

Open Public Consultation on the European Education Area initiative Pathways to School Success

Fields marked with * are mandatory.

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Introduction

School education plays a crucial role in promoting inclusive, fairer and more prosperous societies, by helping all children and young people reach their full potential and develop knowledge, skills and attitudes necessary to flourish in life and become active, responsible, resilient and engaged individuals who continue learning throughout their lives. Ensuring access to quality and inclusive education for all and equipping all children and young people with the competences they need in life - whatever the background of the learner is - also helps make societies equal and economies more prosperous. All Europeans should be given the opportunity to develop the competences needed to adapt to globalisation and to green and digital transitions and live peacefully in culturally diverse societies.

Mastering of basic skills (reading, mathematics and science) is of fundamental importance for pupils' academic progress and future life prospects, and the skills and competences gained in upper secondary education are increasingly seen as the minimum credentials for successful labour market entry and the foundations for a fulfilling and healthy life.

However, in the EU, still one in five young people does not reach adequate levels of competences in reading, mathematics or science to cope with the requirements of the ever-changing world. Too many young Europeans leave education and training without upper secondary qualifications. In addition, there are signs that pupils' well-being is declining whilst bullying is widespread, with detrimental effects on educational achievements.

This is why the EU wants to assist Member States and their schools to promote better educational outcomes of young Europeans, in particular by raising the level of proficiency in basic skills of as many pupils as possible and minimising the number of young people who leave education without at least an upper secondary degree. These are the main objectives of the new initiative, Pathways to School Success.

Pathways to School Success covers school education, i.e. Early Childhood Education and Care (ECEC), primary and (lower and upper) secondary education including vocational education and training (VET). It will primarily address groups more at risk of underachievement in basic skills and early leaving from education and training (e.g. children with a migrant background or from an ethnic minority, such as Roma, children from families with weak socio-economic background, with disabilities or special educational needs, living in remote areas, etc.). It will also address children well-being and fighting bullying and exclusion, and

will pay particular attention to gender diversity as appropriate.

But to make this initiative as effective, inclusive and ambitious as possible, **we need your help** – you as a learner, parent, education practitioner or representative of an organisation active in education and training. The present survey invites citizens and other interested organisations and bodies to provide views and ideas on what is most urgent to tackle underachievement in basic skills and early leaving from education and training, and to improve well-being in schools. These views will serve as input for a proposal for a Council Recommendation on Pathways to School Success that the Commission will adopt in early 2022. The results of the survey will be considered together with evidence from scientific literature and the outcomes of targeted consultation activities, to prepare the proposed Recommendation.

Your participation in the consultation is greatly appreciated. The estimated time for completion is 20 minutes. Moreover, stakeholders and practitioners have the possibility to upload position papers. We encourage in particular young learners and their educators (i.e. teachers and trainers) to take advantage of this opportunity and to let us know their views.

A) Want to know more details on the background of this initiative?

- ☒ Yes
- ☐ No

School education plays a crucial role in promoting inclusive, fairer, and more prosperous societies and helping equip young people with the competences they need to flourish in life and be responsible, resilient and socially engaged individuals. It can strengthen social cohesion, civic engagement, and democratic participation. A growing body of research has demonstrated that access by children and young people from low-income groups to good quality education helps to tackle unemployment, break the intergenerational transmission of poverty, and contribute to better health. All Europeans should be given the opportunity to develop the competences needed to adapt to globalisation and green and digital transitions and live peacefully in culturally diverse societies.

A large amount of work has been done at the European and national levels to support equal access to education, but more needs to be done to help all learners succeed at school. In particular, school education needs to address three main challenges:

- *Giving all young people the chance to reach a certain level of proficiency in basic skills.* The results from the [OECD Programme for International Student Assessment \(PISA\) 2018](#) show that one in five young Europeans still lacks adequate reading, maths or science competences and that socio-economic background continues to be the strongest determinant of educational outcomes.
- *Minimising the number of young people who leave education without at least an upper secondary degree.* Despite notable progress, one in ten young people in the EU [still leave school prematurely and only 83% of people aged 20-24 have completed upper secondary education](#).
- *Ensuring pupils' well-being at school.* PISA data show that pupils' sense of belonging to school is declining and bullying is widespread. This undermines pupils' academic achievements and may also increase the risk of leaving school prematurely. Moreover, 10-20% of children and adolescents experience mental disorders such as anxiety and depression, which may severely influence their development, educational attainment and potential to live fulfilling lives.

