tools and methods to create learning environments that embrace diversity, which address the needs of all learners and promote knowledge and understanding of shared values. The views of respondents were sought on: (1) adapted teaching and learning methods; (2) effective approaches which empower teachers to help all learners fulfil their potential and adhere to shared values; (3) cooperation between schools, families and local communities.

7. a) Do you agree that education should offer support for all learners according to their needs?
   b) In your opinion, is this currently being done?

When asked to indicate whether education should offer support to all learners according to their needs, respondents almost unanimously (98.6% overall) replied this should be the case. There was limited variation in the response across the respondents (Figure 12).

Figure 12: Q7a – Breakdown educational support for all learners by type of respondent
However, only 16.6% of respondents observed that the support is currently being provided. In this case, there is a more marked variation in the opinions of different stakeholders. For example, 21.6% of students observed that the support is currently being provided, compared to less than 10% of other stakeholders (Figure 13).

Figure 13: Q7b – Breakdown educational support for all learners by type of respondent

Table 4 presents an overview of the average scores for effectiveness that were given by the respondents to each of the types of teaching and learning content. The overall score of 75.8% indicates that, in general, the suggested teaching and learning practices are perceived as very effective in promoting shared values. There is however some variation in the teaching and learning practices seen as most effective, with notably ‘offering religious education in one’s religion’ only achieving an average assessment of effectiveness of 56.3% across all categories of respondent.
Table 4: Q8a – Effectiveness of teaching and learning content: average by type of respondent

<table>
<thead>
<tr>
<th>Activity</th>
<th>Teacher/Trainer</th>
<th>Representative of an organisation</th>
<th>Student</th>
<th>Other individuals working in education</th>
<th>Other (researcher, consultant...)</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offering citizenship education</td>
<td>82.8%</td>
<td>81.6%</td>
<td>83.2%</td>
<td>77.6%</td>
<td>80.5%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Using curricula that promote knowledge of different cultures, religions and beliefs</td>
<td>82.9%</td>
<td>81.8%</td>
<td>81.2%</td>
<td>78.0%</td>
<td>78.9%</td>
<td>81.5%</td>
</tr>
<tr>
<td>Promoting subjects/courses on culture and arts to enhance intercultural understanding</td>
<td>83.5%</td>
<td>82.0%</td>
<td>73.6%</td>
<td>78.4%</td>
<td>81.6%</td>
<td>81.5%</td>
</tr>
<tr>
<td>Using curricula that enhance knowledge and understanding of shared values</td>
<td>82.5%</td>
<td>81.9%</td>
<td>76.4%</td>
<td>78.9%</td>
<td>75.4%</td>
<td>80.4%</td>
</tr>
<tr>
<td>Offering courses/subjects on ethics</td>
<td>74.6%</td>
<td>74.8%</td>
<td>78.0%</td>
<td>74.8%</td>
<td>74.6%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Providing additional support to learners in their mother tongue</td>
<td>75.6%</td>
<td>75.5%</td>
<td>70.8%</td>
<td>69.5%</td>
<td>73.3%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Offering religious education in one’s religion</td>
<td>57.6%</td>
<td>57.1%</td>
<td>59.3%</td>
<td>51.3%</td>
<td>51.5%</td>
<td>56.3%</td>
</tr>
<tr>
<td>Overall</td>
<td>77.1%</td>
<td>76.4%</td>
<td>74.6%</td>
<td>72.6%</td>
<td>73.7%</td>
<td>75.8%</td>
</tr>
</tbody>
</table>

Figure 14 presents the practices perceived as being most effective by each category of respondent and overall (each respondent was asked to choose two). The use of curricula that enhance knowledge and understanding of shared values (23.6%), promoting knowledge of different cultures, religions and beliefs (21.4%), and offering citizenship education (20.7%) were overall rated as being most effective to help people understand the importance of shared values. Offering courses or subjects on ethics were seen as most effective by a lesser proportion of respondents (10.2%). The teaching and learning approaches of offering religious education in one’s religion and providing additional support to learners in their mother tongue were only selected by 5.1% and 1.7% respectively as being the most effective actions to help people understand the importance of shared values, a markedly lower number compared with the other five actions.

Figure 14: Q8b – Most effective teaching and learning content by type of respondent
9. In teaching and learning, how effective are the following in helping people understand the importance of and adhere to shared values?

a) Teachers and educators:

- Empowering teachers and educators to deal with difference and diversity in the classroom;
- Supporting teachers and educators to create a space for dialogue on controversial issues to encourage self-reflection and mutual understanding;
- Empowering teachers to transmit shared values;
- Empowering teachers to transmit the national culture and identity of where one lives;
- Creating incentives to attract the best teachers to “challenging” schools;
- Recruiting and training teachers from a wider variety of backgrounds;
- Support teachers in learning innovative pedagogical approaches, for instance to promote group work, critical thinking etc.

b) In your opinion, based on the list provided above, which actions are the most effective in helping people understand the importance of and adhere to shared values? Please identify two.

Table 5 provides an overview of the average scores for effectiveness given by the respondents to each of the types of actions aimed at empowering and supporting teachers and educators to help people understand the importance of and adhere to shared values. The overall score of 83.4% indicates that the overall suggested actions to empower and support teachers and educators are seen as very effective.

