European Parliament

Towards a European education – Critical perspectives on challenges ahead

Culture and Education

EN

RESEARCH FOR CULT COMMITTEE

Towards a European education – Critical perspectives on challenges ahead

Abstract

This study offers an in-depth exploration of pressing themes for European educators and policymakers in the 21st century: learner mobility, citizenship education and the role of digital and virtual learning. Increased opportunities for all young people to engage in mobility programmes will generate benefits in terms of employability, reduced social inequalities and more open, responsible and environmentally aware European citizens.

This document was requested by the European Parliament's Committee on Culture and Education.

CONTENTS

LIST OF ABBREVIATIONS

CPD	Continuing Professional Development
EEA	European Education Area
EHEA	European Higher Education Area
ESD	Education for Sustainable Development
ICPD	Initial and Continuing Professional Development
ITE	Initial Teacher Education
MIE	Media and Information Education
TALIS	Teaching and Learning International Survey
YiA	Youth in Action

EXECUTIVE SUMMARY

KEY FINDINGS

- Based on the corpus of key competencies that are at the core of educational policies in Europe, including *knowledge, values, attitudes* and *skills*, the report is in line with, in its current development and potentialities, the declared aspiration of Europe to promote inclusive and open societies, through education and lifelong training.
- Two interlinked challenges for the development of the Union – the *green* and *digital* transformations – need sustained reflection and action, at all levels, on how Europe can respond properly to the risks and challenges ahead. This requires renewed efforts for education and training and calls for greater attention to social and territorial disparities in the area of accessibility regarding education, mobility and employment. These disparities indeed cover de facto inequalities which fuel an inexhaustible sense of social discontent.
- To promote the ambition of enlightened critical thinking and an eco-citizenship concerned with sustainable development, there is a need to prepare and empower a new education workforce, at all levels of the system, and in particular at the school and classroom levels, in which teachers and leaders are to be equipped and supported in these major transitions.
- Physical mobility provides a wealth of benefits, including the development of personal and professional skills and competencies: increased adaptability to changing environments, development of a sense of European citizenship, employability and labour market opportunities. Complementary, virtual and hybrid mobility can serve as an effective option to address challenges related to cultural awareness, intercultural collaboration, and transversal or soft skills.
- Incorporating a combination of physical, hybrid and virtual forms of mobility into the curriculum will enable students to gain greater opportunities to develop a sense of European belonging, acquire intercultural and linguistic skills, integrate an international learning experience into their portfolio and have more opportunities to develop intercultural competencies, an open mindset and critical thinking.

Strengthening the EEA: Continuity, transitions and renewal

In its contribution entitled *Strengthening the European identity through education and culture* (European Commission, 2017a), the European Commission outlines the contours of a European Education Area (EEA) in which the role played by education is recognised as decisive, from early childhood to adulthood, for establishing a solid foundation for lifelong learning.

The European Union promotes 'active, interactive, relevant, critical, collaborative and participatory learning' (Eurydice 2017b). Acting democratically and exercising critical thinking are at the heart of education in Europe; to promote dialogue and deliberation through the development of an open learning climate (Geboers et al. 2013) stands among the founding principles of European democratic citizenship.

For decades, the European Union has been promoting an educational policy based on social, civic and critical skills (Keating 2014; Rifkin 2004). This explicitly aims to promote education for democratic citizenship and human rights. An ambitious competency model for a culture of democracy has been devised by the Council of Europe (2016). The model comprises:

- **Knowledge** – critical understanding of oneself, language and communication and the world, in various domains such as law, politics, religion, history, media, economy, environment and sustainable development;
- **Values** – human dignity and human rights, cultural diversity, democracy, justice, equity, equality and the rule of law;
- **Attitudes** – openness to cultural otherness and convictions, different worldviews and practices, respect, civic spirit, responsibility, feeling of personal efficacy and tolerance of ambiguity;
- **Skills** – independent learning, capacity for critical analysis and reflection, listening and observation, empathy, flexibility and adaptability, linguistic, communicative and multilingual skills, cooperation and conflict resolution.

On the basis of this corpus of key competencies that are at the core of educational policies in Europe, the objectives of the report are to comprehend, in its current development and potentialities, the declared aspiration of Europe to promote democratic, inclusive and open societies, through education and lifelong training. It aims to make a preliminary diagnosis of the resources and constraints, in order to confirm realistic and yet ambitious objectives, and to recommend working methods relating to the deepening of current dynamics and desirable developments for the promotion of a European education model.

The report will focus on issues related to the promotion of European citizenship through education, with particular emphasis on five interlinked and decisive topics, orienting subsequent policy options and recommendations, which will define the following parts of the report:

I. Intensifying the promotion of equity in physical mobility within the European area

II. Promoting a well-balanced virtual mobility, in particular through the development of European hybrid campuses and European school programmes

III. Educating for entrepreneurship and employability

IV. Educating for an enlightened and responsible citizenship

V. Educating and empowering educators and leaders for facing the challenges ahead.

The European Union is now fully engaged in green and digital transformation, which are two inseparable challenges for the development of the Union. These challenges require more sustainable solutions that are to be circular, climate-neutral and efficient in the use of environmental resources. These challenges call for sustained reflection and action, at all levels, on how Europe can respond properly to these risks and challenges ahead. This requires renewed efforts for education and training.

These challenges also call for greater attention to social and territorial disparities in the area of accessibility regarding education, mobility and work. These disparities indeed cover de facto

inequalities which fuel an inexhaustible sense of social discontent (Brack and Startin 2015, Wessels 2007). This undermines our European societies and, in the long run, exposes them to an implosion of the European structure. Education policies have a central role to play in meeting these challenges, which are linked to those of promoting enlightened and critical thinking and an eco-citizenship concerned with sustainable development. To promote this ambition, it is essential to prepare and empower a new education workforce, at all levels of the system, in particular at the school and classroom level, where teachers and leaders are to be educated and supported in these major transitions.

In this context, physical mobility still provides a wide range of benefits, including the development of personal and professional skills and competencies, including increased adaptability to new and changing environments, development of a sense of European citizenship, and increasing employability and labour market opportunities. However, it is also virtual and hybrid mobility that will be reinforced, as well as cooperation between educational institutions at the higher education level, in particular where the resources and tools can be mobilised for these changes. Other aspects include digital formats of education and learning, which reduce travelling and thereby save on travel costs, emissions and time. These efforts can serve as an effective option to address current challenges related to cultural awareness, intercultural collaboration, and transversal or soft skills. Of course, digital education formats cannot provide the same kind of learning experience when compared to actual mobility, including physical immersion in another culture. Yet, in addition to physical mobility, various forms of education and learning may offer students the opportunity to gain international competencies and skills.

Incorporating a combination of physical, hybrid and virtual forms of mobility into a curriculum allows students to gain greater opportunities to develop a sense of European belonging and intercultural and linguistic skills, to integrate an international learning experience into their portfolio, and to have more opportunities to develop competencies such as critical thinking, openness, online collaboration, media and digital skills, online teamwork and networking.

1. SUPPORTING EQUITABLE AND SUSTAINABLE PHYSICAL MOBILITY

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KEY FINDINGS

- Mobility should be experienced throughout the education path by European young people, from nursery school to adulthood, and should be experienced by all.

- In a context of increasing polarisation of youth, promoting the access of vulnerable young people to international mobility programmes must be at the heart of European governance strategies.

- Support for the mobility of the most socially and economically vulnerable young people has to be sustained and reinforced. In order to do this, it is crucial to increase the number of scholarships based on social criteria.

- Mobility has to start earlier in the educational pathways, through regular, continuous (even if shorter) organised arrangements in neighbouring countries, in order to offer a real chance of mobility and make this experience a familiar way of living (in) the European Area and of strengthening contact between European citizens.

- This requires information that promotes the benefits of mobility to all educational and socio-educational institutions, as well as to popular education associations in contact with vulnerable young people. These institutions are less aware of the benefits and added value of mobility for youth than are formal education institutions.

- A wide-ranging programme of information, networking and mediation between European international mobility operators, formal and non-formal, and these associations and institutions, shall be developed in order to inspire a positive conception of European mobility.

- It is then recommended to create a 'European mobility apprenticeship contract' which will aim to increase the mobility of young workers in all circumstances, and will allow them to seize new opportunities, even of short duration, to study and work abroad.

- On the basis of a Framework for Qualifications of the European Higher Education Area (EHEA), it is crucial to pursue and intensify the reciprocal recognition of diplomas. This implies increasing the compatibility of the skills and qualifications targeted by training in each country, which is an ambition embodied in the Bologna process.

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The international intra-European mobility of pupils and students is essential for the attractiveness and competitiveness of the European area, the quality of education and training, and the promotion of a feeling of belonging to a common space and a common good that Europe represents. Indeed, since its creation mobility has been one of the key areas of action for the European Union. This is part of the dynamic initiated in 1998 with the Sorbonne Declaration and then in 1999 with the Bologna Declaration establishing a European Higher Education Area.

1.1. Mobility for all students and from early years to adulthood

The dual ambition of promoting the international mobility of pupils and students, but also of teachers and educators within the European space, aims at fostering familiarity for all with the other countries of the Union and creating a common space of shared identification and belonging. This programme is still at the core of the EU, as it is sometimes challenged by national interests and agendas, resulting in defiance with regard to Union policies. This is clearly a significant area for vigilance for the EU, as it addresses new challenges of allegiance and identification in rapidly changing circumstances.

