

Comparative Analysis of National and European Policies on Citizenship, Media and Intercultural Education

This document presents the abstract and table of contents of the Comparative Analysis of National and European Policies on Citizenship, Media and Intercultural Education. This comparative analysis was based on the five national reports written in the framework of [MEET](#), a European project aiming at supporting social inclusion for young people in intercultural context thanks to media education. It aims at identifying the emerging needs in the field, evaluating existing good practices and creating a platform for policy recommendations and action research.

The full report is available upon request at contact@meetolerance.eu

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Abstract

This report provides an overview of recent policy and action developments in the field of citizenship, media and intercultural education (CMIE) at the EU level and specifically in five national contexts: Austria, Belgium (French speaking), Italy, Germany (Rhineland-Palatinate) and Slovenia. One of the foci is on inclusion policies for children at risk of social exclusion, including migrants and children with special needs in education. The first section reviews European and national policies and practices considering CMIE; the second section maps the main actors in the field, including their programs, policies and funding; the third section provides a synthesis of the follow-up evaluation of the e-EAV media education modules and provides a list of the possibilities of their upgrading; the fourth section summarizes the main findings and provides recommendations for policy. The results of the analysis show that the EU policy framework in general addresses the pertinent issues of citizenship, media and intercultural education at different levels. In addition, we found that the framework at some instances is grounded on implicit and explicit eurocentrism, which is critically reflected in this report. The analysis of the five national cases reveals four common areas, where policy interventions in the field of CMIE are needed. These concern implementation of a proper conceptual framework, the secondary placement of the course(s) in the school practice, the lack of teachers' competences and trainings, and underdeveloped assessment tools in the field of citizenship education. The evaluation of e-EAV modules shows a high relevance and quality of the teaching tools and further possibilities of their development. Several policy recommendations are provided which stem from the emerging needs identified by the report.

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