**Table 5: Q9a – Effectiveness of actions to empower and support teachers: average by type of respondent**

<table>
<thead>
<tr>
<th>Action</th>
<th>Teacher/Trainer</th>
<th>Representative of an organisation</th>
<th>Student</th>
<th>Other individuals working in education</th>
<th>Other (researcher, consultant...)</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support teachers in learning innovative pedagogical approaches, for instance to promote group work, critical thinking etc.</td>
<td>90.8%</td>
<td>90.7%</td>
<td>79.8%</td>
<td>90.7%</td>
<td>86.7%</td>
<td>89.2%</td>
</tr>
<tr>
<td>Empowering teachers and educators to deal with difference and diversity in the classroom</td>
<td>89.0%</td>
<td>90.6%</td>
<td>86.6%</td>
<td>87.2%</td>
<td>87.0%</td>
<td>88.7%</td>
</tr>
<tr>
<td>Supporting teachers and educators to create a space for dialogue on controversial issues to encourage self-reflection and mutual understanding</td>
<td>88.0%</td>
<td>89.8%</td>
<td>84.4%</td>
<td>88.8%</td>
<td>87.8%</td>
<td>88.1%</td>
</tr>
<tr>
<td>Empowering teachers to transmit shared values</td>
<td>87.5%</td>
<td>86.7%</td>
<td>82.6%</td>
<td>85.3%</td>
<td>80.9%</td>
<td>85.7%</td>
</tr>
<tr>
<td>Recruiting and training teachers from a wider variety of backgrounds</td>
<td>79.7%</td>
<td>82.6%</td>
<td>81.0%</td>
<td>81.0%</td>
<td>78.5%</td>
<td>80.5%</td>
</tr>
<tr>
<td>Empowering teachers to transmit the national culture and identity of where one lives</td>
<td>79.2%</td>
<td>76.5%</td>
<td>70.6%</td>
<td>74.5%</td>
<td>72.8%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Creating incentives to attract the best teachers to “challenging” schools</td>
<td>77.8%</td>
<td>77.7%</td>
<td>61.9%</td>
<td>76.4%</td>
<td>72.6%</td>
<td>75.4%</td>
</tr>
<tr>
<td>Overall</td>
<td>84.6%</td>
<td>84.9%</td>
<td>78.1%</td>
<td>83.4%</td>
<td>80.9%</td>
<td>83.4%</td>
</tr>
</tbody>
</table>

Figure 15 presents the actions perceived as being most effective by each category of respondent and overall (each respondent was asked to choose two). Supporting teachers in learning innovative approaches (25.8%), empowering them to deal with diversity in the classroom (23.9%) and creating a space for dialogue on controversial issues (19.3%) are the most regarded as being effective by all respondents. There is, however, a large difference in the replies of students compared with all other respondents. Whereas only 17.2% of students felt it was most important to support teachers in learning innovative
pedagogical approaches (compared with an average of 27.9% for all other categories), more than twice as many of them (17.7%, compared with an average of 7.8% for all other categories) felt that the most effective action was to **recruit and train teachers from a wider variety of backgrounds**.

**Figure 15: Q9b – Most effective actions to empower and support teachers by type of respondent**

10. In teaching and learning, how effective are the following in helping people understand the importance of and adhere to shared values?

   **a) Learning environment and links with the local communities:**
   - Involving teachers, parents and learners in the running of schools;
   - Supporting a democratic learning environment to allow learners to experience democracy and mutual respect;
   - Encouraging socio-economic, ethnic and cultural mix in schools;
   - Encouraging the use of mediators and school assistants to build stronger links between school and the local communities;
   - Encouraging participation in extra-curricular activities such as music, sport and youth activities;
   - Encouraging participation in cultural activities to promote cultural awareness and an understanding of the national culture and identity of where one lives;
   - Creating opportunities for civic engagement and volunteering.

   **b) In your opinion, based on the list provided above, which actions are the most effective in helping people understand the importance of and adhere to shared values? Please identify two.**

Table 6 provides an overview of the average scores for effectiveness given by the respondents to each of the types of actions that are aimed at creating **inclusive learning environments and links with the local communities**, and which can help people in understanding the importance and adhering to shared values. The overall score of 84.4% indicates that the **overall suggested actions to create inclusive learning environments and links with the local communities are seen as very effective**.
Table 6: Q10a – Effectiveness of actions to create inclusive learning environments and links with the local communities: average by type of respondent