The Covid-19 pandemic had made these challenges even more urgent, as its consequences have been more severe for the most vulnerable students. Like a magnifying mirror, this crisis has revealed the numerous inequalities and inadequacies of our education systems.

To address these issues, the European Commission is preparing a new initiative, 'Pathways to School Success', in the framework of the [European Education Area](#). This consultation constitutes a key milestone in its preparation.

'Pathways to School Success' will aim at ensuring that all children and young people across the EU reach their full potential and succeed in education, irrespective of individual and family-related factors, socio-economic status and life experiences.

It will draw on the [2011 Council Recommendation on policies to reduce early school leaving](#) and [its assessment](#), as well as on the [technical work already done with Member States in recent years](#) and conclusions from the results of PISA 2018. The initiative will be accompanied by a series of coordinated policy actions at EU and Member State level, which could be supported by financing through different programmes and initiatives. Synergies with other EU initiatives will be sought.

* B) Please help us adjust the questions for you on the basis of your profile:

- ☐ I am a student/learner, parent or citizen interested in this topic
- ☒ I am a practitioner in the field of education and training or representing an organisation in the field of education and training (public, private, civil society organisation etc.)

2 General questions

* 1. What are, in your view, the main obstacles for children and young people to succeed in school education in your country?

School education: Early Childhood Education and Care (ECEC), primary and (lower and upper) secondary education including VET.

School success: For the purpose of the questionnaire we understand school success as proficiency in basic skills and completion of upper secondary education.

Please tick the 3 most important obstacles

between 1 and 3 choices

- ☐ Individual characteristics (e.g. special needs, social and emotional difficulties, etc.)
- ☐ Insufficient knowledge of the main language of instruction
- ☒ Parents' socio-economic, cultural and educational background

- ☐ Insufficient parental engagement in their children education and in school life
- ☐ Unsupportive home environment and resources (lack of space for learning, lack of tools and materials, lack of appropriate nutrition, etc.)
- ☐ Family related difficulties (multiple children, single parents, violence etc.)
- ☐ Lack of IT infrastructures, devices and Internet connectivity.
- ☐ High concentration in the same school of pupils who are disadvantaged on the basis of their socioeconomic, ethnic or cultural background, their level of ability
- ☐ Pupils do not feel involved in their learning and in school life
- ☒ Lack of individualized support by the school when necessary
- ☐ Learning contents and methods not interesting and relevant for pupils
- ☐ Poor teachers/pupils relationships, unsupportive learning climate at school
- ☐ Violence, bullying at/around school
- ☐ Educators (teachers and trainers) not adequately prepared to deal with pupils with cumulative disadvantages
- ☒ Lack of well-trained special support educators
- ☐ Lack of accessibility to quality early childhood education and care
- ☐ Other characteristics of the education system
- ☐ Other

2. Impact of the Covid-19 crisis

2a) What is the impact of the Covid crisis on the ability of the school education system to provide quality education in your country?

	Negative impact	No impact	Both negative and positive impact	Positive impact	I don't know
* In general	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* In particular for pupils belonging to more vulnerable groups	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 2b) Which of the following factors may create particular problems in your country, in particular for more vulnerable pupils?**

Vulnerable groups refers to groups more at risk of underachievement in basic skills and early leaving from education and training, for example children with fewer

opportunities (children with a migrant background or from ethnic minorities, low socio-economic background, disadvantaged and/or remote areas ...) as well as children with disabilities or special educational needs.

Please tick the 3 most important factors

between 1 and 3 choices

- ☐ Lack of individualised support during distance learning
- ☒ Lack of contacts with peers
- ☐ Lack of contact with teachers
- ☐ Limited access to digital learning resources (IT infrastructure and equipment, Internet connectivity)
- ☐ Insufficient IT skills among learners
- ☐ Teachers not sufficiently prepared for distance learning
- ☒ Lack of parental support
- ☐ Lack of suitable learning space at home
- ☒ Stress, depression, lack of motivation
- ☐ Other

3. Towards the future. Designing the new initiative 'Pathways to School Success'

3a) Which of the following elements should be given priority to ensure that all children and young people can succeed at school?

