



European
Commission



Education and Training 2020

*Working Group Mandates
2016-2018*

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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 – 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 Member States¹.

The WGs are fora for exchange on key education and training topics. In this perspective, they will identify and analyse pertinent examples of policies within the EU to be able to draw common principles and factors for challenges or success transferable to other Member States.

The 2015 Joint Report² 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”.

A strong alignment with the priority areas and concrete issues of the 2015 Joint Report

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

It is not be possible, however, to tackle all “concrete issues” identified in the 2015 Joint Report at the same time and through the Working Groups. Via the Working Group mandates, a selection is made on which “concrete issues” the Working Groups need to focus during the period 2016-mid-2018.³ 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.

To address the current migration flow, **a horizontal coverage of migration by all mandates** is foreseen. More concretely, it is proposed that each Working Group organises – with respect to its specific area of activity – a peer learning activity identifying good practices on the effective integration of migrants. This should be done at an early stage in the Working Group lifespan.

A focused Working Group structure

In February 2013, the Education Council asked the Member States and the Commission to adopt a more focused approach, in particular bringing back the number from 11 to 6 Groups.

In light of the conclusions from the stocktaking exercise and discussions at the High-Level Group in Luxembourg in June 2015, the proposed six Working Groups are, on the one hand, “**sector-**

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’ (available at 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.

focused Working Groups", on the other, **"issue-focused Working Groups"**, both types of Working Groups working under a clear sunset clause. The overall number of Working Groups remains stable.

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

- (1) WG schools,
- (2) WG vocational education and training,
- (3) WG higher education, and
- (4) WG adult learning.

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

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

- (5) WG digital skills and competences, and
- (6) WG on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (follow-up of the Paris Declaration).⁴

Standard operating procedures across Working Groups

In the mandates, particular focus will also be 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 will be treated as a fully-fledged task of the Working Groups; at the end of 2017, all Working Groups will start working on "Working Group Highlights" that will be translated in all EU languages;
- Main **sources of evidence**, which will be referred to in the mandates and used in the work of the Groups to ensure evidence-based discussions and learning exchanges;
- **Synergies** between the WGs, which will be built in from the start, in particular through more joint peer learning activities between WGs.

At the first meeting of the Working Groups, a dedicated discussion will take place on how to take forward the mandate and the exact sequencing of activities (work programme). It will also specify the outputs and peer learning activities the Group will work on. Where relevant, this could also involve narrowing down indicative lists of themes for such peer learning events.

Reporting to the DG meetings, Education Committee and Council

The Education Council (Feb. 2013) requested "Regular feedback from all Working Groups to the Education Committee and/or other relevant groups and the presentation of their key policy

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).

findings to Council ...". Furthermore, 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".

To enhance reporting on Working Group progress and dissemination of Working Group results, the following reporting regime will apply:

- **Reporting to the DG meetings** through a 6-monthly informing the "parent" DG meeting/HLG on Working Group progress, including outcomes of Peer Learning Activities, with a possibility for steering and policy discussion by the senior level;
- **Reporting to the Education Committee:** A 6-monthly reporting on the overall progress of the Working Groups will be ensured. Additionally, punctual reporting is ensured for relevant outputs;
- **Reporting to the Council:** The presentation of the key policy findings to Council is ensured via the Education Committee when relevant outputs are available (usually at the end of the work period).

Membership of the new Working Groups

Working Groups will be composed of:

1. Member States, Candidate and EFTA Countries and relevant EU bodies or agencies (Cedefop, ETF, Eurydice...) representatives

Member States are free to name the person whom they consider most relevant to be member of the Working Group. Participation is on a voluntary basis. Member States select, in accordance with national priorities, those Working Groups in which they wish to participate.

Notwithstanding the right of every Member State to appoint the person 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 administrations, as well as have a relevant national 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 and follow-up to 2-3 meetings in Brussels. If possible, representatives should be prepared to take part in peer learning activities and webinars per 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 new generation 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 would be expected to take an active role in driving forward those WG activities, including preparing meetings, drafting papers when needed, co-chairing relevant sessions, ensuring follow-up and supporting dissemination.

2. Education and training associations and European social partners (ETUC, BusinessEurope, UEAPME, CEEP, ETUCE and EFEE) European social partners and a number of European level stakeholder associations are currently members of the Working Groups. They participate as members to the Brussels meetings and are invited under certain conditions (in particular relevance for the topic addressed) to the PLAs. Member State ownership of the Groups is a key principle, while at the same time opening up to different expertise has shown to be valuable. European social partners and European level stakeholder associations also contribute to dissemination. The Commission would suggest to continue current practice. However there is now

the obligation to pass via an open call, as the result of the Commission reply of May 2015 to an inquiry by the European Ombudsman on the composition of Commission expert groups:

"In order to make selection procedures even more transparent and inclusive, as suggested by the Ombudsman, in principle the future selection of expert group members shall be carried out via public calls for application, except when members of expert groups are public authorities, such as Member States' and third countries' authorities, international organisations, Union bodies and EU agencies – as well as representative bodies established by Union legislation for advice in specific areas."

Eligibility criteria and selection process will be stated in the call published on http://ec.europa.eu/education/policy/strategic-framework/expert-groups_en.htm (it 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 to 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.

Working group on schools

Title	ET 2020 Working Group on Schools
Duration Mandate	January 2016 – June 2018
Corresponding DG / HLG meeting	DG Schools
Coordinating Unit(s)	EAC-B-2
Chair (Head of Unit level)⁵	Sophie Beernaerts
Coordinating official(s)	

In order to meet growing economic and societal demands, and to strive for higher quality provision and outputs, schools and school education systems cannot function in isolation. Governments need to take a broad systemic view of school education that includes the possibilities for large scale implementation of cross-sectoral and inter-school cooperation; better links with families and communities; and improved external partnerships with a wide range of external stakeholders; and addressing the overall challenge of fostering innovation and ensuring inclusive education of the highest quality.

Main concrete issues that will be addressed:

Building on the discussions that have taken place at consecutive DG Schools meetings, the steer given by these discussions, and the results of the Working Group on Schools Policy (2014-15), the Working Group will discuss the **governance** of school education systems to promote **higher quality through sustainable innovation and inclusion**. This will be based on examining the capacity for sustainable systemic change in the following key interlinked areas of:

- **management of school networks:** the optimisation of resources; methods and criteria for efficient investments; promoting new practices, including outward-looking schools working with local partners;
- **Quality Assurance:** effective levels and types of school autonomy and accountability together with system-level tools and frameworks that will ensure the design of effective reforms and high quality outputs (Priority Area 5.i and Priority Area 6.ii);
- **Staff development:** systemic initiatives for recruitment and career steps; diversification of careers; incentives and mechanisms to stimulate relevant professional development; measures for effective school leadership and management (Priority Area 4.i, ii and iii);

To ensure the effective functioning of the entire education system and to ensure **successful transitions** between educational levels (Priority Area 1.iii). This means that ECEC will be considered alongside primary and secondary education.

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

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 new Working Group will convene in:

- Steering meetings taking place in Brussels, to discuss overarching issues and systemic approaches;
- 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. These representatives should have an in-depth knowledge about their country's school education systems. For PLAs, which will address more specific themes, members can invite other experts with the appropriate technical expertise whenever necessary.

Outputs from both kinds of meetings will be synthesised so as to provide effective input into DG Schools meetings for senior-level steering and policy discussion.

Contribution to other concrete issues:

Sustainable innovation refers to the systemic support of innovative learning environments (both physical and virtual), practices, and partnerships to support acquisition of all key competences and skills by all pupils with appropriate and high quality of teaching and learning (Priority Area 3.i and Priority Area 1.i and ii).

Inclusion refers to improving equity and inclusive education for all learners, **addressing the issue of gender gaps (Priority Area 2.ii)** 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), and to fostering civic, intercultural, social and relational competences and integration (Priority Area 2.iv).