<table>
<thead>
<tr>
<th>Action</th>
<th>Teacher/Trainer (%)</th>
<th>Representative of an organisation (%)</th>
<th>Student (%)</th>
<th>Other individuals working in education (%)</th>
<th>Other (researcher, consultant…) (%)</th>
<th>Overall (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating opportunities for civic engagement and volunteering</td>
<td>88.1</td>
<td>88.7</td>
<td>81.9</td>
<td>87.5</td>
<td>85.8</td>
<td>87.3</td>
</tr>
<tr>
<td>Encouraging participation in extracurricular activities such as music,</td>
<td>87.1</td>
<td>87.6</td>
<td>87.4</td>
<td>85.3</td>
<td>83.2</td>
<td>86.6</td>
</tr>
<tr>
<td>sport and youth activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting a democratic learning environment to allow learners to</td>
<td>87.5</td>
<td>88.1</td>
<td>83.2</td>
<td>86.9</td>
<td>82.9</td>
<td>86.6</td>
</tr>
<tr>
<td>experience democracy and mutual respect</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging participation in cultural activities to promote cultural</td>
<td>87.4</td>
<td>86.7</td>
<td>83.3</td>
<td>85.6</td>
<td>81.8</td>
<td>85.9</td>
</tr>
<tr>
<td>awareness and an understanding of different cultures and of the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>national culture and identity of where one lives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging socio-economic, ethnic and cultural mix in schools</td>
<td>83.5</td>
<td>85.9</td>
<td>83.4</td>
<td>86.3</td>
<td>80.2</td>
<td>83.9</td>
</tr>
<tr>
<td>Offering guidance for families on how to support their children’s</td>
<td>84.1</td>
<td>84.2</td>
<td>78.9</td>
<td>85.9</td>
<td>80.5</td>
<td>83.3</td>
</tr>
<tr>
<td>learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involving teachers, parents and learners in the running of schools</td>
<td>82.9</td>
<td>83.1</td>
<td>73.9</td>
<td>81.8</td>
<td>78.7</td>
<td>81.4</td>
</tr>
<tr>
<td>Encouraging the use of mediators and school assistants to build</td>
<td>81.0</td>
<td>82.1</td>
<td>71.2</td>
<td>82.4</td>
<td>78.0</td>
<td>80.1</td>
</tr>
<tr>
<td>stronger links between school and the local communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>85.2</td>
<td>85.8</td>
<td>80.4</td>
<td>85.2</td>
<td>81.4</td>
<td>84.4</td>
</tr>
</tbody>
</table>

Figure 16 presents the actions perceived as being most effective by each category of respondent and overall (each respondent was asked to choose two). **Supporting a democratic learning environment** that allows learners to experience democracy and mutual respect (18.3%) was considered by the highest proportion of respondents to be the most effective action to promote adherence to shared values. In contrast, offering **guidance for families on how to support their children’s learning** (8.8%) and encouraging the use of **mediators and school assistants** (6.1%) received the lowest number of endorsements as the most effective action. Again, the replies of students are distinctive compared with the replies from other categories of respondents. As opposed to all the other groups of respondents, who considered the involvement of parents and learners in the running of schools as the most effective action (9.0% compared with 15.8% for all other categories), or encouraging the use of school assistants and mediators (0.9% compared with 7.4% for all other categories), the most effective actions according to students were: the **participation in extracurricular activities** (21.7% compared with 9.4% for all other categories) and **socio-economic, ethnic and cultural mix in classrooms** (17.2% compared with 11.5% for all other categories).
2.3 Added value of the EU

The third part of the consultation sought to collect opinions on the importance of EU level action in helping to foster ownership of shared values through education and on the most effective policy approaches, tools and methods for achieving this goal.

11. In helping people understand their role as responsible and active members of European societies, how important is it for them to understand the following:

- History, geography and culture of Europe and other Member States;
- History of the EU and basic knowledge of the European Union and its institutions;
- Rights and responsibilities of European citizens;
- Shared values of the European Union.

On average, 93.2% of respondents considered all topics to be important or very important for citizens to understand in order to fully understand their role as responsible and active members of European societies. The replies were very homogenous across all categories of respondents. However, the two topics of rights and responsibilities of European citizens and shared values of the European Union do stand out, since 96.1% and 95.3% of respondents respectively - slightly higher than the average of 96.2% - considered these to be important or very important for citizens to gain an understanding of in order to fully understand their role as responsible and active member of European societies.
Figure 17: Q11 – Importance of EU topics to help people understand their role as responsible and active member of European societies: average by type of respondent

12. a) The European Union supports Member State education systems through a wide range of tools. In your opinion, **which of the following tools should be strengthened** to allow young people to understand the importance and adhere to shared values?

- Student learning mobility;
- Short-term exchanges for pupils in schools;
- Virtual exchanges such as eTwinning;
- Volunteering and youth work;
- Peer learning, exchange and dissemination of good practices;
- Collection of evidence and data from research;
- Guidance documents for policy makers and practitioners;
- Targeted advice and counselling for Member States;
- Common ways for measuring progress such as indicators and benchmarks;
- Funding through EU programmes, such as Erasmus+, Creative Europe and the European Structural and Investment Funds;
- Support cooperation between schools and universities to promote innovation and modernisation.

12. b) In your opinion, based on the list provided above, **which actions are the most effective** in helping people understand the importance of and adhere to shared values? Please identify two.

Table 7 provides an overview of the average scores given by the respondents in relation to the list of EU tools they felt should be strengthened to help young people understand and adhere to shared values at Member State level. The overall score of 83.5% shows that **further strengthening all EU tools is seen as very important.**
Table 7: Q12a – Importance of EU actions to support Member States in helping young people understand the importance of and adhere to shared values: average by type of respondent

