

ET 2020 Newsletter

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Member States committed to peer learning and the exchange of good practice, including the dissemination of outcomes when they adopted the new Strategic Framework for European Cooperation in Education and Training (ET 2020) in 2009. This newsletter, which appears three times a year, aims to give a succinct overview of these outcomes.

For more information, see

https://ec.europa.eu/education/policy/strategic-framework/index_en.htm

What's new in Education and Training?



On 17 January 2018, the European Commission presented a first set of initiatives (addressing respectively, [key competences for lifelong learning](#), [digital skills](#) as well as [fostering common values and inclusive education](#)) aimed at paving the way for a European Education Area.

To follow up on these initiatives, on 22 May 2018, under the Bulgarian presidency, the Education Council adopted the [Recommendation on key competences for lifelong learning](#), a [Council Recommendation on promoting common values, inclusive education and the European dimension of teaching](#) as well as [Council conclusions on moving towards a vision of a European Education Area](#).

On 2 May 2018, the Commission adopted its proposal for the [next multi-annual financial framework 2021-2027](#) and for a new generation of funding programmes. In addition to the new Erasmus programme, education and training will also benefit from financial support from other EU funds. [The European Social Fund Plus \(ESF+\)](#) will remain the main EU instrument investing in policy and system reforms to enhance the skills (including digital skills) and education that would equip people for the changing labour market. [The European Regional Development Fund \(ERDF\)](#) will continue to fund education infrastructure, while the new [Reform Support Programme](#) will offer financial and technical support to all Member States, so that they can implement reforms – including in education and training - to create the right conditions for job creation, growth and investments. educational. [The InvestEU Fund](#), and particularly its Social investment and skills window, will attract public and private investment using guarantees from the EU budget to finance projects on skills, education, training, schools and universities.

On 22 May 2018, the Commission presented a second set of initiatives to pave the way towards a European Education Area. The second package included:

- An overarching Communication on '[Building a Stronger Europe: the role of youth, education and culture policies](#)', which outlines that, to take forward the [Gothenburg agenda](#) and the [December 2017 European Council's](#) mandate, the European Education Area should focus on three key objectives:
 - promoting cross-border mobility and cooperation in education and training;
 - helping to overcome obstacles to the free movement of learners and creating a genuine European learning space;
 - supporting Member States in improving inclusion, lifelong learning and innovation in their education and training systems.

- A Commission proposal for a new [Youth Strategy](#) for the period 2019–2027, investing in young people and their future by empowering Europe’s youth and giving them a stronger voice in EU policymaking;
- Proposals for Council Recommendations on:
 - [High Quality Early Childhood Education and Care Systems](#) to lay the foundations for later success in life;
 - the [Automatic Mutual Recognition of Diplomas and Learning Periods Abroad](#) to facilitate learning mobility in Europe;
 - comprehensive approaches to the [Teaching and Learning of Languages](#) to support young people to acquire competences in at least one other European language and an additional third language.
- A [New Agenda for Culture](#) to raise awareness of Europe's shared and diverse heritage. The proposal aims to use the full potential of culture to build a more inclusive and fairer Union, supporting innovation, creativity, sustainable jobs and growth, and reinforcing EU external relations.

Work continues on developing other aspects of a European Education Area, such as a [European Student Card](#), designed to boost learning mobility by reducing administrative burdens and costs for both students and education and training institutions.

The Commission is also working with the Member States and the education sector to stimulate the emergence of ‘[European Universities](#)’. Europe has a long and proud tradition of universities that cooperate across borders. The new ‘European Universities’, consisting of bottom-up alliances of universities, should bring this cross-border cooperation to the next level of ambition, where higher education institutions, sharing the same vision and values, develop joint long-term strategies for top-quality education (with joint programmes at Bachelor, Master and Doctorate levels and embedded mobility), with links to research and innovation where possible.

