Education and Training 2020

*Working Group mandates
2018 - 2020*

Table of contents

INTRODUCTION

The ET 2020 strategic framework for European cooperation in education and training is the main instrument to develop exchanges of information and experience on issues common to the education and training systems of the Member States (TFEU, art. 165 and 166). As part of the ET 2020 strategic framework, cooperation inter alia takes the form of Working Groups.

Working Groups (WGs) – first established by the Commission under the Education and Training 2010 work programme in order to implement the Open Method of Coordination in education and training – offer a forum for the exchange of best practices in these fields. They bring together – on a voluntary basis – experts from the EU Member States[1] and other participating countries, stakeholders and international organisations. The work in the Working Groups should be done in the consistency with the United Nations Sustainable Development Goals.

They identify and analyse pertinent examples of Member States' policies to help draw common principles and factors for challenges or success transferable to other Member States.

In accordance with the ET 2020 Joint Report of 2015, "As of 2016 a new generation of **Working Groups** will work on ET 2020 **concrete issues** listed in the Annex."

The Joint Report[2] also stipulates that the "**mandates** [of the Working Groups] will be proposed by the Commission and adjusted in the light of comments expressed by the Member States, in particular through the Education Committee".

Work cycle 2018-2020

The present note provides the details of the proposed structure and content of the renewed mandates of the six existing WGs for the third and last work cycle 2018-2020. Overall, the WGs will remain stable compared to the previous cycle. The exception is however the creation of a seventh Working Group on Early Childhood Education and Care (ECEC). This note also provides the rationale for establishing this new Group.

During their last work cycle, the WGs will address four objectives:

- follow-up to the previous cycle,
- further implement the relevant "concrete issues" identified in the 2015 ET 2020 Joint Report,
- reflect on key topics addressed in the Commission Communication on Strengthening European Identity through Education and Culture of 14 November 2017[1], in particular to support the work towards a European Education Area
- reflect on the post-2020 strategic cooperation framework in education and training.

The renewed mandates and the mandate for the new Working Group on ECEC outline the **rationale** for each Group, the **"concrete issues"** of the 2015 Joint Report that will be addressed, with additional information concerning the **policy issues** the Group will focus on, the **expected outputs**, an indicative roadmap and the evidence basis for the Group work.

The WG mandates cover a selection of "concrete issues" on which the Groups will focus during the period 2018-mid-2020.[3] For clarity purposes, these are referred to as, for instance, "Priority 1.vii" in the mandates; the full set of concrete issues can be found in the Annex of this document.

The good practices collected within the WGs will contribute to the online Education and Training **What Works Database**, and constitute a common output for all Working Groups.

A focused Working Group structure

The six ET 2020 Working Groups established following the ET 2020 Joint Report of 2015 and the new Working Group on ECEC are, on the one hand, **sector-focused Working Groups** and, on the other, **issue-focused Working Groups**. Both types work under a sunset clause.

---

[1] https://ec.europa.eu/commission/sites/beta-political/files/communication-strengthening-european-identity-education-culture_en.pdf

1   Council conclusions on efficient and innovative education and training to invest in skills (2014/C   62/05)   http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52014XG0304%2801%29

2   2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training (ET 2020) – 'New priorities for European cooperation in education and training' (http://ec.europa.eu/education/policy/strategic-framework/index_en.htm)

3   It is not the purpose that all "concrete issues" are covered by the Working Groups alone. Some of the "concrete issues" can also be followed up through other ET 2020 tools, for example ad hoc peer learning activities, thematic events, peer counselling, peer reviews or other policy learning exchanges.

The **sector-focused groups** each represent a major sector of education and training:

(1) WG Schools,

(2) WG Vocational education and training,

(3) WG Higher education,

(4) WG Adult learning, and

(5) [**new**] WG Early childhood education and care.

These Groups ensure continuity with past activities, while adapting to the "priority areas" and "concrete issues" identified in the 2015 Joint Report.

The **issue-focused groups** work on highly visible, important and transversal policy issues with some level of urgency. There are two issue-focused Groups:

(6) WG digital education, and

(7) WG on Promoting common values and inclusive education (follow-up of the Paris Declaration)[4].

The WG was previously called WG on "Promoting Citizenship and the Common values of Freedom, Tolerance and non-discrimination through Education". While firmly keeping the focus on the follow-up of the Paris Declaration, it is proposed to amend the WG's name to give more visibility to the recent stronger policy emphasis on common values, notably following the Commission Communication on 'Strengthening European Identity through Education and Culture' and the adoption fo the proposal for a Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching.

Standard operating procedures across Working Groups

In the WG mandates, particular focus is given to:

- **Clear description of the outputs** (e.g. common tools, handbooks, policy guidance, peer learning activities as self-standing outputs, support to follow-up and incubation of Erasmus+ KA3 policy experimentations);

- **Strengthened peer learning** activities;

- **Dissemination activities**, which are a fully-fledged task of the WGs. The highlights of the main WG results will be translated in all EU languages;

- Main **sources of evidence**, which are referred to in the mandates and used in the work of the WGs to ensure evidence-based discussions and learning exchanges;

- **Synergies** between the WGs, which are built in from the start, in particular through joint peer learning activities between WGs.

Reporting to Senior Officials /Education Committee/Council

The Education Council (Feb. 2013) requested "Regular feedback from all WGs to the Education Committee and/or other relevant groups and the presentation of their key policy findings to Council …". The 2015 Joint Report adds that "The Groups will report regularly to the relevant informal groups of senior officials (i.e. the DG meetings and the High Level Group on Education and Training) which provide steering, and to the Education Committee which brings relevant outputs to the attention of the Council".

---

4 However, as the Paris Declaration is broad, each sector-focused group would also be expected to integrate part of the follow-up under its mandate. The same applies for issues related to the Digital Single Market, which go beyond skills and competences (e.g. open and digital learning approaches).

To enhance reporting on WG progress and dissemination of WG results, the following reporting regime applies:

- **Reporting to the High-Level Group on Education and Traning (HLG)/DG meetings:** the "parent" DG meeting/the HLG are informed every 6 months on the Working Group's progress, including outcomes of Peer Learning Activities, to allow policy discussion and steering at senior level;

- **Reporting to the Education Committee**: 6-monthly reporting on the overall progress of the Working Groups. Additionally, punctual reporting is ensured for relevant outputs;

- **Reporting to the Council**: the presentation of the key policy findings to the Council is ensured via the Education Committee when relevant outputs are available (usually at the end of the work period).

Membership of the Working Groups 2018-2020

Membership in the Groups will follow the same rules as for the 2016-2018 cycle. Member States will be invited to update their nominations according to the issues the Working Groups will work on. However, as the stakeholder associations will remain the same, a new call is not organised except for the new Working Group on ECEC.

Working Groups are composed of:

1. Member States, Candidate and EFTA Countries and relevant EU bodies or agencies (Cedefop, ETF, Eurydice...) representatives
Participation in the WGs is on a voluntary basis. Participating countries select, in accordance with national priorities, those Working Groups in which they wish to participate. Participating countries are free to name the person whom they consider most relevant to be member of the WG.

Notwithstanding the right of every participating country to appoint the persons of its choice, it is advisable that representatives have a strong connection to the national policy level and administration and ensure a strong feedback to and from the senior levels in their national context, as well as have a relevant experience and responsibility at national level with respect to the specific objective pursued in the Working Group.

In addition, the nominated representatives should commit to participate actively in the mutual learning process and have the ability to contribute to outputs of the Working Group (for practical reasons, a good knowledge of English is essential). They should be available to prepare, participate in and follow-up to 2-3 meetings in Brussels. If possible, representatives should be prepared to take part in peer learning activities and webinars every year.

The same number of alternates as members shall be nominated/appointed. Alternates will be appointed in accordance with the same conditions as members; alternates automatically replace any members who are absent or indisposed.

For this last cycle of Working Groups, it is proposed that Member State representatives can take the lead on specific outputs and peer learning events (in practice co-chair). Member State representatives who take the lead for a specific output are expected to take an active role in driving forward the relevant activities, including preparing meetings, drafting papers, co-chairing relevant sessions, ensuring follow-up and supporting dissemination.

2. Education and training stakeholder associations and European social partners
A number of European level stakeholder associations, as well as European social partners (ETUC, BUSINESSEUROPE, UEAPME, CEEP, ETUCE AND EFEE) are members of the WGs. They participate in the Brussels meetings and are invited under certain conditions (in particular relevance for the topic addressed) to the Peer Learning Activities (PLAs). Countries ownership of the Groups is a key principle, while at the same time opening up to different expertise has shown to be valuable. European level stakeholder associations and European social partners also contribute to dissemination of the WG outputs. The Commission proposes to continue current practice.

However there is now the obligation for the new Working Group on Early Childhood Education and Care (ECEC) to issue an open call, in line with Commission Decision of 30.5.2016[2] establishing horizontal rules on the creation and operation of Commission expert groups of 30.5.2016. Eligibility criteria and selection process will be established in the call published on http://ec.europa.eu/education/policy/strategic-framework/expert-groups_en.htm. The call will also be posted in the Commission's Register of Expert Groups).

3. Independent experts

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

---

[2] (C(2016) 3301 final)

WORKING GROUP ON SCHOOLS

Title	ET 2020 Working Group on Schools
Duration Mandate	July 2018 – June 2020
Corresponding DG / HLG meeting	DG Schools
Coordinating Unit(s)	EAC-B-2
Chair (Head of Unit level)	Michael TEUTSCH
Coordinating official(s)	Hannah GRAINGER CLEMSON

RATIONALE

In their Council Conclusions on school development and excellent teaching (November 2017) EU Education Ministers stated that "Making high-quality, inclusive and equitable school education a reality for all learners is a top priority that influences the European Union's social progress and sustainable growth in the future." Ministers highlighted the need for **contemporary approaches to teaching, learning and the governance of school education systems that help schools to respond to the diverse and changing educational demands** of all learners, society and the labour market, as well as those brought about by digital and technological developments.

In "Strengthening European Identity through Education and Culture" (14 November 2017)[3] the European Commission proposed a shared vision for a **European Education Area** in which by 2025 learning, studying and doing research is no longer limited by borders. The European Council of December 2017 asked the Commission to take forward a number of key initiatives, including on the mutual recognition of diplomas. It also asked to examine possible measures addressing the need for an inclusive, lifelong-learning based and innovation driven approach to education and training. As a follow-up, the Commission presented a proposal for a revised version of the Council recommendation on key competences for lifelong learning in January 2018, and in May 2018 a proposal for a Council recommendation promoting the automatic mutual recognition of higher education and upper secondary school leaving diplomas and the outcomes of learning periods abroad.

All these initiatives make a commitment to supporting quality and equity in school education that is future-oriented, and to building trust and transparency between education systems in Europe. Two aspects, above all, promise leverage on these points, and the added value of co-operation and exchanges at European level:

- **Strong quality assurance systems**, supporting innovation and improving quality, equity and efficiency in education, including making learning mobility a reality for all.

- Supporting **quality and professionalism in the teaching professions** (teachers and

---

3   https://ec.europa.eu/commission/sites/beta-political/files/communication-strengthening-european-identity-education-culture_en.pdf

school leaders), in particular by ensuring attractive careers and by supporting professional development.