<table>
<thead>
<tr>
<th>Action</th>
<th>Teacher/Trainer</th>
<th>Representative of an organisation</th>
<th>Student</th>
<th>Other individuals in working education</th>
<th>Other (researcher, consultant...)</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding through EU programmes, such as Erasmus+, Creative Europe and the European Structural and Investment Funds</td>
<td>93.5%</td>
<td>94.4%</td>
<td>93.7%</td>
<td>92.8%</td>
<td>90.3%</td>
<td>93.3%</td>
</tr>
<tr>
<td>Support cooperation between schools and universities to promote innovation and modernisation</td>
<td>92.9%</td>
<td>91.2%</td>
<td>91.4%</td>
<td>91.7%</td>
<td>87.7%</td>
<td>91.6%</td>
</tr>
<tr>
<td>Student learning mobility</td>
<td>91.6%</td>
<td>91.8%</td>
<td>89.6%</td>
<td>92.9%</td>
<td>90.3%</td>
<td>91.5%</td>
</tr>
<tr>
<td>Short-term exchanges for pupils in schools</td>
<td>88.9%</td>
<td>88.4%</td>
<td>85.8%</td>
<td>88.5%</td>
<td>87.1%</td>
<td>88.2%</td>
</tr>
<tr>
<td>Peer learning, exchange and dissemination of good practices</td>
<td>87.7%</td>
<td>90.4%</td>
<td>79.5%</td>
<td>86.3%</td>
<td>85.5%</td>
<td>87.2%</td>
</tr>
<tr>
<td>Volunteering and youth work</td>
<td>86.1%</td>
<td>89.0%</td>
<td>80.6%</td>
<td>87.6%</td>
<td>86.4%</td>
<td>86.4%</td>
</tr>
<tr>
<td>Virtual exchanges such as eTwinning</td>
<td>86.0%</td>
<td>76.6%</td>
<td>64.1%</td>
<td>78.8%</td>
<td>72.5%</td>
<td>79.7%</td>
</tr>
<tr>
<td>Targeted advice and counselling for Member States</td>
<td>75.4%</td>
<td>76.0%</td>
<td>77.2%</td>
<td>74.3%</td>
<td>75.0%</td>
<td>75.6%</td>
</tr>
<tr>
<td>Guidance documents for policy makers and practitioners</td>
<td>75.2%</td>
<td>76.8%</td>
<td>74.0%</td>
<td>74.5%</td>
<td>76.5%</td>
<td>75.6%</td>
</tr>
<tr>
<td>Collection of evidence and data from research</td>
<td>74.9%</td>
<td>77.9%</td>
<td>69.8%</td>
<td>75.2%</td>
<td>75.9%</td>
<td>75.3%</td>
</tr>
<tr>
<td>Common ways for measuring progress such as indicators and benchmarks</td>
<td>75.0%</td>
<td>76.1%</td>
<td>70.3%</td>
<td>75.2%</td>
<td>72.5%</td>
<td>74.5%</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>84.3%</strong></td>
<td><strong>84.4%</strong></td>
<td><strong>79.6%</strong></td>
<td><strong>83.5%</strong></td>
<td><strong>81.8%</strong></td>
<td><strong>83.5%</strong></td>
</tr>
</tbody>
</table>

Figure 18 presents the tools that are perceived as being most effective by each category of respondent, and overall (each respondent was asked to choose two). The provision of Member State funding through EU programmes (21.5%), in particular to offer opportunities for student learning mobility (19.1%) and short-term exchanges for pupils in schools (13.8%), were seen as the most effective EU tools to help young people to understand the importance of and adhere to shared values. These actions are closely followed by EU actions in the field of supporting cooperation between schools and universities (10.7%), volunteering and youth work (10.5%) and peer learning activities (10.0%).

eTwinning virtual exchange (4.4%), guidance documents for policy makers (2.8%), measuring progress through indicators and benchmarks (2.6%), the collection of research evidence and data (2.4%) and targeted advice and counselling for Member States (2.2%) received the fewest endorsements as the most effective EU tools. However, as can be seen from Table 7 above, the low effectiveness rating for virtual exchanges such as eTwinning and the collection of research data and evidence primarily comes from students. All other groups of respondents are generally more convinced of the effectiveness of these measures.
Figure 18: Q12b – Most effective EU actions to support Member States in helping young people understand the importance of and adhere to shared values by type of respondent
3. Public consultation: position papers

At the end of the survey, respondents were invited to attach a position paper in response to the following question: "What could the EU do to help Member States ensure that their education and training systems, and in particular the learning environments, help people understand and take ownership of shared EU values and promote fair and inclusive societies?" This section provides an overview of the key messages emerging from the 203 position papers received, the majority of which came from teachers/trainers (41%) and representatives of organisations working directly with young people (34%).

3.1 Building inclusive education systems

A key challenge underlined by many of the position papers is that the education sector has been particularly hard hit by the severe financial cuts in the public sector following the economic crisis of 2008. In addition, in times of increased social and political tension within Europe and its neighbouring countries, other papers highlighted the challenges posed by the worrying increase of racist and xenophobic movements as well as youth radicalisation, and underlined that the role of education in building socially cohesive societies has become more important than ever. One position paper emphasised that the Paris Declaration "must be seen as an alarm bell and a warning to EU Member States [...] that education is the fundamental instrument to fight radicalisation as much as students’ participation is a key element to engage each and every individual and to avoid social exclusion".

Building inclusive education systems through the promotion of shared values is felt to be the most effective way to fight social exclusion, creating democratic environments and building resilient, active and socially engaged citizens capable of tackling the multiple challenges society is faced with today, and in the future. However, respondents highlighted that a multi-level and multi-actor approach is needed for the successful transmission of shared values and inclusive education, requiring action at many different levels, as set out below.