Mobility should start earlier in the educational pathways. More regular, continuous (even if shorter) organised mobility arrangements in neighbouring countries should provide proper opportunities for mobility within the European space for all, from early years to adulthood, in order to make this experience a familiar way of living (in) the European Area and thus strengthen contact between European citizens. As a matter of fact, should mobility continue to be the domain, or even the exclusive domain of higher education, this would result in a deepening of the fragmentation of our educational systems and consequently of our societies, for the sole reason that a significant part of our European youth, in reality those who are most disadvantaged socially and economically, do not benefit sufficiently from our ambitions (Ciccheli 2010b; Labadie 2012).

Mobility has therefore to be experienced throughout the education path of European young people, from primary school to adulthood, and should also be experienced by all. Many studies highlight the positive contributions of youth mobility, in terms of the learning and development of social and civic skills, as well as the personal development, employability and professional integration of young people (Ballatore and Ferede 2013). Formal recognition of mobility plays an essential role in students' university curriculum, so that programmes other than the European Erasmus+ programme, which are generally shorter, contribute to the students' general education.

These ambitious objectives were fixed by the EU as part of the Europe 2020 strategy by setting as a target study or training mobility for 20 % of students. They must now be intensified and promoted on a larger scale. In theory, mobility should involve all education institutions, from primary to secondary to higher education, whatever the learning path and be it general, technological or professional. Yet, some educational institutions, sectors and levels are more involved than others, and this should be more closely regulated because of the imperative of equity in accessibility to mobility for all students.

The opportunity for mobility should become not only a possibility, but a reality and an experience for all students. To strengthen intra-European mobility, equipped with mechanisms for managing efficient and large mobility schemes, whether for outgoing or incoming mobility, and to be attentive to student achievement: these should be priorities for a European mobility governance.

With regard to higher education mobility in particular, the success rates of international students should not be lower than those of national students. This still happens in many countries, and the issue of guidance and support for mobility programmes needs examining. It is therefore essential that educational institutions ensure the quality of their international recruitment and preparation for mobility, in order to better match the needs and skills of their students, as well as the consistency of their educational offer.

International mobility of pupils and students is widely believed to be a major issue for schools and higher education in Europe. In order for the orientation and management of resources to be consistent with the objectives, the international mobility system, which is diverse and dispersed within the Union, should be based on a shared strategy between the Member States and the national agencies responsible for implementing Erasmus. There are numerous operators today, even within the same country. Practical strategies for integrating and strengthening the different forms of mobility should

be better monitored, regulated and managed, and should involve more diverse profiles of students than is currently the case. These recommendations are offered in response to serious concerns over social cohesion within the European Area.

1.2. Democratisation and equity of access to international mobility

Accessibility to international mobility remains selective, due to persistent social determinisms, characterised notably by unequally shared 'migratory competencies' (Labadie and Talleu 2016). The skills concerned are such as to predispose young people from certain social backgrounds in favour of travelling and facilitate their prospects for mobility, and consequently their prospects for employment and life. Young people may face various obstacles, which may be related to their particular situation but also to the regions where they live, or may arise from their financial situation and, consequently, the degree of support that their families can provide them with.

In a context of increasing polarisation of young people (Ciccheli 2010a), promoting the access of vulnerable young people to international mobility programmes must be and remain at the heart of European strategies (Ballatore 2010; Markovic et al. 2015). The European network analysis based on research carried out under the auspices of the EU programme Youth in Action or YiA (Research-based Analysis and Monitoring of European Youth Programmes or RAY - www.researchyouth.net), relating to the impact in France of YiA, revealed, for instance, that young people with fewer opportunities constituted only 16 % of the beneficiaries of mobility. A previous study had already shown that most of the young people participating in the programme had a high level of qualifications (73.3 % at university level). The vast majority had already travelled (over 90 %) and do not belong to any cultural, ethnic, religious or linguistic minority.

Therefore, support for the mobility of the most socially and economically vulnerable youth has to be sustained and reinforced, since otherwise mobility might simply be an added inequality in already fragmented societies (Malet and Garnier 2020; Malet and Liu 2020). In order to prevent such inequality, it is crucial to increase the number of scholarships based on social criteria (already increased within the parameters of the Erasmus+ programme). Thus, for the 2014-2017 period, 38 % of mobile students were from working-class backgrounds and up to 60 % of them were in vocational training (Labadie 2016).

The determination to encourage scholarships based on social criteria and to support students in vulnerable situations, such as those in vocational training or work-study (in French, *alternance*) programmes, who are the least likely to participate in mobility programmes, is crucial. Young people who are on a work-study programme (i.e. in an apprenticeship or as holder of a professionalisation contract) can be funded by Erasmus+ higher education grants or vocational education and training programmes, depending on the course followed (Labadie 2012). However, these students do not take sufficient advantage of these opportunities, partly because they are not sufficiently aware of these programmes and their added value for their own professional projects.

However, as demonstrated by research and by student mobility operators, 'young people who have spent time abroad during their last year of study have much more favourable access routes into the labour market than their peers' (Erasmus+ 2016: 15). This clearly shows the added value of international mobility for those involved; the investment is indeed 'profitable'. Even if mobility does not erase the social determinisms linked to a given degree course, it allows its beneficiaries to participate in experiences that had previously not been apparent to them. In the light of the studies on the subject, mobility appears to be a beneficial experience and resource at every stage of a young person's career from studies to work, including for vulnerable young people and job seekers, even if the context of high unemployment makes this positive impact less visible (Erasmus+ 2014: 78).

International mobility in Europe therefore constitutes a decisive lever for socialisation, education and professional/social inclusion: longer study paths, access to better jobs, skills development and improved inclusion. It is thus recommended, at the level of all European education systems - and the European Union can play a strong leading and guiding role here - to provide students who are at risk of being excluded with resources and support for mobility, whatever the nature of this exclusion risk. Those concerned here include: young people with a disability (cognitive, physical, sensory) or health problems; young people dropping out of school and low-skilled youth; young immigrants and refugees; young people who are non-native speakers and have cultural inclusion difficulties; those with a low standard of living and low incomes; those from disadvantaged families; those from rural areas or in peripheral regions; young people from disadvantaged urban areas, etc.

To achieve these objectives, Europe should encourage and support all initiatives in this direction, at a global level and in a concerted manner, as well as locally, within each education system, nationally and regionally, by developing international European mobility programmes. This is the direction to follow in order to guarantee that young people with fewer opportunities have easier access to international mobility and education, within the framework of formal or informal mobility programmes (the European Youth in Action Programme, Erasmus+ Youth, etc).

This of course requires an awareness of the benefits of mobility for all educational and socio-educational institutions as well as for popular education associations that are in contact with vulnerable youth. Indeed, these institutions may be less aware of the benefits and added value of mobility for youth than are formal education institutions. A wide-ranging programme of information, networking and mediation between European international mobility operators, formal and non-formal, and these associations and institutions, can be developed in the coming years. The Education, Audiovisual and Culture Executive Agency (EACEA), which has worked for years in this direction, will need to be further supported in its efforts to facilitate cooperation between international mobility operators and popular education institutions, in order to promote more widely a positive conception of European mobility.

We therefore recommend that future European education policies mitigate the devaluation of an 'indigenous capital' (Retière 2003) (versus mobility capital), which tends to widen the gaps between young 'mobiles' and 'non-mobiles'. The mandate for mobility is indeed, for many young people, a source of uncertainty and anxiety (Anquetil and Derivry 2019; Goastellec, 2016). It is crucial to take into account the fact that mobility corresponds to conditions and resources (cultural, social, economic, territorial) or skills (ability to travel, project capacity) which can only be promoted at the risk of increasing inequalities.

The risk being identified, it implies some precautions and preventative measures, in particular through the development of mobility training programmes (Crochu 2021). The creation, on a purely voluntary basis, is therefore recommended of a 'European mobility apprenticeship contract', following other initiatives in this direction (Fernandes, 2019; Erasmus Pro 2018), which will aim to increase the mobility of all types of young workers and will allow them to seize new opportunities, even of short duration, to study and work abroad. Such a European mobility apprenticeship contract would be valid in all Member States, allowing young people to carry out their apprenticeship in any workplace in the EU.

The cohesion of the European citizens' space is fundamentally based on the urgent and equitable development of the participation of all young people in educational mobility activities in Europe, which constitutes an essential stage in the education, socialisation and social integration pathways, by developing active citizenship, tolerance, cultural openness and improved employability. However, it is now well known that 'non-mobility' has become more than an opportunity deficit: it has become a *handicap* in such open societies as ours and in a economy (Labadie and Talleu 2015; Malet and Garnier

2020; European Parliament 2019b). It is therefore necessary, in support of national and regional public policies in this sense, to support the mobility of all young people, whatever their origins, conditions, or institutional and professional anchors. This goes with a strengthening of the management of these mobility programmes and opportunities, and an increased recognition of mobility, as well as the diversification of its forms, in order to create multiple possibilities for cultural and international openness.