Contribution to major Commission initiatives:

The work will support Member States' efforts in the context of:

- Europe 2020 strategy
- Digital Single Market
- European Skills Agenda
- European Agenda on Security
- European Agenda on Migration

Expected Outputs:

- (1) Common tools: Outlines of quality assurance measures including those focused on assessment methods for a) transversal skills, b) geared to improve learning outcomes in schools with high levels of diversity, using individual, differentiated and linguistically sensitive teaching methods.
- (2) Key elements for the development of the teaching profession, in particular school leaders' and teachers' **recruitment and career structures** (including opportunities for

diversification; incentives and promotion schemes; and models of appraisal and feedback);

- (3) Identification of investment areas and/or projects, including under the new Investment Plan for Europe and that would increase the efficiency of school systems to respond to key challenges and to support inclusion and enhance innovation;

Peer learning and exchange of good practice:

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. Although focusing on specific topics, they are still intended to cover each level of education: ECEC, primary, and secondary. Any focused peer learning on a particular level of school education should be discussed at a steering meeting and agreed by all members.

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 with OECD and relevant networks. PLAs are intended for participants with direct experience in the field covered.

It is the intention to have a follow-up component (beginning 2018), whereby participating countries, building on the outcomes of all PLAs and subsequent discussions, will reflect on the capacity for systemic change covering the overarching themes of the mandate. This may be revisited to discuss a) their progress and/or b) synergies between countries that may contribute to the development of policy guidance on the themes identified, with examples of good practices.

Suggested topics for peer learning activities, which WG members may modify or suggest additions to, include:

- (1) **Management of networks:** the optimisation of resources; methods and criteria for efficient investments with high quality results; promoting new practices including outward-looking schools working with local partners; . (Priority Area 3, in particular: ii and iii);
- (2) **Quality assurance mechanisms:** examining flexible but robust approaches (within national contexts) to quality assurance (QA) to promote high performance across school education levels, with a focus on the role of QA as part of school improvement processes, and on exploring the potential of QA mechanisms with a strong 'formative/advisory' component(Priority Area 5.i and Priority Area 6.ii);
- (3) **Development of the teaching profession::** identifying incentives and mechanisms to design and develop appropriate recruitment and career structures for teachers and school leaders (including opportunities for diversification and alternative pathways;; models of appraisal and feedback (Priority Area 4.i, ii and iii);
- (4) **Continuity across education levels:** approaches (pedagogical, professional, structural) to: a) enhance continuity in education systems, from ECEC to primary and secondary levels; b) act as prevention mechanisms; and c) ensure the progression of skills and overall development of each child, including innovative forms of support for pupils with special needs (Priority Area 1).

In support of work following the *Paris Declaration*, this Working Group will examine systemic support of innovative learning environments able to adapt to increasing diversity and to foster **civic, intercultural, social and relational competences** and integration (Priority Area 2.iv). This may include a joint PLA with the Working Group on Promoting Citizenship, such as:

(5) Addressing diversity, including integration of newly arrived migrants: Identifying the diverse educational needs of these learners and integrating them in school communities (Priority Area 2.i), including the feasibility of incentives (label, etc.).

Many synergies exist between the Schools Working Group and other Working Groups and opportunities for cross-sector dialogue on focused topics will be explored. In particular, the WG may make suggestions for, and contribute to, **cross-WG PLAs**, on issues such as critical thinking skills and community learning eco-systems (with WG Higher Education) or learning environments to foster active citizenship and integration (with WG on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education).

Dissemination activities:

Dissemination activities may include seminars, a final conference, and videos. The possibility to support national dissemination events will also be explored.

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.

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 2016, there is a proposed focus on "Strengthening teacher training and education by using the opportunities of new technologies".

The WG is expected in particular to offer a space for reflection and follow up for the 2014 KA3 on strengthening the recruitment, selection, induction and qualification of the best and most suitable candidates to the teaching profession by developing alternative pathways to teaching.

Indicative Roadmap:

2016 January-June:

- Initial WG meeting #1 – February 2016
- Elaboration of work programme and identification of countries interested in the different themes
- WG meeting #2 – April/May 2016
- Peer learning activity #1 – June 2016
- Report on PLA1

2016 July-December:

- WG meeting #3 – September 2016
- Peer learning activity #2 – November 2016

- Report on PLA2
- WG meeting #4 – December 2016

2017 January-June:

- WG meeting #5 – March 2017
- Peer learning activity #3 –April 2017
- Report on PLA3
- WG meeting #6 – June 2017

2017 July-December:

- Peer learning activity #4 – September 2017
- Report on PLA4
- Development of outputs
- WG meeting #7 – November 2017

2018 January-June:

- WG meeting #8 - Final event – spring 2018, to summarise work done, disseminate results and agree future objectives

September 2018:

Second phase of Working Group begins, including development and validation of outputs.

Evidence-basis**Relevant Europe 2020 target/ET 2020 benchmarks:**

- early school leaving
- basic skills
- early childhood education
- lifelong learning

Already available main sources of evidence:

- Eurydice report Assuring Quality in Education (January 2015)
- Eurydice report on The Teaching Profession in Europe (June 2015)
- Comparative Study on Quality Assurance in EU School Education Systems – Policies, procedures and practices (June 2015)
- Study on mainstreaming innovative teaching- and school organisation practices - barriers and solutions (January 2016 – December 2017, with interim reporting of results)
- European Commission analysis of the PISA 2012 and PISA 2015 results
- All outputs of the previous Thematic Working Groups including a forthcoming Commission Report on Raising Achievement in the Basic Skills of Reading, Mathematics and Science.
- Reports produced in co-operation with OECD including the Schools Resource Review.

- Proposal for key principles of a Quality Framework for Early Childhood Education and Care (2014)
- The European Policy Network on School Leadership (EPNoSL) Toolkit: School Leadership for Equity and Learning (2015)
- OECD Report – Measuring Innovation in Education 2014

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 the modernisation of higher education

Title	WG on the Modernisation of Higher Education
Duration Mandate	January 2016 – June 2018
Corresponding DG / HLG meeting	DG HE
Coordinating EAC Unit	EAC-B-1
EAC Chair	Adam Tyson; Margie Waters
Coordinating EAC official	Klara Engels-Perenyi

Rationale of the Working Group:

The ET 2020 WG for the Modernisation of Higher Education (WG) supports Member State (and other participating countries') reforms to maximise the potential of higher education systems to provide high quality higher education, preparing graduates for changing labour markets and changing societies; increasing Europe's innovation capacity and contributing to growth and jobs.

Scope: to follow-up on and review the priorities identified in the 2011 Communication "Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems COM(2011) 567"⁶ – the "Modernisation Agenda". The Working Group will in particular focus on a number of new and emerging priority areas. These are in line with the priority areas defined by the Strategic Framework for European cooperation in education and training (ET 2020), updated in 2015 and the Bologna process.⁷

Main concrete issues that will be addressed:

- (1) **Relevance:** strengthening societal and labour market relevance at all levels of higher education (Priority Area 1.vi).
- (2) **Innovation:** within a broad concept of innovation, building partnerships through interdisciplinary and inter-sectoral approaches enhancing regional development and the knowledge triangle through closer links between higher education, research and innovation, optimising opportunities offered through open and digital education (Priority Area 3.i, iii and v).

