European Commission

# 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*

MOBILISATION EUROPÉENNE POUR L'ÉDUCATION AUX VALEURS CITOYENNES

Education and Training

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# ◼ Introduction

In recent years, violent extremism and terrorist attacks have surged across Europe and are posing a threat not only to the safety of its citizens but also to its fundamental values of freedom, democracy, equality, respect for the rule of law, human rights and dignity. The alarming developments stand in direct opposition to the vision of a European society characterised by pluralism, non-discrimination, tolerance, justice, solidarity and gender equality.

The informal meeting of EU Education Ministers and Commissioner Navracsics adopted in Paris on 17 March 2015 – under the common initiative of France and the Latvian Presidency of the Council of the European Union – the 'Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education' ([1]). The Declaration defines common objectives for Member States and urges the EU to ensure the sharing of ideas and good practice with a view to:

> ➢ 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;

> ➢ 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;

> ➢ Fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs;

> ➢ Promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders.

As a follow-up to the Paris Declaration, this leaflet takes stock of education policy developments related to the four objectives above that have occurred since March 2015 in Europe. It is based on information gathered through a voluntary survey prepared by the Eurydice Network. It covers the members of the Eurydice Network ([2]), except Liechtenstein, the former Yugoslav Republic of Macedonia and Norway.

Respondents were invited to report on the three main policy developments in their country. As many of these developments are extensive in scope they may address several objectives at the same time. However, only the principal aim(s) of these policies has been considered.

This leaflet first provides an overview of countries' main education policy developments; it then presents some country examples, according to the objective addressed, then according to the aspects of the education system covered, and lastly according to the levels of the education system targeted. A list of all national education policy developments considered in this leaflet can be found in the annex.
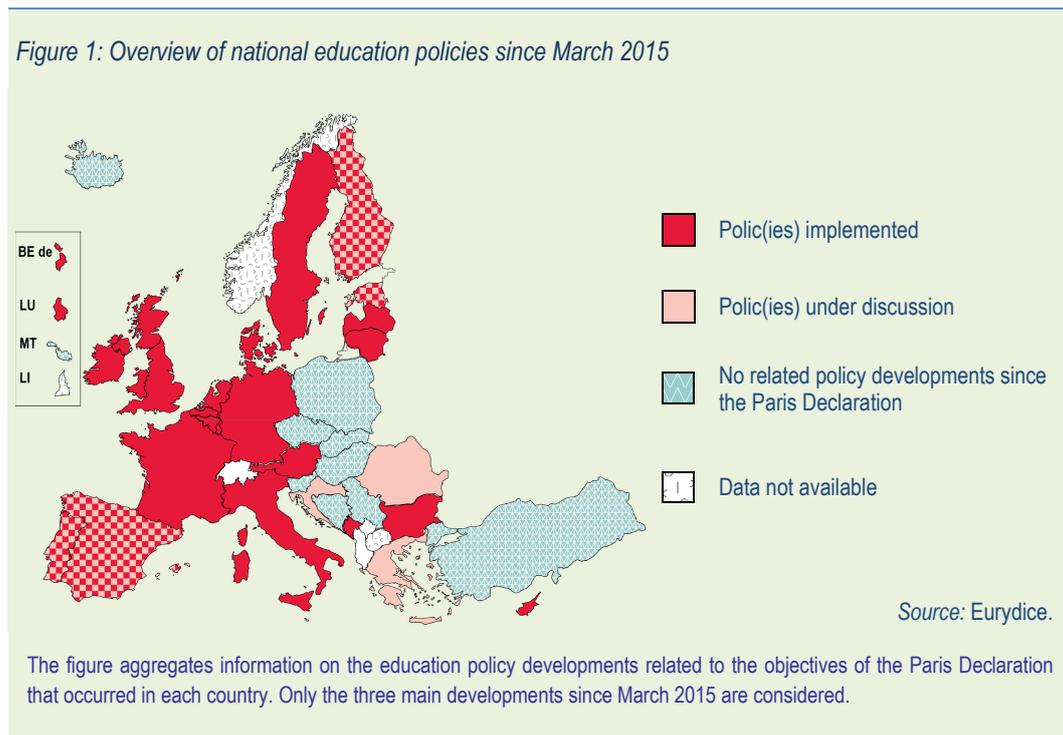
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([1])   http://ec.europa.eu/education/news/2015/documents/citizenship-education-declaration_en.pdf
([2])   The Eurydice Network covers more countries than the 28 EU Member States that are signatories to the Paris Declaration. It consists of 41 National Units based in 37 countries participating in the Erasmus+ programme (28 Member States, Bosnia and Herzegovina, Iceland, Liechtenstein, Switzerland, Montenegro, the former Yugoslav Republic of Macedonia, Norway, Serbia and Turkey).

# Developments in national education policy related to the Paris Declaration

Following the adoption of the Paris Declaration on 17 March 2015, developments in national education policy have occurred in around two-thirds of the European countries covered (see Figure 1).



Figure 1: Overview of national education policies since March 2015

*Source:* Eurydice.