1.3.   Developing the management and recognition of European mobility

Since the start of the Bologna Process, the competencies and skills acquired through the experience of mobility have been promoted by European institutions. For instance, the courses studied abroad thanks to the Erasmus programme are recognised through the Europass Diploma Supplement; plurilingual and intercultural language skills are supported by the European Language Portfolio; and transversal skills aimed at promoting employability are supported by Europass Mobility (Anquetil and Derivry 2019). It is crucial to accelerate and improve such policies for promoting and recognising mobility, in connection with the development of human resources in the European Education Area.

The challenges relate to an ambition that has been at the heart of the Bologna process since the beginning, namely to strengthen the process of European integration by making the labour market more fluid and enhancing the employability of citizens (Bologna Working Group, 2005), in increasingly fragmented European societies in which inequalities are widening (Malet and Liu 2020). In the context of these inequalities, the accessibility of mobility and the ways in which it is recognised (or not) must be the object of shared public policies aimed at regulating and steering mobility.

On the basis of the Framework for Qualifications of the European Higher Education Area (EHEA), it is therefore important to pursue and intensify the reciprocal recognition of diplomas. This implies increasing the compatibility of the skills and qualifications targeted by training in each country, which is an ambition integral to the Bologna process, with its insistence that 'the competent national body/bodies shall self-certify the compatibility of the national framework with the European framework' (Bologna Working Group, 2005: 89).

Another important challenge for the harmonisation of European training and qualifications is to maintain a concern for mutual recognition at the same time as respecting cultural specificities. Indeed, if *comparability* is equivalent to *homogenisation*, then it will be realised at the risk of denying and neutralising differences. Yet, it is differences that make the sense, the added value and the flavour of any international mobility. This is the reason why the notion of *equivalence*, at the core of the Erasmus programme as it was created in 1987, together with the recognition system and the Europass Diploma Supplement, will continue to apply in this new phase of recognition so as to avoid problems over differences existing between academic cultures or the specifics of 'schools of thought' in Europe.

We therefore highly recommend the creation of a *Universal Erasmus* which will guarantee accessibility to mobility programmes for all young Europeans, in addition to remarkable initiatives like the European Solidarity Corps, in a formal or non-formal framework. There is indeed an urgent need to support and strengthen a proactive policy for educational mobility programmes, in order to encourage young people to get involved in international associative and collective participation.

The challenge still ahead is that mobility will not only concern young university students, but, in addition to these, all European youth. It means a concept of mobility that combines practical and pragmatic aspects and is centred on employability issues, aimed at supporting the pan-European movements of young people who are also young citizens.

Finally, it is equally important to protect plurilingualism in the European space, by not reinforcing the global trend of exclusively Anglo-centred linguistic options. On the contrary, bilingual programmes should be promoted and supported, allowing students to practise two languages as part of their education, since this will bring added value in terms of personal development and openness, and also of intercultural and multilingual skills.

In this regard, research has clearly shown that the qualifying courses and diplomas resulting from bilateral agreements for joint degrees between two European universities significantly promote the teaching of the languages of the two partners, opening the door to international projects and initiatives anchored in local realities (Anquetil and Briscese, 2018; Anquetil and Derivry 2019). Conversely, internationalisation on an 'all-in-English' basis both contributes to a break with at least one of the countries and linguistic cultures, and functions as a passport for expatriation for young people from their own work environment, to the sole benefit of the host culture (Gohard-Radenkovic 2017). We will consider how 'internationalisation at home' can offer strong opportunities for development through virtual international mobility, within the framework of bilateral or trilateral co-diplomas and digital campuses.

2. THE HYBRID REVOLUTION - PROMOTING A BALANCED VIRTUAL MOBILITY

KEY FINDINGS

- The cultural transition of education will be the *hybridisation*, not digitalisation, of pedagogy. This means questioning the existing models of teaching and promotes horizontality, transversality and cooperation in the production of knowledge. A more personalised conception of knowledge is a key element of a new educational approach, in which the EU should play a world-leading role.
- One of the objectives is to reach an unprecedented level of cooperation between higher education institutions and research centres in Europe in all fields of activity. The hybrid education transition of our universities, combining the physical and the digital, constitutes a decisive opportunity for the promotion of the EEA.
- Europe has a decisive and strategic role to play in order to keep the existing degree of control, faced as it now is with digital giants and major risks, in a context of accelerated transition following the Covid-19 pandemic, and to oversee the development of a sound business model, global and deterritorialised. Europe can draw on its operational strengths by defining measures in favour of a hybrid education transition, based on quality assurance and promoting opportunities for lifelong learning.
- Virtual mobility cannot replace physical mobility, but it has to become a complementary tool, promoting new types of cooperation between schools and universities, through distance learning, joint degrees, web seminars, etc.
- Europe's interest and priority is to support, through proactive policies based on European calls for projects, the cultural, professional and technological changes currently under way due to new pedagogical models and the accessibility of higher education for new students, geographically distant, on a basis of continuous education and development.
- European and cross-national initiatives will be encouraged in order to structure cooperation between European universities, with a view to the promotion of European hybrid higher education training programmes in the coming decade.
- The networking of European universities (European Universities Initiative) and the strengthening of strategic alliances between various European partners imply both political and administrative leadership, so that teachers and researchers willing to accompany this movement are aware that they are supported by their institutions.
- Raising awareness of European culture is at the heart of such a project and can be supported by dedicated programmes (e.g. on the lines of the existing Jean Monnet Chairs). By taking advantage of both geographic and virtual mobility, and by prioritising calls in relation to particular key topics, the EU can promote significant innovative and hybrid forms of education and pedagogy.
- The characteristics of hybrid courses and degrees should, in accordance with Parliament's transversal priorities, be concerned with inclusion, research, entrepreneurship, multilingualism, and citizens' engagement at regional and European levels.

The focus of this section is to ensure that the study of the European Education Area pays particular attention to hybrid, digital and online learning environments, and to make recommendations regarding EU policymaking in relation to the health crisis, in the sense of the development of Eurocampus and e-European educational programmes.

2.1. The cultural transition of education means the *hybridisation*, not digitalisation of pedagogy

The European Union is already developing a strong action plan on digital education (Digital Education Action Plan, European Commission, 2018-2020). The action is mostly the continuation of the political agreement reached by the Member States at the 'social summit' held in Gothenburg in November 2017. This action plan aims to 'help Europeans, educational institutions and education systems to better adapt to life and work in increasingly digital societies' (European Commission 2018a). In the context of the necessary pooling and transparency at Union level of digital educational innovations and transitions, the associated problems and major issues, whether ethical, technological or societal, can be categorised in three priority areas:

- Making sensible use of digital technology to educate, teach and learn throughout life;
- Developing digital skills and aptitudes for a real digital transformation of the EEA;
- Creating new educational resources and setting up educational platforms at European level.

The Erasmus+ Community instrument is one of the levers for innovative experiments in the educational field. Yet it is not the only one. Universities practising Erasmus+ mobility programmes will have a renewed interest in the coming months and years to strengthen their digital strategies by taking part in major European projects.

It is important not to underestimate the cultural changes implied by the introduction of new models of teaching and learning, nor the resistance to change. While pedagogical innovations are certainly not all digital, the notion of digital pedagogical innovation reflects the fact that the digital is a lever for rethinking and reforming learning processes, consistent with the overall transformation of society and the knowledge economy.

Hybrid transition in education, both physical and digital, questions the models of teaching and the relationship to knowledge and transmission. It calls into question verticality in teaching, and promotes horizontality, transversality and cooperation in the production of knowledge, based on the profile and the needs of the student. This increasingly personalised and adaptive conception of knowledge constitutes the focal point of a new educational approach, for which the EU should play a world-leading role. Thus, what is the challenge for higher education and universities in Europe? During the initial undergraduate years, the majority of students are physically present, and are therefore both the main vector and the main challenge for the digital transformation of European education. This encompasses all of the educational devices likely to promote inclusion, mentoring, environment, and the teaching methods offered to each student. Consortia of universities in the EU are already set to develop as part of this digital transformation, in line with the launch made in 2018 by the European Commission within the parameters of the first call for projects dedicated to so-called European Universities.

One of the aims of these initiatives is to achieve an unprecedented level of cooperation between higher education and research centres in Europe in all fields of activity. The digital transition of our universities is already under way and constitutes a decisive opportunity for the promotion of a European area of education. If not, it will undoubtedly be the GAFAM which will benefit from this digital transition of education and learning, and the public authorities will only be able to follow these major transitions, and not manage them. This represents a huge challenge ahead for the EU. In the years to come, inter-university alliances in considerable numbers should embody the ideals of an EEA, first by harmonising

existing study programmes and joint degrees, as well as the mutual recognition of degrees and periods of learning abroad, but also - and this is the necessary reform - by co-constructing and pooling innovative teaching and learning technologies. So doing also contributes to the education of future European citizens who are students, which includes the education and professional development of future teachers, future actors in the media sector, and future opinion leaders within civil society.

Virtual mobility certainly cannot replace physical mobility. It cannot replace the concrete encounter with otherness, but it should become a complementary tool, promoting new types of cooperation between schools and universities, through telecollaboration, distance learning, joint degrees, web seminars, etc. It is a path that may also synchronise the requirements of internationalisation, openness to linguistic and cultural diversity, and social inclusion. Free access to resources should also be encouraged in order to increase the potential of this digital transition in education and training, with the free-access online availability of a variety of resources, including press articles and research texts. The EU can legally encourage the full use of these items in an educational, digital environment. Open access constitutes the modernisation required for both education and research, so as to use the full potential of the internet, in line with the original mission of the EU, namely the promotion of the dissemination of knowledge in a European knowledge economy.