On 30 May 2018, as part of its proposal for the next long-term EU budget 2021-2027, the Commission adopted a proposal for a new [Erasmus programme](#). The Commission proposed to double the funding for Erasmus to €30 billion for 2021-2027 with €25.9 billion for education and training, €3.1 billion for youth and €550 million for sport. The current Erasmus+ programme already enables millions of young Europeans to study, train or learn abroad while broadening their experience and awareness of Europe, and increasing their future employment opportunities. With this additional funding, the new programme will be even more effective in supporting key political objectives such as building a European Education Area by 2025, empowering young people and promoting a European identity through education, youth and culture. The aim of the Commission is to triple the number of beneficiaries, reach out to people from all social backgrounds, build stronger relations with the rest of the world, focus on promoting forward-looking study fields (e.g. renewable energy, climate change, environmental engineering, artificial intelligence or design), and to promote a European identity through the [Jean Monnet programme](#) or with a travel experience through the new [DiscoverEU](#) initiative.

The Commission has also started preparing the new framework for European cooperation in education and training post 2020. In July 2018 it published a [call for expressions of interest for the selection of members of a European Education and Training Expert Panel](#), which will assist the Commission in the preparation of the new framework. The Expert Panel will discuss major societal challenges that are directly linked to, or have an impact on education and training.

Following the successful pilot in 2017 covering 14 countries, the [SELFIE self-assessment tool](#) for digital readiness of schools has been fine-tuned and further developed. As part of the Digital Education Action Plan, the tool will be available in October for use across the European Union in all EU official languages. At a later stage, the tool will also be translated into all the Western Balkans languages, Russian, Turkish and Georgian. A feasibility study on adapting SELFIE to work-based learning systems in Vocational Education and Training (VET) is currently being implemented.

New mandates for the ET 2020 Working Groups for 2018-2020



In June 2018, the High Level Group on Education and Training, meeting in Vienna, endorsed the [new mandates for the six existing ET 2020 Working Groups](#) for the period 2018-2020, and the mandate for a new ET2020 Working Group on Early Childhood Education and Care. For the new mandate period, the names of two Working Groups have changed:

- the "Working Group on Promoting Citizenship and the Common Values of Freedom, Tolerance, and Non-Discriminationorking" is now called "Working Group on Promoting Common Values and Inclusive Education"
- the "Working Group on Digital Education" is now called "Working Group on Digital Education: Learning, Teaching and Assessment".

The strategic framework for European cooperation in education and training (ET 2020) is the main tool used to discuss issues relating to Member States' education and training systems. Cooperation between Member States under the ET 2020 framework takes place, inter alia, through Working Groups. The mandates of the six existing ET 2020 Working Groups have been renewed for the third and last work cycle (July 2018–June 2020). A new mandate has been drawn up for a seventh Working Group on Early Childhood Education and Care.

Working Group on Vocational Education and Training (VET)

Following the work on teachers and trainers in work-based learning (2016 2018), the VET Working Group (2018-2020) will discuss the broad potential of innovation and digitalisation to support high quality VET and higher VET. Boosting both can enhance the employability and personal development of young learners and people of working age, hence contributing to the competitiveness, sustainable growth and social cohesion of companies. This Working Group reflects on innovation and digitalisation in view of creating higher quality, more flexible and more modern VET systems. Other key elements will have to be taken into account, such as governance and financing under tight public budgets, the support of VET learning mobility, as well as general trends such as the ageing population, the circular economy and globalisation.

Working Group on Schools

The Working Group on Schools explored a number of topics surrounding governance within school education systems during the period 2016-2018. This work will continue in the new cycle, but there will be a greater emphasis on shared challenges facing the European Education Area, and a focus on the themes of quality assurance (including issues of trust and transparency) and on teacher and school leaders' careers.

Working Group on Higher Education (HE)

The Working Group on HE will focus on issues such as skills (forecast, graduate tracking, guidance), inclusive and connected HE systems (flexible pathways, transition from schools and VET), innovation (smart specialisation, research) and effective and efficient HE systems (quality frameworks, performance-based funding), under the renewed mandate. The expected outputs of this Working Group will include common tools (such as input for a policy framework for HE and contribution to an online 'what works' database) and peer learning (limited to 10 countries).