⁶ <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:ef0030>, with the following main priorities: Increase attainment levels, cf. Europe 2020 headline target on higher education attainment; Improve the quality and relevance of higher education; Strengthen quality through mobility and cross border cooperation; Link higher education, research and business for excellence and regional development; Improve governance and funding

⁷ This consultation will take place at the meeting of Directors General for Higher Education, on 24-25 November, where the Commission is planning to suggest the priority areas below. These might need revision after the consultation in the meeting. These priorities included in the current draft mandate reflect the outcomes of a discussion on the new cycle of the WG in the ET 2020 WG meeting on the Modernisation of Higher Education (Brussels, 21 October 2015)

- (3) **Inclusion:** supporting the social engagement of higher education institutions, improving the transition from secondary to higher education⁸, promoting intercultural and civic competences of students, promoting a diverse student body including by tackling gender gaps, and integrating newly arrived migrants (Priority Areas 2.i, 2.ii and iv).
- (4) **Teaching:** promoting quality teaching and pedagogical training and ensuring that teaching is seen as comparable to research in academic careers. (Priority Area 4.iv).
- (5) **Internationalisation:** promoting internationalisation, recognition and mobility (including through joint programmes, cross-border higher education, internationalising curricula, etc.) to enhance quality and innovation potential (Priority Area 5.i, iii and iv).
- (6) **Sustainable investment and governance:** focussing on effectiveness by examining performance-based funding and system governance and leadership - ensuring higher education systems are structured, governed and funded in a sustainable, future-oriented way (Priority Area 6.iii).

The primary focus of the WG is to benefit the participating countries in their work of 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 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 meeting), by preparing the discussion on the priority topic of the actual 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.

PLAs on specific challenges may be co-led by the European Commission and a participating country, as in previous work programmes.

Contribution to major Commission initiatives:

- European Skills Agenda
- Digital Single Market
- European Agenda on Migration
- European Agenda on Security
- Europe 2020 strategy

Expected outputs:

Common tools:

- Key elements of a policy framework for the Modernisation of Higher Education;
- On-line compendium of policy-relevant evidence from research and of good practices on educational approaches to modernize higher education systems.

⁸ In synergy with the Working Group Schools and Working Group VET

- 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 will be defined in the Work programme of the WG. PLAs will be hosted by participating countries or by the European Commission. PLAs are intended for participants with direct experience in the field covered. For efficiency purposes, participation to PLAs will be 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 CSR (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 concretely preparing measures
- Geographical balance between participating countries

European social partner organisations and European stakeholder organisations 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 Member States.

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 course of the WG and disseminated by the WG members.

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:

This WG will support the incubation and follow-up of policy experimentations related to the modernisation of higher education and in particular through developing and testing support services to address particular challenges in the priority areas of the WG.

Indicative roadmap:

The timing and the focus of various working group meeting and PLA activities are purely indicative and may be subject to change.

2016 January-June:

- WG meeting to agree on Work programme (February 2016)
- PLA No 1: (February) on future skills
- WG meeting 1 (May), possibly combined with peer learning seminar in Brussels

2016 July-December:

- PLA No 2 (September)
- WG meeting 2 (October), possibly combined with peer learning seminar in Brussels

2017 January-June:

- PLA No 3
- WG meeting 3, possibly combined with peer learning seminar in Brussels

2017 July-December:

- PLA No 4
- WG meeting 4, possibly combined with peer learning seminar in Brussels

2018 January-June:

- PLA No 5
- WG meeting 5, possibly combined with peer learning seminar 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
- Higher Education Dropout and Completion in Europe (to be published in autumn 2015)
- The Changing Pedagogical Landscape: New ways of teaching and learning and their implications for higher education policy ([link](#))
- Eurydice reports

Membership:

In addition to the membership requirements stated in the introduction, experts should have the readiness and ability to take part in 2 WG meetings per year (eventually combined with a peer learning workshop - "PLA light" of half day and up to 2 PLAs in any 12-month period of the work and meetings of this Group. Webinars will be organised to discuss emerging topics in between WG meetings or to prepare the next WG meeting.

Member States	
Candidate & EFTA/EEA Countries	
Relevant EU bodies (Cedefop, ETF, Eurydice, CRELL,...)	
European Social Partners	
Relevant European-level stakeholder associations	

Working group on Vocational education and training

Title	ET 2020 Working Group on VET <i>Teachers and Trainers in Work-based learning</i>
Duration Mandate	January 2016 – June 2018
Corresponding DG/ HLG meeting	DGVT
Coordinating Unit(s)	EMPL-E-3
Chair (Head of Unit level) ⁹	Joao Santos; Norbert Schöbel
Coordinating official(s)	Maria Todorova

Many young people cannot find jobs with skills acquired in education and training and are at risk of unemployment and social exclusion. Work-based learning (WBL), apprenticeships, traineeships and other formats of school-to-work transition are more and more viewed by policy-makers as effective mechanisms for developing skills and matching skills supply and demand.

A key factor to high quality work-based learning and apprenticeships are VET teachers in theoretical and practical subjects and skilled workers and positioned trainers who train, instruct and guide young apprentices. Their quality and competences are among the strategic objectives of the European cooperation in VET.

The role of teachers and trainers (T&T) in VET and the need to support their professional development has been part of the European agenda in education and training for years.

The Bruges communiqué (2010) invited Member States to invest in and improve initial and continuing training for VET teachers and trainers by offering flexible training provision, which would enable them to:

- acquire the right set of competences;
- take up broader and more complex training-related tasks;
- deal with the increasing heterogeneity of learners;
- use new learning methods; and
- make the most of new technologies.

However, as the Ministers in charge of VET pointed out in the recent [Riga Conclusions](#), this has not been visible enough in national policies. The EU Member States agreed on bringing forward national policies and approaches and European cooperation in supporting initial and continuous professional development of VET T&T (Medium-Term Deliverable/MTD 5) in the context of the 2015 ET 2020 Joint Report, setting out priorities for European cooperation up until 2020.

The Commission's work programme for 2016 includes a new initiative – New Skills Agenda - that will promote life-long investment in people, from vocational training and higher education through

⁹ For some of the specific outputs and peer learning events identified below, Member State representatives may be invited to take the lead, if appropriate.

to digital and high-tech expertise and the life skills needed for citizens' active engagement in changing workplaces and societies.

Main concrete issues that will be addressed:

Support for educators (Joint Report 2015)(Priority 1.vii).

This will include actions identified in the Joint Report, such as:

- Strengthening **recruitment, selection and induction** of the best and most suitable candidates for the teaching profession (Priority Area 4.i);
- Raising the **attractiveness** of the teaching profession , for both genders (Priority Area 4.ii); Supporting **initial education and continuing professional development** of educators, especially to deal with increased diversity of learners, ESL, work based learning, digital competences and innovative pedagogies (Priority Area 4.ii and iii);
- Promoting excellence in **teaching** at all levels (Priority Area 4.iv);
- **Internationalisation** and **mobility** (Priority Area 5.iii and iv and Priority Area 2.i and iv).

The WG will contribute to the MTDs within the Copenhagen process:

- MTD 5 on professional development of VET T&T;
- MTD 1 on promoting WBL (as the focus is on VET T&T in WBL and apprenticeships);
- MTD 2 – contributing to enhancing quality in VET.

The WG will address the following themes¹⁰:

- Governance and exchange of good practice among relevant stakeholders, with a focus on partnership arrangements between VET providers and companies;
- **Quality, relevance and attractiveness** in work-based learning through the professional development of teachers and trainers.
- **Implementation of VET reforms** through knowledge sharing, policy learning and the development of policy guidelines and targeted reference tools.

In all of the three themes above, particular attention will be paid to equipping teachers and trainers with the right set of skills to successfully reach out and work with priority target groups, depending on national context, such as migrants, disadvantaged learners, minority groups. This may include clustering of countries according to their strategic priorities and further fine tuning of the scope of work.

The WG will further develop the guiding principles for in-company trainers developed by the European Commission and Cedefop in 2014.

The WG is expected to ensure usage of its results to inform and advance EU and national policy making and Member States reform processes in achieving the Medium-term priorities in VET.