The figure aggregates information on the education policy developments related to the objectives of the Paris Declaration that occurred in each country. Only the three main developments since March 2015 are considered.
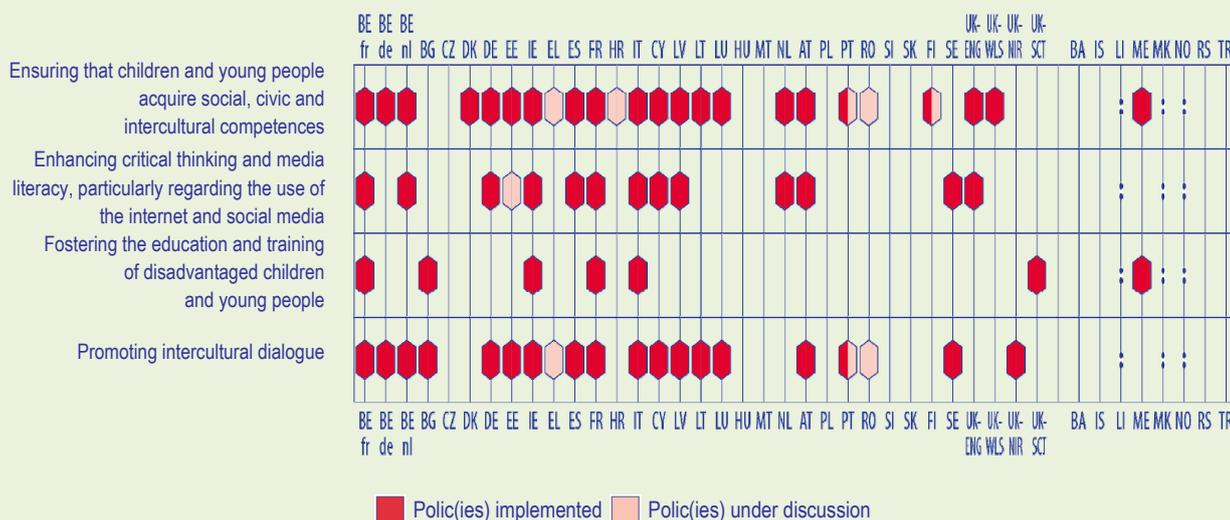
Most countries have introduced new policies in 2015; whereas in a few countries, policies are still under discussion. The remaining European countries reported that no new education policy developments have been introduced since the Paris Declaration. However, it should be noted that policies contributing to the objectives of the Paris Declaration to various degrees are in place in all countries; and some countries have introduced important measures in the years just before the adoption of the Declaration (as for example in the Czech Republic, Hungary, Malta, Poland, Slovenia, Slovakia, Bosnia and Herzegovina, Iceland and Serbia), which are not covered in this leaflet.

The types of policies that were developed since the Paris Declaration – both those already implemented as well as those still under discussion – are varied. They include national strategies or action plans, new regulations or changes to existing regulations (e.g. national curricula), large scale programmes or projects, as well as the setting up of new expert groups or specialised bodies.

## Paris Declaration objectives addressed through developments in national education policy

Figure 2 provides an overview of how countries have responded to the objectives of the Paris Declaration with national education policies. It shows that across Europe 'Ensuring that children and young people acquire social, civic and intercultural competences' has been the focus of attention in 24 countries/regions. This is followed by the objective 'Promoting intercultural dialogue', which has been addressed in 20 countries/regions, and 'Enhancing critical thinking and media literacy', which has been the focus in 14 countries/regions. The objective 'Fostering the education and training of disadvantaged children and young people' has been addressed in seven countries/regions.

*Figure 2: Objectives addressed through national education policies since March 2015*



Columns (country/region codes): BE fr, BE de, BE nl, BG, CZ, DK, DE, EE, IE, EL, ES, FR, HR, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, RO, SI, SK, FI, SE, UK-ENG, UK-WLS, UK-NIR, UK-SCT, BA, IS, LI, ME, MK, NO, RS, TR

Rows:
- Ensuring that children and young people acquire social, civic and intercultural competences
- Enhancing critical thinking and media literacy, particularly regarding the use of the internet and social media
- Fostering the education and training of disadvantaged children and young people
- Promoting intercultural dialogue

Legend: ■ Polic(ies) implemented   ▢ Polic(ies) under discussion

*Source:* Eurydice.

The figure aggregates information on the education policy developments related to the objectives of the Paris Declaration that occurred in each country. Only the three main developments since March 2015 are considered, and only their main aim(s) has been taken into account.

**Portugal**: The objectives 'Ensuring that children and young people acquire social, civic and intercultural competences' and 'Promoting intercultural dialogue' are being addressed by two policy developments: 'Working group preparing the establishment of a network of schools for intercultural education', which has been initiated, and 'Development education guidelines', which has been proposed and still needs to be implemented.

**Finland**: The objective 'Ensuring that children and young people acquire social, civic and intercultural competences' is being addressed by two policy developments in Finland: 'More resources for the compulsory subject 'Social Studies/Citizenship Education', which is currently being implemented, and 'Plans for continuing professional development for teachers, other school staff and youth workers', which is still in the planning stage.

Most of the reported national education policies aim to '**ensure that children and young people acquire social, civic and intercultural competences**'. As the examples below show, they are often comprehensive national action plans that also address other related issues such as measures for preventing radicalisation and extremism.

In **Belgium (French Community)**, a 'National plan for the prevention of radicalisation and the improvement of co-existence' (*Plan d'action pour la prévention du radicalisme et l'amélioration du vivre ensemble*) was adopted in early 2015 and is now in operation. In the field of education, the plan defines a number of actions including the creation of an internet platform for citizenship education (in September 2015), which brings together pedagogical tools, resources and information that can be used by teaching staff. More continuing professional development (CPD) will

be provided during the 2015/16 school year on dealing with anti-racism, respect for others and co-existence. Students will be trained in media literacy and their capacity to engage in debate will be developed. Finally, a free telephone support service will be provided for schools.