*** At system level (national/regional/local policies):**

Please tick the 3 most urgent elements

between 1 and 3 choices

- ☒ Ensuring access for all children to high-quality, affordable and adequately staffed early childhood education and care (nurseries, kindergarten, etc., indicative age 0 to 6)
- ☒ Investing in training of educational staff to address early leaving from education and training as well as underachievement
- ☐ Fighting all forms of school segregation (concentration of at-risk pupils in some schools or classes)
- ☐ Ensuring that inclusion is a strong component of the curriculum, of pupils' assessment, and of all learning activities and materials
- ☒ Developing the conditions for a language friendly environment at school
- ☐ Finding alternatives to repeating the academic year
- ☐ Developing targeted measures to address the needs of more vulnerable pupils

- ☐ Avoiding assigning students to different educational tracks at an early stage (early tracking)
- ☐ Promoting non-formal learning opportunities, including out of school activities
- ☐ Ensuring appropriate IT infrastructure, devices and Internet connectivity to all pupils
- ☐ Other

*** At school level:**

Please tick the 3 most urgent elements

between 1 and 3 choices

- ☒ Providing effective and individualised support to pupils
- ☐ Accepting and valuing linguistic diversity in schools, including minority languages
- ☒ Promoting a 'whole school approach' to school success for all, in which all members of the school community (school leaders, middle management, teaching and non-teaching staff, pupils, parents and families) feel responsible and play an active role
- ☐ Engaging families and pupils in the school's daily life and decision making
- ☐ Promoting cooperation between schools, local organisations and services (NGOs, local authorities, business, public libraries, cultural centres etc.)
- ☐ Promoting cooperation amongst schools locally, nationally and across Europe (including through the School Education Gateway, eTwinning, EPAL, Erasmus+)
- ☐ Developing calm and stimulating learning spaces for pupils after the formal school time, within school buildings (after school time extra-curricular activities)
- ☐ Developing a strategy with concrete actions to make the school more inclusive
- ☐ Other

3b) How could the EU best support Member States to improve their school education systems in order to ensure school success for all children and young people?

Please rate each item's importance on a scale of 1 to 4, where 1 is not important and 4 is very important.

	1 Not Important	2 Quite important	3 Important	4 Very important	5 I don't know

* Supporting mutual learning between countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Collecting data and providing analyses	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Helping disseminate good practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Providing policy guidance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Developing common EU tools and on-line resources (e.g. the European Toolkit for Schools)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Strengthening financial support through the Erasmus+ programme and other EU funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Providing tailor-made support for specific reforms/actions in Member States	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Providing platforms for cooperation such as eTwinning, Epale	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Supporting schools to build their regional and international networks	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** 3c) Well-being at school: In addition to the areas identified above, which of the following elements, should be given priority to build a positive learning environment for all in school?**

Definition of well-being: A dynamic state in which students are able to develop their potential, learn and play creatively and productively, build and enjoy positive relationships with others, and belong and contribute to their school community. Students are provided with a learning environment where they feel safe, valued and respected, are actively and meaningfully engaged in the academic and social activities, have positive self esteem, self efficacy and sense of autonomy, have positive and supportive relationships with teachers and peers, have a sense of belonging to their classroom and school, and feel happy and satisfied with their lives at school.

Inclusive education and training aims to allow learners to achieve their full potential by providing good quality education and training to all in mainstream settings. Inclusive policies actively seek to support learners at risk of exclusion and underachievement by responding flexibly to the circumstances and needs of all learners.

Please tick the 3 most urgent elements

between 1 and 3 choices

- ☐ Schools publicly welcome diversity and visibly cherish pupils of diverse colours, diverse languages, diverse abilities and disabilities, diverse genders and sexual orientations, diverse ways of clothing, diverse religions and cultures
- ☒ Training educational staff on well-being at school, diversity and inclusion, gender equality, bullying and mental health
- ☐ Collecting data on school climate, well-being, bullying and violence at school
- ☒ Strengthening social and emotional learning to help pupils feel and show empathy for others and establish and maintain supportive relationships
- ☐ Developing effective antibullying strategies, involving also parents and the community
- ☐ Allowing for time, space and resources for pupils to discuss about wellbeing and express their needs and concerns
- ☒ Developing actions to promote positive relations at school, cooperation and teamwork
- ☐ Increasing co-decisions of pupils at classroom and school level to encourage empowerment, involvement and responsibility
- ☐ Promoting interaction with cultural and sport activities
- ☐ Other measures

3 Questions for stakeholders

* **4. Monitoring and prevention**

In addition to the elements identified in previous questions, which of the following specific monitoring and prevention measures should be given priority to ensure school success for all children and young people?