3.1.1 Empowering and strengthening the role of teachers

Empowering and strengthening the role of teachers by improving the quality of initial teacher training (ITE) and continuing professional development (CPD) was highlighted as the most effective way in building high quality inclusive education systems in the position papers. As one position paper noted, "[i]mproving teachers’ knowledge, skills and competences regarding promoting equality and inclusion has been consistently identified as one of the major challenges to overcome if we are to achieve a more just society in which discrimination is challenged and notions of power, privilege and justice are widely discussed and understood”.

In particular, teachers should be trained to be able to teach and raise awareness among their students of key and complex subjects such as citizenship, human rights, the functioning of the European Union and the values highlighted in the Lisbon Treaty. This is because, as was highlighted by one position paper, "la grande majorité des citoyens européens ne connaissent ni le fonctionnement des institutions européennes, ni leur origine ou leur évolution […] ce qui a conduit à un climat social et détachement croissant concernant le projet européen".11 This was confirmed in another position paper submitted by a French teacher: "l’histoire de la construction européenne et des valeurs associées n’est pas suffisamment communiqué aussi bien aux formateurs enseignants…".

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11 “The majority of European citizens do not know the how the European institutions function, nor do they know their origin or evolution […, which has] led to a social climate of increased social detachment from the European project.”
qu’aux élèves. Il serait nécessaire, avec pédagogie, d’insister et caractériser ces valeurs partagées et communiquer suffisamment dès la formation des futurs enseignants. Le traité de Lisbonne reste très théorique pour la plupart des élèves et même des enseignants. La traduction concrète de ces valeurs pour chaque citoyen restent à définir de manière plus précise”.

The position papers also mentioned that teachers should be empowered to become autonomous and confident in leading open discussions with pupils on sensitive and topics such as radicalisation, social exclusion and discrimination and other challenging teaching tasks related to dealing with diversity in the classroom. Furthermore, teachers should also be trained on the funding opportunities under the EU, and that application processes should be simplified. This aspect was pointed out by a position paper submitted by a teacher: “At the core of this apparently easy process there is a lack of people with the right qualification to apply for funding and project activities. […] This is in my opinion the first obstacle to overcome and my argument here is that procedures to apply for funding should be much easier and teacher-friendly”.

Another position paper submitted by an organisation underlined the importance of stepping up “efforts to overcome the shortage of qualified teachers and to make the teaching profession more attractive. This includes offering good salaries which are comparable with other graduate professions, which are not allowed to stagnate due to ideologically-driven austerity measures; and good working conditions. Efforts should also be made to enhance the recognition of the status and social function of teachers, academics and other education personnel as educators of future active and responsible citizens who are able to think critically and contribute effectively to a more just society”.

3.1.2 Adapted school curricula and teaching methods

Strongly related to the challenge of empowering teachers, many position papers also indicated that curricula and teaching approaches in formal education and training should be adapted. On the one hand, national governments need to ensure that curricula focus on transversal issues of citizenship, democratisation and human rights. On the other hand, teaching content and methods should take into account the needs of individual learners, teacher expertise and local specificities. Diverse, innovative and learner-centred teaching methods should be used to develop key competences and citizenship – using the Key Competences Framework as a guiding tool. This is key in fighting social exclusion, and students should also be encouraged to take part in shaping their own learning process. One position paper described this learning process as follows: “the degree of salience of fundamental values and integration should be raised […] this direction is not to be seen as a one-directional process - from teacher to students - but it should make use of several interactive techniques such as cooperative learning, educational platforms, peer learning. To be more effective these practices should be disseminated through publications, school networks, and websites”.

Another position paper highlighted that profound systemic changes in the education and training system are needed to inspire a pedagogical culture where there is an emphasis on students “(i) educational experience [and] (ii) behavio(u)r during learning”, as well as an “(iii) educational culture and (iv) educational system, where the democratic approaches with empowered students and teachers can be applied”.

12 “The history of the construction of Europe and its associated values is not enough communicated to teachers and to pupils. It would be necessary, with an adapted pedagogy, to insist and characterize these shared values and to communicate it in the training of future teachers. The Lisbon Treaty remains very theoretical for most pupils and even for teachers. The concrete translation of these values for each citizen needs to be defined more precisely”.
3.1.3 Supporting disadvantaged learners

The importance of supporting disadvantaged learners in formal education settings – in particular migrants and refugees – was another recurring theme in the position papers. As one position paper described it: "Inclusive education aims at providing high quality education for all learners in mainstream settings, with special emphasis upon learners at risk of marginalisation, exclusion and underachievement by actively seeking out to support them".

In this context, position papers highlighted the importance of providing mentoring and peer guidance as a way of preventing early school leaving and social exclusion. They are also part of moving towards a more learner-centred approach of teaching, as discussed above. Several papers also mentioned the importance of providing financial support to migrant and refugee students, ensuring a mix in classrooms of students from different backgrounds and cultures to avoid segregation and foster inclusiveness, and recognition of prior learning, especially with reference to skills, competences and knowledge gained abroad or in different (often non-formal) learning settings.

The sharing of experiences and approaches at all levels (systemic, institutional and individual) was also seen as crucial to ensure good practices can be mainstreamed. When replying to the public consultation, many teachers used the opportunity to share the way in which they were working on building inclusive learning environments. This ranged from teachers elaborating on the arrangements across their schools to support the inclusion of students with disabilities, to teachers explaining how they very concretely addressed issues of diversity with their pupils inside the classroom.

