



## ET 2020 WORKING GROUP

### PART 1: MANDATE

<b>Title</b>	<b>WG on School Policy</b>
<b>Duration Mandate</b>	January 2014 – October 2015 [ <i>this is the standard for all TWGs</i> ]
<b>Corresponding DG / HLG meeting</b>	Group of Directors-General for School Education
<b>Coordinating EAC Unit</b>	EAC.B.1
<b>EAC Chair (Head of Unit level)<sup>1</sup></b>	João Delgado
<b>Coordinating EAC official</b>	tbc
<p><b>RATIONALE OF THE WG:</b></p> <p>In the context of Europe 2020 and ET 2020, and according to ‘Rethinking Education’, to boost growth and jobs EU Member States must reform their provision of education and training to make systems more efficient and adapted to the needs of learners and the labour market.</p> <p>In the context of the above strategic framework, in the field of school policy the overall challenges are: (a) competence development and assessment, (b) equity in school education (especially reducing early school leaving, which is a Europe 2020 headline target,<sup>2</sup> and promoting access to high quality early childhood education and care<sup>3</sup>) and (c) the teaching professions<sup>4</sup>.</p> <p>The primary focus of the WG is to benefit the Member States in their work of furthering policy development on school policy through mutual learning and the identification of good practices. The key aim of the WG is therefore to help Member States carry out reforms that ensure that all school students have access to high quality school education at all levels, including primary, that takes into account their individual needs and helps them develop the key competences they need for life; improving learner attainment in this way requires improving the effectiveness of the teaching professions.</p>	

<sup>1</sup> For some of the specific policy challenges identified below, Member State representatives may be invited to take the lead, if appropriate.

<sup>2</sup> Council Recommendation of 28 June 2011 on policies to reduce early school leaving

<sup>3</sup> see Council Conclusions on early childhood education and care May 2011

<sup>4</sup> Communication COM(2008) 425 and Council Conclusions November 2008 on ‘Improving competences for the 21st Century: An Agenda for European Cooperation on Schools’

**POLICY CHALLENGES:**

Reforming / improving school education systems is a complex task and includes a huge variety of challenges. As it is not feasible to address all aspects at once, the WG should adopt a phased approach.

In this mandate, the WG will focus on the two most pressing challenges, which are linked, i.e.:

- (a) reducing early school leaving and
- (b) improving the quality of teaching by improving teacher education.

Later, it may be appropriate to target other related priorities, such as the implementation of strategies to improve quality in early childhood education and care (after the end of the TWG ECEC); raising attainment levels in basic skills in schools<sup>5</sup>; governance, management and leadership; impact of other policies on schools. This priority setting is in line with Europe 2020, ET 2020 and Rethinking Education.

**OVERALL ROADMAP:**

2014/1

- initial WG meeting
- begin country-specific information gathering on ESL and ITE
- “in-depth country focus workshop” on teacher CPD; report
- 1<sup>st</sup> “in-depth country focus workshop” on ‘whole school approaches/ measures to prevent ESL at school level’; report
- 1<sup>st</sup> “in-depth country focus workshop” on ITE; report
- WG meetings

2014/2

- complete country-specific information gathering on ESL and ITE.
- 2<sup>nd</sup> and 3<sup>rd</sup> (tbc) “in-depth country focus workshop” on ESL; report (s)
- 2<sup>nd</sup> “in-depth country focus workshop” on ITE; report
- WG meetings

2015/1

- Guidance framework, based on country evidence of good practice, on how to support prevention and intervention measures at school level (‘whole school approach’). Country policy reports addressing this issue in parallel.
- Country policy report on Initial Teacher Education
- WG meetings

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<sup>5</sup> (relationship with work of TWG Skills to be defined)

## **SPECIFIC POLICY CHALLENGES AND OUTPUTS:**

The WG concentrates on delivering concrete and useable outputs that respond to specific and operational policy challenges identified at the EU level and/or of importance for clusters of Member States.