Please tick the 3 most urgent measures

between 1 and 3 choices

- ☒ Early detection of pupils at risk and assessment of their needs (personal, social, economic, family related, etc.) and related intervention measures
- ☐ Mapping at local and regional levels to identify disadvantaged areas and at-risk schools
- ☒ Early warning systems (e.g. based on frequent absenteeism, low grades and other indicators)

- ☐ Quality assurance mechanisms focusing on inclusion, well-being and addressing underachievement and early leaving from education and training
- ☐ Developing policies and actions to actively support diversity in schools
- ☐ Continuous general and individual educational and career guidance
- ☒ Extra resources to schools with high concentration of vulnerable pupils
- ☐ Other measures

*** 5. Intervention**

In addition to the elements identified in previous questions, which of the following specific intervention measures, should be given priority to ensure school success for all children and young people?

Please tick the 3 most urgent measures

between 1 and 3 choices

- ☒ Individualised and qualified mentoring and tutoring and personalised learning approaches
- ☐ More tailor-made, formative, learner-centred and participatory assessment
- ☒ Multi-disciplinary approaches and cooperation in and around the school (school staff, psychologists, social services and health professionals, cultural mediators etc.)
- ☐ Developing the potential of extra-curricular activities to motivate and engage pupils, including with cultural and sports activities
- ☒ Support to educational staff working with disadvantaged children (e.g. extra-resources)
- ☐ Promoting alternative teaching and learning methods building on managing and enriching diversity in the classroom
- ☐ Other measures

*** 6. Compensation**

In addition to the elements identified in previous question, which of the following specific compensation measures, should be given priority to ensure school success for all children and young people?

Please tick the 3 most urgent measures

between 1 and 3 choices

- ☐ Providing quality second chance education programmes

- ☒ Providing pathways to help early leavers from education and training to go back to mainstream education
- ☐ Recognising and validating prior learning, including competences achieved in non-formal and informal learning settings
- ☒ Providing targeted individual support in mainstream settings, which integrates social, financial, educational and psychological support for young people in difficulties
- ☐ Other measures

4 Your contribution

7. If you have any other comments that have not been covered by the questionnaire, please feel free to enter them here

2000 character(s) maximum

Attached, please find our further thoughts on the questions posed.

8. Submit a file

We welcome additional comments or position papers (2 pages A4 max). If you wish to submit a document, please upload it here.

Important: Please do not include any personal data in the documents, if you wish to opt for anonymous publication. All documents submitted in the context of the consultation may be published as received.

Only files of the type pdf,doc,docx,odt,txt,rtf are allowed

5 More information about you

* 9. More information about you

9.1 Are you currently active as a student/learner or a professional in the education and training sector?

- ☐ yes
- ☒ no

*** Have you ever participated in any Education and Training 2020 activities organised at European level, such as Working Groups, Peer Learning Activities, peer counselling, or other stakeholder consultation/activity in on any of the following fields: reducing early leaving from education and training, [addressing underachievement in basic skills](#) or supporting quality [early childhood education and care](#)?**

- ☒ Yes
- ☐ No

6 About you

*** Language of my contribution**

- ☐ Bulgarian
- ☐ Croatian
- ☐ Czech
- ☐ Danish
- ☐ Dutch
- ☒ English
- ☐ Estonian
- ☐ Finnish
- ☐ French
- ☐ German
- ☐ Greek
- ☐ Hungarian
- ☐ Irish
- ☐ Italian
- ☐ Latvian
- ☐ Lithuanian
- ☐ Maltese
- ☐ Polish
- ☐ Portuguese
- ☐ Romanian
- ☐ Slovak
- ☐ Slovenian
- ☐ Spanish

☐ Swedish

* I am giving my contribution as

- ☐ Academic/research institution
- ☐ Business association
- ☐ Company/business organisation
- ☐ Consumer organisation
- ☐ EU citizen
- ☐ Environmental organisation
- ☐ Non-EU citizen
- ☐ Non-governmental organisation (NGO)
- ☒ Public authority
- ☐ Trade union
- ☐ Other

* First name

* Surname

* Email (this won't be published)

* Scope

- ☐ International
- ☐ Local
- ☒ National
- ☐ Regional

* Level of governance

- ☐ Parliament
- ☒ Authority
- ☐ Agency

* Organisation name

255 character(s) maximum

Ministry of Education, Culture and Science

* Organisation size

- ☐ Micro (1 to 9 employees)
- ☐ Small (10 to 49 employees)
- ☐ Medium (50 to 249 employees)
- ☒ Large (250 or more)

Transparency register number

255 character(s) maximum

Check if your organisation is on the [transparency register](#). It's a voluntary database for organisations seeking to influence EU decision-making.