2.2. Taking the governance leadership of the hybrid transition in education

Schools, higher education and other forms of adult education will need to educate autonomous and creative individuals, able to operate and cooperate in wide digital networks and in an online economy, so that they are able to take advantage of the massive supply of online learning content. The European Education Area is therefore facing a critical challenge as regards its capacity to handle the new paradigms linked to this digital agenda and to the educational uses of new technologies, which will accelerate to a significant extent with the Covid-19 crisis.

For some time, the EU has been developing the Digital Education Action Plan, which follows the political agreement reached by the heads of state and government at the Gothenburg social summit in November 2017. The three priorities of the action plan are:

- Making better use of digital technology to teach and learn;
- Developing digital skills and aptitudes for digital transition;
- Improving education systems through better data analysis.

We recommend that European universities be encouraged to strengthen their digital strategies by taking part in major European projects, which should be developed to support this hybrid transition in higher education. Europe's interest is to support, through proactive policies based on European calls for projects, the cultural, professional and technological changes in course due to new pedagogical models and the accessibility of higher education for new students who are geographically distant and in continuous education and development, or even still in professional activity.

On the basis of international consortia (as deployed for instance in the open education consortium and through programmes like Erasmus+ and eTwinning), the creation and sharing of new educational resources, shared freely and legally (creative commons licence) will serve a sustainable development objective of ensuring quality, inclusive and effective education and promoting lifelong learning opportunities for all. This capacity-building is based on proactive policies for educating and empowering new generations of teachers, administrators and technicians.

In this respect, Europe has a decisive and strategic role to play in order to keep the existing degree of control, faced as it is with digital giants and major risks, in a context of accelerated transition following

the Covid-19 pandemic, and in order to oversee the development of a business strategy that is global and deterritorialised. On a pragmatic level, though, Europe has operational strengths, defining concrete measures in favour of a hybrid and digital education transition based on quality assurance and promoting opportunities for lifelong learning.

Specificities of course remain in each education system, in terms of curricula, regulation of the teaching workforce and registration fees. However, the tools and resources exist for building inter-university and international partnerships, in a context where all higher education institutions in Europe are seizing the opportunities afforded by these transitions, sometimes urgently. From this point of view, European support in this area for the development of digital education and virtual mobility is not only timely, but is anticipated and hoped for by the Member States and their educational institutions.

2.3. The development of innovative education programmes - A priority for the promotion of the EEA

On this basis, it is necessary to develop a European and cross-national strategy in order to structure cooperation between European universities, for the promotion in the forthcoming decade of European hybrid higher education training programmes. The calls for 'strategic partnerships' of the Erasmus+ programme may help to steer the development of hybrid courses and degrees in European studies.

The networking of European universities and the strengthening of strategic alliances between various European partners have implications for both political and administrative leadership, so that teachers and researchers willing to accompany this movement are aware that they are supported by their institutions. New environments of physical, hybrid or virtual mobility can be created on the basis of such ambitions, in all education sectors and at all levels.

Europe can play a decisive function - for instance by launching biannual calls for projects - in terms of mobilising professional learning communities and giving them the means to engage in multilateral collaborations and build new hybrid training courses, combining educational innovation, hybridisation of education degrees and internationalisation and balancing physical and virtual mobility. Raising awareness of European culture is also at the heart of such a project and can be supported by dedicated programmes such as the Jean Monnet Chairs. By taking advantage of both geographic and virtual mobility, but also by prioritising calls in relation to particular key topics and according to clearly defined selection criteria, the European Union can promote innovative and hybrid education and pedagogy.

The characteristics of these courses and degrees should, in accordance with the European Union's transversal priorities, be concerned with inclusion, entrepreneurship, research, training, multilingualism, and citizen engagement at regional and European levels. The institutional partners of these innovative programmes should be invited to disseminate their expertise by sharing their platforms and resources, in order to offer European study programmes encompassing various disciplines.

In a concrete and pragmatic way, through the catalyst of recurrent calls for projects, the digital transition and the renewed promotion of both actual and virtual mobility can be piloted within the framework of a development and investment programme of five to ten years. This means that, against the backdrop of the continued uncertainty of the pandemic period experienced in Europe and the world during 2020, young people will be able to access not only physical campuses but also digital ones. One can thus imagine that on the basis of interregional and international consortia, university faculties will be able to combine distance and face-to-face teaching by using digital resources to enrich their programmes. The courses and degrees should in fact be redesigned from the next academic year

by implementing such a hybrid model which enables enhanced physical mobility without disqualifying traditional attendance modes for educating people.

The European ideal must indeed connect mobile and non-mobile citizens, and thus should not promote the former by disqualifying the latter. This potential polarisation carries a strong risk of a more than symbolic separation between 'anglicised mobile students' and 'immobile little anglicised students' (Anquetil and Derivry 2019), and ultimately the dramatic perspective of a reinforcement of social inequalities, exacerbated by the dimension of globalisation.

This is therefore an important issue of social and societal cohesion, which we wish to highlight here. If a non-mobile way of learning can lead to a form of exclusion, it can also result from a desire to preserve a territorial anchoring without giving up on high-quality education or openness to cultural otherness (Hardouin and Moro 2014). Mobility must remain a right and should not become a statutory condition that one has to fulfil for purposes of social and professional inclusion.

In this respect, new teaching/learning practices, linked to a change of conceptual paradigm based on intercultural telecollaboration, are extremely promising and should be encouraged in the European Area (Derivry-Plard, 2015). These hybrid education practices, gathering learners from different countries inside and outside Europe, take into account the sociolinguistic and cultural realities of the learners, in order to develop their plurilingual skills, which are updated in different communication situations (O'Dowd and Lewis, 2016; Derivry-Plard et al., 2017).

In this model, the teaching programmes create a status of 'mobility-immobile', which certainly does not replace physical mobility but opens the door to a potential multiplication of experiences which can be played out at a much deeper level than the simple exchange of information, as long as it is supported by individual educational projects built into much broader ones (Liddicoat and Scarino, 2013). Within the framework of such hybrid programme formats, teachers from several countries will be invited to co-construct tasks and projects depending on the constraints of their professional practice. Equally, institutions and administrators can collaborate, through the systems set up between educational cultures and institutions anchored in national environments.

The promotion of hybrid training methods, combining physical and virtual mobility, make it possible not to give in to the 'mandate to move' (Lévy 2011), especially when this mandate produces or adds to social inequalities. The diffusion of digital university campuses constitutes from this point of view a key element for the democratisation of access to higher education, through an internationalisation which is nonetheless attached to a territory, but of which neither students nor teachers are captives.

The health crisis which hit Europe and the world in 2020 is about to accelerate a massive transformation of higher education. The face-to-face format will remain a dominant form of teaching and learning, because education has to do with socialisation, deliberation and living together. A revitalised online education can provide a means of enriching teaching, but in no case can it replace the face-to-face learning experience. Such a brutal shift would increase inequalities in the accessibility of knowledge. The challenge in the period ahead is not to switch from situated learning to an entirely online model of learning. That would be a dramatic error of understanding. The challenge is, rather, to rethink the courses proposed in order to offer them in both face-to-face *and* distance modes, and thus to develop new skills jointly, among young people and their teachers.

3. MOBILITY AND EDUCATION FOR ENTREPRENEURSHIP AND EMPLOYABILITY

KEY FINDINGS

- The enhancement of mobility experiences should result in identifying more formally the acquisition of transversal skills and competencies, which are strengths for the employability of individuals. Mobility targets not only personal development challenges but also continuing professional development by promoting competencies of autonomous entrepreneurship.

- Public policies will encourage and support the mobility of all young people - students, trainees and workers, including those who are vulnerable – and guarantee that they are accompanied by education, training and development resources that permit the construction, evaluation and capitalisation of knowledge, competencies and skills acquired in another European country.

- Supporting students' mobility cannot mean focusing simply on the adaptability of young people – and a future adaptable workforce. It also means educating young people to be creative, open and in positive relationships with others, during their studies and in their work environment. There is a strong need to prepare and educate young people in order to make educational periods abroad real opportunities for discovery, learning and capitalisation of experiences, with a view to personal, ethical and civic development.

Given that efforts must focus both on mobility - physical and virtual - and on its accessibility to all young people as well as on its recognition, this means that European education is particularly concerned with the issues of employability and social and professional inclusion.

3.1. Mobility as key element of a broad conception of the Initial and Continuing Professional Development (ICPD) of European youth

The enhancement of mobility experiences should promote the identification, more and more formally, of the acquisition of transversal skills and competencies, which are strengths for the employability of individuals.

Mobility targets challenges in both personal development and continuing professional development, by promoting autonomous entrepreneurship competencies, in line with the orientations of the European Commission in its guidelines for strengthening skills and flexibility:

'Skills are a pathway to employability and prosperity. With the right skills, people are equipped for good-quality jobs and can fulfil their potential as confident, active citizens (…) Too few people have the entrepreneurial mindsets and skills needed to set up their own business. National and regional labour markets and education and training systems encounter specific challenges, but all Member States face similar problems and opportunities. Skill acquisition and development are essential for the performance and modernisation of labour markets in order to provide new forms of flexibility and security for job seekers, employees, and employers alike.' (European Commission 2016: 2).