As a reaction to the terror attacks in Copenhagen in February 2015, the **Danish** Minister for Education announced the preparation of a 'package' for teachers and educators consisting of tools for preventing and responding to radicalisation tendencies within the school system. The package was announced in December 2015 and its main objective is to promote the participation of all children and young people in democratic society and local communities, reinforcing their sense of belonging and helping them to avoid becoming marginalised. The main actions include a themed week on community, democracy and citizenship in the Danish education system during which students will obtain practical experience in democracy. Resources and information will be placed on the main education portal to help prevent radicalisation and extremism, and training will be given to selected learning consultants to provide advice and guidance on these issues. An update of the existing guidance on safety and responding in emergency is also planned.

In **France**, the action plan 'Great mobilisation of schools for the values of the Republic' (*La grande mobilisation de l'école pour les valeurs de la République*) was adopted in early 2015 and is now in operation. Its main objectives are to put secularism and the transmission of the French Republic's values at the heart of school education; to develop citizenship and a culture of commitment together with all school partners; to address inequalities and promote social diversity to strengthen the sense of belonging to the French Republic; and to engage higher education and research. The main measures of the action plan include the creation of a pool of citizens to support schools and institutions in fulfilling their mission; the introduction of a special training programme to help teachers and educational staff discuss citizenship-related questions, including secularism, and to tackle racial prejudices with students. An updated syllabus for moral and civic education will be taught from September 2015 in all classes from primary to upper secondary education (12th grade). Also, for the first time, citizenship education will be provided in school-based vocational training during the 2015/16 school year. A course on media and information will train students to read and decrypt information and images, promote their critical thinking and help them to develop their own opinions as informed and responsible citizens in a democracy.

Developments in national education policy focussing on the acquisition of social, civic and intercultural competences also often relate to the second most commonly addressed objective '**promoting intercultural dialogue**'. However, some initiatives, such as the ones below, focus specifically on this latter objective and tackle it through teaching materials such as school books.

In the **German-speaking Community of Belgium**, where 2016 has been dedicated to intercultural and interreligious dialogue in every policy sector, a steering committee has been appointed to develop and promote it within the education system through the following actions at school level: supporting educational staff with pedagogical and didactic materials, guiding schools in the development of projects and providing standards for intercultural and interreligious learning. At pre-primary level, prospective staff of early childhood education and care institutions will be supported in the development of their intercultural and interreligious competences.

In **Germany**, the education ministers of the *Länder*, together with organisations representing people from a migrant background and publishers of educational media, signed a declaration in October 2015 on the 'Presentation of cultural diversity, integration and migration in educational media'. The issues in question include a critical analysis of the Eurocentric view, a differentiated presentation of religions and world views and the exploration of multilingualism as a competence. Moreover, the declaration proposes that publishers of educational media should interact closely with teaching staff, students, parents, associations as well as policy groups, to identify the issues that need to be addressed when developing school materials. On 13 January 2016, the Federal Government Commissioner for Migration, Refugees and Integration, together with the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany held a conference on the same issue. The conference was based on a study of school books (*Schulbuchstudie Migration und Integration*) commissioned by the Federal Government Commissioner for Migration, Refugees, and Integration. The conference confirmed the need to stop portraying migration in school books as a problem, and start highlighting the opportunities that arise through diversity.

Compared to the previous two objectives, 'enhancing critical thinking and media literacy' has not featured as highly in the reported national education policy developments. Where this objective has been a main focus, as shown in the examples below, the emphasis is largely on promoting competency and safe use of the internet and social media.

In **Spain**, a 'Framework collaboration agreement between the Ministry of Education, Culture and Sport (MECD) and the Spanish Data Protection Agency (AEPD)' was adopted on 13 October 2015. It aims to promote training and raise awareness among children and young people in the area of privacy and data protection on the internet, particularly on social media, in order to prevent any high-risk situations. It also seeks to encourage the responsible use of personal information, whether related to themselves or someone else. Related to this agreement, in November 2015, AEPD launched a new version of its website 'You decide online' (*Tú decides en internet*), which provides preventive tools to protect children and young people who are vulnerable to influences through new technologies. It also provides children and young people, parents and teachers with a source of advice and support.

The acquisition of digital literacy and critical thinking is also one of the priorities of the education system in **Latvia**, and is one of the key elements of a new competence-based education programme. The programme is being piloted during the 2015/16 school year and focuses on computer science, digital information and media literacy, including the use of the internet and social media. It is planned that the programme will be fully implemented in all primary and lower secondary education schools by the 2018/19 school year.

Finally, since the Paris Declaration comparatively fewer countries have introduced developments in national education policy to 'foster the education and training of disadvantaged children and young people'. The focus of these initiatives is on direct support for the target group and an increase in resources in this area, as shown in the following examples.