Working Group on Adult Learning

The Working Group on Adult Learning will review the main accomplishments in this field since the adoption of the European Agenda on Adult Learning and will carry out an analysis of policy options to support adults to undertake HE and to foster a learning culture in the workplace. This analysis forms the basis of a report reviewing achievements in adult learning over the past seven years and policy recommendations to improve support for adult learning in the workplace.

Working Group on Digital Education: Learning, Teaching and Assessment

The Working Group on Digital Education: Learning, Teaching and Assessment will address the development of digital competences at all levels of learning, including informal education. It will also address quality assurance and the recognition of skills and qualifications acquired through digital and online learning. This Working Group will be expected to support the implementation of the Digital Education Action Plan, which provides detailed information on innovative practice and policies and feedback from PLAs.

Working Group on Promoting Common Values and Inclusive Education

The focus of the Working Group on Promoting Common Values and Inclusive Education will be on improving intercultural competences, providing inclusive education for all learners and enhancing the European dimension of Education and Training. It will also focus on supporting school staff with regard to diversity issues. In addition, this Working Group will contribute to the ET 'what works' database.

Working Group on Early Childhood Education and Care (ECEC)

The main issues to be raised by the Working Group on Early Childhood Education and Care will be social inclusion and the professionalisation of staff.



The Working Group on Schools brought together its reports on the themes of Quality Assurance, Continuity and Transitions, Teachers and School Leaders and Networks in a single document, *European ideas for better learning: The governance of school education systems*, which was launched at the 'Inspiring Change' conference in Brussels on 17–18 May 2018. Subsequently, two themes, Quality assurance and Teachers' and school leaders' careers, were identified as the focal points for this new mandate (2018–2020).

Inspiring Change conference: May 2018

The [final conference](#) for the 2016–2018 mandate of the Working Group on Schools brought both policy and practice stakeholders together to discuss issues and answer questions on how challenges relating to policy and equity can be better addressed.

Throughout the conference, speakers and experts emphasised the importance of learning within and between schools and across the system. As the Director for Youth, Education and Erasmus+ Sophia Eriksson Waterschoot pointed out, continued dissemination of the Working Group findings at both European and national levels will support further policy development. Keynote speaker Andy Hargreaves highlighted the importance of leadership to communicate a clear vision, create supportive coalitions, and to identify a small number of achievable and measurable priorities to achieve results. He noted that leadership may also come 'from the middle', where stakeholders take collective responsibility and initiative for change. Other expert panellists reinforced the importance of school leaders and stakeholders in promoting change. Working Group members conducted workshops on the key governance themes they had explored throughout the mandate.

Developing a work plan for the new mandate

The 'Inspiring Change' conference provided a fitting conclusion to the work undertaken during the 2016–2018 mandate, but attention soon turned to the new mandate, with a webinar for potential participants taking place on 14 June 2018. An introductory paper helped new and existing colleagues become familiar with the process and two chosen themes. The Working Group convened on 13–14 September 2018, and completed the main agenda task of establishing a work programme for the two themes. In his keynote speech, Dr Bill Maxwell (former Head of Education in Scotland) presented the report *Better learning for Europe's young people: developing coherent quality assurance strategies for school education*, which was created from Commission-led expert work earlier this year.



The Working Group on Higher Education focused on two topics, namely recognition for access to higher education, and learning and teaching. The new mandate for July 2018 – June 2020 was accepted; it will focus on skills, innovation, inclusive and connected higher education systems, and effective and efficient systems.

The Copenhagen PLA enhanced recognition and access

The PLA, conducted under the Austrian Presidency, on 'Promoting Recognition and Access to Higher Education', took place in Copenhagen on 21-22 June 2018. In attendance were representatives of higher education authorities and institutions from 10 countries, the Council of Europe and various stakeholders.

The objective was to explore how higher education systems and institutions recognise: i) other EU qualifications; ii) the outcomes of prior learning, including non-formal or informal learning; and/or iii) a combination of qualifications and prior learning.

The PLA supported the Commission's proposal for a Council Recommendation to help promote the automatic mutual recognition of diplomas and outcomes of learning periods abroad for the purpose of further study. It stressed the value of recognising prior learning as a means of widening access to higher education.