In its 2016-18 cycle of work, the Working Group developed policy guidance on the governance of school education, including on quality assurance for school development and on policies to support teachers and school leaders in schools as learning organisations. As well as contributing to the Commission Communication on schools and excellent teaching of May 2017, this work also highlighted two **specific challenges** which would benefit from further exploration and peer learning:

(1) That school education systems struggle to generate and share an **adequate range of synthesised information and data** that provides feedback into the system to identify areas and strategies for improvement. This lack risks preventing an even **quality across the system, equity** in terms of support and opportunities for learners, and **balanced autonomy** in terms of the capacity to act by stakeholders at different levels of the system.

(2) That many European countries are experiencing **shortages of highly competent teachers and school leaders.** Given the crucial role these professions play for student achievement this can hold back progress in education. Further work is therefore required on strategies and policies to **raise the attractiveness of careers in teaching and school leadership** and **strengthen quality and professionalism** in these professions.

It is foreseen that in particular the work on quality assurance will also form part of important preparatory work on the mutual recognition of school leaving diplomas and the outcomes of learning periods abroad, as part of the proposed vision for a European Education Area. Mutual learning on quality assurance is a very important issue by itself, and also important to generate the trust that is necessary to arrive at a system of automatic recognition of diplomas.

MAIN "CONCRETE ISSUE(S)" THAT WILL BE ADDRESSED

The Working Group will take into consideration the ET2020 priorities and concrete issues and respond to specific additional challenges:

(1) *Quality assurance processes and mechanisms* (Priority Area 5 and 6) with the aim of embedding strong evidence-based policy-making and decision-making at all levels of school education as well as creating a balanced and holistic understanding of learner development across the system. This part of the work will focus on: mechanisms and tools that create different types of information on school and learner development; the flow of that data across the system and beyond, including the transparency of learner outcomes; and the capacity of actors at different levels to analyse, interpret and work further with that data. It is foreseen that this work will also form part of important preparatory work on the mutual recognition (Priority 5.i) of school leaving diplomas, as part of the proposed vision for a European Education Area.

Themes to explore:

- **Capacity-building of schools and local authorities**: tools and processes that support teachers, school leaders and other local actors to systematically collect and analyse quantitative and qualitative data and use the results to better support the development

of all learners;

- **System-level analysis and feedback**: how knowledge is drawn out from larger data sets and how the knowledge is fed back and shared across the system;

- **Transparency and mobility**: ways which strengthen mutual confidence across countries and support increased mobility of learners

(2) *Teacher and school leader careers* (Priority Area 4), with the aim of creating an attractive, sustainable and highly competent profession. This part of the work will focus **on career paths in teaching and school leadership** (formal or more informal structures) and how they can be linked effectively with evaluation, professional development and modes of leadership. In addition, this work could explore the theme further in relation to policies for recruitment and selection, workforce planning at system level, career guidance, working conditions and salaries.

Themes to explore:

- **Coherence of career paths/structures:** aligning policies/developing comprehensive strategies for careers in the teaching professions;

- **Evaluation**: models of staff appraisal, assessment and feedback;

- **Professional development:** specific focus on career advancement and diversification, appraisal and, where applicable, to competence frameworks;

- **Leadership**: a specific focus on this area of competence, development and career paths (in relation to both teachers and school leaders).

Contribution to other "concrete issues":

Both themes aim to further raise the quality of school education with better learning outcomes for all pupils (Priority Area 1).

Better learning outcomes for all pupils also refers to improving inclusive education, addressing the issue of gender gaps (Priority Area 2.ii), and embracing diversity and multilingualism (including in the context of newly arrived migrants) with a focus on those from disadvantaged backgrounds (Priority Area 2.i and iii). Diversity in the teaching profession is a relevant consideration in this respect.

Improving the generating and use of information and data in the context of quality assurance requires the systemic support of innovative approaches to assessment (Priority Area 3.1), synergies between education and research (Priority Area 3.3), and the use of ICT where appropriate (Priority Area 3.4). It also requires suitable partnerships and modes of communication between stakeholders to best develop approaches and respond to evidence (Priority Area 3.2), which is also relevant to teachers and school leaders.

Contribution to other Commission initiatives:

The work will additionally support Member States' efforts in the context of moving beyond the current initiative and reflect on school education post-2020.

The work will also take into account the recent proposed Recommendation on Key Competences for Lifelong Learning – which refers not only to curricula and assessment but also learning environments, pedagogical approaches, and support to educators - and the implications for school education.

Synergies with other Working Groups:

Many synergies exist between the Schools Working Group and other Working Groups and opportunities for cross-sector dialogue on focused topics will be explored. For example, the WG may make suggestions for, and contribute to, joint Working Group PLAs, on issues such as teacher/educator appraisal and development (with WG Higher Education) or assessment and learning analytics (with WG on Digital Education).

WORKING METHODS

The meetings and workshops will give the opportunity to discuss obstacles and define clear and practical possibilities for policy work that can help countries to initiate change across their school education systems.

This Working Group will convene in 3 complementary types of events:

(1) **Meetings** taking place in Brussels, to discuss overarching issues and systemic approaches;

(2) **Peer learning activities** taking place in voluntary host countries, to explore specific topics in a more in-depth and technical way;

(3) **Seminars** (either single day in Brussels or remotely via web-conferencing software) on specific themes, involving a sub-group of members together with invited experts in research and practice.

Ministry representatives are expected to take an active role in the steering meetings. These representatives should have an in-depth knowledge about their country's school education systems. For PLAs, which will address more specific themes, members will be asked to invite other experts (including non-government representatives) with the appropriate technical expertise whenever necessary.

Outputs from all events will be synthesised so as to provide effective input into subsequent meetings and output development, including DG Schools meetings for senior–level steering and policy discussion.

Co-operation beyond the Working Group: Synergies will be created through joint meetings/activities with the European social partners in education (for example, European sectoral social dialogue in education-ESSDE) and the new European policy network on teachers and school leaders (from autumn 2018, tbc).

EXPECTED OUTPUTS

Activities under this mandate will result in outputs that are both published (in digital format and for download) and are interactive (seminars, peer learning activities, conference). The purpose of these different forms is to blend the sharing of policy approaches with critical reflection and action planning.

Outputs will also be interim – occurring at intervals throughout the 2018-20 cycle – and final –

occurring towards the end (June 2020).

Policy guidance: These outputs have relevance across a diversity of education systems and facilitates understanding and policy learning between countries Typically, a set of 'guiding principles' are developed in discussion with members and based on research findings, evidence from different education systems/structures on policies that appear to have impact. These may also be presented as a set of guiding questions for reflection.

Specific guidance to participating countries: The peer learning process allows all participating countries to formulate and develop their specific policy questions, compare and contrast policies with those of other countries, and seek advice from peers. In a next step, countries can request the Commission's assistance for a more specific peer counselling process on a topic of their interest.

Peer learning activities and informal action planning:

Peer learning activities (PLA), in the form of workshops hosted by a participating country, will be organised on specific topics chosen and attended by a number of interested countries.

The process for each PLA will start with preparatory activities (e.g. mapping and research, to be summarised in a background report), and be followed by **a report summarising conclusions (both general and country-specific)**. Furthermore, the discussions will be informed by research, reports and other products developed in co-operation with international partners, in particular the OECD and relevant networks. PLAs are intended for participants with direct experience in the field covered.

Dissemination activities:

Dissemination activities may include seminars, a final conference, and videos. National dissemination events may also be supported.

Where relevant and appropriate, recommendations and accompanying good practices identified will be disseminated as online tools for target groups, for example the European Toolkit for Schools which has been developed under the previous ET 2020 WG on Schools Policy. This and other possible online content (webinars, expert blogs) will be available through the School Education Gateway (www.schooleducationgateway.eu).

RECURRENT ACTIVITIES

Support to Member States facing issues identified in CSRs:

If relevant, provide support to clusters of Member States in response to issues identified in CSRs, by having such Member States benefit from the practical experience and good practices of other Member States.

Support to the incubation and follow-up of Erasmus+ KA3 policy experimentation

If relevant, provide support to the incubation and follow-up of Erasmus+ KA3 policy experimentation. This activity depends on the priorities set out in the Annual Erasmus+ Work Programme. For 2018, there is a proposed focus on "Mainstreaming and further developing multilingual pedagogies in school education (e.g. working in multilingual classrooms/with bilingual children) and supporting teachers and their training to deal with diversity in classrooms". Ongoing KA3 projects include a 2016 priority call on the professionalization of staff in school education (selection 2017) and one project on attracting new talent to teaching.

INDICATIVE ROADMAP (24 months)

- 5 Meetings (plus 1 introductory meeting online)
- 4 Seminars
- 4 Peer learning activities

2018 July-December:
- Introductory Webinar (online) – July – *Introduction to the Work Programme*
- **Meeting #1** – September –
- Peer learning activity #1 – November
- Seminar #1 – November/December
- Report on PLA1 topic

2019 January-June:
- **Meeting #2** – February
- Seminar #2 – April
- Peer learning activity #2 – May
- **Meeting #3** - June
- Report on PLA2 topic

2019 July-December:
- Peer learning activity #3 – September
- Report on PLA3 topic
- Seminar #3 - October
- **Meeting #4** – November

2020 January-June:
- Peer learning activity #4 – February
- Seminar #4 – March
- Report on PLA4 topic
- **Meeting #5** - May

EVIDENCE-BASIS

Relevant Europe 2020 target/ET 2020 benchmarks:
- early school leaving
- basic skills
- early childhood education and care
- lifelong learning

Main sources of evidence:
- ET2020 Working Group Schools interim output on Quality assurance for school development (March 2016)
- Study on Governance and Management Policies in School Education Systems (November 2017)
- Comparative Study on Quality Assurance in EU School Education Systems – Policies, procedures and practices (June 2015)
- Eurydice Report on Assuring Quality in Education: Eurydice (January 2015)
- Proposal for key principles of a Quality Framework for Early Childhood Education and

Care (2014)
- Study on Innovation in European Schools (December 2017)
- ET2020 Working Group Schools interim output on [Teachers and school leaders in schools as learning organisations](#) (July 2017)
- [Eurydice report on Teaching careers in Europe](#) (February 2018)
- [Study on the Diversity within the Teaching Profession](#) (2016)
- [Eurydice report on The Teaching Profession in Europe](#) (June 2015)
- [Shaping career-long perspectives on teaching: A guide on policies to improve Initial Teacher Education – ET2020 Working Group Schools](#) (2015)
- [Supporting teacher competence development for better learning outcomes. Results of the Thematic Working Group on Teacher Professional Development](#) (2013)

Upcoming
- Study on policy measures to support, develop and incentivise teacher quality (spring 2018)
- Leveraging innovation in teacher continuing professional development (JRC, spring/summer 2018)
- OECD: Results of the Teaching and Learning International Survey (TALIS 2018, summer 2019)

MEMBERSHIP	
Member States	
Candidate & EFTA/EEA Countries	
Relevant EU bodies (Cedefop, ETF, Eurydice, CRELL, …)	
Relevant international organisations (OECD, Council of Europe, UNESCO)	
European social partners	
Relevant European-level stakeholder associations	

WORKING GROUP ON HIGHER EDUCATION

Title	ET 2020 Working Group on Higher Education
Duration Mandate	July 2018 – June 2020
Corresponding DG / HLG meeting	Directors-General for Higher Education (DG HE)
Coordinating Unit(s)	EAC-B-1
Chair (Head of Unit level)	Vanessa Debiais-Sainton
Coordinating official(s)	Jean MICALLEF GRIMAUD

RATIONALE

The Education and Training 2020 Working Group (WG) on Higher Education (HE) supports Member State (and other participating countries') reforms to maximise the potential of education systems to provide quality higher education, preparing graduates for changing labour markets and changing societies; increasing Europe's innovation capacity and contributing to sustainable growth and inclusive societies.