The **Bulgarian** 'Strategy for the educational integration of children and students from ethnic minorities 2015-2020', adopted on 26 November 2015, aims to create the right conditions for the integration of students and young people from marginalised communities in social and economic life by providing equal opportunities and equal access to quality education. The main actions include raising the quality of pre-primary education in marginalised neighbourhoods; promoting a spirit of tolerance and non-discrimination in pre-primary and school education while preserving and developing cultural identity; and employing a range of methods in working with children with learning difficulties and those at risk of dropping out. The strategy also seeks to promote parent participation and involvement in school life; raise the qualification level of pedagogical staff working in a multi-ethnic environment as well as develop the intercultural competences of school principals, teachers and other pedagogical specialists.

In the **United Kingdom (Scotland)**, the 'Scottish Attainment Challenge' was launched in 2015. Its aim is to drive forward improvements in educational outcomes in Scotland's most disadvantaged communities. The 'Scottish Attainment Challenge' has two components: The GBP 100m 'Attainment Scotland Fund', a new, targeted initiative focused on supporting pupils in the regions of Scotland with the highest concentrations of deprivation. It will focus on primary schools and target improvements in literacy, numeracy and health and well-being. A further 57 primary schools across 14 local authorities with significant proportions of their pupils living in deprived areas will also benefit. The second component is universal support. As part of the 'Scottish Attainment Challenge', existing initiatives and programmes that are focussed on reducing the attainment gap and which are available in all areas of Scotland will be expanded.

## Aspects of education systems covered by national policy developments

When analysing the aspects of education systems covered by the policy developments related to the objectives of the Paris Declaration (see Figure 3) it becomes evident that almost all countries with developments since March 2015 cover 'Initial teacher education (ITE) and continuing professional development (CPD)'. Initiatives covering 'Teaching and learning content and student assessment' and those covering 'Student participation within or outside school' are following closely behind.

*Figure 3: Aspects addressed through national education policies since March 2015*
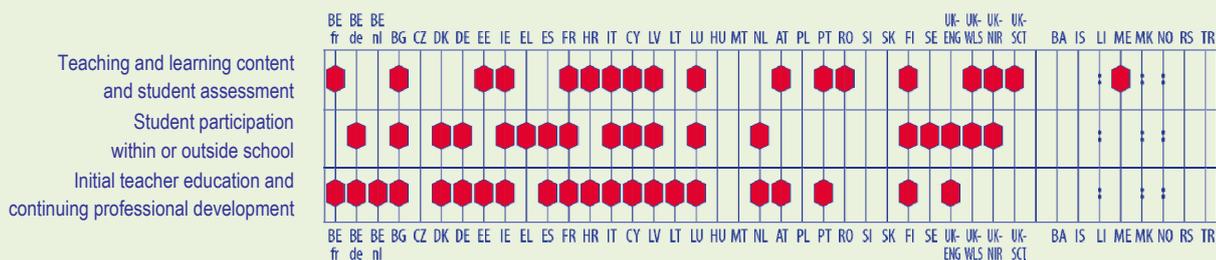


*Source:* Eurydice.

The figure aggregates information on the education policy developments related to the objectives of the Paris Declaration that occurred in each country. Only the three main developments since March 2015 are considered.

Examples of recent education policy developments to build teacher competences can be found in Estonia:

Two main policy developments in **Estonia** focus on providing training and support to all school staff. A 'Regional Summer Academy for the Baltics' took place in August 2015 in Tallinn. Its focus was on human rights education, education for democratic citizenship and history learning. Participants gathered in school teams comprising a school head, a history teacher, and a representative from an NGO, parent body and local authority. The training model included the following key elements: handling sensitive topics (e.g. historical events) in the classroom; creating increased awareness about human rights in school; developing a democratic school culture; and handling the multicultural dimension in everyday school life.

The second Estonian initiative concerns the development of material for teachers to help them improve the delivery of the national curriculum, including in the area of human rights education/education for democratic citizenship. Working groups of subject related specialists have been set up to develop practical instructions for teachers on how to support students' competences, e.g. their civic, cultural, and communication competences, as well as other social competences and values specifically connected to human rights education/education for democratic citizenship.

A number of countries have had recent reforms to their national curriculum. New subjects related to the topic of 'citizenship' will be introduced in Belgium (French Community), Ireland and Luxembourg:

In **Belgium (French Community)**, the subject 'Philosophy and Citizenship Education' will be provided from September 2016 at primary level and from September 2017 at secondary level in all public and government-dependent schools (including special needs schools). Its main objective is to develop students' knowledge and competences related to philosophy and ethics as well as the working of democracy. It will be a compulsory course and students will be assessed.

In **Ireland**, a new subject called 'Politics and Society' will be introduced at upper secondary level. The aim of this reform is to ensure that curricular development keeps pace with societal needs, particularly in developing responsible and active citizenship, equality, tolerance and multiculturalism. Steps are being taken to implement it as a full subject by September 2016. These steps include the development of support materials, the selection of first-phase schools and the training of teachers.

In **Luxembourg**, a new compulsory course 'Life and Society' (*Vie et société*) will start in September 2016 for secondary schools and in September 2017 for primary schools. Its main objective is the development of students' personal, social, democratic and intercultural competences.

In Austria and Finland, the role of citizenship education in national curricula will be strengthened and its coverage across education levels will be increased:

The work programme of the **Austrian** Federal Government envisages the implementation of citizenship education as a compulsory and separate subject. The curriculum is being tested in a pilot phase in the school year 2015/16 and will become compulsory in 2016/17. It will be implemented from lower secondary level (grade 6) to upper secondary level (grade 12/13), in all types of schools in Austria. Various issues like human rights, humanitarian education, democracy, extremism, ideologies, social differences and diversity, promoting tolerance and non-discrimination as well as cultural approaches are part of this curriculum.