For the indication of outputs, the term "Guidance Framework" is used as the overall label for outputs of WGs that provide concrete policy guidance/support/assistance/advise to specific Member States, clusters of Member States, and/or the EU as a whole in response to specific policy challenges. In practice, they may take several formats (*vademecum* of best practices, policy handbook, ...). "Guidance Frameworks" are developed by WGs under their own responsibility. They are entirely voluntary in nature, i.e. in line with the ET 2020 OMC, Member States decide themselves whether or not to participate in the elaboration of such "Guidance Frameworks". Member States are also free to make use of "Guidance Frameworks" as they see fit.

### **Specific and operational policy challenge 1:**

Stimulate further concrete action by Member States on the implementation of the Council Recommendation on policies to reduce early school leaving.

Based on the work of the TWG on ESL from 2011-2013, Member States need to look at approaches to better support schools in their ambitions to prevent and reduce ESL. This includes so called 'whole school approaches', opening up school boundaries, cooperation between schools and other relevant services and stakeholders such as employment and social services, the health sector and youth organisations, and the implementation of targeted prevention and intervention measures at school level. The focus shall be on the policy support and necessary investments in improving secondary education with regard to preventing ESL. The emphasis on 'whole school approaches' will allow to ensure synergies with related issues in school education, including the teaching profession and basic skills. It will also contribute to a modernization agenda for schools.

### **Corresponding output 1:**

Guidance framework, based on country evidence of good practice, on how to support prevention and intervention measures at school level ('whole school approach').

#### **Requested for which date & purpose:**

Spring 2015

The guidance framework is aimed to support reform of the education systems with a view to reduce ESL. It will contribute to moving towards the European 2020 headline target, help Member States implement CSRs in the area of ESL and foster the reflection on modernisation of school education in Europe.

**Member State Leader(s):** to be defined, if appropriate

#### **Roadmap for output 1:**

2013/1

- begin country-specific information gathering on ESL.

2014/1

- 1<sup>st</sup> in-depth country focus workshop on ‘whole school approach/ measures to prevent ESL at school level’ in March/April 2014, and report in June 2014
- WG meeting focussing on country specific presentations and insight on different national approaches to address ESL at school level
- complete country-specific information gathering on ESL (without duplicating the collection of information done by other bodies or through other reporting processes).

2014/2

- 2<sup>nd</sup> in-depth country focus workshop on ‘whole school approach/ measures to prevent ESL at school level’ in Sept/Oct 2014, and report in Nov 2014
- (tbc) 3<sup>rd</sup> in-depth country specific workshop on most recent policy developments in ESL in Nov 2014, and report in Dec 2014
- WG meeting focussing on country specific presentations and insight on different national approaches to address ESL at school level

2015/1

- Guidance framework on ‘whole school approaches’/ prevention and intervention measures at school level, with country specific information attached.

Relevance for a horizontal theme:

*Equity:* Reducing early school leaving is a key element of making education system more inclusive.

*Teachers and trainers:* Ensuring that teaching staff are equipped with the right skills and expertise to recognise and support the needs of pupils, especially those more at risk of underachievement or drop-out, and that they become aware of their role in preventing early school leaving (though IPD and CPD), are essential elements of an effective policy against ESL.

*Financing:* The output will provide indications on how EU funds could be used to support national measures. In addition, the work could further contribute to the already ongoing work on cost-effectiveness studies on measures to reduce ESL.

### **Specific and operational policy challenge 2:**

In order to both improve pupil attainment and reduce early school leaving, it is necessary for Member States to review the effectiveness - and academic and pedagogical quality - of both Initial Teacher Education and continuing professional development. ‘Rethinking Education’ highlighted the need for Member States to “introduce coherent and adequately resourced systems for the continuing professional development of teaching staff based on clearly defined competences needed at each stage of a teaching career, and increasing teacher digital competence”.

### **Corresponding output 2:**

Country specific policy report, based on country evidence of good practice, on improving the quality and effectiveness of Initial Teacher Education and continuing professional development, with a focus on improving pupil attainment and reducing ESL.