Within this programmatic framework, one must indeed ask whether in reality mobility skills actually meet these expectations (Anquetil and Derivry 2019). In fact, for the skills that are linked to the international mobility of young people - acquisition of intercultural skills, open-mindedness, linguistic

immersion, ability to study or work in another cultural context – one has to consider them as the horizon of an education and training action project, and not as an intrinsic component of any mobility (Crochu 2021).

It is therefore essential, from this perspective, that public policies supporting the mobility of young people - students, trainees and workers, including the more vulnerable - are accompanied by education, training and development resources that permit the development, evaluation and capitalisation of the knowledge, competencies and skills acquired in another European country.

An instrument such as Europass has this function, but it focuses on outcomes, i.e. the result of a mobility experience (what the mobile young person has acquired and learned). As Anquetil and Derivry (2019: 10) point out, 'the evaluation is often oriented towards an adequacy of the trainee with the behaviour considered as desirable by the host organisation'.

Predefined skills can be an obstacle in an authentic education path, because what is designated is quite standardised and with a strong element of conformity. Mobility thus often ends up as a self-fulfilling prophecy and as basically invoked primarily as a response to the challenges of economic adaptation.

European policies for youth mobility will be inspired by the notion of promoting the idea of mobility in terms of ever more positive values, by stressing the aspect of perceived mobility from one culture to another. Discovering other European countries, people, institutions and workplaces during a learning mobility period should also remain an opportunity for professional creativity, ingenuity, critical awareness and breadth of knowledge, which a priori may not be included in a list of useful, relevant and pragmatic elements (Reilly and Niens 2014).

3.2.   Recognition of a 'mobility capital' beyond standard competencies

One of the challenges of the development of the EEA is the revitalisation of a form of free and open learning mobility, neither directly indexed to issues of efficiency or adaptability nor constrained by predefined or prescriptive standards, but nonetheless still a strong investment for the future.

Supporting students' mobility cannot mean only focusing on the adaptability of young people (and of the future workforce). It must also mean educating young people to be creative, open and in positive relationships with others, during their studies and in their work environment (Cicchelli 2010b).

In brief, there is a need to prepare and educate young people to make mobility periods real opportunities for discovery, learning and capitalisation of experiences with a view to personal, ethical and civic development (Keating 2014; Anquetil and Derivry 2019).

Much more than is now the case, the economic and pragmatic aim should address the cultural and humanistic issue, without which it will be threatened with drying up and insignificance. This is what we owe to the 'Founding Fathers' of Europe, who defined Europe as a human adventure that connects people, languages and cultures, before being a market, even if it also is one (Febvre 1999; Guillaume 2008; Réau 2008).

This is why education and training policies in Europe cannot reduce mobility to issues of adaptability, performance, efficiency, business awareness or planning skills. Also concerned are cultural, political and ethical issues of understanding the contemporary world, tolerance towards and openness to otherness, and questions of solidarity, fraternity and peace (Rifkin 2004).

The original 'Schuman Plan' was a founding initiative in this direction of building a context of peace and fraternity between the peoples of Europe (Gerbet 2004). This is the reason why we recommend the definition and implementation of policies to accompany and evaluate the various experiences of

mobility based on these humanistic principles (Veugelers 2011), which are at the very heart of the original European project.

4. EDUCATING FOR AN ENLIGHTENED AND RESPONSIBLE CITIZENSHIP

KEY FINDINGS

In a period of rising populisms in Europe, insecurity and health crisis, huge efforts are expected at European level in terms of public policies to promote an open, democratic and sustainable society, defending Europe's values and ethical rules, defending human rights and promoting environmental standards. Educational policies and curricula will be inspired by this ideal of fair, inclusive and individual-centred societies.

- Social turbulence of all kinds, like the ordeals generated by terrorist attacks or the current Covid-19 crisis, lead to an awareness of the crucial role of education, promotion and transmission of European values in the construction of democratic and inclusive societies. This awareness has to be nourished, within European schools and universities, by an ideal of democratic deliberation and critical and civic vigilance, values for which education and training are the essential tools, aimed at the formation of conscious, enlightened, responsible and united citizens.

- Eco-citizenship is at the core of a renewed education programme which places knowledge and action at the heart of an objective of enlightened and pragmatic citizenship. This knowledge should come not only from information and teaching, but also from understanding the issues, taking responsibility, individual and collective decisions regarding societal challenges, and consideration of these issues not only in principle, but also in terms of possibilities for action.

- Schools are and will be more and more at the core of such a programme in order to ensure the development of skills needed to educate European people ready to adapt to change, and European citizens ready to participate. The learning of *proactive behaviours* within the school corresponds to a range of public policies which should be carried out in the direction of education in eco-citizenship, by guaranteeing the promotion of enlightened citizenship and eco-citizen practices.

- We recommend that European educational policies promote *media and information education (MIE)* from an early age and throughout schooling, thus allowing learners to acquire the techniques, skills, values and knowledge which are necessary to guarantee both sustainable development and a critical capacity to handle the flow of information circulating in the social media space (Siarova et al. 2019; Media Literacy Expert Group). Educating and equipping the citizens of the future in information analysis and evaluation competencies is essential in a globalised world saturated with expressions of beliefs and assertions that are indifferent to facts and truth, but are mainly concerned with the emotional impact of speech.

Education for an enlightened and responsible citizenship, within the educational systems of the European space, should integrate three areas of study which are both complementary and distinct:

- Education for critical citizenship;
- Eco-citizenship education;
- Media and information education.

4.1.   Sustainable education for the exercise of critical citizenship

Political socialisation involves the promotion of citizenship centred on the individual, made up of freedom and responsibility and accompanied by the diversification of forms of engagement in society by everyone. It is this concept of active and critical citizenship which is emerging and which is promoted by the European Union, which calls for 'the construction of a critical citizenship and a competence to engage in the debates of democracy' (Tutiaux-Guillon 2015; see also Audigier 2015 and Mangez et al. 2017). The strengthening of key skills - social and civic - as promoted by the EU in 2006 should be reinforced through education. These skills are now on the agenda in all European countries, as evidenced by a Eurydice study (2017) based on a grid for analysing the curricula of 42 education systems as regards these social and civic skills. This effort should be sustained and reinforced.

If being a European citizen means sharing the culture of democracy and committing to certain fundamental and irrefutable values such as human rights, cultural diversity, justice and equality, then school curricula and international mobility programmes should reflect the conception, preparation and realisation of these convictions and cardinal values. This is obviously a topical issue in the current time of political instability and the rise of extremism in various European regions, torn between loss of identity and economic and cultural globalisation.

These periods of turbulence, like the ordeals generated by the current Covid-19 crisis, lead to an awareness of the crucial role of education and of the promotion and transmission of European values in the construction of democratic and inclusive societies. This awareness is nourished by an ideal of democratic deliberation and critical and civic vigilance, values for which education and training are the essential tools, aimed at the formation of conscious, enlightened, responsible and united citizens. This ambition implies taking into account both the advances and the difficulties and regressions, in certain educational and social contexts, experienced in transmitting European values in classes where some pupils come from non-European countries and where international exchanges can sometimes lead to sharp controversies. As a consequence, young Europeans must be prepared for controversies and democratic debates, by educating them in various forms of expression and critical citizenship, calling for greater democratic vigilance, in a European context where there is a growing attraction, including among younger generations, to fallback solutions (Malet and Garnier 2020; Garnier, Derouet and Malet 2020).

From this perspective, certain studies highlight that the citizen dimension of the teaching of history and geography has been gradually renewed, beginning with the traditions and culture of the home nation. Curricula are increasingly linked to teaching about Europe (Legris 2010) and to the challenges of education for sustainable development (Tutiaux-Guillon 2015), leading to the renewal of concepts at the heart of teaching programmes. Thémines (2016) underlines the fruitfulness of the approaches linked to the study of controversies and to the practice of debate, and advocates the promotion of the concept of 'spatial actor', as central to understanding the active and situated citizen and to questioning the 'conceptions of justice to which argumentation and decision-making refer in debates and public action', as well as to facing the challenges linked to 'individual and collective responsibilities and the necessary solidarity between territories, intra- and inter-generational'. In this perspective, the recent project to create an ['Observatoire de l'enseignement de l'histoire en Europe',](#) initiated by the Council of Europe, seems very consistent with the idea of developing a European Education Area.

Implemented in the local school setting as early as the primary level, the promotion of these topics in the curricula constitutes a possible response to the temptation of identity withdrawal (Pollock et al. 2015).

Within the context of rising populisms in Europe, insecurity and the health crisis, renewed efforts should be made at European level in terms of public policies to continue to promote an open, democratic and sustainable society, defending Europe's values and ethical rules, defending human rights and promoting environmental standards. Educational policies and curricula must be inspired by this ideal of fair, inclusive and individual-centred societies. With the same ambition of protecting European democracies and the values which underpin them, European education policies will continue to develop and implement innovative and proportionate rules for an ethical and reliable digital society.

In societies where a large part of public debate and political activity takes place online, it is essential to protect individuals from attempts to manipulate the information space. This is why information and media education should receive special attention, as we will show in detail below. As powerful tools for the transition to sustainability, digital solutions can advance the circular economy, support the decarbonisation of all sectors and reduce the environmental and social footprint of products marketed in the EU.