In **Finland**, the compulsory subject 'Social Studies/Citizenship Education' will be allocated more resources both in primary and secondary education from August 2016. At primary level (from grade 4), there will be two more weekly lessons per year, with three hours per week at lower secondary level (from grade 9). In upper secondary education, there will be one more compulsory course of 'Social studies/Citizenship education' besides the two existing compulsory courses (i.e. all together three courses). Another new compulsory course (38 hours per year) is called 'Finland, Europe and the World in Change'.

Finally, in Cyprus, an example of a policy development addressing student participation within and outside school can be found:

The Ministry of Education and Culture in **Cyprus** has proclaimed the school year 2015/16 as the year of 'Raising awareness in schools about racism and intolerance and promoting equality and respect'. Marginalisation, exclusion or discrimination against individuals or groups with different characteristics hurt the victims, as individuals and as members of the group they belong to, and have serious implications for the whole school community. In order to raise awareness about these issues amongst students, as well as teachers, parents and the local community, a 'Code of practice against racist behaviour' has been developed. It includes definitions of key concepts (e.g. racism, racist incident, homophobia, transphobia, bullying, discrimination, stereotypes, diversity, etc.), describes the responsibilities and commitments expected from each member of the school community and provides schools with a practical guide for managing racist incidents. As the Code understands diversity as a complex phenomenon, which includes various aspects of human identity, it is expected to help reduce all types of bullying and discrimination, whether on grounds of religion, ethnicity, language, appearance, disability or gender.

## Levels of education addressed through national policy developments

The policy developments related to the objectives of the Paris Declaration address different areas of education systems and different education levels (see Figure 4). Most initiatives either cover all levels of education (such as in the German-speaking and Flemish Communities of Belgium, Bulgaria, France, and the United Kingdom (England and Wales)) or most levels of school education as well as vocational education and training (VET).

In **Belgium (Flemish Community)**, the 'Action plan on the prevention of the processes of radicalisation which may result in extremism and terrorism' (*Actieplan ter preventie van radicaliseringsprocessen die kunnen leiden tot extremisme en terrorisme*) was approved on 3 April 2015 and is now in operation. In the field of education, the action plan envisages, amongst other things, religious counselling for young people, classes of school children and primary workers (time-out organisations, employees of student guidance centres and teachers); the promotion of intercultural and interreligious dialogue; and guidance for primary workers who are in practice confronted with radicalisation.

Given the growing awareness of the importance of implementing a whole-school approach to citizenship education in **Italy**, Law 107 was passed by the Italian Parliament on 13 July 2015. It emphasises the importance of citizenship education and the acquisition of social and civic competences throughout education. Specific areas addressed by this law include citizenship curricula that have objectives not only in terms of the knowledge students should acquire, but also in terms of the skills, attitudes and values to be developed. The Law also provides for the mainstreaming of information and communication technology in teaching and learning, including in citizenship education, and fostering the education and training of disadvantaged students.

*Figure 4: Education levels targeted by national education policies since March 2015*
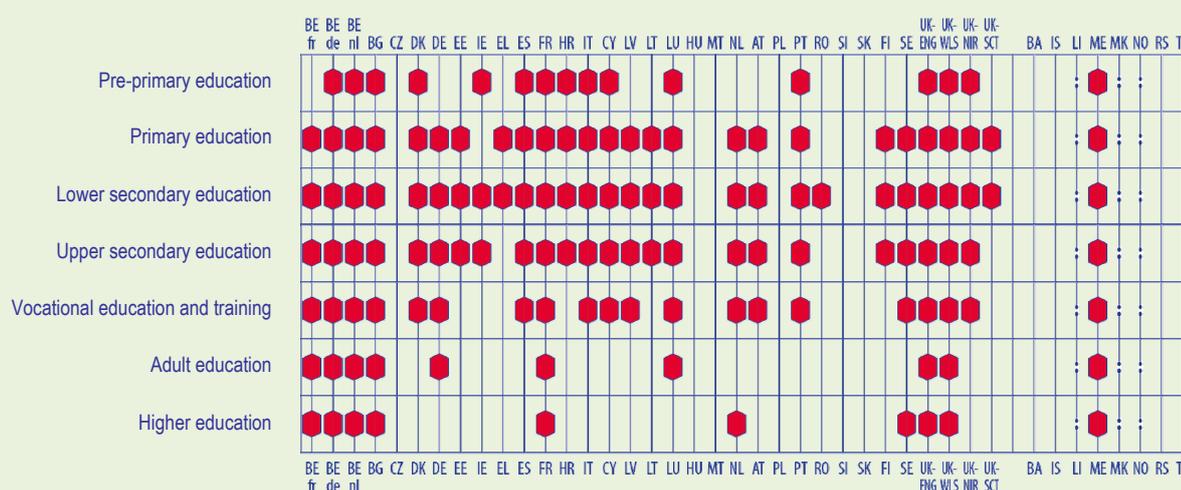


*Source:* Eurydice.

The figure aggregates information on the education policy developments related to the objectives of the Paris Declaration that occurred in each country. Only the three main developments since March 2015 are considered.

Other national education policy developments target a particular level of education, such VET and higher education in the Netherlands.

