Basic information

2021/2008(INI) INI - Own-initiative procedure	Procedure completed
Implementation of citizenship education actions **Subject** 1 European citizenship 4.40 Education, vocational training and youth 4.40.01 European area for education, training and lifelong learning	

Key players

European Parliament

Committee responsible	Rapporteur	Appointed
CULT Culture and Education	RUIZ DEVESA Domènec (S&D)	02/02/2021
	Shadow rapporteur FOURLAS Loucas (EPP) CICUREL Ilana (Renew) YENBOU Salima (Greens /EFA) SLABAKOV Andrey (ECR) DA RE Gianantonio (ID) BARRENA ARZA Pernando (The Left)	

European Commission

Commission DG	Commissioner
Education, Youth, Sport and Culture	GABRIEL Mariya

Key events

Date	Event	Reference	Summary
11/02/2021	Committee referral announced in Parliament		
15/03/2022	Vote in committee		
23/03/2022	Committee report tabled for plenary	A9-0060/2022	Summary
05/04/2022	Debate in Parliament		
06/04/2022	Decision by Parliament	T9-0114/2022	Summary

06/04/2022	Results of vote in Parliament		

Technical information	
Procedure reference	2021/2008(INI)
Procedure type	INI - Own-initiative procedure
Procedure subtype	Implementation
Legal basis	Rules of Procedure EP 55
Other legal basis	Rules of Procedure EP 165
Stage reached in procedure	Procedure completed
Committee dossier	CULT/9/05287

Documentation gateway

European Parliament

Document type	Committee	Reference	Date	Summary
Committee draft report		PE703.014	15/12/2021	
Amendments tabled in committee		PE704.643	24/01/2022	
Committee report tabled for plenary, single reading		A9-0060/2022	23/03/2022	Summary
Text adopted by Parliament, single reading		T9-0114/2022	06/04/2022	Summary

European Commission

Document type	Reference	Date	Summary
Commission response to text adopted in plenary	SP(2022)361	27/06/2022	

Implementation of citizenship education actions

2021/2008(INI) - 23/03/2022 - Committee report tabled for plenary, single reading

The Committee on Culture and Education adopted the own-initiative report by Domènec RUIZ DEVESA (S&D, ES) on the implementation of citizenship education actions.

The EU has a primary responsibility to foster EU citizenship education as a way to ensure deeper knowledge among its citizens of the European project as a union of democratic states, thus guaranteeing its citizens the right to fully participate in political life and decision-making at EU level. However, insufficient knowledge of or ignorance about the EU and poor understanding of its functioning and added value may contribute to the perception of a democratic deficit and may lead to mistrust, civic disengagement and Euroscepticism in Member States.

Existing EU programmes such as Erasmus+ or the European Solidarity Corps still have significant **untapped potential** for improving the implementation of citizenship education with a more strategic approach to the formal, non-formal and informal learning components of the programmes, and with better coordination of resources. The Commission and the Member States should do more to improve and **increase the information flow** about the European Union and specific rights and obligations.

There is also a lack of proximity to and understanding of the Union's democratic processes and mechanisms of participation among citizens, especially young people. A renewed European momentum for citizenship education can be a way of encouraging young people to take part in elections, limiting the allure of extremist and populist discourses, thereby also strengthening social cohesion.

The state of citizenship education in the EU

Members insisted on the need for a pedagogical renewal and the adoption of a theoretical and practical approach to citizenship education in the Union. They are concerned about the limited focus on the European and global aspects of citizenship in national curricula. The report noted that only half of the students studying in the EU report having opportunities to learn about Europe in school. Moreover, it highlighted that the lack of solid research on how to teach and assess citizenship education in an effective manner, and the lack of appropriate pedagogical instruments to this end, hinder the effective teaching of citizenship education.

EU policies in the field of citizenship education

Members noted that EU programmes make a **limited contribution** to advancing certain dimensions of citizenship education, mainly because of a lack of explicit direct support, limited resources and uneven geographical coverage. They regretted that so far, EU-funded projects in this area have not had a widespread long-term impact.

The report concluded that EU programmes such as Erasmus+, Horizon Europe, the European Solidarity Corps, the Rights and Values programme or Creative Europe, among others, have contributed, mostly indirectly, to the active provision of citizenship education. However, they have not been able to yield any systematic, lasting impact.

Recommendations for a renewed European citizenship education

The report made the following recommendations:

Member States should:

- support, review and update their education systems - and all forms of EU-related curricula content at all levels of education and learning, including vocational education and training - with a view to strengthening the EU dimension;

- enhance and broaden initial and ongoing, professional and lifelong development opportunities for teachers, educators, families and the wider educational community, and to provide them with appropriate support and resources to teach citizenship education, developed in close collaboration with all relevant actors at EU and national level;

- establish and develop national volunteering schemes.

As for the Commission, Members called on it to:

- dedicate a call for proposals to an **Erasmus+ Teacher Academy** dedicated to citizenship education for teachers, trainers and learners from both the formal and non-formal sector, including the vocational education and training (VET) sector;

- develop a common **citizenship education competence framework** for teachers and students for the Key Competence ‘citizenship’, including multilingual and intercultural competences of educators;

- assess the introduction of a new specific strand in the Citizens, Equality, Rights and Values programme to foster **citizenship education**, with **dedicated budgetary allocations**, and to increase the actions and activities aimed at citizenship education under Erasmus+ and Horizon Europe with dedicated calls;

- approve the **pilot projects** proposed by Parliament, which are designed to strengthen citizenship education;

- consider the possibility of supporting the creation, in every municipality in the Member States, of a **monument to the European Union** to provide citizens with a visual symbol of European integration.

