

# ET 2020 Working Group on Promoting Citizenship

European Sectoral Dialogue in Education  
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European  
Commission



Objective

- Follow-up to the Paris Declaration



Timeline

- February 2016-June 2018



Membership

- All Member States but UK; all candidate countries, all EFTA countries but LI
- CEDEFOP, Eurydice, CoE, UNESCO
- EFEE, ETUC, ETUCE
- European Agency for Special Needs & Inclusive Education, European Assoc. for the Education of Adults, ILGA, LLL Platform, Solidar



Working methods

- Plenary meetings
- Peer learning activities
- Webinars
- Yammer social network



Outputs

- Key elements of a policy framework
- Compendium of good practices



### Strengthening media literacy and critical thinking of young people

- The Hague, 20-22 April 2016

### Policies to promote social and civic competences through global citizenship education

- Vienna, 26-28 October 2016

### Policies to promote social and civic competences, with a focus on teacher education

- Paris, March 2017

### Inclusive education and addressing diversity in the classroom

- La Vallette, May 2017

### Combating discriminatory practices

- SK, September 2017

### Intercultural approaches to education, including multilingualism

- EL, Dec. 2017



### 1. Learning content and approaches

- **Media literacy and critical thinking should be developed in a proactive manner through curriculum development and innovative teaching approaches relevant to all learners**

### 2. Assessment and evaluation

- **Effective methods of assessment and evaluation are essential to measure progress in terms of learning outcomes in the development of media literacy and critical thinking**

### 3. Democratic school culture

- **Media literacy can be fostered by a democratic school culture that actively engages all members of the school community within a socially safe learning environment, where diversity is encouraged, recognised and respected**

### 4. Teachers, educators and school leaders

- **Defining and fostering competences for teaching media literacy and critical thinking is crucial in both initial teacher education and continuous professional development**

### 5. Cooperation, partnerships and synergies

- **As media literacy skills are often developed outside school, synergies between formal, non-formal and informal learning provide powerful leverage for the effective development of media literacy and critical thinking**

### 6. Evidence and knowledge

- **Developing the competence to be critical towards propaganda should be promoted as part of building resilience to extremist communication**

### 7. Media organisations

- **Concerted initiatives with media professionals and media organisations can provide opportunities to develop media literacy skills**

### 8. Governance

- **A sustainable approach to developing media literacy and critical thinking requires comprehensive national/regional strategies and effective implementation tools underpinned by the necessary resources**