Scope: to follow-up on the priorities identified in the Communication on a renewed EU agenda for higher education (COM/2017/0247) and in the Communication on "Strengthening European Identity through Education and Culture" (COM(2017) 673 final)[4]. The Working Group will also focus on a number of new and emerging priority areas, in line with the priority areas defined by the Strategic Framework for European cooperation in education and training (ET 2020), the 2015 ET 2020 Joint Report, and the Bologna process.

The Working Group will directly address the following priority areas and concrete issues:

1) **Skills:** Skills mismatches and high-level skills needs, informed study choices (including skills forecasts, graduate tracking and career guidance), curriculum design (including work-based learning and channelling research results into curricula, immersion in research practice and methods), STEAM, improving the quality of teaching, technology for learning and teaching, status of teaching (training, careers, rewards), internationalisation, digital support for student mobility, recognition of higher education and school leaving diplomas/study periods abroad;

(2) **Inclusive and connected HE systems:** Ensuring that student and staff population reflects wider society, smoother transitions from schools and Vocational education and training, flexible pathways, lifelong learning in HE (upskilling, reskilling, attracting adult learners), holistic approaches to student support for students from non-traditional backgrounds, civic competences, flexible and modular courses, recognition of voluntary and community activities, informal and non-formal learning, integration of refugees and migrants;

(3) **Innovation**: Improving links between HE and research policies, ensuring the mobilisation of the full potential of Higher Education Institutions (HEIs) in regional innovation to address local and global challenges and opportunities, high quality post-graduate studies and doctoral training, smart specialisation, entrepreneurship and innovation skills, fostering creativity and innovation in teaching methods, university - business cooperation,;

(4) **Effective and efficient HE systems**: Funding and governance systems, performance-based funding, innovative funding sources, quality frameworks, co-operation with outside partners, encouraging innovative ways to ensure sustainable investment in higher education, European Student Card.

New cross-cutting initiatives that cover several of the above mentioned topics, such as European Universities and European Student Card, will also be directly addressed.

The primary focus of the WG is to benefit the participating countries in furthering policy development in the area of higher education through mutual learning and the identification of good practices at national and institutional level.

The Work Programme of the WG will help countries identify successful reforms for meeting these challenges, through focused peer learning (mixing countries with experience and good practice as well as countries facing specific challenges in a given area). The Work Programme

---

[4] https://ec.europa.eu/commission/sites/beta-political/files/communication-strengthening-european-identity-education-culture_en.pdf

will take into account the many synergies that exist between the Higher Education and other Working Groups and opportunities for cross-sector dialogue on focused topics.

The WG will, wherever possible, provide input to the Directors General meeting for higher education (DGHE), by preparing the discussion on the priority topic of the relevant EU Presidency through a dedicated Peer Learning Activity (PLA). The key findings of the PLA will be presented in the DGHE meeting which ensures a direct link between experience in the field and the policy-making level. The DGHE meeting will conclude on further follow-up of the topics discussed which will be channelled back to the Work programme of the WG. This approach, already implemented by the WG in previous work programmes, improves evidence-based policy making towards the central goal of enhancing quality.

EXPECTED OUTPUTS

Common tools

- Key elements of a policy framework for Higher Education, in line with the renewed EU agenda on higher education and the Communication on "Strengthening European Identity through Education and Culture";

- Contribution to the online What Works database;

- The policy evidence the WG produces provides input into complementary work carried out by the Commission (for example relevant studies etc.).

Peer learning and exchange of good practice

The peer learning activities (PLAs) will be defined in the Work programme of the WG. They will be hosted by participating countries or by the European Commission and are intended for participants with direct experience in the field covered. For efficiency purposes, participation to PLAs will be generally limited to 10 countries (1 representative of the national authorities and 1 representative of a higher education institution), as well as 2 participants from the European social partners organisations and 2 participants from the European stakeholder organisations involved in the WG. In case of interest exceeding the above participation limit, the following criteria for selection will be applied:

- Countries with related European Semester Country Specific Recommendation (or Europe 2020 documents which have identified a problem in this area) have priority;

- Balance between countries that have good practice to offer and countries facing a particular challenge in this area and are preparing concrete measures;

- Geographical balance between participating countries.

European social partner organisations and European stakeholder associations are asked to decide among themselves which organisations will take part in the different PLAs.

Dissemination activities

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 participating countries.

The final outcomes of the WG, including the key elements of a policy framework and the collection of good practices, will be disseminated in the relevant ET 2020 fora (High Level Group on Education and Training, DG HE meetings, the Education, Training and Youth Forum, European level networks).

Synergies will be sought with other ET 2020 WGs, the Bologna process, international organisations such as OECD, Council of Europe and UNESCO, as well as relevant European-level stakeholder organisations and social partners.

Broader dissemination activities exploiting the outcomes of the working group and the good practices identified should primarily be organised at national or regional level with a view to reaching out to stakeholders at higher education institutions and other relevant organisations. Participating countries will be encouraged to prepare dissemination plans and exploit a range of dissemination channels, including seminars, e-learning tools, training courses for higher education teachers, etc.

Communication activities during the lifetime of the WG could be supported by presentations, videos, guidelines and a dissemination toolkit produced during the mandate of the WG and disseminated by the WG members.

RECURRENT ACTIVITIES

Country-specific support
If relevant, provide support to clusters of Member States in response to issues identified in European Semester country-specific recommendations (CSRs), by having such Member States benefit from the practical experience and good practices of other Member States.

Links to EU funding
In the area of Higher Education the following priorities will be pursued in the different Key Actions of the **Erasmus+** programme :

Key Action 1 (individual mobility)

- Focus on traineeships in digital skills: this pilot scheme results from a partnership between Erasmus+ and Horizon 2020. It aims at providing working experience in the digital field to 5-6,000 graduate students in 2018-2020, with a budget of EUR 10 million (interns will receive an allowance of around 500 EUR per month) from Horizon 2020 Leadership in Enabling and Industrial Technologies - Information and communications technology (LEIT ICT).

- Emphasis on innovative teaching and curriculum design skills of teachers: higher education staff will be invited to use the opportunity offered by Erasmus+ staff training to further develop their pedagogical competences.

Key Action 2 (cooperation projects)

- Priorities for cooperation projects in the field of higher education (strategic partnerships) have been adapted to the priorities identified by the Renewed EU Agenda for Higher Education (see above)

Key Action 3 (support for policy reform)

- Launch of a call under the European Policy Experimentations for the creation of a European-wide platform for digital higher education and enhanced cooperation. The platform will host existing EU, national or regional platforms and their activities such as: online learning, blended/ virtual mobility, virtual campuses and collaborative exchange of best practices among higher education institutions at all levels (students, researchers, staff)

INDICATIVE ROADMAP

2018 July-December:
- PLA No 1: autumn 2018, topic to be decided – possibly funding (Croatia)
- WG meeting 1 (November), possibly combined with a peer learning "light" in Brussels

2019 January-June:
- PLA No 2
- WG meeting 2, possibly combined with "light" peer learning in Brussels

2019 July-December:
- PLA No 3
- WG meeting 3, possibly combined with "light" peer learning in Brussels

2020 January-June:
- PLA No 4
- WG meeting 4, possibly combined with "light" peer learning in Brussels

EVIDENCE-BASIS

Relevant Europe 2020 target/ET 2020 benchmarks:

- – Tertiary education attainment

- – Employment rate of recent graduates

- – Learning mobility

- – Investment in education

Already available main sources of evidence:

- – Education and Training Monitor

- – Eurydice reports

- – Relevant Commission studies:

    - o Study on the impact of admission systems on higher education outcomes – Comparative Report (Vol. I) + National Case Studies (Vol. II) – published September 2017[5]

    - o Study on Promoting the relevance of higher education: Trends, approaches and policy levers – Main Report + 8 case studies

    - o Study to support the revision of the diploma supplement and analyse the feasibility of its digitalisation at European level[6]

MEMBERSHIP

Member States	
Candidate & EFTA/EEA Countries	
Relevant EU bodies (Cedefop, ETF, Eurydice, CRELL, …)	
Relevant international organisations (OECD, Council of Europe, UNESCO)	
European social partners	

---

[5] https://publications.europa.eu/en/publication-detail/-/publication/9cfdd9c1-98f9-11e7-b92d-01aa75ed71a1/language-en

[6] https://publications.europa.eu/en/publication-detail/-/publication/1ae19aac-6a9a-11e7-b2f2-01aa75ed71a1/language-en/format-PDF/source-search

WORKING GROUP ON VOCATIONAL EDUCATION AND TRAINING

Title	**ET 2020 Working Group on Vocational Education and Training (WG)** *Innovation and Digitalisation:* *Boosting high-quality Vocational Education and Training (VET) and Higher VET*
Duration Mandate	July 2018 – June 2020
Corresponding DG/ HLG meeting	Directors - General for Vocational Training
Coordinating Unit(s)	EMPL.E3
Chair (Head of Unit level)[7]	Dana-Carmen Bachmann/ Norbert Schöbel
Coordinating official(s)	Helen Hoffmann

Rationale

There is a great potential of innovation and digitalisation supporting high quality Vocational education and training (VET) and higher VET. Boosting high quality VET and higher VET would further enhance employability and personal development of young learners and people of working age, hence contributing to the competitiveness of companies, sustainable growth and social cohesion.

However, this potential is not yet fully exploited. Other forms of education and training, such as higher education are more easily recognised as stimulating **innovation**, but the contribution of VET is often understated[8]. In addition, with the rapidly changing world of work, job-polarisation, new technological and **digital developments** (e.g. industry 4.0, robotisation, artificial intelligence), people of working age regardless of their level of education or qualification need to obtain an initial qualification and continuously update their skills or reskill to enter, re-enter or remain on the labour market.

Against this background, VET systems need to reflect and integrate these changes and re-define their role to support innovative processes and products. The **purpose of the Working Group** is to discuss innovation and digitalisation in view of creating more flexible and modern high quality VET systems. This reflection will be carried out taking into account also other key elements, such as governance and financing under tight public budgets, including the support of VET learning mobility, as well as trends, such as ageing population, circular economy and globalisation.

Policy context

1. Since the launch of the 2002 Copenhagen process, European cooperation on vocational education and training is increasingly adding value to national policies and practices.