Other recommendations include:

- encouraging high-quality training, within working hours, on EU topics for teachers;

- the creation **‘Euro Teacher’ label** award as well as the creation of European badges for schools and universities actively promoting citizenship education;

- developing common and participatory educational research, in particular EU-wide comparable testing in the area of citizenship education, including EU citizenship, with a well-defined mandate and objectives within the remit of EU competences;

- developing **European civic mobility** in the framework of the European Solidarity Corps addressed to young people with a view to contributing to genuine European civic engagement and services;

- the inclusion in the Recovery and Resilience Facility and the educational programmes financed with EU funds of specific targets related to citizenship education.

Implementation of citizenship education actions

2021/2008(INI) - 06/04/2022 - Text adopted by Parliament, single reading

The European Parliament adopted by 460 votes to 130, with 37 abstentions, a resolution on the implementation of citizenship education actions.

The emergence of a dynamic European citizenship has been hindered by a knowledge and emotional gap, as well as by a lack of mechanisms enabling citizens' participation and dialogue. Insufficient knowledge of or ignorance about the EU and poor understanding of its functioning and added value may contribute to the perception of a democratic deficit and may lead to mistrust, civic disengagement and Euroscepticism in Member States.

Moreover, a renewed European momentum for citizenship education can be a way of encouraging young people to take part in elections, limiting the allure of extremist and populist discourses, thereby also strengthening social cohesion.

Lastly, new systemic challenges with local, regional and global impacts, such as climate change, the digital shift, social and territorial gaps, or supranational political integration itself, require the corresponding adaptation of educational systems, including citizenship education.

The state of civic education in the EU

Deploring the lack of a common definition of civic education, Members stressed the need for **pedagogical renewal** and the adoption of a theoretical and practical approach to citizenship education in the Union. They are concerned about the limited focus on European and global aspects of citizenship in national curricula. The resolution notes that only half of students studying in the EU say they have had the opportunity to learn about Europe at school.

Expressing concern about the imbalances in terms of average civic knowledge across and within Member States, Parliament stressed that socio-political and global changes will require a considerable increase in the quality of civic education and the number of initiatives devoted to it. It also believes that the lack of reliable research on how to teach and evaluate civic education effectively, as well as the lack of appropriate pedagogical tools for this purpose, hinders the effective teaching of citizenship education.

EU policies in the field of citizenship education

Parliament deplored the fact that the political consensus at European level on the need to strengthen civic education and the teaching of common European values has not been translated into concrete objectives, targets, benchmarks and measures.

Members noted that EU programmes make a limited contribution to advancing certain dimensions of civic education, mainly due to a lack of explicit direct support, limited resources and uneven geographical coverage.

EU programmes such as Erasmus+, Horizon Europe, the European Solidarity Corps, the Rights and Values programme or Creative Europe, among others, have contributed, mostly indirectly, to the active provision of citizenship education. However, they have not been able to yield any systematic, lasting impact.

Recommendations for a renewed European citizenship education

The resolution made the following recommendations:

Member States should:

- **support, review and update their education systems** - and all forms of EU-related curricula content at all levels of education and learning, including vocational education and training - with a view to strengthening the EU dimension;

- enhance and **broaden initial and ongoing, professional and lifelong development** opportunities for teachers, educators, families and the wider educational community, and to provide them with appropriate support and resources to teach citizenship education, developed in close collaboration with all relevant actors at EU and national level;

- establish and develop national volunteering schemes.

As for the Commission, Members called on it to:

- develop a common citizenship education **competence framework** for teachers and students for the Key Competence 'citizenship', including multilingual and intercultural competences of educators;

- dedicate a call for proposals to an **Erasmus+ Teacher Academy** dedicated to citizenship education for teachers, trainers and learners from both the formal and non-formal sector, including the vocational education and training (VET) sector;

- assess the introduction of a new specific strand in the Citizens, Equality, Rights and Values programme to foster citizenship education, with dedicated budgetary allocations, and to increase the actions and activities aimed at citizenship education under Erasmus+ and Horizon Europe with dedicated calls;

- approve the pilot projects proposed by Parliament, which are designed to strengthen citizenship education;

- consider the possibility of supporting the creation, in every municipality in the Member States, of a monument to the European Union to provide citizens with a visual symbol of European integration.

Other recommendations include:

- encouraging high-quality training, within working hours, on EU topics for teachers;

- the creation **'Euro Teacher' label** award as well as the creation of European badges for schools and universities actively promoting citizenship education;

- invest more in educational formats about the European Union in schools and universities;

- developing **common and participatory educational research**, in particular EU-wide comparable testing in the area of citizenship education, including EU citizenship, with a well-defined mandate and objectives within the remit of EU competences;

- developing **European civic mobility** in the framework of the European Solidarity Corps addressed to young people with a view to contributing to genuine European civic engagement and services;

- the inclusion in the Recovery and Resilience Facility and the educational programmes financed with EU funds of specific targets related to citizenship education.

Parliament called for the development of a comprehensive **European strategy** on European citizenship and civic education and the creation of support platforms for the implementation of this strategy. It called for the development **of tangible and measurable objectives and benchmarks**

on citizenship education, including European citizenship education, in the strategic framework for European cooperation in education and training towards the European area and beyond 2021-2030.