Requested for which date & purpose:

June 2015.

The output will be targeted at national and regional policymakers. Its purpose is to encourage them to reform their teacher education systems, and give practical examples of how to do so and help

them implement CSRs in the area.

The reports will provide concrete input for the 2015-2017 ET2020 work cycle.

Roadmap for output 2:

2013/2

- initial WG meeting: discuss mandate, key outputs, member roles, working methods; country specific presentations and insight on different national approaches to Initial Teacher Education
- begin country-specific information gathering and ITE.
- “in-depth country focus workshop” on teacher CPD; report

2014/1

- 1<sup>st</sup> “in-depth country focus workshop” on ITE; report
- WG meetings focussing on country specific presentations and insight on different national approaches to address ITE
- complete country-specific information gathering on ITE (without duplicating the collection of information done by other bodies or through other reporting processes).

2014/2

- 2<sup>nd</sup> “in-depth country focus workshop” on ITE; report

2015/1

- Country policy report on Teacher Education (initial and continuing)

Relevance for a horizontal theme:

Finance: The report will identify ways in which EU funds, especially ESF could be used in its implementation.

Equity: the report will pay close attention to equity issues, such as ensuring that all pupils receive high quality teaching, and the role of Teacher Education in preparing teachers to prevent drop-out.

Member State Leader(s): to be defined, if appropriate

**Recurrent activity: Assistance to Member States facing issues identified in CSRs** [*this is standard for all WGs*]

Provide assistance to clusters of Member States in responding to issues identified in CSRs, by having such Member States benefit from the practical experience and good practices of other Member States.

**Corresponding output:**

- Strengthening of the capacity of clusters of Member States to implement CSRs.

Requested for which date & purpose:

Recurrent.

Roadmap for output:

- The WG will receive an annual debriefing on new CSRs, to identify clusters of Member States facing similar issues.
- The WG will organise in-depth country focus workshops on pertinent issues mentioned in the CSRs, to the benefit of Member States.

**MEMBERSHIP:**

The nominated representatives should have:

- A longstanding involvement with national policy development in education and training;
- A relevant national experience and senior responsibility at national level with respect to the specific objective that is pursued in the WG;
- The commitment to participate actively in the Open Method of Coordination process and have the ability to contribute to outputs of WG (for practical reasons, a good knowledge of English is essential);
- The commitment to provide effective and regular feedback to and from their high-level policymakers on the work and outputs of the WG;
- The readiness and ability to dedicate approximately 20 working days per expert in any 12-month period to the work and meetings of this group.

Each Member State, Candidate Country, EFTA Country and each invited EU institutional partner and European Social Partner organisation is asked to designate one member having senior responsibility for each of the key themes being addressed:

1. Early School Leaving;
2. Teacher education;

In case that at a later stage other related priorities will be addressed by the group, additional representatives may be invited to ensure proper coverage of all the topics allowing for constructive discussions.

Member States, Candidate Countries and EFTA Countries are requested to nominate persons in employment of the governmental administration only. This may include experts employed by the government in a consulting or advisory role.

Independent experts can be invited to make a contribution on a topical issue that is of particular importance to the work of the WG. They can also be invited to participate in one or more meetings of the WG, but they are not formal members.

<b>Member States</b>	
<b>Candidate Countries</b>	
<b>European Social Partners</b>	
<b>EU Institutional Partners</b>	

## PART 2: IMPLEMENTING FICHE

<b>REPORTING:</b> Every six months, the WG should produce a 2-page feedback to policy-makers that is submitted to the corresponding DG/HLG meeting. The feedback should ensure dissemination of the work and provide transparency regarding the WG's progress (and possible difficulties) in getting towards the pre-established output(s). The electronic links to the six-monthly feedback reports are added below.
<u>Report 1:</u>
<u>Report 2:</u>
<u>Report 3:</u>
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<b>FINAL OUTPUT(S):</b> The electronic links to the final output(s) are added below:
<u>Final output 1:</u>
<u>Final output 2:</u>
<u>Final output 3:</u>
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