2. For the period 2015-2020, Member States governments and social partners have agreed to

---

[7] For some of the specific outputs and peer learning events identified below, Member State representatives may be invited to take the lead, if appropriate.

[8] Most innovation indices do not take into account the role of VET, see Cedefop Briefing note on Innovation and training: partners in change, 2015.

focus on 5 Medium Term Vocational Education and Training (VET) deliverables (Riga Conclusions) supported by VET providers. As part of the follow up to these Medium Term deliverables (MTDs), previous ET2020 working groups were set up in relation to MTD1 (work based learning and apprenticeships, 2014-2015) and MTD5 (teachers and trainers, 2016-18). This Working Group will address MDT4 (further strengthening key competences). However, as recognised in the Riga conclusions, while most national agendas have focused on making VET more inclusive to help reduce early school leaving and promote further learning among learners at risk, less attention has been paid to promoting VET excellence through creativity, innovation and entrepreneurship –which could help enterprise performance and job creation.

3. There is now a need to approach the potential of innovation in VET in a more holistic perspective, exploiting in an efficient way the role of initial VET (IVET) but also of continuing VET (CVET) and VET at higher levels (HVET) in a context of blurring borders, as well as strengthening the link with the knowledge triangle[9] (education institutions, research organisations and business). The ET2020 Working Group therefore needs to look at the innovation potential of the VET sector as a whole and how it links to other parts of the education and training system.

4. The relevance of this holistic approach is underlined by the 2016 New Skills Agenda for Europe. The European Pillar of Social Rights jointly proclaimed by the Commission, the Parliament and the Council also points to the need for an integrated approach to address broader challenges in society and highlights the need for everyone to have access to learning throughout life.

5. In "Strengthening European Identity through Education and Culture" (14 November 2017) the European Commission proposed a shared vision for a European Education Area in which by 2025 learning, studying and doing research is no longer limited by borders. A key aspect of quality education is to make sure that the education systems, including vocational ones, impart all the knowledge, skills and competences that are deemed essential in today's world.

6. The Review of the Education and Training 2020 strategy and the debate on the Future of VET are all gathering speed to shape the post-2020 policy priorities. The Working Group on VET will contribute to the discussion by exploring how innovation opportunities could proactively support the modernisation of VET systems across the EU.

MAIN "CONCRETE ISSUE(S)" THAT WILL BE ADDRESSED:

The Working Group will focus on **innovation and digitalisation in VET and higher VET at system level**, taking account existing relevant policy strategies (e.g. smart specialisation strategy for local and regional development), relevant tools (e.g. Selfie self-assessment tool for digitally capable schools) and focusing on VET provision as seen from different stakeholders' perspectives. The Working Group will finalise its work programme in its first meeting by defining a focused list of topics linked to innovation and digitalisation taking as a starting point the following topics:

- New pedagogical and andragogical approaches for teachers and trainers (e.g. what and how we teach and train, how we learn)
- New learning environments and organisational developments in training institutions and companies
- Use of modern learning technologies in VET and higher VET, e.g. Open educational

---

[9] https://ec.europa.eu/education/policy/higher-education/knowledge-innovation-triangle_en

resources (OER)

- Pro-active and flexible VET systems supporting smart specialisation strategy and industrial clusters

- Strengthening key competences by adapting curricula/training programmes and regulations responsive to rapidly changing labour markets

- Governance and financing in terms of cost-sharing and investing in infrastructure

- Quality and excellence in VET

- Support of VET learning mobility, careers without borders and VET internationalisation.

Input would be given by key stakeholders and be based on new trends in VET identified in Cedefop research.

The work will be divided into the **following stages**:

1. Kick-off phase to fine-tune the mandate, including a clustering of concrete issues to be tackled

2. Develop a work plan with a focus on a strategic selection of peer learning activities to achieve the expected outputs

3. Selection of widely accepted good practices and creation a community of good practice

4. Develop policy guidance on the topics agreed upon

5. Develop a strategy to disseminate and exploit the findings to a wider audience, at European and national levels.

Given the broad focus suggested in this mandate, the Working Group should **cooperate with other relevant ET2020 Working Groups**, particularly the Working Group on Adult Learning but also the respective Working Groups on Higher Education and Digital Skills. The latter will focus on all forms of learning undertaken by adults having left initial education and training. Their output will also be fed into the Working Group on VET.

Contribution to other "concrete issues":

Work done by the group will contribute to several concrete issues identified in the **ET2020 Joint Report (2015)**:

Priority 1: Strengthening the development of transversal skills and key competences, including entrepreneurship; Promoting transitions to and between VET, higher education and adult learning, including non-formal and informal learning, and from VET to work

Priority 2: Addressing the increasing diversity of learners and enhancing access to quality and inclusive mainstream education and training for all learners; addressing the issue of gender gaps and promoting more gender-balanced educational choices

Priority 3: Exploring the potential of innovative and active pedagogies such as inter-disciplinary teaching and collaborative method, including by fully embracing the digital era, addressing the development of digital competences at all levels of learning; fostering cooperation among all relevant stakeholders and increasing synergies between education, research and innovation;

Priority 4: Raising the attractiveness, for both genders, and the status of the teaching profession and supporting the promotion of excellence in teaching at all levels

Priority 5: Fostering transparency, quality assurance, validation and thereby recognition of skills and/or qualifications; mobility and internationalisation

Priority 6: Sustainable investment and cost-sharing

Contribution to major Commission initiatives:

– EU jobs and growth strategy

– European Education Area

– European Framework for Quality and Effective Apprenticeships

– New Skills Agenda for Europe

– European Pillar of Social Rights

– Digital Education Action Plan

– Digital Skills and Jobs Coalition

EXPECTED OUTPUTS:

Methodology

The group will:

1. Contribute to the stock taking of current existing evidence for innovation and digitalisation in VET/Higher VET; supported by Cedefop research

2. Identify opportunities for innovation and digitalisation in VET/higher VET, followed by peer learning activities (pioneering, experimental and innovative practices, including success factors)

3. Select widely accepted good practices and case studies and create a community of practice

4. Develop a strategy and communication material to disseminate the findings to a wider audience and exploit them at European and national levels.

The group will, according to the specific agenda item of each meeting, use the opportunity to invite experts and practitioners on an ad hoc basis to make pertinent contributions in the relevant area. The group will use webinars between formal meetings with the double aim to reduce travelling time and ensure an effective information flow.

Final outcome

The Group will prepare a report (supported by a small editor group composed of Working Group members on a voluntary basis, selected consultants and EU officials) which will cover commonly agreed policy guidance, including a set of key challenges and success factors, an inventory of good practices and selected in-depth case studies.

Studies and seminars

The Commission may launch a study to support the Group in their work, e.g. through in-depth mapping of good practice or case studies. It may also on demand organise targeted seminar(s) and/or webinars for knowledge transfer among Member States.

Peer Learning Activities

Any peer learning activity (PLA) will fully involve relevant actors and experts at national/regional levels, to ensure that all perspectives are taken into account. Member States representatives will fine-tune the topics to be addressed or may propose additional themes.

Cooperation with other ET 2020 Working Groups

PLAs could be organised jointly with other ET2020 Working Groups if topics are found to be close and if it would benefit mutual learning.

Dissemination and exploitation activities

A strong commitment at national level is required for the outputs of the WG to go beyond the Group itself. A Communication plan will be developed to support dissemination and implementation of WG outputs.

Dissemination and exploitation activities should to a large extent take place in Member States, close to the stakeholders, during the lifetime and after the end of the WGs mandate. Experts are expected to be in close contact with national stakeholders, to be identified in the Communication plan, for continuous feedback from and to the WG.

Communication activities during the lifetime of the WG should be supported by information and

communication modules (presentations, videos, guidelines) being produced during the course of the WG and communicated by the WG members.

Outputs of the WG will be disseminated at European level (e.g. European Vocational Skills Week, EAfA, DGVT, ACVT, Cedefop Policy Learning Fora etc).

RECURRENT ACTIVITIES:

Country-specific support

If relevant, provide support to clusters of Member States in response to issues identified in European Semester country-specific recommendations (CSRs), by having such Member States benefit from the practical experience and good practices of other Member States.

Links to EU funding

This WG will draw on projects co-financed by existing EU programmes and funds **(Erasmus+, ESF etc)** for further improving the coherence and effectiveness of VET policies.

If relevant, this WG will provide support to the incubation and follow-up of **Erasmus+ KA3 policy experimentation.**

INDICATIVE ROADMAP:

Phase 1: September – October 2018-
- Kick off meeting (date to be confirmed
- Finetuning of the Working Groups' mandate, including clustering key activities.

Output phase 1:
- Consensus on mandate in terms of objectives, methodology, content and planning

Phase 2: November 2018 – July 2019
- Identify opportunities for innovation and digitalisation in VET/higher VET, taking into account existence evidence and practices
- Arrange a strategic working plan for peer learning activities, with a focus on pioneering and experimental practices

Output phase 2:
- Work plan and implementation of peer learning activities

Phase 3: September 2019 – February 2020
- Selection of widely accepted good practices, and, if possible in-depth cases studies
- Creating a community of good practice
- Input, particularly relevant good practices and in-depth cases studies for other relevant policy bodies (e.g. ACVT, DGVT)

Output phase 3:
- Final report taking stock of relevant evidence (including terminology) with the main deliverables

Phase 4: March 2020 – June 2020
- Final meeting to discuss the final output, particularly policy guidelines and best practices, organised in a conference style including a broader audience, if possible with the support of the EU Presidency
- Dissemination and exploitation of the final outcomes

Output phase 4:

Communication material

EVIDENCE-BASE

Relevant Europe 2020 target/ET 2020 benchmarks: e.g. VET mobility benchmark, adult participation in learning based on available main sources of evidence:

– Cedefop and ETF work on innovation and digitalisation in VET/higher VET; – Cedefop/ETF Riga interim mid-term report 2017 – Eurofound company survey on continuing VET – Education and Training Monitor (Directorate General for Education and Culture); – Labour Force Survey, Training in Enterprises Survey (CVTS), Adult Education Survey (Eurostat); – PIAAC (OECD) – Relevant national reports and studies	
MEMBERSHIP:	
Member States	
Candidate & EFTA/EEA Countries	
Relevant EU bodies (Cedefop, ETF, Eurydice, CRELL …)	
Relevant international organisations (OECD, Council of Europe, UNESCO)	
European social partners	
VET providers	
Relevant European-level stakeholder associations	

WORKING GROUP ON ADULT LEARNING

Title	**ET 2020 Working Group on adult learning (WG)** *Policy priorities in adult learning after 2020*
Duration Mandate	July 2018 – June 2020
Corresponding DG/ HLG meeting	Directors - General for Vocational Training and adult learning
Coordinating Unit(s)	EMPL.E3
Chair (Head of Unit level)[10]	Dana-Carmen Bachmann/ Paul Holdsworth
Coordinating official(s)	tbc
We are now looking back at more than twenty years of European Union history in the field of adult learning since the 1996 European Year of Lifelong Learning and the key milestones of the 2000s, including the Communications 'It is never too late to learn' (2006) and 'It is always a good time to learn' (2007) and the Action Plan on Adult Learning (2008-2010) that provided, for the first time, common priorities to be encouraged in the sector within the Open Method of	

---

[10] For some of the specific outputs and mutual/peer learning events identified below, Member State representatives may be invited to take the lead, if appropriate.