In the **Netherlands**, a general consultation in the Lower House about the role of education in dealing with radicalisation has taken place. The 'Letter to the Lower House: The role of education in addressing radicalisation' (*De rol van het onderwijs in de aanpak van radicalisering*) of 17 March 2015  emphasised that the Ministry of Education, Culture and Science invests in various safety portals for the education sector. The existing portal 'School and Safety' (*School en Veiligheid*), which offers information for schools and teachers in recognising and combatting radicalisation, is mainly oriented towards school education. Therefore, in order to better support VET institutions, a specific safety portal will be developed for them. For higher education, there is a portal for the programme 'Integrated Safety Higher Education' (*Integraal Veilig Hoger Onderwijs*). It contains information about safety and lifestyle risks in higher education, a toolbox for developing awareness about extremism, information about protocols and advice for taking action when there are indications of radicalisation.

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This overview shows that a wide range of education policy developments related to the objectives of the Paris Declaration have occurred since March 2015 involving many European countries. Although each of the initiatives has a specific focus, the common theme linking them is the promotion of citizenship and the shared values of freedom, tolerance and non-discrimination through education. Looking specifically at the Paris Declaration objectives, more of the recent policy developments covered in this leaflet are aimed at ensuring children's and young people's acquisition of social, civic and intercultural competences as well as promoting intercultural dialogue, than enhancing critical thinking and media literacy or fostering the education and training of disadvantaged children and young people. The policy developments address school education in particular as well as VET, but less frequently adult or higher education. They often cover more than one aspect of the education system, in particular, teaching and learning is covered alongside the provision of training and support for teachers and other school staff.

In addition to this leaflet, Eurydice is working on a report on 'Citizenship Education at School in Europe', which will be published in Autumn 2017. It aims to provide a comprehensive picture of citizenship education in Europe, in line with the increasing expectations being placed on schools at European and national levels to promote the common values of freedom and tolerance and combat radicalisation and extremism. The report will examine the aspects of education that contribute to the effective delivery of citizenship education. It will look at the formal curriculum, assessment and evaluation, school culture as well as activities in society. Teacher education, continuing professional development and support to schools will also be addressed. Finally, new elements introduced in response to the recent challenges Europe is facing will be explored.

# ■ Annex

## Developments in national education policy (including those at the pre-implementation stage) related to the Paris Declaration, post March 2015

| | Policy development | Internet link |
|---|---|---|
| BE fr | 'National plan for the prevention of radicalisation and the improvement of co-existence' (*Plan d'action pour la prévention du radicalisme et l'amélioration du vivre ensemble*) | http://www.joellemilquet.be/wp-content/uploads/2015/01/Plan-daction-de-prévention-contre-le-radicalisme-à-lécole.pdf |
| | New subject: 'Philosophy and Citizenship Education' (*Éducation à la philosophie et à la citoyenneté*) | http://www.gallilex.cfwb.be/document/pdf/41979_000.pdf |
| BE de | Inter-religiosity in school and early childhood education in the context of intercultural dialogue | http://www.dglive.be/desktopdefault.aspx/tabid-255/620_read-46579/ |
| | Strengthening civic education in the education system and other sectors, including through the 'Youth strategy plan 2016-2020' (*Jugendstrategieplan 2016-2020*) | http://www.dglive.be/PortalData/2/Resources/downloads/jugend/DG-Jugendstrategieplan-4MB.pdf |
| BE nl | 'Action plan on the prevention of processes of radicalisation which may result in extremism and terrorism' (*Actieplan ter preventie van radicaliseringsprocessen die kunnen leiden tot extremisme en terrorisme*) | http://docs.vlaamsparlement.be/docs/stukken/2014-2015/g317-1.pdf |
| BG | 'Strategy for the educational integration of children and students from ethnic minorities 2015-2020' | http://mon.bg/?go=page&pageId=74&subpageId=143 |
| DK | Package for teachers and educators with tools for preventing and acting on radicalisation tendencies within the school system | http://www.uvm.dk/Aktuelt/~/UVM-DK/Content/News/Udd/Folke/2015/Maj/150506-Undervisningsministeren-afholder-moede-om-antiradikalisering; and http://www.uvm.dk/Aktuelt/~/UVM-DK/Content/News/Udd/Folke/2015/Dec/151207-Nye-initiativer-skal-forebygge-radikalisering-og-ekstremisme |
| DE | 'Signposts of tolerance: Agreement about the presentation of cultural diversity in educational media' | https://www.kmk.org/aktuelles/artikelansicht/wegweiser-zu-toleranz-vereinbarung-ueber-die-darstellung-kultureller-vielfalt-in-bildungsmedien.html |
| | Study (*Schulbuchstudie Migration und Integration*) and conference on the topics of migration, integration and diversity in school books | https://www.bundesregierung.de/Content/Infomaterial/BPA/IB/Schulbuchstudie_Migration_und_Integration_09_03_2015.html: and http://www.bundesregierung.de/Content/DE/Artikel/IB/Artikel/Allgemein/2016-01-13-schulbuchstudie.html |
| | 'Action week: Culture opens up worlds' | http://www.kultur-oeffnet-welten.de |