The WG will also contribute to and build on the Study on teachers and trainers in WBL/apprenticeships (further on – "the Study", which is expected to be launched in December 2015 and finalised by January 2017.

¹⁰ The topics are indicative and are subject of discussion and fine-tuning of the WG

The understanding of "WBL/apprenticeship" and "VET T&T" will be agreed in advance. The WG focuses on VET teachers and trainers in WBL/apprenticeships schemes for young people. Links and complementarity with the WG on Schools, Adult Learning and Digital Skills and Competences will be ensured.

Contribution to other concrete issues/MTSs:

Additional aspects to be addressed by the WG are:

- Contribution to addressing the anticipation of skills needs for the labour market (Priority Area 1.vii) and fostering transparency, quality assurance, validation and hereby recognition (Priority Area 5.i);
- Implementation of the other Riga MTDs (Annex with specific priorities);
- European Agenda for Adult Learning (Annex with specific priorities);
- Contribution to inclusive and innovative VET provision (Priority Area 2.i and 3);
- Encourage Member States in evidence-based policy making, design of reforms, effective policy-making, sustainable investment, exploring the potential of EU cooperation and internationalisation of initial VET, social partnership (Priority Area 3.ii and iii, 5.iv, 6. ii and iii);
- Contribution to the work of the other five Working Groups at Commission's level, particularly in the fields of teachers' and educators' professional development, where also shared activities might be planned.

Contribution to major Commission initiatives:

- Europe 2020
- European Skills Agenda
- European Alliance for Apprenticeships
- Youth Employment Initiative / Youth Guarantee

Expected outputs:

Common tools:

(1) In the area of **policy guidance**:

- Policy guidelines on VET T&T in WBL/apprenticeships with a particular focus on partnership arrangements between VET providers and companies including examples of good practices at national level

(2) In the area of **operational support** for VET reforms at national level through the development of targeted reference tools

(3) In the area of **knowledge sharing and management**:

- Mapping, analysis, reviews and reports with good practices on teaching profiles and opportunities for professional development in WBL/apprenticeships including innovative and active pedagogies; use of open and digital educational resources; internationalisation, mobility and migration.
- Identify opportunities for sustainable virtual networking at EU level

Peer learning and exchange of good practice:

PLAs are expected to cover each of the three themes of the work of the Working Group.

Dissemination activities:

Dissemination activities are planned during the whole life span of the WG in the format of national networking events during the PLAs. In addition to this, the last six months will be devoted to finalisation of the deliverables, their validation, and further valorisation activities at EU and national level.

Further on, the results of the WG will be presented at EU and national events and fora:

- DGVT and ACVT discussions
- European Alliance for Apprenticeships (activities and events)
- VET Business Forum
- Education, Training and Youth Forum
- National pool/networks of experts/; events; European networking/community of practice (e.g. EPALE)

Cedefop Policy Learning Forum (second half of 2016)

Recurrent activities:

Support to Member States facing issues identified in CSRs:

- (1) Support Member States in enhancing apprenticeships through profiling and professionalising T&T in WBL
- (2) Support Member States in raising quality of VET provision through well prepared and innovative VET T&T
- (3) Support MS in better linking education and training and ensuring smooth transition from learning to work.

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

The topic has been proposed to be included in the Annual Erasmus + Work Programme for 2016:

Priority theme 5 -VET teachers and trainers in work-based learning/apprenticeship (VET)

Indicative roadmap:

The WG will coordinate activities and ensure complementarity with other ET 2020 Working Groups, particularly on Schools, Adult Learning, Digital Skills and Competences.

Phase 1: January - December 2016 (Kick-off phase and theme 1)

a) Kick-off meeting (February 2016 tbc)

- Discussions on the mandate, proposed working method and deliverables;
- Discussion of communication strategy and plan
- Identification of national networks of stakeholders
- Information and feedback on the Scope of the related *Study* on VET teachers and trainers in WBL /apprenticeships;
- Exchange of information regarding new Erasmus+ call for proposals, Key action 3;

b) Theme 1: Governance, with a focus on partnership arrangements between VET providers and companies;

- WG meetings – May and October 2016 (tbc)
- Participation in the Cedefop Policy Learning Forum (PLF) on VET teachers and trainers (tbc)
- Webinar(s) and consultation(s) on the topic; validation and analyses of information, gathered through mapping, including within *the Study*
- Dissemination in national networks

Outputs phase 1:

- The results of the phase 1 can take the shape of a review/key messages and policy recommendation and guidelines.

Phase 2: January – July 2017:

Topic 2: Quality, relevance and attractiveness in work-based learning through the professional development of teachers and trainers:

- Mapping existing practices and exchange of information regarding the National Fiches and case studies from the Study;
- PLA on a particular case study, devoted to theme 2, identified in the Study as a good practice example;
- WG meeting on reference tools for supporting quality, relevance and attractiveness in teaching with reference to the findings of the Study (June 2017, tbc)

Outputs phase 2:

- Phase 2 should result in the development of targeted reference tools and if possible agreement on a draft concept on sustainable virtual networking at EU level.

Phase 3: July-December 2017

Topic 3: Implementation of VET reforms through knowledge sharing, policy learning and the development of policy guidelines and targeted reference tools

- Organisation of several PLAs depending on the interest of participating countries and stakeholders
- WG meeting to summarise results of PLAs and theme 3 (December 2017, tbc)

Outputs phase 3:

- Phase 3 can result in reports on PLAs and reporting on the relevance and usefulness of reference tools.

Phase 4: January- June 2018

- Last WG meeting to finalise the policy output and to discuss how to disseminate and exploit the results at national level
- Dissemination activities and European, national, regional and local level.

Outputs phase 4:

- Policy guidelines and recommendations
- Finalisation of targeted reference tools
- Dissemination activities, including through national networks and possibly European virtual network/platform.

Evidence-basis

Relevant Europe 2020 target/ET 2020 benchmarks:

- transition to the labour market
- mobility

Already available main sources of evidence:

WG on VET: Final report on 20 Guiding principles (summarising four guidance frameworks on National governance, regulatory framework and social partners' involvement; Support for companies, in particular SMEs, offering apprenticeships; Attractiveness and career guidance; Quality assurance)¹¹

Cedefop: Study on Governance in Apprenticeships; Studies on Professional development of VET teachers and trainers (still to be introduced)

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	

¹¹ Principle 10 (Motivating and supporting companies to assign qualified trainers and tutors); Principle 14 (Enhancing the attractiveness of apprenticeships by raising the quality of VET teachers; Principle 20 (Supporting continuous professional development of in-company trainers and improving their working conditions), final document of the WG: High performance apprenticeships & work-based learning, 20 guiding principle.

Working group on Adult learning

Title	ET 2020 Working Group on AL <i>Workplace learning of adults</i>
Duration Mandate	January 2016 – June 2018
Corresponding DG/ HLG meeting	Directors-General for Vocational Training and adult learning
Coordinating Unit(s)	EMPL-E-3
Chair (Head of Unit level) ¹²	Dana Bachman/ Paul Holdsworth
Coordinating official(s)	tbc

Despite the growing need for skills and their confirmed, positive influence on the on the quality of life and employability of individuals, recent data confirm low basic skills in Europe with 70 million adults, the majority of whom are employed, having insufficient literacy, numeracy and digital skills. Adult participation in learning remains low (on average 10.7% in 2014, but much lower in several Member States) and the EU 2020 benchmark of 15% is not likely to be achieved by 2020.

Unemployment rates across Europe are still high, while digitised and globalised economies are altering the way we work and learn. More frequent transitions from job-to-job and unemployment-to job require recurrent training. Member States need to reinforce efforts to develop and implement cohesive, effective and efficient policies for up-skilling and re-skilling their citizens. This concerns adults who are already a part of the labour market, unemployed adults who lack sufficient skills to enter the labour market, and migrants who need linguistic, cultural and other skills in order to integrate into a new society and labour market.