The outcomes were discussed during the Austrian Presidency Conference (The New Student: Flexible Learning Paths and Future Learning Environments, 20-21 September 2018) and will be used in the development of European universities.

The mini-PLA on Learning and Teaching helped translate policy rhetoric into practice

The meeting was held in Brussels on 25-26 June 2018 and included a one-day mini-PLA to explore how to enhance learning and teaching in terms of: educational research and innovation, student-centred learning, work-based learning, and assessment of learning outcomes.

The PLA included projects co-funded by the Erasmus+ programme and was followed by break-out sessions. The sessions generated four key messages:

- Research, policy and practice need to be connected at three levels: classroom, institutions and governments.
- Student-centred learning should be a stronger policy focus to benefit students, teachers and the HE system.
- Work-based learning is relevant to all higher education stakeholders, but requires organisational arrangements with a focus on learning outcomes and student support.
- The value of standardised assessments such as CALOHEE lies in their potential to highlight the strengths and weaknesses of study programmes in comparison to each other.



Since March 2018, the Vocational Education and Training (VET) Working Group has finalised its outputs under the previous mandate and participated in a PLA in the Netherlands.

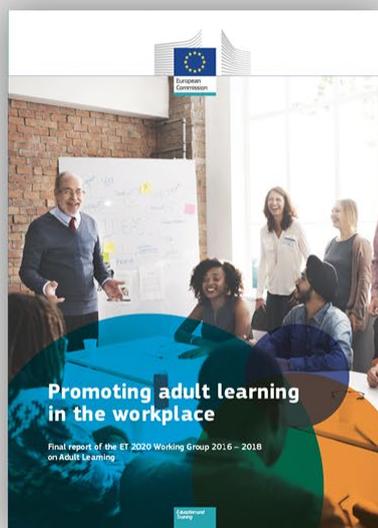
Finalising outputs on teachers and trainers

Since March 2018, the Working Group took part in a PLA in Groningen in the Netherlands and concluded its work on teachers and trainers. The PLA was organised by the Netherlands Association of Vocational Education Colleges and the Ministry of Education, Culture and Science in the Netherlands and combined a Working Group meeting with meetings in several VET colleges, including group site visits to VET schools in various sectors. The PLA provided inspiring examples of practice and insights to inform the Group's outputs.

The final outputs of the Working Group 2016-2018 consist of a document called 'Teachers and Trainers Matter', and an associated infographic and short video. The document discusses 12 Policy Pointers to help policymakers and practitioners, a 'Development Cycle' to monitor progress, accompanied by 55 inspiring examples from 31 countries. The document was approved by Working Group members at the final conference held under the Bulgarian Presidency. The conference also provided the opportunity to hear about the experiences of Bulgarian teachers, trainers and students through presentations, discussions and a visit to the local VET school that also serves as a National Centre of Excellence for Learning in the Digital Field.

Moving on to digitalisation and innovation

Innovation and digitalisation can boost high quality and higher VET, enhancing the employability and personal development of young learners and people of working age. This in turn can contribute to the competitiveness of companies, sustainable growth and social cohesion. The Working Group will hold its first meeting in Brussels on 4-5 October 2018, launching its work on the use of innovation and digitalisation to create modern, more flexible and better quality VET systems. They will also discuss and refine its mandate, agreeing on how it will work, taking into account other key elements including governance and financing (under tight public budgets); VET learner mobility; and trends (such as the ageing population, circular economy and globalisation).



Over the last two years, the Working Group experts have been working together to better understand how to promote adult learning in the workplace. Their final report sets out to inspire stakeholders, detailing why adult learning in the workplace, and its promotion, is so important. The report contains practical advice on how to promote adult learning and examples of policies related to the topic. The report is now available online.