| | Policy development | Internet link |
|---|---|---|
| **EE** | Regional summer academy for the Baltics on human rights education and education for democratic citizenship and history learning | http://www.theewc.org/Content/What-we-do/Summer-Academies/Regional-Baltic-Summer-Academy |
| | Instructional material for teachers for an improved implementation of the national curriculum, including human rights education/education for democratic citizenship | http://oppekava.innove.ee/oppeprotsesside-kirjeldused/ |
| | Clarifying media-literacy connected competences in the national curriculum | (No internet link available yet) |
| **IE** | New subject of 'Politics and Society' introduced for students at upper secondary level for the first time | http://www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Senior_Cycle/Politics_and_Society/Politics_and_Society.html |
| | National strategy to promote improved state provision at pre-primary level, with a focus on tackling disadvantage | http://dcya.gov.ie/documents/earlyyears/20150929OpenPolicyDebateReport.pdf |
| | Revision of the 'Framework for the Junior Cycle 2015' to ensure that Civic, Social and Political Education forms an integral part of a new well-being programme and also that digital media literacy be available to students | www.education.ie/en/Publications/Policy-Reports/Framework-for-Junior-Cycle-2015 |
| **EL** | E-twinning projects aiming to raise awareness and promote tolerance and respect for diversity | http://www.etwinning.gr |
| **ES** | Two projects within the PROGRESS Programme: 'FRIDA – Training for the prevention and detection of racism, xenophobia and related forms of intolerance in the classroom'; and 'CORE – Understanding discrimination, recognising diversity' | http://explotacion.mtin.gob.es/oberaxe/inicio_descargaFichero?bibliotecaDatoId=4070; and http://www.inmujer.gob.es/actualidad/NovedadesNuevas/docs/2015/Embracingdiversity.PDF |
| | 'National plan for school co-existence', National conference on 'The improvement of co-existence in schools: Trusting in the power of education', and the web page 'School co-existence' | http://www.mecd.gob.es/educacion-mecd/dms/mecd/educacion-mecd/mc/convivencia-escolar/formacion/jornadas-convivencia/Programa-Jornada/Programa%20Jornada.pdf; and http://www.mecd.gob.es/educacion-mecd/mc/convivencia-escolar/inicio.html |
| | Framework collaboration agreement between the Ministry of Education, Culture and Sport and the Spanish Data Protection Agency | http://www.tudecideseninternet.es/agpd1/ |
| **FR** | Action plan 'Great mobilisation of schools for the values of the Republic' (*Grande mobilisation de l'École pour les valeurs de la République*) | http://www.education.gouv.fr/cid85644/onze-mesures-pour-une-grande-mobilisation-de-l-ecole-pour-les-valeurs-de-la-republique.html |
| | Action plan 'Equality and citizenship: The Republic in action' (*Égalité et citoyenneté: La République en actes*) | http://www.ville.gouv.fr/IMG/pdf/06.03.2015_dossier_de_presse_comite_interministeriel-egalite-citoyennete-la_republique_en_actes.pdf |
| **HR** | 'Integral curricular reform of pre-primary, primary and secondary education' | http://public.mzos.hr/Default.aspx?art=14337&sec=1933; and http://www.kurikulum.hr/kurikulumi-medupredmetnih-tema/ |
| **IT** | Law No. 107 passed by the Italian Parliament on 13 July 2015 (Legge 13 luglio 2015, n.107, Riforma del sistema nazionale di istruzione e formazione e delega per il riordino delle disposizioni legislative vigenti) | http://www.gazzettaufficiale.it/eli/id/2015/07/15/15G00122/sg; and http://www.istruzione.it/comunicati/DDL_LaBuonaScuola_Senato.html (Basic elements of Law no.107) |

| | Policy development | Internet link |
|---|---|---|
| CY | Code of practice to tackle racist behaviour | http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=1423&Itemid=447&lang=el |
| LV | Digital literacy as a key element of the new competence-based education | http://visc.gov.lv/vispizglitiba/saturs/programmas.shtml |
| | Legislative changes to ensure the moral development of students and the development of values corresponding to the Constitution of the Republic of Latvia | http://likumi.lv/ta/id/275053-grozijumi-izglitibas-likuma |
| | Regional summer academy for the Baltics on human rights education and education for democratic citizenship and history learning | http://www.theewc.org/Content/What-we-do/Summer-Academies/Regional-Baltic-Summer-Academy |
| LT | Regional summer academy for the Baltics on human rights education and education for democratic citizenship and history learning | http://www.theewc.org/Content/What-we-do/Summer-Academies/Regional-Baltic-Summer-Academy |
| LU | New compulsory course 'Life and Society' (*Vie et société*) | http://www.men.public.lu/fr/grands-dossiers/systeme-educatif/vie-societe/rahmenlehrplan.pdf |
| | National meeting of all actors in formal and non-formal education, development of a think-tank and a national centre for increasing the impact of citizenship education and promoting intercultural dialogue | http://portal.education.lu/inno/CHAMPSDACTION/Champsdaction-Détails/TabId/2111/ArtMID/3335/ArticleID/6691/Education-224-la-citoyennet233.aspx |
| | New CPD course to help teachers combat radicalisation | https://ssl.education.lu/ifen/descriptionformation?idFormation=15840 |
| NL | Letter to the Lower House 'The role of education in addressing radicalisation' (*De rol van het onderwijs in de aanpak van radicalisering*) | http://dcya.gov.ie/documents/earlyyears/20150929OpenPolicyDebateReport.pdf |
| | Teacher training to equip teachers to manage classroom discussions in a safe setting on social issues related to the fundamental values of the democratic constitutional state | http://www.schoolenveiligheid.nl/actueel/je-hebt-makkelijk-praten/; and http://www.diversion.nl/wp-content/uploads/2015/11/Methodiek-Dialoog-als-burgerschapsinstrument.pdf |
| AT | Implementation of citizenship education as a compulsory and separate subject | http://www.austria.gv.at/DocView.axd?CobId=53588 |
| | Workshops and seminars in the area of citizenship education (adult education) | http://www.politischebildung.at/ |
| PT | Working group preparing for the establishment of a network of schools for intercultural education | http://www.dge.mec.pt/selo-escola-intercultural |
| | 'Development education guidelines' | http://www.dge.mec.pt/educacao-para-o-desenvolvimento |
| RO | Curriculum frameworks proposals for the Vth-VIIIth grades | http://www.ise.ro/consultare-publica-propuneri-de-plan-cadru-pentru-clasele-v-viii |
| FI | More resources for the compulsory subject 'Social Studies/Citizenship Education' in primary and upper secondary education | http://www.oph.fi/english/education_development/current_reforms/curriculum_reform_2016 |
| | Plans (at national level and Nordic co-operation) for continuing professional development for teachers and other school staff and youth workers to better recognize extremism | (No internet link available yet) |