More than 80% of those who take part in adult learning take part in job-related training. Yet, only 38% of employees (across large, medium and small enterprises) participate in CVET courses and 34% of enterprises do not offer training. At the same time almost 35% of those who do not take part in adult learning give as the main reason that in their view they have no need to learn. For this reason the logical way to increase supply and take-up is to examine ways in which policy can help make every place of work also a place of learning, for everyone.

The Commission's work programme for 2016 includes a new initiative – the New Skills Agenda for Europe – which aims at promoting skills development, including the mutual recognition of qualifications, supporting vocational training and higher education and reaping the full potential of digital jobs.

The need for up-skilling and re-skilling is further recognised and defined in the Renewed European Agenda for adult learning, which highlights the major role which adult learning can play in achieving the Europe 2020 goals, by enabling adults to improve their ability to adapt to changes in the labour market and society. The Agenda priorities for 2015-2020 include "widening access by increasing availability of workplace-based learning" and work-based learning is prominent the mid-term deliverables of the Bruges Communiqué adopted in Riga in June 2015. These priorities and deliverables are part of the 2015 ET 2020 Joint Report which sets priorities for European cooperation up until 2020. The ET 2020 strategy contributes to the overall EU agenda for jobs, growth and investment.

¹² For some of the specific outputs and peer learning events identified below, Member State representatives may be invited to take the lead, if appropriate.

Main concrete issues that will be addressed:

- Promoting and widening the availability of **workplace learning of adults**¹³ (adult learning taking place at the workplace or in relation to it, or preparing for a return to work or a change of work: also called continuing vocational education and training)¹⁴ (Joint Report Annex: specific priorities for adult learning 2015 - 2020)
- increasing the supply and take-up of high quality adult learning provision to respond to demands for up- and reskilling of the workforce, including provision for raising basic competences such as literacy, numeracy and digital skills (Joint Report Annex: specific priorities for adult learning 2015 - 2020)¹⁵.

The WG will explore and develop policy guidance concerning adult learning policies to promote higher and more relevant skills for all, focussing on two strands:

- Adults with low basic skills. This might include workers highly skilled in their occupation but lacking a solid foundation in literacy, numeracy and digital skills, which limits their opportunities to take part in learning offered in the workplace and elsewhere:
- Adults with medium skills in need of up-skilling to meet the demands of changing job profiles in modern working life. This could include adults with insufficient digital or organisational skills, blocking their chances of employment progression and higher income.

In both cases the purpose is to explore the possibilities of learning taking place in or in relation to the workplace, preparing today's workers for continual transformation of society and the workplace. In addition to facilitating occupational transition, up-skilling will have a positive impact on learners' life prospect such as better health, longer life expectancy and more active participation in societal life.

The work of the group will include preparatory work to pave the way for implementing elements of the future Skills Agenda on low skilled adult and upskilling of the workforce.

Contribution to other “concrete issues”:

Addressing the issue of workplace learning of adults will contribute to several concrete issues identified in the 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);
- boosting the availability and quality of OER (Priority Area 3.v);
- promoting excellence in teaching (Priority Area 4.iv);

13 The Commission will look more closely into the matter and produce a scoping paper mapping the information available and listing possible areas for the WG to focus on.

14 For the purpose of this draft we are using this definition, which will be further refined through analysis and discussion.

15 Including several of the concrete actions identified in the Joint Report (JR), such as: stimulating innovation and entrepreneurship, widening flexibility and access, making effective use of ICT, and putting in place procedures to identify and assess the skills of low qualified adults and provide sufficient second-chance opportunities.

- facilitate the integration (in adult learning) 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).

Implementing the Renewed European Agenda for adult learning¹⁶, and in particular:

- enhance the possibilities for adults, regardless of gender and their personal and family circumstances, to access high-quality learning opportunities at any time in their lives, in order to promote personal and professional development, empowerment, adaptability, employability and active participation in society;
- foster greater awareness among employers that adult learning contributes to promoting productivity, competitiveness, creativity, innovation and entrepreneurship, and is an important factor in enhancing the employability and labour market mobility of their employees;
- involve social partners and raise their awareness of the benefits, also to them, of learning in the workplace, including basic skills provision;
- make a strong commitment to promoting adult learning as a means of fostering solidarity between different age groups (for example, by means of an 'intergenerational pact') and between cultures and people of all backgrounds.

Copenhagen process (Riga conclusions on VET medium term deliverables):

- Further developing quality assurance mechanisms in VET in line with EQAVET recommendation and, as part of quality assurance systems, establishing continuous information and feedback loops to IVET and C-VET systems based on learning outcomes
- 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, initial and continuous professional development of VET teachers, trainers and mentors in both school and work-based settings.

Contribution to major Commission initiatives:

- Europe 2020 strategy
- **European Skills Agenda**

Expected outputs:

Common tools:

The outputs of the WG may be further refined during their discussions during the first semester. It is expected that the group will work on the following, subject to further refinement based on discussions within the Working Group :

- **A compendium** reviewing existing national and regional policies that promote and support up-skilling and re-skilling through workplace learning of adults in participating

¹⁶ Council resolution: http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2011.372.01.0001.01.ENG

Member States (country information sheets), including **good practice examples** demonstrating a variety of approaches.

- **A report** analysing existing policies and how they support continuous training in the workplace, to the extent possible based on the policy analysis framework developed with the previous WG.
- **Policy guidance** for Member States how policy can promote a culture of career-long learning in the workplace, and thereby help to address skills shortages, ensure that workforce skills levels are maintained or improved and facilitate occupational transition. This could include guidance, in the context of workplace and employers, on how to raise learners' awareness (whether they are currently in employment or not) of the benefit of lifelong learning, how to promote a culture of lifelong learning and encourage employers, social partners and other stakeholders to increase the supply, and promote the benefits of, all kinds of high quality adult learning in the workplace.
- **Networking** at EU and national level to create a community of practice or similar.

Peer learning and exchange of good practice:

Initial peer learning will explore and map the state of play in Member States, providing the basis for joint analysis and if applicable clustering of countries for peer learning. To the extent possible this process will be mapped against actions in the Skills' Agenda expected to be communicated early 2016.

PLAs (peer learning activities) hosted in Member States will focus on policies that promote and support workplace-learning of adults, covering the two strands indicated above:

- **Adults with low basic skills. This might include workers highly skilled in their occupation but lacking a solid foundation in literacy, numeracy and digital skills.** This strand will explore policies promoting basic skills development in the workplace
- **Adults with medium skills in need of up-skilling to meet the demands of changing job profiles in modern working life.**

Both strands will explore policies carried out in partnership with social partners and policies promoting learner involvement, motivation and responsibility for skills.

PLAs 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. Member State representatives will also be invited to examine how the issue of migration can be addressed in a perspective of workplace learning of adults.

PLAs could also be organised jointly with other WGs if topics are found to be close and if it would benefit the mutual learning.

Dissemination activities:

A strong commitment at national level is required for any result of the WG to go beyond the group itself. A communication plan will be developed to support dissemination and implementation of WG outputs, key messages and concrete policy recommendations aiming at supporting Member States to implement and refine policies to promote workplace learning of adults.

Dissemination and communication activities should to a large extent take place in MSs, close to the stakeholders, during the lifetime and after the end of the WGs mandate. Experts will be expected to establish, or use an existing, national network of stakeholders, to be identified in the communication plan, for continuous feedback from and to the WG. The communication plan will

also include production of communication modules such as presentations, videos and guidelines to support national dissemination and implementation.

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 key messages and concrete policy recommendations aiming at supporting Member States to implement and refine policies to promote adult learning in the workplace.