Coordination.

Since 2011 European Union priorities have been shaped by the Council Resolution on a renewed European Agenda on Adult Learning (EAAL) (renewed in 2015) (part of the Education and Training 2020 Strategic Framework), reaffirming that adult learning in its various forms – formal, non-formal and informal, and for all purposes, - "provides a means of up-skilling or reskilling those affected by unemployment, restructuring and career transitions, as well as making an important contribution to social inclusion, active citizenship and personal development".

In 2016 the New Skills Agenda aimed to improve skills intelligence, skills visibility and comparability and the quality and relevance of opportunities to acquire them. The Upskilling Pathways Recommendation in particular encourages Member States to address the upskilling needs of the 63 millions of low-skilled/low-qualified adults by putting in place a comprehensive approach to support them on new learning pathways.

In 2017 the importance of life-long learning, including adult learning, was highlighted in the European Pillar of Social Rights, jointly proclaimed by the Commission, the Parliament and the Council. In addition in December 2017 the European Council asked 'the Commission, the Council and the Member States to "examine possible measures addressing the need for an inclusive, lifelong-learning-based on and innovation-driven approach to education and training''.

In "Strengthening European Identity through Education and Culture" (14 November 2017) the European Commission proposed a shared vision for a European Education Area in which by 2025 learning, studying and doing research is no longer limited by borders. One of the key elements of the Area is promoting lifelong learning by seeking convergence and increasing the share of people engaging in learning throughout their lives.

Changing and increasing skills demands, coupled with economic, demographic and technological developments are all making it even more imperative to have in place modern adult learning systems that provide opportunities for all adults, no matter their level of education or qualification, to learn continuously, to maintain their employability in the face of rapidly changing labour markets, for their personal fulfilment, and for the "health" of society. And yet, despite the proven positive influence of upskilling on the economy, and on the quality of life and employability of individuals, the rate of adult participation in learning in EU Member States ranges from as low as 1.2% to as high as 29.6%, with an EU average of 10.8%.[11] The existing EU 2020 benchmark of 15% adult participation in education and training is increasingly seen as unambitious, given that, in fact, every single adult needs to be in continuous learning; but even this target is not likely to be achieved by 2020. Furthermore, as indicated in the 2016 World Economic Forum paper on the Future of Jobs, ''(…) While much has been said about the need for reform in basic education, it is simply not possible to weather the current technological revolution by waiting for the next generation's workforce to become better prepared. Instead **it is critical** that businesses take an active role in **supporting their current workforces through re-training**, that **individuals take a proactive approach to their own lifelong learning** and that governments create the enabling environment, rapidly and creatively, to assist these efforts".

MAIN "CONCRETE ISSUE(S)" THAT WILL BE ADDRESSED:

1. Supporting the stocktaking of the main accomplishments in the field of adult learning and developing proposals on how to strengthen adult learning in the wider education and training system (lifelong learning) (including future priorities in the medium-term for adult

---

[11] Labour Force Survey, Eurostat 2016.

learning)

The work will be divided into following stages:

– Contibuting to taking stock of what has been achieved in adult learning in the past seven years (including works and data developed by the ET2020 Working Groups, OECD, UNESCO, Cedefop, ETF, Eurydice and Eurofound, national statistics and other available data) by providing targeted input to a specific study that will be carried out in this respect;

– provide input for the discussions on the post 2020 strategic agenda in the field of education and training, focusing on policy priorities for European cooperation and support to the field of adult learning;

2. Analyse and explore policy options for modern adult learning systems that support all individuals in their continuing upskilling and reskilling necessary to manage multiple career transitions and constant evolution of society driven by technological changes, demography and globalisation. The work will focus on identifying **key policy drivers** (based on both good and bad practices) around two strands:

   a. **empowering individuals** to undertake up-/re-skilling and

   b. **supporting the development of a learning culture in the workplace** (private and public).

The Working Group will also investigate better integration of provision for adults within other education and training and or social services provision (e.g. through better cooperation between VET centres, employers and public employment services, better synergies between initial and continuing VET provision etc). This work will be done mostly through mutual/peer learning activities.

The work will be conducted in close coordination with the network of National Coordinators for the EAAL and experts from ET2020 Working Groups:

– on Schools in respect of the possible role of schools in promoting adult learning among parents and local communities or providing a learning environment adapted also to adults;

– on the Modernisation of Higher Education in respect of developing university provision for adult learners or supporting the professional development of staff in the adult learning sector;

– on Vocational Education and Training in respect of innovative solutions for C-VET;

– on Digital Skills in respect of additional ways to develop those skills among adults that have not already been identified by the AL WG;

– on Promoting Citizenship and the Common Values of Freedom, Tolerance and non-Discrimination in respect of ways in which adult learning can support the promotion of these values.

The Group will also use the potential of the EPALE community to gather evidence and disseminate the results of its work. A close coordination will be ensured with the ET2020 Working Group on Vocational Education and Training which will cover both Initial and continuing VET but with a focus on innovation and excellence.

For the stocktaking exercise, the group will also build on the forthcoming results of the ET 2020 external assessment.

For the purpose of this Group, adult learning is defined, in accordance with the acquis, as all forms of learning undertaken by adults after having left initial education and training, however far this process may have gone (e.g., including tertiary education).

Contribution to other "concrete issues":

Work done by the group will contribute to several concrete issues identified in the 2015 ET 2020 **Joint Report**:

- enhancing targeted policy action to reduce low achievement in basic skills (Priority Area 1.i);

- strengthening the development of transversal skills and key competences, including digital skills (Priority Area 1.ii);

- stimulating the engagement of civil society groups, social partners and business (Priority Area 3.ii);

- facilitate the integration of newly arrived migrants and people with a migrant background (Priority Area 2.i).

- fostering transparency, quality assurance, validation and hereby recognition of skills and qualifications (Priority Area 5.i).

Contribution to major Commission initiatives:

- Europe 2020 strategy

- European Agenda for Adult Learning

- European Skills Agenda

- European Pillar of Social Rights

- Recommendation on Upskilling Pathways: New Opportunities for Adults

- 2018 Recommendation on Key Competences for Lifelong Learning

- European Education Area

EXPECTED OUTPUTS:

Common tools:

The Group will work on the following, subject to further refinement based on discussions within the Working Group:

− **A report** taking stock of what has been achieved in adult learning in the past seven years and providing input for discussions on the post 2020 strategic agenda, including EU funding and programme arrangements supporting adult learning and feeding into the ET 2020 review exercise;

− **Policy recommendations and guidance** (based on good and bad practices) regarding key policy drivers which help to empower individuals to undertake up-/re-skilling and support the development of learning culture in the workplace (private and public) and integrated provision;

− **Networking** at EU and national level to further develop a community of practice (also building on existing structures and strengthening the cooperation with for example network of National Coordinators and EPALE communities of practice).

Studies and seminars:

The Commission may commission research to support the Group in their stock taking. It may also organise seminar(s) in which the WG can question and debate with researchers, stakeholders and other experts.

Peer learning and exchange of good practice:

Peer or mutual learning could be organised jointly with other ET2020 Working Groups if topics are found to be close and if it would benefit mutual learning.

Any mutual/peer learning activity will fully involve all relevant actors at national/regional levels, including the different social partners, to ensure that all perspectives are taken into account.

Member State representatives will fine-tune the topics to be addressed or may propose additional themes.

Dissemination activities:

A strong commitment at national level is required for the outputs of the WG to go beyond the Group itself. An action plan will be developed to support dissemination and implementation of WG outputs.

Dissemination and communication activities should to a large extent take place essentially in Member States, close to the stakeholders, during the lifetime and after the end of the WGs mandate. Experts will be expected to have close contact to national stakeholders for continuous feedback from and to the WG.

Communication activities during the lifetime of the WG should be supported by information and communication modules (presentations, videos, guidelines) being produced during the course of the WG and communicated by the WG members. These should focus on the concrete recommendations and guidelines aiming at supporting the work of the Member States and European Commission.

Outputs of the WG could be disseminated at European level, in connection with thematic events such as the Vocational Skills Week, DGVT and ACVT discussions, National pool of experts/ networks and events; European networking/ community of practice (e.g. EPALE); Cedefop Policy Learning Forum or similar. In addition more targeted sessions, policy learning exchanges and seminars for knowledge transfer could be organised in Member States and at European level.

RECURRENT ACTIVITIES:

Country-specific support

If relevant, provide support to clusters of Member States in response to issues identified in European Semester country-specific recommendations (CSRs), by having such Member States benefit from the practical experience and good practices of other Member States.

Links to EU funding

This WG will support the incubation and follow-up of **Erasmus+ KA3 policy experimentations** related to the assessment of the effectiveness and efficiency of current policy and provision for adult learning, with a view to identifying opportunities for improving their coherence and effectiveness.

INDICATIVE ROADMAP:

January – June 2018 (actions before official launch of the WG, implemented by the Commission)

- commissioning the expert support services which will support the stock taking activity;

Phase 1: August 2018 – December 2019

- discussion on the stock taking;
- first input for discussions on the post 2020 strategic agenda;
- possible mutual/peer learning on key policy drivers which help to empower individuals to undertake up-/re-skilling and integrated provision;

Outputs phase 1:

Stock taking of what has been achieved in the adult learning in the past seven years (Q1 2019);

Input for discussions on the post 2020 strategic agenda (Q1 2019);

Report from mutual/peer learning, including policy recommendations.

Phase 2: January – December 2020

- mutual/peer learning on key policy drivers which help to support the development of a learning culture in the workplace (private and public) and integrated provision;
- mutual/peer learning on supporting employers to provide quality workplaces that stimulate further skills development and reskilling;

Outputs phase 2:

Reports from the mutual/peer learning, including policy recommendation;

Policy recommendations and guidance (based on good and bad practices) regarding key policy drivers which help to empower individuals to undertake up-/re-skilling and support the development of learning culture in the workplace (private and public) and integrated provision.

Phase 3: January – June 2020

- dissemination of the policy recommendations and guidance.

EVIDENCE-BASE	

Relevant Europe 2020 target/ET 2020 benchmarks:

Adult participation in learning

Main sources of evidence:

− PIAAC (2013 and 2016);

− Cedefop and ETF work on adult learning;

− Education and Training Monitor (Directorate General for Education and Culture);

− Adult Education Survey and Training in Companies Survey (Eurostat);

− European Union Labour Force Survey (Eurostat);

− ET 2020 Working Group (2012-2013) reports on quality and finance;

− ET2020 Working Group (2016-2018) report on policies promoting adult learning in the workplace.