Digital solutions can thus bring immense benefits to key sectors such as agriculture, transport and energy, with a view to achieving the ambitious sustainability objectives contained in the European Green Deal (European Commission 2019: https://ec.europa.eu/info/publications/communication-european-green-deal_en). This leads us to consider the important political efforts that need to be made in the coming years and decades in the field of eco-citizenship education.

4.2.   Promoting eco-citizenship education

Eco-citizenship is characterized by a 'set of attitudes, affects, precepts, concepts, practices and values that constitute the concern for the common good and the general interest' (Martinez and Chamboredon 2011). It is linked to the ecological awareness of belonging to an environment of living that implies rights, duties and fair regulation (Naoufal 2017).

Educational schemes centred on eco-citizenship and the learning of proactive behaviours within the school will become ever more essential for the strengthening of an EEA. Education has to ensure the development of skills from a very young age, in order to educate EU citizens who are ready to adapt and to commit. 'Climate literacy' (DeWaters and Power 2013), as already promoted in European education and schools (Buiskool and Hudepohl 2020), may constitute a response to the urgency of meeting the challenges of climate change and making it a major citizenship issue (Gibert 2020). Climate literacy covers the general climate knowledge necessary for all educated people. It requires basic education and continuous learning (Yeh et al. 2017). The EEA requires the promotion in education of a critical eco-citizenship which is expressed in action and not only in discourse (Pache et al. 2016). For some researchers, eco-citizenship education should not only include relevant knowledge on climate change and its environmental and social implications and on sustainable consumption and lifestyles, but should also focus on prevention and on the environment in which learning takes place, to ensure that the education systems themselves are sustainable and resilient (Anderson 2012).

These concerns arise both from the awareness of the *risk society* (Beck 1986) and the emergence of the principles of responsibility and precaution (Fabre 2018). Integrating the problems raised by whistleblowers, taking into account the knowledge generated in ecological spheres, invites a renewal of eco-education, based on 'dissenting and radical criticisms to create an emancipatory educational project' (Jacqué 2016). In this context, education in ethics is necessary, and participates in the development of critical and reflective thinking on the situation of the world and the actors who compose it (Darbellay 2019). This critical awareness of reality occurs when a subject manages to perceive him/herself in the world, appropriating his/her historical reality, which can be transformed and objectified (Kalali 2017 and 2019).

Today's European students are the first to be confronted with a development which affects their future living conditions. Should we collectively define and place the knowledge and skills necessary to become 'climate literate' or a 'climate citizen'? This knowledge comes not only from information or teaching, but also from understanding the issues, taking responsibility, individual and collective decisions concerning societal challenges, and consideration of these issues not only in principle, but also in terms of possibilities for action (Gibert 2020).

Eco-citizenship is at the heart of a renewed education programme which places knowledge and action at the core of an objective of enlightened and pragmatic citizenship. To know that the main causes of climate change are linked to the energy consumed by the transport, food, housing and manufacturing sectors, is also to think about consumption practices and their political and social regulation, no longer seeing them simply in terms of market forces.

The stakes are high for the organisation of our European societies, as they tackle political, economic, cultural and social issues. Education for eco-citizenship and climate change questions a model of development that has prevailed for almost two centuries in western societies. Education for Sustainable Development (ESD), following on from the Brundtland report (1987), has been advocated by international bodies (Girault, Zwang and Jeziorski 2013). It goes far beyond teaching about climate risks or energy production and consumption practices. Linked to the challenges of social justice, it aims for critical education and contains an essential civic component, which is consensual in Europe and which increasingly has to be at the core of the school curricula (Meira and González Gaudiano 2016). At the heart of eco-citizenship there are indeed societal questions, the consequences, both environmental and technical, as well as the ethical and moral dimensions associated with energy-related choices (DeWaters and Power, 2013). However, education for eco-citizenship should also promote a critical approach to address the challenges involved in these processes of climate change.

Schools can be at the heart of such a programme in order to ensure the development of skills to educate European people who are ready to adapt and European citizens who are ready to get involved. The learning of proactive behaviours within the school constitutes a range of public policies which must be carried out in the direction of education in eco-citizenship, with the clear objective of promoting an enlightened citizenship and eco-citizen practices.

The issue of eco-citizenship education is decisive for the European continent, which is one of the most industrialised and whose population is one of the most energy-consuming in the world. Therefore, this issue is as essential as it is reciprocal, and the health risks and scourges which have plagued the continent and the world since the beginning of this century point to both a direction and a method. The aim is to pursue the dissemination of scientific knowledge in European schools, articulated with a reflection on energy consumption and its influence on the sustainability of societies (Akitsu et al. 2017). Then, beyond knowledge, the citizen's understanding of energy implies the ability to critically analyse information, to stimulate reflection and to inform action based on knowledge and science (Lee et al. 2015).

We therefore recommend that, in line with the priorities already affirmed by Parliament and the Commission, educational policies in Europe should help to generate from an early age attitudes such as 'civic responsibility for a sustainable society' and 'methods for low-carbon life', so as to involve students in these developments and prepare them to make informed judgments about saving energy and to be able to take energy management measures in complex situations (Lee et al. 2015).

For this, it is necessary to begin with the very young in our European schools, because research has shown that as they grow up, teenagers and young adults seem less willing to change their energy-consuming habits, and despite the gains in terms of knowledge, behaviours tend to change less and

may even show decline (DeWaters 2011). It is therefore by promoting policies and actions supporting education for eco-citizenship that education for democracy is also at work. There is an emancipatory direction in it, aiming to overcome the tendency to favour technology at the expense of democratic deliberation (Fabre 2018). To position themselves in relation to an environmental subject, students often draw on debating skills.

In conjunction with the dissemination of scientific knowledge, it is therefore a question of developing critical thinking in a dominant consumerist area, and thereby questioning the 'limits of modernity' (Flipo 2019; Serra 2019). Eco-citizenship education should be promoted in the classroom to inform and modify behaviours and practices and to ensure the sustainability of our societies and the ecosystems in which they are embedded .

4.3.   Strengthening Media and Information Education (MIE)

Long ignored by the school systems and excluded from the field of public policy, media and information education has gradually emerged at the European level and is now becoming an important axis in the promotion of an EEA. The Brussels Declaration for Lifelong Media Education recommended in 2011 the inclusion of media education as a 'mission of general interest'. The need for MIE has been elevated to the rank of a political priority by many countries. Yet it remains primarily focused on children and young people, and although all European countries have implemented media and information education, educational practices are heterogeneous. In Europe, no country has made MIE a fully-fledged autonomous discipline; rather, it is promoted through transversal or integrated education in the main disciplines. In fact, media education is not a subject in its own right in any country of the European Union, but can be either a transverse element or a module included in certain disciplines.

As it is the case with climate change, there is a call for education in 'media literacy'. For the European Union (2007), this media literacy covers the ability to 'access the media' and to 'understand and evaluate its different aspects and contexts '.

With the rise and global spread of information, the subject is more and more sensitive and is becoming a huge political issue internationally (Lehmans, Liquète and Limberg 2018). Research has shown that media literacy can reduce students' vulnerability to false information by allowing them to identify it, according to a European Union report (McDougall, Zezulkova, van Driel and Sternadel, 2018). Indeed, these approaches have a positive impact on students' skills in terms of analysing and critically understanding the media. The report recalls, however, that these skills alone do not guarantee civility in online behaviour or in participatory media. More generally, there is a scientific consensus on the contribution of media education to the informed and responsible exercise of citizenship (Mihailidis and Thevenin, 2013; Hoeschmann and Poyntz, 2012).

A European comparison (McDougall, Zezulkova, van Driel and Sternadel, 2018) highlights the main axes of media education. These are: access, i.e. ability to find and share appropriate information, analysis and evaluation (understanding the messages but also analysing their credibility); creation; reflection; and action/engagement, this last point recalling that the media are an essential means for the exercise of citizenship. The implementation of this media literacy is diverse in Europe and globally, but in fact, no country makes media education a specific and independent course (Lehmans, Liquète and Limberg 2018). Schools generally have a great deal of autonomy in terms of content and practices in Europe, and very few countries have implemented a nationally defined programme. However, the subject is present in the vast majority of Member States: in 70 % of them it is addressed in primary education, in 75 % in lower secondary education and in 80 % in upper secondary education (Hartai, 2014). It is often linked to questions of language, art or civic education.

Some Member States have set up a centralised programme (Finland, Hungary, Czech Republic), while others choose to publish recommendations, as Germany has been doing since the 1990s, on how media education can be integrated into different school subjects. In both cases, the practices remain highly heterogeneous, depending on the region and the establishment. For other Member States, the subject is mainly explored in the context of optional study, although it is covered in certain course units (those concerning the mother tongue in particular). Finally, some Member States have so far allowed media education to be the subject of local initiatives (Netherlands).

The EU has a leading role to play in this context of a common concern, but current practices are highly divergent. The citizenship education issue is critical and must be reinforced; to learn how to manage the media in an autonomous, appropriate, sensible, socially responsible, communicative and creative way, and to integrate the media into one's own learning processes, is an education in responsibility (Lehmans 2017). Therefore, the objective of education in and through the media is fundamentally the same as that of education in general, namely, to help individuals find their bearings as self-determined people in a constantly changing society. This ability to act is called media competency.