* Country of origin

Please add your country of origin, or that of your organisation.

- | | | | |
|---|--|--|--|
| <input type="radio"/> Afghanistan | <input type="radio"/> Djibouti | <input type="radio"/> Libya | <input type="radio"/> Saint Martin |
| <input type="radio"/> Åland Islands | <input type="radio"/> Dominica | <input type="radio"/> Liechtenstein | <input type="radio"/> Saint Pierre and Miquelon |
| <input type="radio"/> Albania | <input type="radio"/> Dominican Republic | <input type="radio"/> Lithuania | <input type="radio"/> Saint Vincent and the Grenadines |
| <input type="radio"/> Algeria | <input type="radio"/> Ecuador | <input type="radio"/> Luxembourg | <input type="radio"/> Samoa |
| <input type="radio"/> American Samoa | <input type="radio"/> Egypt | <input type="radio"/> Macau | <input type="radio"/> San Marino |
| <input type="radio"/> Andorra | <input type="radio"/> El Salvador | <input type="radio"/> Madagascar | <input type="radio"/> São Tomé and Príncipe |
| <input type="radio"/> Angola | <input type="radio"/> Equatorial Guinea | <input type="radio"/> Malawi | <input type="radio"/> Saudi Arabia |
| <input type="radio"/> Anguilla | <input type="radio"/> Eritrea | <input type="radio"/> Malaysia | <input type="radio"/> Senegal |
| <input type="radio"/> Antarctica | <input type="radio"/> Estonia | <input type="radio"/> Maldives | <input type="radio"/> Serbia |
| <input type="radio"/> Antigua and Barbuda | <input type="radio"/> Eswatini | <input type="radio"/> Mali | <input type="radio"/> Seychelles |
| <input type="radio"/> Argentina | <input type="radio"/> Ethiopia | <input type="radio"/> Malta | <input type="radio"/> Sierra Leone |
| <input type="radio"/> Armenia | <input type="radio"/> Falkland Islands | <input type="radio"/> Marshall Islands | <input type="radio"/> Singapore |
| <input type="radio"/> Aruba | <input type="radio"/> Faroe Islands | <input type="radio"/> Martinique | <input type="radio"/> Sint Maarten |
| <input type="radio"/> Australia | <input type="radio"/> Fiji | <input type="radio"/> Mauritania | <input type="radio"/> Slovakia |

