Main Policy Lines in Education and Training

(March - April 2016)

**European Union**

# Education and Training: main policy lines

## The ET 2020 Working Groups

In the past, EUNEC had the opportunity to actively participate in some of the ET 2020 Working Groups (Early school leaving; Early Childhood Education and Care). EUNEC was not eligible to apply for membership of the new Working Groups.

The first meeting of the new ET 2020 Working Groups took place in Brussels on 22-23 February 2016. The objecitve of the Working Groups is to exchange information and experience on issues common to the education and training systems of the Member States. The six new Working Groups are:

* WG schools;
* WG modernisation higher education;
* WG vocational education and training;
* WG adult learning;
* WG digital skills and competences;
* WG promoting citizenship and common values of freedom, tolerance and non-discrimination through education.

[More information on the ET 2020 Working Groups](http://ec.europa.eu/education/policy/strategic-framework/expert-groups_en.htm)

# Studies, conferences and tools

## The diversity of the teaching profession in Europe

9 March 2016

Teaching staff with migrant and minority backgrounds are underrepresented, compared to the actual diversity of learners in many European countries.

This study identifies and analyses the statistical data, explores the barriers to teacher diversity, maps the policies implemented across Europe and examines evidence of the effectiveness of those policies.

[Report, executive summary and country fiches](http://ec.europa.eu/education/news/2016/0309-study-teacher-diversity_en.htm)

## Early childhood education and care in family-friendly policies

Briefing, May 2016

This briefing has been composed by Nora Milotay, European Commission, for the European Parliamentary Research Service.

It gives a good overview of the state of the art of ECEC in European policy, in stakeholder positions and in the Member States. It goes into quality of ECEC across the EU, and identifies remaining challenges. The most important policy challenge is to find frames in which better policy outcomes can be achieved for children, families and society as a whole, as there is no one-size-fits-all solution. It seems that in terms of ECEC, the issues which most affect parents’ choice are price, availability, proximity, opening hours, and quality (but to a less important extent). Another challenge is to link ECEC policies to broader policies on employment, health, and social issues.

[The briefing](http://www.europarl.europa.eu/RegData/etudes/BRIE/2016/582008/EPRS_BRI%282016%29582008_EN.pdf)

## Evaluation of education at the European level

February 2016

This study has been commissioned by the Education and Culture Committee (CULT) of the European Parliament. It addresses the question of similarities and differences of the education evaluation approaches of the EU and the OECD with the aim of exploring possibilities for further developing the education evaluation system of the EU. The analysis focuses specifically on the use of educational indicators and the assessment of pupil competences.

The study comes with a set of policy recommendations. The European Parliament and the European Commission should initiate a systematic reflection and debate on educational evaluation, preferably in those areas which are not yet covered by other international organisations. Synergies between the development of national educational evaluation systems (including EU level support for this) and the implementation of common European policy priorities in education should be strengthened. The cooperation between the European Commission and the OECD should be framed by a regularly renewed formal agreement. The development of national educational assessment and evaluation systems should be one of the explicit goals of community development activities funded from the Erasmus+ education programme and from the structural funds used for modernising education systems.

[The study](http://www.europarl.europa.eu/RegData/etudes/STUD/2016/573424/IPOL_STU%282016%29573424_EN.pdf)

## Education as a tool for the integration of migrants

Report commissioned by the European Commission, EENEE, 31 March 2016

This report has been commissioned in the context of the refugee crisis, putting EU education systems under extreme pressure.

The report describes the educational achievement of immigrants in Europa and examines the factors explaining why their outcomes differ with respect to non-immigrants. It investigates how the organization of the school system affects the education of migrant children; it also investigates how the share of immigrants in school affects the school performance of non-immigrants. Finally, the report discusses whether education can help in mitigating anti-immigration sentiments, and can favour the integration process.

[Report and executive summary](http://ec.europa.eu/education/news/2016/0331-economic-integration-migrants_en.htm)

## High-performance apprenticeships and work-based learning: 20 guiding principles

The document presents 20 guiding principles developed by the ET Working Groups on Vocational Education and Training in 2014-2015, with the support of background reports and research activities by Cedefop and external consultants.

The guiding principles respond to four policy challenges to be addressed in the promotion of apprenticeships and work-based learning:

* National governance and social partners’ involvement;

Principle 1: A clear and consistent legal framework enabling apprenticeship partners to act effecitvely and guaranteeing mutual rights and responsibilities;

Principle 2: A structured, continuous dialogue between all apprenticeship partners including a transparent method of coordination and decision-making;

Principle 3: Strenghtening the role of social partners by capacity building, assuming ownership and taking on responsibility for implementation;

Principle 4: Systematic cooperation between VET school or training centres and companies;

Principle 5: Sharing costs and benefits to the mutual advantage of companies, VET providers and learners.

* Support for companies, in particular SME’s, offering apprenticeships;

Principle 6: Supporting measures that make apprenticeships more attractive and accessible to SME’s;

Principle 7: Finding the right balance between the specific skill need of training companies and the general need to improve the employability of apprentices;

Principle 8: Focusing on companies having no experience with apprentices;

Principle 9: Supporting companies providing apprenticeships for disadvantaged learners;

Principle 10: Motivation and supporting companies to assign qualified trainers and tutors.

* Attractiveness of apprenticeships and improved career guidance;

Principle 11: Promoting the permeability between VET and other educational and career pathways;

Principle 12: Improving the image of VET and apprenticeships by promoting excellence;

Principle 13: Career guidance to empower young people to make well-founded choices;

Principle 14: Enhancing the attractiveness of apprenticeships by raising the quality of VET-teachers;

Principle 15: Promoting the attractiveness of VET and apprenticeships through a broad range of awareness-raising activities.

* Quality assurance in work-based learning.

Principle 16: Providing a clear framework for quality assurance of apprenticeship at the system, provider and company levels ensuring systematic feedback;

Principle 17: Ensuring the content of VET programmes is responsive to changing skill needs in companies and society;

Principle 18: Fostering mutual trust en respect through regular cooperation between the apprenticeship partners;

Principle 19: Ensuring fair, valid, and authentic assessment of learning outcomes;

Principle 20: Supporting the continuous professional development of in-company trainers and improving their working conditions.

More information on apprenticeships in work-based learning at the [website of Cedefop](http://www.cedefop.europa.eu/fr/events-and-projects/projects/apprenticeships-work-based-learning)