MEMBERSHIP:

Member States	
Candidate & EFTA/EEA Countries	
Relevant EU bodies (CEDEFOP, ETF, Eurydice, CRELL, …)	
Relevant international organisations (OECD, Council of Europe, UNESCO)	
European social partners	
Relevant European-level stakeholder associations	

WORKING GROUP ON EARLY CHILDHOOD EDUCATION AND CARE (ECEC)

Title	ET 2020 Working Group on ECEC
Duration Mandate	July 2018 – June 2020
Corresponding DG / HLG meeting	DG Schools
Coordinating Unit(s)	EAC-B-2
Chair (Head of Unit level)	Michael TEUTSCH
Coordinating official(s)	Géraldine Libreau

RATIONALE

There is a strong call for European level action on early childhood education and care. Early childhood education and care was one of the main areas in which EU Education Ministers in

their Council Conclusions on school development and excellent teaching of November 2017 invited the Commission to reinforce peer learning and peer counselling. The proposal of key principles for a Quality Framework for early childhood education and care, developed by experts of the Member States during a previous work cycle in ET 2020, has been used in several Member States as an important input in reforms and initiatives to improve their early childhood education and care systems. The ET 2020 Joint Report from 2015 proposed that "key issues for further work could include the improvement of access, focusing on the disadvantaged, the professionalisation of staff and efficient governance, curricula, funding and monitoring systems".

As announced in the 2017 Communication on Strengthening European Identity through Education and Culture, the Commission has presented a Proposal for Council Recommendation on high quality Early Childhood Education and Care systems on 22 May 2018[12]. The Quality Framework is a core element in this proposal. The Working Group on Early childhood education and care is perceived as key element in supporting Member States in the implementation of the Recommendation. It will allow participants to exchange experiences and good practices, learn from each other and develop targeted policy guidance.

It is expected that the new Working Group will gather representatives from Member States that are involved in policy development in the area of early childhood education and care in their countries, can share policy experiences and are in the position to also disseminate and use the results of the working group effectively in their respective Member States.

Non-governmental stakeholders will be involved in the Working Group following an open call.

MAIN "CONCRETE ISSUE(S)" THAT WILL BE ADDRESSED:

The Working Group will take into consideration the ET 2020 priorities and concrete issues, it will focus on supporting countries in their reflections and designing policy measures. It will focus primarily on:

(1) *Social inclusion* (Priority Area 1 and 2): **Broad participation in ECEC can impact on social inclusion as it can** narrow skill gaps between children of different background (including also children with special needs), improve social cohesion and support early language learning of newly arrived migrant or minority children.

(2) *Professionalisation of staff* (Priority Area 4) as a key element of creating an attractive, sustainable and highly competent profession. This part of the work will focus on both initial and continuous professional development, career pathways and opportunities, diversity of staff (e.g. tackling the gender gap, ensuring diversity of ethinc background), as well as working conditions.

The Working Group will also reflect on the **use of quality factors** to measure quality at different levels of ECEC systems as outlined in the Staff Working Document[13] accompanying the recently adopted proposal for a Council recommendation on high quality education and care systems[14]; following up on work in previous ET2020 cycles.

---

[12]   https://ec.europa.eu/education/initiatives/european-education-area/early-childhood-education-and-care_en

[13] SWD (2018) 173

[14] COM (2018)271

Contribution to other Commission initiatives:

The work will also take into account the 2011 Council conclusions on early childhood and care: providing all our children with the best start for the world of tomorrow[15], the recently proposed Recommendation on Key Competences for Lifelong Learning and the proposal for comprehensive approaches to language learning (announced in the November 2017 Communication).

Synergies with other Working Groups:

Many synergies exist between this new Working Group and other Working Groups and opportunities for cross-sector dialogue on focused topics will be explored.

---

[15] https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2011.175.01.0008.01.ENG

WORKING METHODS

The meetings and workshops (Peer Learning Activities, PLA) will give the opportunity to discuss obstacles and define clear and practical possibilities for policy work that can help countries to improve their ECEC systems.

This Working Group will convene in 2 complementary types of events:

(4) **Meetings** taking place in Brussels, to discuss overarching issues and systemic approaches;
(5) **Peer learning activities** taking place in voluntary host countries, to explore specific topics in a more in-depth and technical way;

Ministry representatives are expected to take an active role in the steering meetings. They should have an in-depth knowledge about their country's ECEC systems. For PLAs, which will address more specific themes, members can invite other experts with the appropriate technical expertise whenever necessary.

Outputs from meetings and PLAs will be synthesised so as to provide effective input into subsequent meetings and output development, including DG Schools meetings for senior–level steering and policy discussion.

EXPECTED OUTPUTS:

Activities under this mandate will result in outputs that are both published (in digital format and for download) and are interactive (seminars, peer learning activities, conference). The purpose of these different forms is to blend the sharing of policy approaches with critical reflection and action planning.

Outputs will also be interim – occurring at intervals throughout the 2018-20 cycle – and final – occurring towards the end (June 2020).

Policy guidance: These outputs have relevance across a diversity of ECEC systems and facilitate understanding and policy learning between countries Typically, a set of 'guiding principles' is developed in discussion with members and based on research findings, evidence from different ECEC systems/structures on policies that appear to have impact. The outputs may also be presented as a set of guiding questions for reflection.

Specific guidance to participating countries: The peer learning process allows all participating countries to formulate and develop their specific policy questions, compare and contrast policies with those of other countries, and seek advice from peers. In a next step, countries can request the Commission's assistance for a more specific peer counselling process on a topic of their interest.

Peer learning activity and informal action planning:

Peer learning activities, in the form of workshops hosted by a participating country, will be organised on specific topics chosen and attended by a number of interested countries.

The process for each PLA will start with preparatory activities (e.g. mapping and research, to be summarised in a background report), and be followed by **a report summarising conclusions (both general and country-specific)**. Furthermore, the discussions will be informed by research, reports and other products developed in co-operation with international partners, in particular the OECD, and relevant networks. PLAs are intended for participants with direct experience in the field covered.

Dissemination activities:

Dissemination activities may include seminars, a final conference, and videos. National dissemination events may also be supported.

Where relevant and appropriate, recommendations and accompanying good practices identified will be disseminated as online tools for target groups. This and other possible online content (webinars, expert blogs) will be available through the School Education Gateway.

RECURRENT ACTIVITIES:

Country-specific support

If relevant, provide support to clusters of Member States in response to issues identified in European Seemster country-specific recommendaitons (CSRs), by having such Member States benefit from the practical experience and good practices of other Member States.

Links to EU funding

If relevant, provide support to the incubation and follow-up of **Erasmus+ KA3 policy experimentation.** This activity depends on the priorities set out in the Annual Erasmus+ Work Programme.

INDICATIVE ROADMAP (18 months):
  – 5 Meetings
  – 3 Peer learning activities

2018 September-December:
  – **Meeting #1** – October/ November –

2019 January-June:
  – **Meeting #2** – February
  – Peer learning activity #1 – May / June
  – **Meeting #3** - September
  – Report on PLA1 topic

2019 July-December:
  – Peer learning activity #2 – October
  – Report on PLA2 topic
  – **Meeting #4** – November

2020 January-June:
  – Peer learning activity #3 – February
  – Report on PLA4 topic
  – **Meeting #5** - May

EVIDENCE-BASIS

Relevant Europe 2020 target/ET 2020 benchmarks:
  – basic skills

  – early childhood education

Main sources of evidence:

– Proposal for key principles of a Quality Framework for Early Childhood Education and Care (2014)

– Eurydice (2016) *Key Data on Early Childhood Education and Care;*

– *Education and training Mon*itor (2017);

– OECD (2017) *Starting Strong V: Key indicators on ECEC;*

– CARE (2016) Policy Recommendations on quality ;

– EENNEE (2017) *Benefits of early childhood education and care and the conditions under which they can be obtained;*

– NESET (2017) *State of play on ECEC quality frameworks, or equivalent strategic policy documents governing ECEC quality, in Member States*.

MEMBERSHIP

Member States	
Candidate & EFTA/EEA Countries	
Relevant EU bodies (Cedefop, ETF, Eurydice, CRELL, …)	
Relevant international organisations (OECD, Council of Europe, UNESCO)	
European social partners	
Relevant European-level stakeholder associations	

WORKING GROUP ON DIGITAL EDUCATION: LEARNING, TEACHING AND ASSESSMENT

Title	ET 2020 Working Group on Digital Education: Learning, Teaching and Assessment
Duration Mandate	July 2018 – June 2020
Corresponding DG / HLG meeting	High Level Group on Education and Training DGs as appropriate
Coordinating Unit(s)	EAC-C-1

Chair (Head of Unit level)[16]	Begoña Araño
Coordinating official(s)	Deirdre Hodson
	Anusca Ferrari

In an economy and society, increasingly mediated by digital technologies, all citizens in Europe need to acquire a wide range of digital skills and competences for life, learning and work. Currently, however, one in four Europeans lack basic digital competences and one in five has none at all.

The Commission's Digital Education Action Plan (January 2018) highlights the urgent need for education and training systems to address the digital skills gap and ensure that all citizens benefit from the opportunities of digital transformation. The Action Plan also points to the importance of harnessing the potential of digital technologies to support education's core mission: to help students develop the skills, knowledge, and attitudes to thrive in a world that faces rapid technological, cultural, informational and demographic change.

The increased use of technologies in education can enrich the learning experience and also help students to learn how to use technology in creative, collaborative and proactive ways. For educators, technologies can support their teaching practice and provide new ways to collaborate within and across educational institutions. For educational institutions and the system level, technologies can improve internal processes, collaboration and communication with the wider community, including parents and carers. Digital technologies can also help to provide timely information and data to identify and address problems (e.g. predicting drop-out).

Deep integration of technology, however, requires significant educational innovation and implies a process of planning for pedagogical, technological and organisational change.

Many Member States report initiatives to increase teachers' and learners' digital skills. All Member States have digital education strategies in place, and are currently or have recently updated them. Nonetheless, huge challenges remain and effective policy and policy implementation plans are lacking to allow the shift at the systemic and educational level necessary to forge a society which understands and is prepared for digital change.

Main "concrete issue(s)" from ET2020 Joint Report that will be addressed:

– Addressing the development of **digital competences at all levels of learning**, including non-formal and informal, in response to the digital revolution (Priority Area 3.vi).

– Fostering **transparency, quality assurance, validation and here by recognition** of skills and qualifications, including those acquired through digital, online and open learning resources, as well as non-formal and informal learning (Priority Area 5.i).

– Promoting the use of **ICT** with a view to increasing the quality and relevance of education at all levels (Priority Area 3.v); Boosting availability and quality of open and

---

[16]   For some of the specific outputs and peer learning events identified below, Member State representatives may be invited to take the lead, if appropriate.

digital educational resources and pedagogies at all education levels, in cooperation with European open source communities . (Priority Area 3.vi).

Contribution to other "concrete issues":

- Enhancing targeted policy action to reduce low achievement in **basic skills** across Europe, covering **language, literacy, mathematics, science and digital literacy** (Priority Area 1.i);

- Strengthening the development of **transversal skills and key competences,** in line with the Reference Framework on Key Competences for lifelong learning, in particular **digital, entrepreneurship and linguistic competences** (Priority Area 1.ii);

- Enhancing **critical thinking**, along with cyber and media literacy (Priority Area 2.v);

Contribution to major Commission initiatives:

- Digital Education Action Plan (COM(2018)22)
- Key Competences for Lifelong Learning COM(2018)24)
- Communication on Strengthening European Identity through Education and Culture (COM(2017) 673)
- Digital Single Market (COM(2015)192)
- New Skills Agenda for Europe (COM(2016)381)
- School development and excellent teaching for a great start in life (COM(2017)248)
- A renewed EU agenda for higher education (COM(2017)247)

EXPECTED OUTPUTS:

- Monitoring the implementation of the Digital Education Action Plan with regular discussions and progress reports at working group meetings where appropriate.
- Further guidance and feedback on the overall development of the SELFIE self-reflection tool;
- Compendium/mapping of innovative practice and policies in digital education (case studies, examples from all phases of education);
- Key messages for policy makers following peer learning activities.
- Guidance and input on European Commission research and frameworks (led by the Joint Research Centre) on digital education.