3.1.4 The role of non-formal learning

Another key issue highlighted in the position papers is the role of non-formal learning in promoting social inclusion, preventing radicalisation and developing key skills such as critical thinking and adherence to shared EU values amongst adults and disadvantaged groups of people not in education, employment or training (NEETs). One position paper highlighted that "In the 21st century, to learn is not simply attending school anymore. The average person’s educational development encompasses a wide spectrum of formal and informal learning strategies commencing in the home environment, or pre-school, and finding its end in post-retirement. A multitude of educational and training systems and approaches can and should be used to promote behaviour and knowledge”.

Actors in the field of non-formal learning should be trained and made aware of their role in promoting shared values; and likewise, teachers inside formal education and training should encourage the participation in extracurricular activities as a way of bridging and increasing cooperation between formal and non-formal education providers.

One position paper gave the example of the role museums can play in fostering the social inclusion and the development of civic skills: "Informal science learning institutions such as science centers and museums provide [...] environments that inspire, engage and empower people for learning and discussing relevant scientific issues for Europe. With their focus on promoting curiosity and critical thinking, they support resistance to all forms of discrimination and indoctrination as stated in the Paris Declaration. A current movement within the European science center and museum community focuses on providing access and engagement for science learning to all citizens, fostering social inclusion, equity and non-discrimination. They also position themselves more and more as trusted spaces where encounters between various sectors of society and open dialogue with diverse audiences can take place".
3.1.5 Promoting wider community involvement

In addition to involving non-formal learning providers, many position papers highlighted the importance of involving the wider community in the promotion of EU values and social inclusion. For example, one position paper stated that "schools should be a democratic environment where cooperation among all stakeholders in the community is practiced, in order to learn to live together in mutual respect. Stakeholders are learners, parents, teachers, representatives of organisations operating in the local community, especially non-formal education providers”.

Indeed, parents, families, local authorities, social services and third sector organisations; all of these should be involved to support the development of ‘whole-school’ approaches for creating democratic environments where cooperation among all community actors takes place and people learn to live together in mutual respect for each other’s culture, language, religion, gender, sexual orientation and expression.

3.2 Key actions at EU level

To support the Member States in developing actions aimed at building inclusive learning environments, as outlined above, many of the position papers underlined that the EU has a crucial role to play in developing and fostering democratisation. The EU should “provide a clear vision for and conceptualisation of inclusive education as an approach for improving the educational opportunities for all learners”. Adding to this, many position papers stated that “policy must also clearly outline that the effective implementation of inclusive education systems is the shared responsibility of all educators, leaders and decision-makers”.

In its coordinating role, it was felt that the EU should continue to supervise Member State reforms in the field of inclusion and, based on this, provide targeted support measures to Member States focused on strengthening their actions aimed at building inclusive learning environments and promoting shared values. For example, one position paper submitted by a teacher described the added value of the EU in achieving these objectives as follows: "diversity can become a wonderful opportunity, provided that policies offer the right conditions for inclusion. I appreciate European actions and programmes and I hope they will be maintained and improved, with special funding and concrete involvement of different education stakeholders”.

Three areas in particular stood out as fields of action in which the position papers felt the EU should strengthen its support actions to Member States:

- Offering opportunities for (virtual) mobility;
- Supporting Member State cooperation and the exchange of best practices;
- Providing Erasmus+ project funding.

3.2.1 Increased opportunities for mobility

Almost all position papers unanimously agreed that providing people with high-quality mobility experiences is one of the most effective ways in promoting citizenship and the common values of freedom, tolerance and non-discrimination. For example, one position paper stated that "learning mobility is a key tool to develop intercultural competences, in particular aspects such as tolerance of ambiguity, adaptation, critical thinking”. For students, it was seen as crucial in helping them to develop mutual respect and positive attitudes towards ‘otherness’; for teachers, mobility was seen as an invaluable tool for their CPD and to develop new, innovative and inclusive teaching methods, suited for diverse student groups.
Many of the position papers were particularly positive about the benefits offered by the opportunities for mobility and cooperation available to students and teachers under the **Erasmus+ programme** and through the **eTwinning platform**. For example, one position paper highlighted that "Erasmus+ e e-Twinning hanno aperto le porte delle aule e favorito una reale conoscenza tra i popoli. Insegnanti ed alunni che aderenti alla piattaforma hanno imparato a condividere idee, progetti, confrontarsi sulle modalità didattiche, integrato tradizioni e stili di vita. [...] E-Twinning permette una più immediata e diffusa partecipazione delle scolaresche". Another position paper submitted by a teacher listed the following benefits mobility experiences brought to teachers: "teachers who attend seminars worldwide, update their teaching methods, increase their self-esteem, share experience with foreign colleagues, open their horizons are ready to help and educate future European citizens. European projects like Erasmus provide that opportunity. Through partnerships and alliances the idea of tolerance to diversity and respect to the different promotes inclusive learning environments, strengthens bonds and makes clear that in every place in the world teachers have the same anxieties the same targets. To give the society happy, peaceful members who can live together in a better world”.

Therefore, the position papers called upon the EU to **increase the opportunities for mobility through Erasmus+ and eTwinning**, and to **remove all remaining barriers for participating in mobility experiences**, in particular for disadvantaged people and in the field of youth alongside the multitude of opportunities available to higher education students.