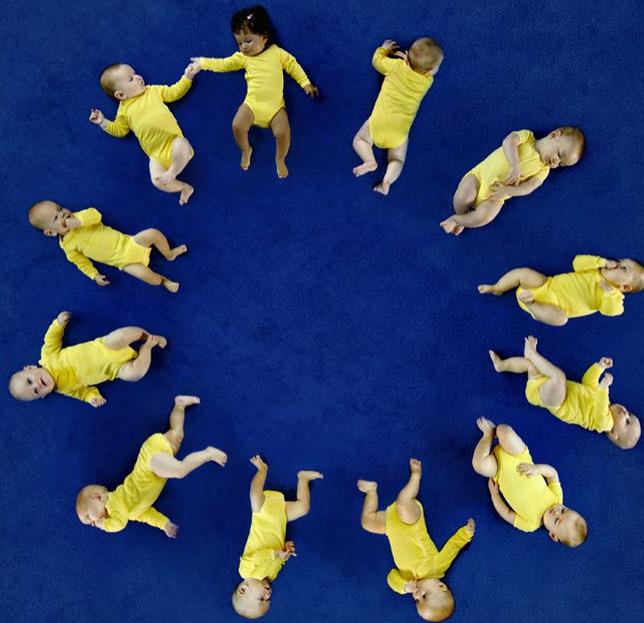
How to promote adult learning in the workplace

The final report identifies 10 building blocks on how to promote adult learning in the workplace:

1. Encourage employers to adopt a learning culture that supports career-long learning.
2. Ensures that adult learning in the workplace puts learners on a lifelong learning pathway (and is supported by guidance systems and validation of prior learning).
3. Secure the long-term commitment of all stakeholders.
4. Ensure effective coordination between all stakeholders and agree on roles and responsibilities.
5. Communication about adult learning in the workplace using the language of those needed to be encouraged.
6. Ensure sustainable co-funding systems in which all see the benefit of investing in adult learning in the workplace.
7. Ensure that workplace learning is tailored to adult learners' needs.
8. Ensure that adult learning in the workplace responds to employers' needs.
9. Assure the quality of adult learning in the workplace.
10. Set up effective monitoring and evaluation systems to ensure that adult learning in the workplace remains relevant and effective.

New mandate for 2018-2020: Policy priorities in adult learning after 2020

In an ideal world, every Member State would have an adequately funded, broad range of public and private provision of adult learning, supported by mature civil society and state organisations that are coordinated at top level, serving an adult population that is well aware of the learning offer and willing to make use of it. If this is a reasonable ideal, what could make it a reality and what could the EU do to help each Member State make this a reality? These are the questions for the new Working Group on Adult Learning.



This new Working Group has planned five meetings and three Peer Learning Activities (PLAs), to take place over the next two years. The Group's work is guided by the ECEC Quality Framework, which has been developed by experts in EU Member States. The Quality Framework forms the basis for the 2018 [Commission Proposal for a Council Recommendation on high quality ECEC systems](#).

The focus of the Group's work

The Quality Framework emphasises the importance of improving access to ECEC provision, staff development and the curriculum, monitoring and evaluating the quality of ECEC provision and the governance and funding arrangements for ECEC. The Working Group's reflections will support countries in designing ECEC policy measures in the following areas:

- Social inclusion and how increased participation in ECEC can narrow the skills gaps between children from different backgrounds;
- The professionalisation of ECEC staff as part of the process of creating an attractive, sustainable and competent profession;
- Measuring the quality of the ECEC at different levels in the system.

The Group's working methods

The members of the Working Group are involved in ECEC policy development in European stakeholder organisations, international agencies (both in Member States and outside the EU). They have been invited to share their policy experiences and to use the results of the Group's discussions.

The five Working Group meetings will be held in Brussels. They will provide an opportunity for members to discuss overarching issues and system-wide approaches to improving the quality of ECEC. There will also be three peer-learning activities to explore specific topics in depth. Summaries from the meetings and the PLAs will guide reflection, policy discussions and recommendations. The Group's first meeting will take place in Brussels during 20-21 November 2018.

Working Group Digital Education: Learning, Teaching and Assessment



The Working Group on Digital Skills and Competences completed its work programme in July 2018 and the new ET 2020 Working Group Digital Education: Learning, Teaching and Assessment is now in place. The new Working Group met for the first time in Brussels in September 2018 to frame their work programme for the next years.