The group will also provide feedback on the work on the Eurydice report on Digital Education in Europe (to be finalised Spring 2019). This report will provide an analysis of digital competence in primary and secondary school education and national policies to support the development of these competences as well as to prepare teachers for the pedagogical use of technology.

o **Exchange of good practice, topics and peer learning:**

The following themes are proposed for discussion within the group over the coming 2.5 years. The group will continue to have a cross-sectoral and life-long learning approach to digital education. These themes will be discussed at dedicated Peer Learning Activities, webinars and or in (face-to-face or online) plenary meetings. Joint PLAs will be organised with the VET working group and other ET2020 Working Groups where appropriate.

Priority themes:

1. Making better use of digital technology for teaching, learning and assessment

Indicative sub-themes:

- Change management in educational institutions and support for educational leadership; success criteria and influencing factors.
- Digital teaching tools and resources: Open Educational Resources and Free and Open Source Software; concerns around interoperability and lock-in. Rethinking teaching, learning and assessment (e.g. formative assessment).
- Recognition of prior learning, validation, credentialing and digital badges - bridging learners' educational paths.

2. Developing relevant digital competences and skills for the digital transformation

Indicative sub-themes:

- Supporting teachers' pedagogical digital competence and confidence in using technology to improve teaching and learning; technology supporting communication, collaboration and exchange in the organisation and with its community, including virtual exchange of educators.
- Inclusive participation of all citizens in the digital world; raising in particular girls' and women's participation in digital studies and careers.
- Improving computational thinking (including teacher training and assessment) and digital competence, other key competences and the links between digital and entrepreneurial competences.
- Good practice and innovation in digital well-being, cyber-security education and digital citizenship - when and when not to use technology.
- Assessing the impact of digital education strategies at national and regional level

3. Trends and foresight

Indicative sub-themes:

- Evaluation of digital technology use in education - cost-benefit analysis.
- Exploring trends and emerging themes: eg big data, robotics, Artificial Intelligence, Augmented Reality and Virtual Reality, and gaming, the role of Makerspaces in educational practice and systems, innovation in digital assessment.
- Using data to improve teaching and learning; personalised learning; learning analytics; data protection and privacy issues in education.
- Changing learning spaces for innovative and digital educational approaches, co-creation, collaboration and learner-centric teaching and learning.
- STEM and VET 4.0; education and training in informatics.

Dissemination activities:

The WG will provide insights and propose next steps on specific policy challenges identified at the EU level and/or of importance for clusters of Member States. Particular attention will be given to cooperate with the other ET2020 sectoral working groups and joint PLAs will be organised where appropriate.

Dissemination activities may include seminars and webinars on outputs, a final conference, and video material. The possibility to support national dissemination events (eg seminars, e-learning tools) will also be explored. A possible compendium of good practices that support

digital education could be envisaged.

Recommendations and good practice will be disseminated through ET2020 and Commission channels and fora (eg relevant conferences, Commission's education and training website, School Education Gateway, newsletters, social media, etc.).

RECURRENT ACTIVITIES:

Country specific support

On the request of interested MS, provide support to clusters of Member States in response to issues identified in Country Specific Recommendations, by having such Member States benefit from the practical experience and good practices of other Member States.

Links to EU funding

If relevant, provide support to the incubation and follow-up of **Erasmus+ Key Action 3** policy experimentations. This activity depends on the priorities set out in the Annual Erasmus+ Work Programme and the relevance of current projects and calls.

INDICATIVE ROADMAP:

The group will explore digital working methods, including webinars and online plenaries to in addition to face-to-face meetings.

PLAs (hosted by Member States) are intended to focus on one or two key issues and bring the most relevant experts and experiences together to address them. The group will hold at least one PLA and one plenary session (online or face-to-face every six months). The exact timetable will be established by the group at the first meeting under the new mandate.

EVIDENCE-BASIS

- ○ **Relevant Europe 2020 target/ET 2020 benchmarks:**

– higher education completion

– basic skills

– lifelong learning

– transition to the labour market

- ○ **Already available main sources of evidence:**

– Digital Education Action Plan
  https://ec.europa.eu/education/sites/education/files/digital-education-action-plan.pdf
– Digital Education Policies in Europe and Beyond: Key Design Principles for More Effective Policies, https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digital-education-policies-europe-and-beyond-key-design-principles-more-effective-policies
– Proposal for a Council Recommendation on Key Competences for Lifelong Learning. https://ec.europa.eu/education/sites/education/files/recommendation-key-competences-lifelong-learning.pdf
– The Digital Competence Framework for Citizens. https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-20-digital-competence-framework-citizens-update-phase-1-conceptual-reference-model.
– European Framework for Digitally Competent Organisations. https://ec.europa.eu/jrc/en/digcomporg
– European Framework for the Digital Competence of Educators. https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-

reports/european-framework-digital-competence-educators-digcompedu

- Going Open: Policy Recommendations on Open Education in Europe brings policy recommendations at regional, national and EU levels to foster open education in all education sectors.. https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/going-open-policy-recommendations-open-education-europe-openedu-policies
- Policy Approaches to Open Education – Case Studies from 28 EU Member States provides an analysis of current policies on open education across Europe. https://ec.europa.eu/jrc/en/publication/policy-approaches-open-education-case-studies-28-eu-member-states-openedu-policies
- Free Digital Learning Opportunities for Migrants and Refugees. https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/free-digital-learning-opportunities-migrants-and-refugees-analysis-current-initiatives-and
- Digital technologies and learning outcomes of students from low socio-economic background: An analysis of PISA 2015 https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digital-technologies-and-learning-outcomes-students-low-socio-economic-background-analysis
- Outputs and key messages of the Working Group Digital Skills and Competences (2016-2018) https://ec.europa.eu/education/policy/strategic-framework/expert-groups/digital-skills-competences_en and Digital and Online Learning (2013-2015) http://ec.europa.eu/transparency/regexpert/index.cfm?do=groupDetail.groupDetail&groupID=3092&Lang=EN
- Opening up Education – http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52013DC0654
- ICILS: Main findings and implications for education policies in Europe – http://ec.europa.eu/education/library/study/2014/ec-icils_en.pdf

MEMBERSHIP:

Member States	
Candidate & EFTA/EEA Countries	
Relevant EU bodies (Cedefop, ETF, Eurydice, CRELL,...)	
Relevant international organisations (OECD, Council of Europe, UNESCO)	
European social partners	
Relevant European-level stakeholder associations	

WORKING GROUP ON PROMOTING COMMON VALUES AND INCLUSIVE EDUCATION

Title	**ET 2020 Working Group on promoting common values and inclusive education**
Duration Mandate	July 2018 – June 2020
Corresponding DG / HLG meeting	High-Level Group on Educaiton and Training
Coordinating Unit(s)	EAC-A-1
Chair (Head of Unit level)[17]	José-Lorenzo Valles
Coordinating official(s)	Ivar Staffa and Anja Janum

---

[17] For some of the specific outputs and peer learning events identified below, Member State representatives may be invited to take the lead, if appropriate.

RATIONALE

The Working Group on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education was set up to support the follow-up to the Paris Declaration of 2015. All four pillars of the Declaration have been covered during the 2016-2018 work cycle; key elements of a policy framework and an online compendium of good practices have been delivered.

In the next phase, while fully keeping the focus on the follow-up of the Paris Declaration, it is proposed to modify the WG's name to give more visibility to the recent stronger policy emphasis on common values, notably in the light of the Commission Communication on 'Strengthening European Identity through Education and Culture' of 14.11.2017 and of the adoption of the proposal for a Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching of 17.01.2018.

In this context, it is also proposed to be more focused and to address implementation issues associated with relevant policies. Relevant data will be mobilised more systematically to better relate policy to data and monitor the effectiveness of policies.

MAIN "CONCRETE ISSUE(S)" AND PRIORITIES THAT WILL BE ADDRESSED

The Working Group operates within the second priority area of the 2015 ET 2020 Joint - "Inclusive education, equality, equity, non-discrimination and the promotion of civic competences" and will cover all concrete issues therein.

Four key issues will be addressed. They are listed below with references to more specific and indicative topics.

1) Promote common values and intercultural competences, including citizenship education and digital citizenship

In the online consultation to support the preparation of a proposal for a Council Recommendation on Common values, inclusive education and the European dimension of teaching, **opportunities for volunteering and civic experiences** through non-formal learning were strongly supported as effective means to share common values. **Learners' civic engagement activities**, including the award of ECTS credits in higher education, will be examined specifically. Work will focus on:

- **Citizenship education, from policy to practice.** Following the 2017 Eurydice report on Citizenship education at school in Europe, there is a wide body of knowledge about what is being promoted by Member States in terms of citizenship education. However, an important gap between policy and practice has been identified.

- Supporting opportunities for young people to become **democratically engaged citizens** both in their schools and in communities;

- Improve conditions to ensure the active participation of all members of the learning community in the **governance** of education and training systems and institutions, including learners, parents and educators;

- In the field of **media literacy and digital citizenship,** it is important to help users to develop a critical understanding of traditional and new forms of media, in particular to build resilience against extremist propaganda.

Synergies with the Working Groups on Higher Education and Digital Age Learning will be sought.

2) Promote inclusive education for all learners

Inclusive education policies have been considered in the previous mandate. The aim is now to focus on concrete issues, such as:

– **removing structural barriers and dead ends** between various educational levels and sectors, facilitating flexible learning pathways and providing adequate guidance on educational and career choices, particularly through financial and mentoring support to disadvantaged learners;

– **gender equality**, including underperformance of boys;

– integrating **refugees** in education and training systems, as well as tackling the educational disadvantage of **learners with a migrant background**;

– Support learners with special educational needs by making effective use of the European Agency for Special Needs and Inclusive education to implement and monitor successful inclusive approaches in education and training systems;

– promote **safe and supportive learning** environments (including prevention of bullying);

– use evidence to show the importance of an inclusive climate in learning settings in order to **create a sense of belonging and improve the well-being of learners**.

Synergies with the Working Group on Early Childhood and Care and the Working Group Schools will be sought.

3) Promote a European dimension of education and training, in particular

  - a basic knowledge of European history and the multiperspectivity in history, geography and common heritage and awareness of the cultural and social diversity of the Member States of the European Union

  - an understanding of history and functioning of the European Union

4) Support education staff in dealing with diversity and create an open climate in learning settings

The outcomes of the work done in the 2016-2018 Working Groups (including the WG Schools) could be re-examined with a focus on implementation and on the contribution of teachers and teacher representatives. A focus could be put on:

– Dealing with (linguistically) diverselearning settings ;

– Promoting measures to bring people from underrepresented groups into teaching;

– Working with the parents to promote a diverse learning environment.