### 3.2.2 Increased opportunities and support for project funding

Increased opportunities for funding under the Erasmus+ programme, the EU’s key financial instrument for the implementation of education and training priorities, was highlighted as crucial by the position papers. In addition to supporting more mobility, as outlined above, it was seen as particularly important to **finance further projects and activities aimed at promoting social inclusion**.

However, in addition these supplementary opportunities for project funding, many position papers stated that the **application procedures should be simplified and made more transparent and flexible**. To this end, it was suggested the EU and National Agencies could organise more events dedicated to ongoing developments in Erasmus+, including available opportunities for funding and application procedures. Finally, many of the position papers submitted by teachers also highlighted that **individual teachers need more support** under Erasmus+ and the eTwinning network to find co-workers to apply for project funding. As one position paper put it: "many cannot apply [...] because they do not have their co-workers’ support or these are not involved enough to participate in European projects, either eTwinning or Erasmus”.

### 3.2.3 Improved Member State cooperation and exchange of best practices

Another key area for increased action was the **improvement EU tools for cooperation with and between Member States.** Tools such as the ET 2020 working groups are seen as very effective to support Member State dialogue and the exchange of best practices, and to raise awareness amongst key stakeholders of the importance and added value of diversity in education, and the need for inclusive pedagogies. The EU should also **improve the disseminating best practices** to support practitioners on the ground.

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13 “Erasmus+ and eTwinning opened the doors of the classrooms and fostered real knowledge among people. Teachers and students who joined the platform learned to share ideas, projects, new teaching methods; they integrated traditions and new lifestyles. [...] E-Twinning enables a more immediate and widespread participation of schoolchildren”.
4. Conclusions

Bringing together the results from the analysis of the responses to the online survey and the position papers, as presented in Chapters 2 and 3 above, the section below presents the key conclusions emerging from the public consultation as follows:

- **Key challenges** related to social inclusion and promoting citizenship;
- **Areas for action** to tackle key challenges;
- **The role of the EU** in supporting Member States.

4.1 The role of education in promoting citizenship and shared values to tackle key social challenges

In times of increased social tensions all over Europe, the role of education in tackling key social challenges by promoting citizenship and the shared EU values of freedom, tolerance and non-discrimination has been recognised as being increasingly important. Education has been emphasised as particularly important to address the challenge of violent radicalisation of young people, the majority of which have grown up and gone to school, here in Europe. Although a majority of respondents (62.6%) to the online survey believed that education was already playing a very strong role in promoting shared values, almost 40% believed more could be done in education. This was felt to be especially true for the sectors of VET, higher education and adult learning which, as opposed to primary school and early childhood education and care, were seen as the least effective in promoting social inclusion by helping students adhere to shared values.

One of the biggest issues reported was the **discrimination of learners in education and training institutions**, which was acknowledged by 40.1% of all respondents and significantly contributes to social exclusion. The responses to the online survey indicated that discrimination most often takes place based on students’ socio-economic background, disability and sexual orientation, closely followed by discrimination based on mother tongue and religion or belief. Sex and age were felt to be less dominant discriminatory factors.

4.2 Promoting citizenship and shared values through inclusive and ‘whole school’ education approaches

To tackle these challenges, the position papers indicated that a **multi-level and multi-actor or ‘whole school’ approach** was needed to building inclusive education systems. The role and (pedagogical) skills of teachers, parents, local authorities, social services and third sector organisations in promoting citizenship and shared values should all be strengthened and mutually adjusted through regular dialogue and cooperation to achieve the highest impact.

**Supporting and empowering teachers** was seen as one of the most important and effective solutions for building inclusive learning environments. The responses to the online survey indicated that teachers should particularly be supported in learning innovative approaches, empowering them to deal with diversity in the classroom and creating a space for dialogue on controversial and complex issues such as radicalisation, discrimination, the functioning of the European Union and the Lisbon Treaty, and other challenging topics. Improving the quality of initial teacher training and continuing professional development as well as the attractiveness of the teaching profession as a whole to attract the best teachers were other key issues highlighted in the position papers.
The content of curricula should also be adapted to promote shared values among young people. Curricula that enhance students’ knowledge and understanding of shared values, promote knowledge of different cultures, religions and beliefs, and offering citizenship education were seen as most effective in reaching this goal. However, the suggestions to offer religious education in one’s religion and offering education in students’ mother tongue received little support from the survey respondents.

Support for all learners, in particular disadvantaged learners, according to their individual needs was another key issue which 98.6% of survey respondents felt education should play a key role in. However, only 16.6% felt education was currently doing this. Effective support measures highlighted in the position papers include: learner-centred teaching approaches, financial and non-financial support in the form of mentoring and peer guidance, and recognition of prior learning.

Finally, the public consultation emphasises the importance of non-formal and informal learning in promoting citizenship and shared values. The responses to the online survey indicate that respondents felt extracurricular activities were particularly effective at fostering equal opportunities for all, mutual respect and intercultural understanding, as well as ownership to shared values and a sense of belonging to wider society. Promoting critical thinking and media literacy, however, were two key civic skills to which survey respondents felt extracurricular activities contributed less effectively. Furthermore, the position papers highlighted that although it was important for actors in the field of non-formal learning to be trained and made aware of their role in promoting citizenship, teachers in the formal education and training system, likewise, should encourage their students’ participation in extracurricular activities as a way of bridging the differences between both learning environments.