Final conference in Sofia

The Working Group on Digital Skills and Competences completed its work programme in July 2018. It looked at how education systems and learning are impacted by the digital transformation of the economy and society. The mandate centred on the following questions:

- How can education systems support the development of digital skills and competences to prepare learners of all ages for the labour market and for participation in society?
- How is digital transformation changing learning and teaching and how can technology best support innovative, active and learner-centred pedagogies?

The Working Group's final plenary meeting in April 2018 took place in Sofia alongside the Bulgarian EU Presidency conference '[Educate to Create: From Digital Consumers to Digital Creators](#)', where the Sofia Call for Action on the use of digital technologies in education and digital skills was adopted.

Teaching, learning and assessment key messages report

The Working Group is finalising a report that captures key messages from nine PLAs held between February 2016 and July 2018. The report summarises themes arising from the Group's discussions in both plenary meetings and PLAs. The overarching themes include:

- technology supporting pedagogies;
- organisation-wide approach to digital change in education;
- effective partnerships and cooperation;
- teacher education and capacity building;
- digital equity and inclusion;
- educational resources.

The Group discussed a draft of this report during their September 2018 meeting and the final version will be published soon. In addition, following a successful pilot in 2017 covering 14 countries, SELFIE, the Self-reflection tool for digitally capable schools will be launched in October 2018.



During the first half of 2018, the Working Group finalised its activities under the previous mandate. These activities included PLAs in Athens, Helsinki and Lisbon, the seventh Working Group meeting in Brussels in June 2018, finalising the output 'Elements of a Policy Framework' and adding more examples of interesting best practice to the [online compendium](#).

PLAs in Athens, Helsinki and Lisbon

On 8-9 February 2018, a PLA was held in Athens entitled 'Intercultural dialogue as a tool to address migration, refugees and asylum seekers in educational contexts'. The PLA took place primarily in the magnificent Museum of Acropolis amphitheatre. Participants came from 11 EU Member States, Turkey, and various international and stakeholder organisations including UNESCO and FRA.

Another PLA on 'Linguistic and Cultural diversity – Integration of Migrants through Inclusive Education in Schools' took place in Helsinki on 22-23 March 2018. The PLA brought together more than 30 participants representing national education authorities, European social partners and NGOs, language education experts and the European Commission.

On 4-5 June in Lisbon, a PLA was organised jointly by the Commission (DG EAC and DG HOME), the High Commission for Migration and the Ministry for Education in Portugal, focusing on Integration policies for migrants: principles, challenges, practices, with a special focus on the Portuguese approach and on concrete initiatives by governments to support intercultural education for integration.

The Working Group launches 'Elements of a Policy Framework' for fostering equity and inclusiveness in education and training

In April 2018, the Working Group finalised a Policy Framework, inspired by the four policy areas set out in the Paris Declaration. The framework builds on the Working Group's key activities and themes undertaken to develop further insights and to discuss good practices in the following areas:

- enhancing critical thinking and media literacy to develop resistance to all forms of discrimination and indoctrination;
- ensuring that children and young people acquire social and civic competences;
- fostering the education of disadvantaged children and young people, and combatting discrimination;
- promoting intercultural understanding through all forms of learning.

The Policy Framework provides concrete and operational recommendations to support policymakers and practitioners in reviewing how their education and training methods foster equity and inclusiveness. This can be achieved through addressing the needs of all learners, promoting understanding and the ownership of shared values, and developing social and civic competences. To access the Policy Framework, please click [here](#).

Indicator Expert Group on Education and Training Evidence Monitoring

In late March 2018, the Indicator Expert Group on Education and Training Evidence Monitoring, chaired by the Commission, completed the evaluation of the usefulness of ET 2020 benchmarks in education and training. The Group also had an opportunity to discuss a matrix with possible areas for indicator development, and assess their 'benchmarkability', i.e. their policy relevance and a suitable technical way of collecting underlying data. In order to analyse in greater depth three areas for further indicator development, the Commission called for meetings of three new Indicators Expert Groups, respectively on Digital Competences, Entrepreneurship, and Multilingualism.

For more information on any of the ET 2020 Working Groups or for subscribing to the Newsletter, contact EAC-ET-2020-WORKING-GROUPS@ec.europa.eu