A final output of the WG, with the collected results, policy guidance and best practice presentations, could be disseminated at European level, in connection with thematic events such as the European Business Summit, DGVT and ACVT discussions, VET Business Forum, 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:

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

This WG will support the incubation and follow-up of 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:

Phase 1: January - June 2016

January - Feb

WG Meeting 1 (Kick-off meeting)

- Discussion on the mandate, proposed working methods and deliverables.
- Discussion on themes for the Group to cover under the two strands.
- First ideas for peer-learning activities and identification of possible host countries. Identification of national networks of stakeholders for communication.
- Discussion of the scope of the mapping of the state of play in Member States describing existing national and regional policies to support workplace learning of adults for up- and reskilling.

March - April

Webinar and online consultation (Yammer).

- Finalise discussion on the mandate, proposed working methods and deliverables.
- First ideas for communication plan.
- Developing the mapping of the state of play in Member States and describing existing policies.

May-June

WG meeting 2

- Discussing the mapping of the state of play in Member States and existing policies.
- Data collection.
- Establishing and adopting work programme and draft communication plan.
- Agreement on topics and host countries for peer-learning activities.

Outputs phase 1:

- First mapping of the state of play in Member States and describing existing policies

Phase 2: July - December 2016:

July – August

- Validation of country sheets from mapping.
- Clustering of countries based on mapping.
- Planning of peer-learning Strand 1.

September

WG meeting 3

Webinars and online consultations (Yammer).

- Validation and analysis of information gathered through mapping.
- Revision and adoption of communication plan.

Peer-learning activity

- Peer-learning on strand 1: Adults with low basic skills, including workers highly skilled in their profession but lacking a foundation of literacy, numeracy and digital skills : identification of success factors and enablers; potential obstacles and barriers.

October - December

Webinars and online consultations (Yammer).

- Adaption of work programme, topics and peer learning based (based on results from mapping).
- Exploratory work on strand 2, preparing peer learning.
- Initiating dissemination of Outputs through MSs networks.

Outputs phase 2:

- Key messages and policy recommendations on strand 1, including good practice examples.
- Communication module on key messages strand 1 including key messages and policy recommendations.

Phase 3: January - June 2017:

January - March

- Peer-learning activities in clusters, exploring Strand 2: Adults with medium skills in need of up-skilling to meet the demands of modern working life; identification of success factors and enablers; potential obstacles and barriers
- WG meeting 4

April - June

- Initiating dissemination of Outputs through MSs networks.
- Exploratory work on topic identified through priorities in the Skills' Agenda mapping the state of play in Member States and describing existing policies.
- WG meeting 5

Outputs phase 3:

- Key messages and policy recommendations on strand 2, including good practice examples.
- Communication module on key messages strand 2 including key messages and policy recommendations.

Phase 4: July-December 2017:

July - October

Webinars and online consultations (Yammer).

- Peer-learning on topic identified through priorities in the Skills' Agenda, building on learning from strands 1 and 2. Identification of success factors and enablers; potential obstacles and barriers.

October-November

WG meeting 6

- Initiating dissemination of Outputs through MSs networks.
- Analysis of accumulated results from peer learning activities. Mapping and country files updated.

Outputs phase 4:

- Key messages and policy recommendations on topic identified through priorities in the Skills' Agenda, including good practice examples.
- Communication module on key messages topic identified through priorities in the Skills' Agenda including policy guidelines and recommendations.
- Accumulated policy guidelines.
- Detailed planning of communication of the outputs at European and Member States level, including the cooperation of MSs networks.

Phase 5: January – June 2018:

- Finalisation of the Outputs: Handbooks/guidelines.

Outputs phase 5:

- Policy Handbook/guidance
- Publication on Commission websites .
- Dissemination activities, including EPALE, national networks, EU communities of practice, Cedefop PLF etc.

Actions supporting Member States into initiating the process to build/develop workplace learning of adults strategies according to the guidelines.

Evidence-basis

Relevant Europe 2020 target/ET 2020 benchmarks:

Adult participation in learning (the benchmark called 'lifelong learning')

Already available main sources of evidence:

- PIAAC (2013 and 2016)
- Cedefop: 2015, CVET in Europe: The way ahead (due autumn 2015); Policy Handbook. Access to and participation in continuous vocational education and training in Europe
- Follow-up on Rethinking education Communication (report on tackling underachievement in BS, cover all sectors, in AL also informal learning)
- Review on Upskilling Unemployed Adults (European Employment Policy Observatory 2015)
- Education and Training Monitor 2015 (Directorate General for Education and Culture)
- Adult Education Survey (Eurostat)
- European Union Labour Force Survey (Eurostat)
- Continuing Vocational Training Survey (Eurostat)

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 skills and competences

Title	ET 2020 Working Group on Digital Skills and Competences
Duration Mandate	January 2016 – June 2018
Corresponding DG / HLG meeting	High Level Group on Education and Training DGs as appropriate
Coordinating Unit(s)	EAC-B-3
Chair (Head of Unit level)¹⁷	Denis Crowley
Coordinating official(s)	Mario Rocco Konstantin Scheller Deirdre Hodson In cooperation with CNECT

The digital revolution is boosting demand for digital skills and competences; education and training must address this need, which requires investment in infrastructure, organisational change, digital devices and digital competences of educators and learners, and the creation of digital (and open) educational resources and high quality educational software.

Education and training should reap the benefits of new ICT developments and adopt innovative and active pedagogies, based on participatory and project-based methods. Open learning environments can help collaboration between educational sectors including for disadvantaged learners.

Several Member States report initiatives to increase teachers' and learners' digital skills and one third have introduced national strategies for digitalisation of education. Still, 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 future digital competent society.

Main concrete issues 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 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).
- Increasing **synergies** between education, research and innovation activities, with a sustainable growth perspective, building on developments in HE, with a new focus on VET and schools (Priority Area 3.iii).
- 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 digital educational resources and pedagogies at all education levels, in cooperation with European open source communities . (Priority Area 3.vi).

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.

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);
- Promoting the relevance of **HE** 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 (Priority Area 1.vi);
- Enhancing **critical thinking**, along with cyber and media literacy (Priority Area 2.v);
- Supporting **initial education and continuing professional development** of educators at all levels, especially to deal with increased diversity of learners, ESL, work based learning, digital competences and innovative pedagogies, including through EU tools such as eTwinning, the School Education Gateway and the ePlatform for AL in Europe (EPALE) (Priority Area 4.iii).

Contribution to major Commission initiatives:

- Digital Single Market
- European Skills Agenda
- Europe 2020 strategy

Expected outputs:

Common tools:

- Key messages document for policy makers following peer learning activities;
- Building on the work on the reference framework '**The Digitally-Competent Educational Organisation**', develop a self-assessment online tool to assess digital competences and maturity of institutions and educators in using ICT;
- Policy-relevant evidence from research.

Peer learning and exchange of good practice:

The following themes are proposed for PLA activities to be hosted by Member States. The list below, including the title of the PLAs are indicative. Member States may propose additional themes, combine suggested themes and fine-tune the topics to be addressed or decide to focus only on a selection of the themes below.

- (1) **Digital skills gaps and the link to education planning and curriculum planning.** Digital transformation is changing how we interact, learn and do business and education systems must contribute to develop and enhance the digital competences of learners. How can education best address digital skills gap at system and institutional level¹⁸? What principles can be used for designing curriculum on digital skills?

¹⁸ Synergy with the WGs VET, AL, and Schools

- (2) **Teacher training for digital education.** Identifying good practice, barriers and gaps in initial teacher training in the use of ICT in pedagogy¹⁹.
- (3) **Management and leadership** as a key factor in promoting modernisation of education, digital competence and innovative education practice. Identifying good practice, barriers and ways to support leadership²⁰.
- (4) **Quality assurance:** validation and accreditation of digitally-acquired skills and competences; quality of digital and online educational material.
- (5) Policy level issues and exchange of experiences on large-scale policy initiatives related to the use of innovative teaching and learning methods and tools as means to develop digital skills and competences.
- (6) The role of computational thinking/ skills and **coding as part of digital competence.** What are the key issues and challenges? Exchange of experience between Member States, role, relevance and implications of computational thinking/ skills and coding in curricula.
- (7) **Learning Analytics and Big Data in education** - trends and implications for management, teaching and learning. How data-driven education can support educators and institutions in their work; how data can support more personalised and differentiated learning; data protection and privacy issues in education.