EXPECTED OUTPUTS

Building on the previous key elements of a policy framework to promote citizenship and the common values of freedom, tolerance and non-discrimination through education, this Working Group could look further into the above topics, suggesting **development plans,** use of monitoring and evaluation to support implementation by participating countries, in particular to reach out to individual educational institutions and learners.

Good practices would continue to contribute to the **Education and training "What works" database**.

RECURRENT ACTIVITIES

Country-specific support
- If relevant, provide support to clusters of Member States in response to issues identified in European Seemster Country-Specific Recommendations (CSRs) by making the practical experience and good practices of other Member States available to them.
- Support peer counselling activities for Member States requesting so, based on expertise gathered in 2016-2018.

Links to EU funding
Three **Erasmus+ KA3 policy experimentation** projects selected under the 2016 call will be followed up:
- ACT – ACTive citizenship projects to enhance pupils' social and civic competences (involving FR*, ES, EL, UK)
- HAND - HAND in HAND: Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach) (involving SI*, SE, HR, DE, DK)
- Learn2Be – Learning to Be: Development of Practices and Methodologies for Assessing Social, Emotional and Health Skills within Education Systems (involving LT*, LV, FI, SI, IT, PT, ES)

* coordinating countries.

New projects selected following the 2017 call will be presented and followed-up.

If relevant, provide support to the incubation and follow-up of further **Erasmus+ KA3 policy experimentations**.

INDICATIVE ROADMAP

October 2018: Working Group meeting#1

January 2019: PLA#1

April 2019: Working Group meeting#2

June 2019: PLA#2

October 2019: Working Group meeting#3

January 2020: PLA#3

June 2020: Working Group meeting#4

EVIDENCE BASIS

- 2016 International Civic and Citizenship Study

- Eurydice report "Citizenship Education at School in Europe 2017"

- Education and Training Monitor 2017

- UNESCO Preventing violent extremism through education, A guide for policy-makers, 2017

- Council of Europe, Framework of competences for democratic culture

- Ex-post papers from the Radicalisation Awareness Network Education Working Group

- The contribution of youth work to preventing marginalisation and violent radicalisation; a practical toolbox for youth workers and recommendations for policymakers; results of the expert group set up under the EU Work Plan for Youth for 2016-2018

— UNESCO, Global Citizenship Education: Topics and Learning Objectives	
MEMBERSHIP 46	
Member States	
Candidate & EFTA/EEA Countries	
Relevant EU bodies (Cedefop, ETF, Eurydice, CRELL, ...)	
Relevant international organisations (OECD, Council of Europe, UNESCO)	
European social partners	
Relevant European-level stakeholder associations	

ANNEX: PRIORITY AREAS AND CONCRETE ISSUES FOR EUROPEAN COOPERATION IN EDUCATION AND TRAINING UNTIL 2020 AS SET OUT IN THE 2015 ET 2020 JOINT REPORT

	PRIORITY AREAS	Concrete issues
1	**Relevant and high-quality knowledge, skills and competences developed throughout lifelong learning, focusing on learning outcomes for employability, innovation, active citizenship and well-being**	i. Enhancing targeted policy action to reduce low achievement in **basic skills** across Europe, covering **language, literacy, mathematics, science and digital literacy** ii. Strengthening the development of **transversal skills and key competences,** in line with the Reference Framework on Key Competences for lifelong learning, in particular **digital, entrepreneurship and language competences** iii. Relaunching and continuing lifelong learning strategies and addressing the **transition phases** within education and training, while promoting, through high-quality guidance, transitions to and between vocational education and training, higher education and adult learning, including non-formal and informal learning, and from education and training to work iv. Fostering **generalised, equitable** access to **affordable high-quality early childhood education and care**, especially for the disadvantaged, and taking forward the Quality Framework in this area v. Reducing **early school leaving** by supporting school-based strategies with an overall inclusive learner-centred vision of education and "second-chance" opportunities, emphasising effective learning environments and pedagogies vi. Promoting the relevance of **higher education** to the labour market and society, including through better intelligence and anticipation about labour market needs and outcomes, e.g. tracking the career of graduates, encouraging the development of curricula, more work-based learning and enhanced cooperation between institutions and employers

		vii.	Implementing the Riga medium-term deliverables in **VET** (see details at the end of the text), while reinforcing the European Alliance for Apprenticeships and strengthening the anticipation of skills needs for the labour market
		viii.	Implementing the **Renewed European Agenda for adult learning** (see details at the end of the text)
2	**Inclusive education, equality, equity, non-discrimination and the promotion of civic competences**	i.	Addressing the increasing **diversity of learners** and enhancing **access to quality and inclusive mainstream education and training** for all learners, including disadvantaged groups, such as learners with special needs, newly arrived migrants, people with a migrant background and Roma**,** while tackling discrimination, racism, segregation, bullying (including cyber-bullying), violence and stereotypes
		ii.	Addressing the issue of gender gaps in education and training, and unequal opportunities for women and men, and promoting **more gender-balanced educational choices**
		iii.	Facilitating the effective acquisition of the **language(s) of instruction and employment** by migrants through formal and non-formal learning
		iv.	Promoting **civic, intercultural, and social competences**, mutual understanding and respect, and ownership of democratic values and fundamental rights at all levels of education and training
		v.	Enhancing **critical thinking,** along with cyber and media literacy
3	**Open and innovative education and training, including by fully embracing the digital era**	i.	Further exploring the potential of **innovative and active pedagogies** such as inter-disciplinary teaching and collaborative methods, to enhance the development of relevant and high-level skills and competences**,** while fostering inclusive education, including for disadvantaged learners and learners with disabilities
		ii.	Fostering **cooperation** by stimulating the engagement of learners, teachers, trainers, school leaders and other members of educational staff, parents and the broader local community such as civil society groups, social partners and business
		iii.	Increasing **synergies** between education, research and innovation activities, with a sustainable growth perspective, building on developments in higher education, with a new focus on vocational education and

			training and schools
		iv.	Promoting the use of **ICT** with a view to increasing the quality and relevance of education at all levels
		v.	Boosting availability and quality of **open and digital educational resources** and pedagogies at all education levels, in cooperation with European open source communities
		vi.	Addressing the development of **digital competences at all levels of learning**, including non-formal and informal, in response to the digital revolution
4	**Strong support for teachers, trainers, school leaders and other educational staff**	i.	Strengthening the **recruitment, selection and induction** of the best and most suitable candidates for the teaching profession
		ii.	Raising the **attractiveness**, for both genders, and the status of the teaching profession
		iii.	Supporting **initial education and continuing professional development** at all levels, especially to deal with the increased diversity of learners, early school leaving, work based learning, digital competences and innovative pedagogies, including through EU tools such as eTwinning, the School Education Gateway and the ePlatform for adult learning in Europe (EPALE)
		iv.	Supporting the promotion of excellence in **teaching** at all levels, in the design of teacher education programmes and in learning organisation and incentive structures, as well as exploring new ways to assess the quality of teacher training
5	**Transparency and recognition of skills and qualifications to facilitate learning and labour mobility**	i.	Fostering **transparency, quality assurance, validation and thereby recognition** of skills and/or qualifications, including those acquired through digital, online and open learning resources, as well as non-formal and informal learning
		ii.	**Simplifying and rationalising** the transparency, documentation, validation and recognition tools that involve direct outreach to learners, workers and employers, and further implementing the EQF and NQFs
		iii.	Supporting the **mobility** of pupils, apprentices, students, teachers, members of educational staff and researchers
		iv.	Developing strategic partnerships and joint courses, in particular through increasing **internationalisation** of

			higher education and vocational education and training
6	**Sustainable investment, quality and efficiency of education and training systems**	i.	Exploring the **potential of the Investment Plan for Europe** in the area of education and training, including by promoting funding models attracting private actors and capital
		ii.	Encouraging Member States to use evidence-based policy-making, including the evaluation and assessment of education and training systems, to **monitor policies and design reforms** that deliver quality education more efficiently
		iii.	Encouraging innovative ways to ensure **sustainable investment** in education and training, examining forms of performance-based funding and cost-sharing, where appropriate

SPECIFIC PRIORITIES FOR VOCATIONAL EDUCATION AND TRAINING AND FOR ADULT LEARNING UP TO 2020

The sectoral agendas for vocational education and training (the Copenhagen-Bruges process) and for adult learning require a more detailed identification – and endorsement via this Joint Report – of the deliverables/priorities for the period up to 2020.

I. VOCATIONAL EDUCATION AND TRAINING (VET):

The Riga conclusions of 22 June 2015 proposed the following new set of medium-term deliverables[18] in the field of VET for the period 2015-2020:

• Promoting **work-based learning** in all its forms, with special attention to apprenticeships, by involving social partners, companies, chambers and VET providers, as well as by stimulating innovation and entrepreneurship.

• Further developing **quality assurance** mechanisms in VET in line with the EQAVET[19] recommendation and, as part of quality assurance systems, establishing continuous **information and feed back loops to initial VET (I-VET) and continuing VET (C-VET)[20] systems based on learning outcomes.**

---

[18]   http://ec.europa.eu/education/policy/vocational-policy/doc/2015-riga-conclusions_en.pdf

[19]   OJ C 155, 08.07.2009

[20]   OJ C 324, 1.12.2010, p. 5–15

- Enhancing **access to VET and qualifications for all** through more flexible and permeable systems, notably by offering efficient and integrated guidance services and making available validation of non-formal and informal learning.

- Further strengthening **key competences** in VET curricula and providing more effective opportunities to acquire or develop those skills through I-VET and C-VET.

- Introducing systematic approaches to, and opportunities for, the **initial and continuous professional development of VET teachers, trainers and mentors** in both school and work-based settings.

II.   ADULT LEARNING:

The Renewed European Agenda for adult learning[21] which the Council adopted in 2011 outlined a number of priority areas for the period 2012-2014, but set these in a longer term perspective aligned with the four ET2020 strategic objectives. Specific priorities on which the Member States, with the support of the European Commission, should concentrate up to 2020 in order to achieve the longer term vision of the Agenda, are as follows:

- **Governance:** ensuring the coherence of adult learning with other policy areas, improving coordination, effectiveness and relevance to the needs of society, the economy and the environment; increasing, where appropriate, both private and public investment.

- **Supply and take up:** significantly increasing the supply of high‑quality adult learning provision, especially in literacy, numeracy and digital skills, and increasing take-up through effective outreach, guidance and motivation strategies which target the groups most in need.

- **Flexibility and access:** widening access by increasing **the** availability of workplace-based learning and making effective use of ICT; putting in place procedures to identify and assess the skills of low qualified adults and providing sufficient second-chance opportunities leading to a recognised EQF qualification for those without EQF level 4 qualifications.

- **Quality:** improving quality assurance, including monitoring and impact assessment, improving initial and continuing education of adult educators and collecting the necessary data on needs to effectively target and design provision.

---

[21]   OJ C 372, 20.12.2011, pp. 1-6.