4.3 The role of the EU in supporting Member States to promote citizenship and shared values through education

The vast majority (97.8%) of survey respondents felt that the EU should support Member States in helping young people understand the importance of and adhere to shared values.

The position papers highlighted that action was sought in particular by the EU to further increase the mobility opportunities for students and teachers under the Erasmus+ programme and eTwinning, including additional project funding for cooperation in the field of social inclusion. These activities were seen as being the most effective way for students and teachers to acquire civic skills and shared values, and for teachers to develop innovative and inclusive teaching approaches. Finally, it was also felt that the EU should work on improving its tools for cooperation with Member States (e.g. the ET 2020 working groups), including the dissemination of the outputs from these activities, to support the mainstreaming of best practices with all relevant actors on the ground: teachers, parents, local community actors, and policymakers.
5. Annexes

5.1 Profile of respondents to online survey

Figure 19: Regroupings of 1,124 individual (866) and organisational (258) replies by type – for analytical and statistical purposes

In order to achieve meaningful analytical and statistical categories, some categories in the sample have been regrouped, as outlined below:

- **Teacher/trainer** [500 replies] replying in an individual capacity;
- **Representative of an organisation** [258 replies] replying on behalf of an organisation [education and training institutions, including non-formal and informal learning (107), civil society sector/NGO/voluntary organisations (52), public authority or government (47), employer organisations and trade unions (15), other (37)];
- **Other stakeholders** [145 replies] replying in an individual capacity [artist/cultural professional (5), consultant (27), librarian (6), researcher (37), policymaker (19), other (51)];
- **Student** [111 replies] replying in an individual capacity;
- **Other individuals working in education** [110 replies] replying in an individual capacity [career or education guidance officers (36), higher education rector or leader (10) school principal (34), welfare/counsellor/youth worker (30)].

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Figure 20: Overview of 866 individual replies by type

- Teacher/Trainer: 58%
- Student: 13%
- Other Individuals working in education: 12%
- Others (researcher, consultants...): 17%

Figures 21-22: Overview of 258 organisational replies by type and level of organisation

- Education and training institutions (including Non-formal and Informal Learning): 42%
- Civil Society Sector/NGO/Voluntary organisations: 20%
- Employer organisation and Trade unions: 6%
- Public authority or government: 18%
- Other (think tank, youth sector...): 14%

- International: 10%
- European: 15%
- National: 38%
- Local: 28%
- Regional: 9%
Figure 23: Overview of 1,124 individual (866) and organisational (258) replies by geographical region

Overview of responses in regional clusters:
- **BeNeLux** [51 replies]: Belgium, the Netherlands & Luxemburg;
- **Central European Countries** [64 replies]: Croatia, the Czech Republic, Hungary, Latvia, Lithuania, Poland, Slovakia & Slovenia;
- **Mediterranean Countries** [597 replies]: Cyprus, Italy, Malta, Portugal & Spain;
- **Nordic Countries** [21 replies]: Denmark, Finland, Iceland, Norway & Sweden;
- **South-Eastern European Countries** [105 replies]: Bulgaria, Greece & Romania;
- **West European Countries** [192 replies]: Austria, France, Germany & Switzerland;
- **Candidate Countries** [36 replies]: Albania, the former Yugoslav Republic of Macedonia & Turkey;
- **UK and IE** [35 replies]: Ireland & the United Kingdom;
- **Other countries** [23 replies]: Tunisia, Cabo Verde, Canada, Georgia, Andorra, Armenia, Bosnia and Herzegovina, Serbia, Ukraine & the Republic of Moldova.
5.2 Overview of position papers

Figure 24: Overview of position 203 papers received by type of respondent\textsuperscript{16}

\textsuperscript{16}At the end of the survey, respondents were invited to attach a position paper in response to the following question: “What could the EU do to help Member States ensure that their education and training systems, and in particular the learning environments, help people understand and take ownerships of shared EU values and promote fair and inclusive societies?” Position papers were received from both people replying in an individual capacity [135] and on behalf of an organisation working directly with young people [68].
Figure 25: Overview of 203 position papers received by geographical region

Overview of responses in regional clusters:
- **Benelux** [24 position papers]: Belgium & the Netherlands;
- **Central European Countries** [12 position papers]: Croatia, Hungary, Latvia, Lithuania, Poland, Slovakia & Slovenia;
- **Mediterranean Countries** [98 position papers]: Cyprus, Italy, Portugal & Spain;
- **Nordic Countries** [4 position papers]: Denmark & Sweden;
- **South-Eastern European Countries** [21 position papers]: Bulgaria, Greece & Romania;
- **West European Countries** [29 position papers]: Austria, France & Germany;
- **Candidate Countries** [3 position papers]: Albania & Turkey;
- **UK and IE** [8 position papers]: Ireland & the United Kingdom;
- **Other countries** [4 position papers]: Canada, Bosnia and Herzegovina & Ukraine;
- No position papers submitted by: Luxemburg, the Czech Republic, Norway, Iceland, Finland, Switzerland, Former Yugoslav Republic of Macedonia, Tunisia, Cape Verde, Georgia, Serbia, Andorra, Armenia & the Republic of Moldova.