Dissemination activities:

The WG will concentrate on delivering concrete and usable outputs that respond to specific and operational policy challenges identified at the EU level and/or of importance for clusters of Member States. Particular attention will be given to feed the outputs/findings from the Digital Skills group into the sectoral working groups.

Dissemination activities may include seminars and webinars on outputs, a final conference, and videos. The possibility to support national dissemination events (eg seminars, e-learning tools) will also be explored.

Recommendations and good practice will be disseminated through ET 2020 and EAC channels and fora (eg High Level Group on Education and Training, Education, Training and Youth Forum, EAC website, newsletters, social media etc.). Open Education Europa and School Education Gateway will also be used for dissemination. Where appropriate online 'toolkits' could be developed for target groups.

Given the nature and pace of change in digital and the current demand for guidance and research, outputs should be disseminated as soon as they are finalised by the group.

Recurrent activities:

Support to Member States facing issues identified in CSRs:

On the request of interested MS, 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.

¹⁹ Synergy and possible shared WG/PLA with the WG Schools

²⁰ Synergy with the WGs Schools and Higher education

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.

- Employment and Skills: validation of informal and non-formal learning in Education and Training.
- Strengthening teacher training education by using the opportunities of new technologies.
- Learning Analytics.

Indicative roadmap:

The timing and the focus of working group meeting and PLA activities are indicative and may be subject to change. Working group meetings, where possible, should be limited to 1-day.

2016 January-June:

- Establishment of WG
- Kick off meeting of WG (WG meeting 1) and Review evidence and identify different MS practices on the issues to be addressed (February/March)
- PLA 1 (April)
- WG meeting 2 (June)

2016 July-December:

- PLA 2 (September)
- WG meeting 3 (October)
- PLA 3 (December)

2017 January-June:

- WG meeting 4 (January)
- PLA 4 (April)
- PLA 5 (June)

2017 July-December:

- WG meeting 5 (September)
- PLA 6 (December)

2018 January-June:

- WG meeting 6 (January)
- Finalise outputs, Formulate and agree policy recommendations (April/May)
- Possible dissemination event (June)

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:

The development of digital skills and competences also involves a research dimension. Not only will the Working Group rely on existing evidence, but links will also be made, as appropriate, with activities of DGRTD, JRC, etc.

- Outputs and key messages of the Working Group "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>
- Opening up Education: Staff Working Document – <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52013SC0341>
- Horizon Report Europe: 2014 Schools Edition – <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/horizon-report-europe-2014-schools-edition>
- Report of the High Level Group on the Modernisation of Higher Education – http://ec.europa.eu/education/library/reports/modernisation-universities_en.pdf
- ICILS: Main findings and implications for education policies in Europe – http://ec.europa.eu/education/library/study/2014/ec-icils_en.pdf
- OpenCases: catalogue of mini cases on open education in Europe – <https://ec.europa.eu/jrc/en/publication/opencases-catalogue-mini-cases-open-education-europe?search>
- Computing our future: Computer programming and coding - Priorities, school curricula and initiatives across Europe – http://www.eun.org/c/document_library/get_file?uuid=521cb928-6ec4-4a86-b522-9d8fd5cf60ce&groupId=43887
- Recent issues of the eLearning Papers – http://openeducationeuropa.eu/en/elearning_papers
- OECD Education Policy Outlook 2015 – http://www.keepeek.com/Digital-Asset-Management/oecd/education/education-policy-outlook-2015_9789264225442-en#page1
- Mainstreaming ICT-Enabled Innovation in Education and Training in Europe <http://ftp.jrc.es/EURdoc/JRC83502.pdf>
- Upcoming studies of the Institute of Prospective Technology Studies (IPTS) on innovation and digital technologies in education (will be listed on this website when published: [https://ec.europa.eu/jrc/en/publications-list/?f\[0\]=im_field_institutes%3A6](https://ec.europa.eu/jrc/en/publications-list/?f[0]=im_field_institutes%3A6))

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 citizenship and the common values of freedom, tolerance and non-discrimination through education (follow-up to the Paris Declaration)

Title	ET 2020 Working Group on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (follow-up to the Paris Declaration)
Duration Mandate	January 2016 – June 2018
Corresponding DG / HLG meeting	High Level Group on Education and Training DG meetings as appropriate
Coordinating Unit(s)	EAC-A-1
Chair (Head of Unit level) ²¹	Sophia Eriksson Waterschoot
Coordinating official(s)	Szilvia Kalman Bénédicte Robert in cooperation with other EAC and EMPL sectoral units

The Paris Declaration adopted by Education Ministers on 17 March 2015 calls for strengthening the role of education in promoting citizenship and the common values of freedom, tolerance and non-discrimination, while stressing the contribution of education to fostering social cohesion, preventing marginalisation and radicalisation and helping young people become responsible, open-minded and active members of our diverse society. The Declaration urges EU level actions *"to cooperate and coordinate, to exchange experiences and to ensure that the best ideas and practices can be shared throughout the European Union"* with a view to:

- (1) Ensuring that children and young people acquire social, civic and intercultural competences, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship;
- (2) Enhancing critical thinking and media literacy, particularly in the use of the Internet and social media, so as to develop resistance to all forms of discrimination and indoctrination;
- (3) Fostering the education of disadvantaged children and young people, by ensuring that our education and training systems address their needs;
- (4) Promoting intercultural dialogue through all forms of learning in cooperation with other relevant policies and stakeholders.

The follow-up of the Declaration is a key priority in the new work cycle of ET 2020, as set out in the 2015 Joint Report.

The objective of the Working Group is to provide a forum for exchange on the key policy issues falling under the scope of the Paris Declaration, with a focus on citizenship, fundamental values and non-discrimination in the different sectors of education and training, focusing on young people as well as adults, in particular parents. It will identify and analyse pertinent examples of policies within the EU to be able to draw common principles and factors for challenges or success transferable to other Member States. The group will support Member States in identifying and implementing measures to pursue the national level objectives of the Declaration through peer-learning and the exchange of good practices.

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

The work of the group will be closely coordinated with the other ET 2020 working groups, which will also contribute to the follow-up to the Paris Declaration within their respective areas of competence. Attention will also be paid to exploiting synergies with the work of international organisations, such as Council of Europe and UNESCO.

Main concrete issues that will be addressed:

- 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 (Priority Area 2.iv);
- Tackling **discrimination, racism, segregation, bullying (including cyber-bullying), violence and stereotypes** (Priority Area 2.i).

Contribution to other concrete issues:

- Addressing the increasing diversity of learners and enhancing access to good 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 (Priority Area 2.i);
- Fostering cooperation by stimulating engagement of learners, educators, parents and the broader local community such as civil society groups, social partners and business (Priority Area 3.ii);
- Reducing ESL by supporting school-based strategies with an overall inclusive learner-centred vision of education and “second chance” opportunities, emphasizing effective learning environments and pedagogies (Priority Area 1.v);
- Addressing the issue of gender gaps in education and training, and unequal opportunities for women and men, and promoting more gender balanced educational choices (Priority Area 2.iii);
- Facilitating the effective acquisition of the language(s) of instruction and employment by migrants through formal and non-formal learning (Priority Area 2.iii);
- Enhancing critical thinking, along with cyber and media literacy (Priority Area 2.v)
- Further exploring the potential of innovative and active pedagogies such as interdisciplinary 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 (Priority Area 3.i).