- | | | | |
|--|---|--|--|
| <input type="radio"/> Austria | <input type="radio"/> Finland | <input type="radio"/> Mauritius | <input type="radio"/> Slovenia |
| <input type="radio"/> Azerbaijan | <input type="radio"/> France | <input type="radio"/> Mayotte | <input type="radio"/> Solomon Islands |
| <input type="radio"/> Bahamas | <input type="radio"/> French Guiana | <input type="radio"/> Mexico | <input type="radio"/> Somalia |
| <input type="radio"/> Bahrain | <input type="radio"/> French Polynesia | <input type="radio"/> Micronesia | <input type="radio"/> South Africa |
| <input type="radio"/> Bangladesh | <input type="radio"/> French Southern and Antarctic Lands | <input type="radio"/> Moldova | <input type="radio"/> South Georgia and the South Sandwich Islands |
| <input type="radio"/> Barbados | <input type="radio"/> Gabon | <input type="radio"/> Monaco | <input type="radio"/> South Korea |
| <input type="radio"/> Belarus | <input type="radio"/> Georgia | <input type="radio"/> Mongolia | <input type="radio"/> South Sudan |
| <input type="radio"/> Belgium | <input type="radio"/> Germany | <input type="radio"/> Montenegro | <input type="radio"/> Spain |
| <input type="radio"/> Belize | <input type="radio"/> Ghana | <input type="radio"/> Montserrat | <input type="radio"/> Sri Lanka |
| <input type="radio"/> Benin | <input type="radio"/> Gibraltar | <input type="radio"/> Morocco | <input type="radio"/> Sudan |
| <input type="radio"/> Bermuda | <input type="radio"/> Greece | <input type="radio"/> Mozambique | <input type="radio"/> Suriname |
| <input type="radio"/> Bhutan | <input type="radio"/> Greenland | <input type="radio"/> Myanmar/Burma | <input type="radio"/> Svalbard and Jan Mayen |
| <input type="radio"/> Bolivia | <input type="radio"/> Grenada | <input type="radio"/> Namibia | <input type="radio"/> Sweden |
| <input type="radio"/> Bonaire Saint Eustatius and Saba | <input type="radio"/> Guadeloupe | <input type="radio"/> Nauru | <input type="radio"/> Switzerland |
| <input type="radio"/> Bosnia and Herzegovina | <input type="radio"/> Guam | <input type="radio"/> Nepal | <input type="radio"/> Syria |
| <input type="radio"/> Botswana | <input type="radio"/> Guatemala | <input checked="" type="radio"/> Netherlands | <input type="radio"/> Taiwan |
| <input type="radio"/> Bouvet Island | <input type="radio"/> Guernsey | <input type="radio"/> New Caledonia | <input type="radio"/> Tajikistan |
| <input type="radio"/> Brazil | <input type="radio"/> Guinea | <input type="radio"/> New Zealand | <input type="radio"/> Tanzania |
| <input type="radio"/> British Indian Ocean Territory | <input type="radio"/> Guinea-Bissau | <input type="radio"/> Nicaragua | <input type="radio"/> Thailand |
| <input type="radio"/> British Virgin Islands | <input type="radio"/> Guyana | <input type="radio"/> Niger | <input type="radio"/> The Gambia |
| <input type="radio"/> Brunei | <input type="radio"/> Haiti | <input type="radio"/> Nigeria | <input type="radio"/> Timor-Leste |
| <input type="radio"/> Bulgaria | <input type="radio"/> Heard Island and McDonald Islands | <input type="radio"/> Niue | <input type="radio"/> Togo |
| <input type="radio"/> Burkina Faso | <input type="radio"/> Honduras | <input type="radio"/> Norfolk Island | <input type="radio"/> Tokelau |
| <input type="radio"/> Burundi | <input type="radio"/> Hong Kong | <input type="radio"/> Northern Mariana Islands | <input type="radio"/> Tonga |

- Cambodia
- Cameroon
- Canada
- Cape Verde
- Cayman Islands
- Central African Republic
- Chad
- Chile
- China
- Christmas Island
- Clipperton
- Cocos (Keeling) Islands
- Colombia
- Comoros
- Congo
- Cook Islands
- Costa Rica
- Côte d'Ivoire
- Croatia
- Cuba
- Curaçao
- Cyprus
- Czechia
- Democratic Republic of the Congo
- Hungary
- Iceland
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Isle of Man
- Israel
- Italy
- Jamaica
- Japan
- Jersey
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Kosovo
- Kuwait
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Lesotho
- North Korea
- North Macedonia
- Norway
- Oman
- Pakistan
- Palau
- Palestine
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Pitcairn Islands
- Poland
- Portugal
- Puerto Rico
- Qatar
- Réunion
- Romania
- Russia
- Rwanda
- Saint Barthélemy
- Saint Helena
- Ascension and Tristan da Cunha
- Saint Kitts and Nevis
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States
- United States Minor Outlying Islands
- Uruguay
- US Virgin Islands
- Uzbekistan
- Vanuatu
- Vatican City
- Venezuela
- Vietnam
- Wallis and Futuna
- Western Sahara
- Yemen
- Zambia
- Zimbabwe

- ☐ Denmark ☐ Liberia ☐ Saint Lucia

The Commission will publish all contributions to this public consultation. You can choose whether you would prefer to have your details published or to remain anonymous when your contribution is published. **For the purpose of transparency, the type of respondent (for example, 'business association', 'consumer association', 'EU citizen') country of origin, organisation name and size, and its transparency register number, are always published. Your e-mail address will never be published.** Opt in to select the privacy option that best suits you. Privacy options default based on the type of respondent selected

* Contribution publication privacy settings

The Commission will publish the responses to this public consultation. You can choose whether you would like your details to be made public or to remain anonymous.

☐ **Anonymous**

Only organisation details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published as received. Your name will not be published. Please do not include any personal data in the contribution itself if you want to remain anonymous.

☐ **Public**

Organisation details and respondent details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published. Your name will also be published.

☐ I agree with the [personal data protection provisions](#)

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