The use of so-called 'new' technologies raises the question of their usefulness and their possible risks, individual and collective. The ability to balance potential gains against risks requires comprehensive training and, above all, well-honed thinking skills. These skills complement the well-known cultural techniques of reading, writing and deliberating. The success of media literacy education depends first and foremost on the development of a media and media education strategy in which the EU takes a leading role.

In this context, it is crucial to include information and media education in the curriculum. This is a major democratic issue, together with the promotion of eco-citizenship, insofar as all pupils must, progressively during their course, be in a position to undertake a critical and comprehensive reading of the world around them. In the social and media environments in which the credibility of a discourse sometimes rests less on its factual accuracy than on its correspondence to the beliefs and emotional impulses of a part of public opinion, the democratic challenge is a major concern.

To conclude this chapter, we recommend that European educational policies promote *media and information education (MIE)* in the Member States from an early age and throughout schooling, since this will enable learners to acquire the techniques, skills, values and knowledge that are necessary to guarantee both sustainable development and the critical capacity to deal with the flow of information which circulates in the social and media space. Educating and equipping future citizens in information analysis and evaluation competencies is essential in a globalised world which is saturated with expressions of belief and assertions that are indifferent to the truth but attentive to the emotional impact of speech. Such critical, eco-citizenship oriented education is necessary in order to properly equip enlightened and responsible citizens and to foster the development of a deliberative and respectful democracy, in the framework of respect for otherness and difference, respect for scientific truth and facts, and, ultimately, respect for the planet and all that it brings us - its resources, its flora and fauna.

This implies a renewal of teacher education, combining discipline-based elements which remain fundamental, but also dimensions of comparative and intercultural education which open up future educators to the comprehension of other cultures and environments and to the recognition of otherness, and, ultimately, to the different dimensions of the educational environment and of information and media. Such critical teacher education and training must form an integral part of the practical knowledge base that is necessary for the exercise of the teaching profession.

5. EMPOWERING EUROPEAN TEACHERS, EDUCATORS AND LEADERS

KEY FINDINGS

- There cannot be critical and enlightened education, nor a sensible hybrid/digital transition in teaching and learning, without ad hoc investment in educators and teacher education. The European Parliament is acting on this proposition through initiatives such as Teacher Academy, under key action 2 of the Erasmus+ work programme 2020, and its own *resolution on modernisation of education in the EU*.

- To allow stakeholders to be better prepared for current changes, it is necessary to provide both pedagogical and technical support for learners and to extend it to teachers and management staff. Following the theme of the Second European Education Summit - namely 'Teachers first: excellence and prestige for the European Education Area', the education of teachers and learners in new models of pedagogy, both physical and digital, is now a key success factor.

- In order to equip a new generation of teachers for the challenges ahead, the European Union will be keen to promote the circulation within the European area of young teachers with master's degrees, qualified internationally through European institutions and universities, to teach at undergraduate and graduate level in institutions in different European countries. Master's programmes qualifying European teachers for teaching in several linguistic and cultural settings will be strongly supported.

- A proactive education and training policy, combined with an appropriate recruitment policy agreed between the Member States' Ministries of Education, will provide new opportunities for young Europeans to practise the teaching profession in a different education system in addition to their own, and to provide European schools with qualified multilingual teachers.

- Proactive and innovative training of educational actors and students in the field of European culture, values and debates will be encouraged. As with mobility, this will contribute to the development of the sense of promoting a common good. New digital platforms encouraging the participation of young people in programmes, the organisation of scientific and cultural events (music, cinema, popular/folk culture), scientific forums, and any other initiative celebrating European uniqueness will be encouraged.

- We recommend creating and supporting research and teaching chairs focused on educating students and teachers in European values, by developing content for universities and schools on Europe. This should entail comparative education from the angle of values, rights, justice and institutions, as well as the shared narrative of the countries of Europe and European human geography at regional and national level.

- Relations between knowledge and skills will have to be a key dimension of teacher education programmes: interdisciplinarity and the recomposition of the teacher's role as regards intercultural education, ecology, and sustainable development will be considered part of the sphere of knowledge of any European teacher.

- Overly fragmented conceptions of school subjects in secondary schooling, in many European countries, particularly in southern Europe, require the transformation of existing models of teacher preparation, work and school knowledge.

5.1. Educating and empowering teachers for mobility and inclusive education

The content of this chapter is the complementary and necessary consequence of all of the factors examined above, because there can be no critical and enlightened education, nor can there be a sensible digital transition into teaching and learning, without ad hoc investment in educators and teacher education.

This is indeed an essential ingredient in the context of the reinforced promotion, in schools and higher education institutions, of inclusion and European citizenship, with regard to initial and continuing training content and to the encouragement of mobility of students and teachers in initial and continuing professional education and development.

In the second Teaching and Learning International Survey (TALIS - OCDE 2013), if only around a quarter (27 %) of all EU teachers said they had gone abroad for professional reasons, that was the case for 57 % of all foreign language teachers (OCDE 2013; DEPP 2017). Among the latter, language learning was cited as the first reason for this mobility (60 % of respondents). It is certainly not surprising that teachers of European languages should go abroad twice as often as all other teachers in Europe: this is nevertheless a sign that teachers as a whole have not integrated this dimension of professional development into their identity.

Therefore, following the relevant initiatives of the European Commission (2019b), transnational mobility programmes, whether pan-European or national or (inter)regional, should urgently promote the intra-European mobility of educators, teachers and school administrators, both in initial training and in lifelong learning and professional development (Malet and Liu 2020).

Successive crisis contexts, whether they concern security or health, contribute to a collective awareness of the importance of education and the transmission of European values in the construction of societies that are both more inclusive and more enlightened about the major challenges of the time. Education is called upon to promote interpersonal skills (respect, tolerance, openness) as well as subject knowledge and skills analysis, critical thinking, cooperation, deliberation and inclusion, all of which contribute to the formation of cognisant citizens who are enlightened, responsible and active.

Key EU policy documents emphasise the need to equip teachers to work effectively in a highly diverse classroom context, supporting pupils with different cultural backgrounds and learning needs and promoting an ethos of inclusion in schools. Most European countries are increasingly aware of the need to provide tailored teacher education programmes to support these training needs, and each offers a model unique to its national or local context (Malet and Bian 2020; Malet and Garnier 2020). European policies will support initial teacher education and induction programmes that are designed to reinforce inclusive education and ensure that complex issues concerning diversity in education are effectively tackled at all stages of the teacher's professional life. Inclusion policies mean that teachers and other staff must be equipped and committed for the integration *in situ* into teaching and assessment of the principles laid down in the curriculum. In this ambition, educators and teachers occupy a central status and role, as a result of which their initial and continuing training should be characterised by a serious concern for these issues.

In terms of the development of mobility and hybrid education programmes in the European area, in order for stakeholders to take ownership it is necessary to provide support for learners and to extend it to teachers, management and administrative staff. The training of teachers and learners in new models of pedagogy, physical and digital, is therefore a key success factor, with a strong emphasis on promoting the sharing of experience, either intra- or inter-establishment. Likewise, the education of

educators in the field of media and information must be better defined in terms of content and adapted to the diversity of the people trained (children, young people or adults, including parents and older people). This reflection must be carried out collectively with all the actors (universities, associations, local authorities, professional organisations in the press and media sector, etc) intervening in the field of media education and information.

The problems of professional education and expertise, either initial or continuous, are unavoidable for teachers at all stages of their professional life, but this is undoubtedly also true of leaders and managers in the educational sector, both public and private. The future of European children depends on them. This is why it is so crucial to strengthen the mobility of educators or trainers, internationally and within Europe in particular, through international online master's programmes in education, in addition to experience in various contexts of schooling. The role of the universities is vital in formalising the duration and content of this training, and the definition of qualifying courses and compulsory mobility periods during the training period is highly recommended. This mobility period is already compulsory in some European countries, and it could be a real opportunity for the profession to extend this mobility principle to all European countries, on the basis of the infinite resources of our continent and through European mobility conventions agreed between universities, institutes and faculties of education.

5.2. Reframing the teaching profession and promoting courses on European education and culture

In order to equip a new generation of teachers for the challenges ahead, the European Parliament will be keen to promote the circulation within the European area of young teachers with master's degrees, qualified internationally through European institutions and universities, to teach at undergraduate and graduate level in institutions in different European countries.

A proactive education and training policy, combined with a concerted recruitment policy agreed between the Member States' Ministries of Education, will provide new opportunities for young Europeans to practise the teaching profession in a different education system in addition to their own, and to provide European primary and secondary education systems with qualified multilingual teachers.

We also recommend creating and supporting research and teaching chairs (e.g. on the lines of the existing Jean Monnet Chairs), that are specifically focused on educating students and teachers in European studies and values by developing curricula for university and school education in Europe. Such curricula could include: comparative education from the angle of values, justice and law; shared narratives of the countries of Europe; human geography and politics; and anthropology of European regional and national spaces.

This investment through excellence in European culture should be concerned not with the promotion of an elite, but with the formation of the education workforce - namely teachers, educators and school leaders, but also of course primary and secondary students across Europe - by encouraging schools to adopt a common content for celebrating our shared history and values, excluding cultural specificities.

Finally, we recommend the establishment of a body for the regulation of school curricula relating to the culture and languages of Europe, bringing together teachers, researchers and administrators, but also youth representatives, under a shared European governance.