Contribution to major Commission initiatives:

- European Agenda on Security;
- European Agenda on Migration;
- European Skills Agenda.

Expected outputs:

Common tools:

- **Key elements of a policy framework** identifying success factors for “Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education”;
- **On-line compendium of policy-relevant evidence from research and good practices on educational approaches** to foster citizenship, inter-cultural

understanding, fundamental values, mutual respect and diversity in and through education²².

Peer learning activities and exchange of good practice:

The following themes are an indicative list for possible PLA activities to be hosted by Member States. The Working Group may propose additional themes, fine-tune the topics or decide to focus only on a selection of the themes below.

- (1) Curricular policies to promote civic and social competences, including through civic, religious or moral education ²³;
- (2) Whole school approaches (including participatory governance) to promote civic, intercultural, and social competences, mutual understanding and respect, ownership of democratic values and fundamental rights at all levels of education and training, including in the migration context; ²⁴
- (3) Preventing segregation and discrimination in education;
- (4) Addressing bullying in schools²⁵;
- (5) Multilingual approaches supporting intercultural dialogue;
- (6) Exploring synergies with other sectors, such as youth, culture and sport to promote intercultural dialogue and ownership of democratic values;
- (7) Tackling radicalisation in education and training, with a focus on media literacy and critical thinking.²⁶

Dissemination activities:

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 meetings, the Education, Training and Youth Forum, European level networks). Synergies will be sought with international organisations, such as Council of Europe and UNESCO, as well as networks active in the field, for example the Radicalisation Awareness Network.

Broader dissemination activities exploiting the outcomes of the working group and the good practices identified would primarily be organised at national or regional level with a view to reaching out to teachers and trainers, school leaders, regional and local authorities and other stakeholders. Member States could be encouraged to prepare dissemination plans and exploit a range of dissemination channels, including seminars, e-learning tools, teacher training courses, twinning, etc.

Communication activities during the lifetime of the Working Group could be supported by presentations, videos and a dissemination toolkit.

22 Good practices relevant for the school sector will feed into the School education gateway

23 Joint PLA with the Working Group on Schools

24 Possibilities for joint PLA with other Working Groups

25 Joint PLA with the Working Group on Schools

26 Joint PLA with the Working Group on Digital Skills and Competences, and possibly with the support of RAN.

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

This WG will support the incubation and follow-up of policy experimentations related to "Promoting fundamental values through education and training addressing diversity in the learning environment", and in particular through developing and testing support services to address diversity in education and training, tackling discrimination, violence and extremism.

Indicative roadmap:

The timing and the focus of various working group meetings and PLA activities are purely indicative and may be subject to change.

2016 January-June:

- WG meeting 1 (February): Focus on the mandate and orientation discussion on the key elements of a policy framework
- PLA No 1 (April)
- WG meeting 2 (May): Reporting from PLA No 1, Continued discussion on the key elements of a policy framework

2016 July-December:

- PLA No 2 (October)
- WG meeting 3 (October): In-depth thematic discussion; following up the PLA No 2 and feeding into the compendium of evidence and good practices
- PLA No 3 (December)

2017 January-June:

- WG meeting 5 (February): In-depth thematic discussions, following up PLA No3 and feeding into the compendium of evidence and good practices
- PLA No 4: (April)
- WG meeting 6 (May): In-depth thematic discussions, following up the PLA No 4 and feeding into the compendium of evidence and good practices

2017 July-December:

- PLA No 5 (September)
- WG meeting 7 (October): In-depth thematic discussions, following up the PLA No 5 and feeding into the compendium of evidence and good practices
- PLA No 6 (December)

2018 January-June:

- WG meeting 8 (February): In-depth thematic discussions, following up the PLA and feeding into the compendium of evidence and good practices, finalisation of report, exchange on national dissemination plans

- PLA No 7 (April)
- WG meeting 9 (May): Following up the PLA, finalisation of the compendium on good practices and exchange on national dissemination plans

Evidence-basis

Relevant Europe 2020 target/ET 2020 benchmarks:

- early school leaving
- basic skills
- early childhood education

Available sources of evidence:

The follow-up to the Paris Declaration also involves a research dimension. Not only will the Working Group rely on existing evidence, but links will also be made, as appropriate, with activities of DGRTD, JRC, etc.

- The Working Group will draw on evidence from the following main sources:
- "Citizenship education in Europe" (2012), Eurydice
http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/139EN.pdf
- "Education policies and practices to foster tolerance, respect for diversity, and civic responsibility in children and young people in the EU", NESET (forthcoming)
- "Indicators of Immigrant Integration" (2015), Joint report by the European Commission and OECD <http://www.oecd-ilibrary.org/docserver/download/8115051e.pdf?expires=1444663651&id=id&accname=guest&checksum=D0AF4997B616CF7B83C3FFD75DD9F289>
- "School bullying", NESET (forthcoming)
- "Study on educational support for newly arrived migrant children" (2013), European Commission, DG EAC <http://bookshop.europa.eu/en/study-on-educational-support-for-newly-arrived-migrant-children-pbNC3112385/>
- "Strategies for Inclusion and Social Cohesion in Europe from Education" (2012), Final report of the EU project INCLUDE-ED http://creaub.info/included/wp-content/uploads/2010/12/D25.2_Final-Report_final.pdf
- "Education and migration - Strategies for integrating migrant children in European schools and societies" (2008), NESSE report submitted to the European Commission
<http://www.nesse.fr/nesse/activities/reports/activities/reports/education-and-migration-pdf>
- "Education as a tool for the economic integration of migrants", EENEE (forthcoming)
- "Diversity within the teaching profession with particular focus on migrant background", study commissioned by the European Commission (forthcoming)
- "How does Initial Teacher Education prepare teachers students to deal with cultural and linguistic diversity in the classroom?" (to be commissioned in autumn 2015 with first results to be available by spring 2016)

- "RAN Collection Preventing radicalisation to terrorism and violent extremism" (2015), Radicalisation Awareness Network http://ec.europa.eu/dgs/home-affairs/what-we-do/networks/radicalisation_awareness_network/ran-best-practices/docs/ran_collection_approaches_and_practices_en.pdf
- "Global citizenship education" (2014), UNESCO <http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>
- "How to cope with Diversity at School - Teaching and learning about religious diversity" (2008), Anna Lindh Foundation http://www.annalindhfoundation.org/rd_en.pdf
- "Handbook on intercultural citizenship", Anna Lindh Foundation (forthcoming)
- "Training against Hate Crime for Law Enforcement (TAHCLE)" (2012), OSCE/ODIHR <http://www.osce.org/odihr/tahcle?download=true>
- "Teaching Controversial Issues through Education for Democratic Citizenship and Human Rights – Training Pack for Teachers" (2014), Joint Project by Council of Europe and the European Commission https://www.schule.at/fileadmin/DAM/Gegenstandsportale/Politische_Bildung/Teaching_Controversial_issues_-_professional_development_pack_for_teachers....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	

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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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
2	Inclusive education, equality, equity, non-discrimination and the promotion of civic competences	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> i. Further exploring the potential of innovative and active pedagogies such as inter-disciplinary teaching and collaborative methods, to enhance the development of relevant

	the digital era	<p>and high-level skills and competences, while fostering inclusive education, including for disadvantaged learners and learners with disabilities</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 deliverables²⁷ 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 EQAVET²⁸ recommendation and, as part of quality assurance systems, establishing continuous **information and feedback loops to initial VET (I-VET) and continuing VET (C-VET)**²⁹ **systems based on learning outcomes.**
- 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 learning³⁰ 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

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

28 OJ C 155, 08.07.2009

29 OJ C 324, 1.12.2010, p. 5-15

30 OJ C 372, 20.12.2011, pp. 1-6.

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.

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