| | Policy development | Internet link |
|---|---|---|
| **SE** | Strategic action plan for 'Houses of Knowledge' for the protection of democratic values against violence | http://media.samordnarenmotextremism.se/2015/11/Strategisk-handlingsplan-för-Kunskapshus.pdf |
| | National research programme on background factors and consequences of racism | http://www.regeringen.se/pressmeddelanden/2016/02/forskningsprogram-om-rasism-inrattas/ |
| | Prolongation of the 'No Hate Speech Movement' (Regeringens skrivelse 2014/15:144 Åtgärder för att göra samhället mer motståndskraftigt mot våldsbejakande extremism, 13 August 2015) | http://data.riksdagen.se/fil/682EE41B-2DAB-40E7-9010-0E308D059055 |
| **UK-ENG** | 'Prevent Duty' | https://www.gov.uk/government/publications/prevent-duty-guidance |
| | 'How social media is used to encourage travel to Syria and Iraq: Briefing note for schools' | https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation |
| **UK-WLS** | 'Prevent Duty' | https://www.gov.uk/government/publications/prevent-duty-guidance |
| | 'Respect and resilience: Developing community cohesion' | http://gov.wales/docs/dcells/publications/160111-respect-and-resilience-update-en.pdf |
| **UK-NIR** | 'Sharing works: A policy for shared education' | https://www.deni.gov.uk/sites/default/files/publications/de/shared-education-policy.pdf |
| **UK-SCT** | 'Scottish Attainment Challenge' | http://www.gov.scot/Topics/Education/Schools/Raising educationalattainment |
| | 'National Improvement Framework for Scottish Education' | http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework |
| **ME** | 'Law on the prohibition of discrimination against persons with disabilities', 26 June 2015 | http://www.mmp.gov.me/en/library/zakoni?alphabet=lat |
| | 'Strategy on early and preschool education and upbringing in Montenegro 2016-2020' | http://www.mps.gov.me/biblioteka/strategije |

# ■ Codes and Abbreviations

## Country codes

| | | | |
|---|---|---|---|
| EU/EU-28 | European Union | NL | Netherlands |
| | | AT | Austria |
| BE | Belgium | PL | Poland |
| BE fr | Belgium – French Community | PT | Portugal |
| BE de | Belgium – German-speaking Community | RO | Romania |
| BE nl | Belgium – Flemish Community | SI | Slovenia |
| BG | Bulgaria | SK | Slovakia |
| CZ | Czech Republic | FI | Finland |
| DK | Denmark | SE | Sweden |
| DE | Germany | UK | United Kingdom |
| EE | Estonia | UK-ENG | England |
| IE | Ireland | UK-WLS | Wales |
| EL | Greece | UK-NIR | Northern Ireland |
| ES | Spain | UK-SCT | Scotland |
| FR | France | EFTA/EEA and candidate countries | |
| HR | Croatia | BA | Bosnia and Herzegovina |
| IT | Italy | IS | Iceland |
| CY | Cyprus | LI | Liechtenstein |
| LV | Latvia | ME | Montenegro |
| LT | Lithuania | MK* | former Yugoslav Republic of Macedonia |
| LU | Luxembourg | NO | Norway |
| HU | Hungary | RS | Serbia |
| MT | Malta | TR | Turkey |

MK*: ISO code 3166. http://www.iso.org/iso/country_codes/iso_3166_code_lists.htm

## Statistical codes

:        Data not available

# ■ Acknowledgements

**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*

This leaflet provides a short overview of recent education policy developments in European countries related to the objectives of the Paris Declaration. It also analyses the aspects of education systems covered by these policies as well as the levels of education concerned. It covers the 28 EU Member States, which are signatories to the Declaration, as well as other members of the Eurydice Network. The Paris Declaration was adopted in March 2015 to promote citizenship and the common values of freedom, tolerance and non-discrimination through education.

The task of the Eurydice network is to understand and explain how Europe's different education systems are organised and how they work. The network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is co-ordinated by the EU Education, Audiovisual and Culture Executive Agency. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. For more information about Eurydice, see: http://ec.europa.eu/eurydice

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