New digital platforms encouraging the participation of young people in programmes, in the organisation of scientific and cultural events (music, cinema, popular/folk culture), in scientific forums, and in any other initiative celebrating European uniqueness will be encouraged within the framework of this policy. Proactive training of educational actors and students in European culture - in the debates

and even controversies that run through it - should, like mobility, contribute to the development of a strong sense of belonging to the common good which is Europe.

The relationship between knowledge and skills will have to be an important dimension in the training of new teaching staff in societies in transition. Elements such as interdisciplinarity and reconfiguration of the teacher's role, intercultural and comparative education, ecology, and introduction of the concept of anthropocene and that of sustainable development, will be considered a part of the sphere of knowledge of any European teacher.

If the established disciplinary conventions can be overturned by these developments, teachers will be able to integrate new knowledge pertaining to education and teaching, going beyond disciplinary knowledge in the context of rapidly changing societies.

The ability of teachers to problematise knowledge is now as important as the necessary mastery of codified knowledge. Teacher education and training must take into account the social representations of the school, in relation to knowledge and also to growing resistance to knowledge. This implies epistemological education on school knowledge and initial and continuing personal development, as well as education in scientific debate, argumentation and democratic deliberation, in contexts of contradictory interactions (Alpe and Barthes, 2013, Wallenhorst, 2016).

For new teachers, this implies developing the skills needed to work from an interdisciplinary perspective and the ability to extract themselves from a cellular and solitary conception of professional practice, as well as a strong capacity for embracing the complexity of reality and of 'mobilising knowledge in a collaborative and creative dynamic' (Darbellay, 2019).

This is the reason why we recommend a bi-disciplinary or tri-disciplinary perspective in the training, education and recruitment of all secondary teachers, as well as complementing the strictly subject-centred approaches with the cross-curricular contributions of the humanities, social sciences and education sciences, in close relationship with *in situ* educational practices and key objectives of education. Overly fragmented conceptions of school subjects in secondary schooling, in many European countries, particularly in southern Europe, point to the need for transformation of the existing models of teacher education, work and school knowledge, by:

- Developing interdisciplinarity, from initial training through to continuing professional development;
- Promoting teamwork in schools;
- Practising educational research in professional lifelong learning perspectives;
- Practising international exchanges between students, practitioners and teaching teams;
- Spending a training semester in another European country, before or after becoming a qualified teacher (induction period);
- Capitalising on good pedagogical practices observed during visits abroad;
- Conceiving teacher training as a continuum and in terms of continuing professional development (CPD) (Malet, Condette, Derivry and Le Coz, 2020).

CONCLUSION

In our final conclusions we provide recommendations in **12 main areas, including political priority areas**, which are equally important for the years to come, with the objective of promoting a European Education Area. We will also point out some of the obstacles in these areas that need to be considered and overcome.

I. Promoting educational policies at European level implies a strong investment in public educational services that are progressively more concerned with: the goal of **success and opportunities for all students**; **guidance** and **orientation services**; **personalisation** of education paths; **equity** in mobility; better **recognition of mobility**; and better social **integration**.

II. Strengthening mobility programmes by combining physical and virtual mobility in a more balanced manner (hybrid education programmes), and improved recognition of international mobility in the educational and professional pathways of young people.

III. Working for the construction of a more inclusive and cohesive European education area, by encouraging the participation of the most vulnerable learners (e.g. migrants and people with disabilities) and by supporting students in financial difficulties, particularly with regard to the question of accommodation.

IV. Renewing citizenship education programmes at a time of economic globalisation, cultural interchange and global environmental awareness, by mobilising the various tools of global citizenship education in schools, both instrumental (**global competencies**) and humanist, in order to develop empathy and sensitivity to cultural and environmental diversity (**global consciousness**).

V. Recognising forms of knowledge other than mono-disciplinary knowledge and encouraging school projects involving young people through participatory, interdisciplinary, creative and transversal approaches aimed at promoting discursive critical capacities and concerted decisions and actions informed by knowledge, but also for the sake of the common good and wellbeing in sustainable societies.

VI. Reshaping initial and in-service teacher training and thinking of it as a continuum and in terms of Initial Teacher Education (ITE) and Continuing Professional Development (CPD); proactively promoting and supporting interdisciplinarity, teamworking, international and inter-level mobility and educational research.

VII. Reinforcing the European and international dimension of the education of teachers, educators and leaders, by developing agreements, exchanges and mobility of teachers during their initial training (e.g. a compulsory internship in another European country) and across their career, through the mutual recognition of qualifications for teaching at the European level.

VIII. Supporting the digital transformation of society by developing transversal content in media and information education, at all levels, school and post-school, equipping young people with a solid media and digital culture, and thereby contributing to individual and collective emancipation and to enlightened democratic societies.

IX. Reframing and refreshing the organisation of school work in changing societies: without breaking away from school as an essential place for socialisation and interacting with others, reshaping its ecology and promoting more collaborative, productive, creative and inclusive workspaces, while also providing spaces for living and for deliberation on major citizens' and societal issues:, including the environment, media and information.

X. Disseminating and promoting the understanding of common European values, based on social justice, deliberative democracy and cultural, religious and linguistic pluralism, from a comparative and intercultural perspective, in order to promote the development of critical and reflective thinking on the situation of the world and the actors who compose it.

XI. Understanding and speaking two languages in addition to one's mother tongue, i.e. language of schooling, as an educational standard: migration and mobility mean that linguistic diversity has never been greater in national territories of whatever kind, even in countries that are traditionally strongly monolingual. It is important to encourage and support bi/plurilingual education and European and international studies, as well as multilingual/multicultural establishments. European and comparative projects in the areas of languages, cultures and inclusion should be brought together, steered and made more visible with the support of the European Commission and the Council of Europe, in order to support European governance for coherent and articulated research and training for teachers and students in the fields of languages, cultures and citizenship.

XII. Reinforcing the mutual recognition of upper secondary education diplomas, following the recommendations of the Council of the European Union, and exploring the possibilities for greater convergence of curricula, especially in STEM subjects, analysing the existing constraints and putting forward potential models for the development and take-up of such common curricula.

The obstacles certainly should be considered and overcome in order to achieve these ambitions and these reforms. These are not insurmountable, even if they exist, and they may even become resources for change. They are at the same time cultural, political, ecological and institutional.

One should consider them because these are possible brakes which, if they are denied, can produce inertia in our national education systems.

I. Exchanges and deliberations in schools on certain so-called sensitive subjects (social, religious, biological, etc) can sometimes lead to heated debates. These are fuelled by the weakening of established knowledge, and sometimes by students' feelings that knowledge may compromise their beliefs. Avoiding these issues and denying these difficulties would be a mistake. Here again, it is crucial to invest in the education of expert teachers who will be able to adapt in the various settings in which contradictory deliberations on sensitive topics can and will occur.

II. The difficulties of access affecting some categories of young people who are moving ever further away from the European ideal, in certain regions, including rural or semi-urban areas, where young people from disadvantaged localities (or from the overseas territories) can be resistant to core values which lie at the heart of the European social contract. This obstacle calls for the strengthening of territorial networking efforts through increased cooperation with local authorities and regional development actors, in order to create social links and networks in the areas concerned so that Europe is accessible to all citizens and not just the perspective of a minority. This applies to both students and their teachers.

III. Is mobility compatible with ecology and sustainable development? At first glance, this can appear as a strong obstacle for the European ideal of mobility. Yet, eco-mobility and sustainable mobility may define, in line with the previously mentioned key priorities, pioneering European policies aimed at promoting green mobility. Mobility in Europe can be and has to be respectful of the environment, by prioritising low-polluting transport which can optimise journeys and reflects the aims of preserving the planet. Eco-mobility has to be part of a European education programme combining the challenges of mobility and respect for the environment. European policies should support a collective awareness, which is already tangible in facts and is growing in the younger generations, of the challenges of

implementing sustainable development in our society and promoting eco-responsible practices. Education and public awareness are essential for developing good eco-responsible habits. The current development of working from home also reveals the importance of not using polluting transport, of developing urban areas by promoting non-polluting public transport and sharing of transport, of establishing new mobility services, and of intermodality (the use of several modes of transport in the same journey), in the service of eco-responsible transport.

IV. National teacher education policies and schemes as well as recruitment modalities vary across Europe, in terms of school curricula and the organisation of school work. Yet, if we can consider that this constitutes an obstacle to the convergence of content, we can also observe that all European education systems are confronted with common issues and challenges ahead. In this context, European policies can focus successfully on common topics: education for mobility, eco-citizenship, the media, teaching for diversity, democracy-building. These are likely to promote inter-state and inter-ministerial cooperation producing common resources and tools.

The impetus and support function of Parliament and the Commission will be decisive, but on the basis of a diagnosis of the common urgency of the transition of our education and training systems. On this basis, one can assume with optimism that the capacity for reform exists, in accordance with local administrative benchmarks, but also on the basis of intergovernmental compromises on principles defined at European level.

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This study offers an in-depth exploration of pressing themes for European educators and policymakers in the 21st century: learner mobility, citizenship education and the role of digital and virtual learning. Increased opportunities for all young people to engage in mobility programmes will generate benefits in terms of employability, reduced social inequalities and more open, responsible and environmentally aware European citizens.