

**European Institute of Education and Social Policy
Activity Report
November 2019 – October 2020**

This report presents brief summaries of the main activities in which the EIESP has been involved between November 2019 and October 2020. Following a brief overview, EIESP's work related to the policy design and implementation of lifelong learning and wellbeing are described in Sections 2 and 3. Section 4 highlights EIESP team's outreach activities. Section 5 sets out articles published in the European Journal of Education volumes 54 and 55. Section 6 briefly summarises project development activities and areas for further strategic development of the EIESP strategic priorities.

Overview

EIESP's vision is to promote access to learning throughout life to support children and adults in developing their capacities to achieve their personal and professional potential. EIESP places a high value on partnership as well as the independence and integrity we adopt towards projects and dissemination. The EIESP values highly the multicultural dialogue and exchange that comes through working across Europe and beyond.

EIESP contributes with its focus on:

- Developing the systems, approaches, tools and practices that place the learner at the centre of the learning process;
- Creating bridges between research, policy and practice;
- Evaluating the design, implementation and outcomes of policies at the different decision-making levels;
- Contributing to decision-making processes and to the exchange of good practice among countries, institutions or sectors.

EIESP is also active in networks for innovation. The Institute is part of the Learning for Wellbeing (L4WB) network, the Board of the International School Health Network and participates in consortia for three European Framework Contracts led by Ecorys UK (for policy studies, evaluation and services). EIESP has also continued its work with European SchoolNet. In France, EIESP has cooperated with l'Association Française des Acteurs de l'Éducation (AFAE), la Fondation Potentiels et Talents, Inspecteurs de l'éducation sans frontières, Indivisible, Cayambe Partners and the Conservatoire National des Arts et Métiers (CNAM).

2 Lifelong Learning and wellbeing strategy

Over the last year, the Institute has been engaged in several projects and activities in strategic areas that link with lifelong learning and well-being, including:

1. Recognition of the outcomes of learning periods abroad (January 2020 – January 2022)
2. PeerAct Social Inclusion project (2019 – 2021)
3. Digital Inclusion (October 2020 - October 2021) (contract pending)
4. TeachUP (March 2017.- August 2020)
5. Education (ongoing since 2016)

6. Research support DG EMP Vocational education and training strategies at the regional level in Poland (November 2019.- April 2020)
7. ETF Assessment for learning in Vocational Education and Training (VET) (July – December 2020)
8. Consultant staff support to the Joint Research Centre (JRC) on the development of a framework for the European Key Competences (March – November 2020)
9. Consultant support for the Conference on Key Competences for Lifelong Learning: learning approaches and environments in school education (November 2019)
10. Research support to the DG EAC on the impact of the Teacher Academy (January - November 2020)
11. Consultant staff support to Toolkit on Schools -- strategies to promote inclusive education and tackle early school leaving (ongoing since 2016)
12. Peer Counselling Activity, Quality assurance and monitoring to support school improvement, Latvia (September 2019 – February 2020)
13. Peer Counselling Activity, Improving the quality of student assessment, Lithuania (June 2019 - November 2020)
14. Consultant staff support to the 2018 - 20 Working Groups on Schools and Higher
15. Consultant support to the OECD Future of Education and Skills 2030 (E2030)
16. Analytical support for the European Institute of Innovation and Technology

These activities are described in more detail below.

2.1 Recognition of learning outcomes of study periods abroad (January 2020 – January 2022)

In November 2018, EU Member States approved the Council recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad by 2025, as part of the European priority for a European Education Area by 2025, which on.

The lead partners for this project, the European Federation for Intercultural Learning (EFIL), EIESP and CESIE have gathered Network of Experts comprised of 25 governmental and civil society representatives from 15 EU countries.

The Network will design European guidelines for automatic recognition and share practices and knowledge.

A model training programme also will be produced in order to support schools and teachers in assessing competences of pupils after a learning period abroad providing them with assessment protocols/tools to assess transversal competences. The training model will be translated and adapted by potential users at national level.

From EIESP, Janet Looney, Gloria Arjomand, Majella O'Shea and Jerzy Wisniewski support this project

2.2 PeerAct Social Inclusion project (2019 – 2021)

This project on Social Inclusion and Common Values aims to support the acquisition of social competences that foster ownership of the fundamental values of non-discrimination, tolerance, solidarity and equality through scale-up of the “A world of difference” programme (within the EPTO peer training and certification process). The project aims are to: 1) equip 1300 young people from 6 European countries with necessary social and civic competences and understanding of the values of non-discrimination, tolerance, solidarity and equality; 2) provide 70 young people from 6 European countries with the competences and certification necessary to facilitate the process that leads to these acquisitions; 3) develop a framework for cooperation that will allow this non-formal learning process to be included in the European formal learning system as a complementary mean to facilitate the acquisition of the above competencies in the schools.

Partners in Romania, Portugal, Slovenia, Macedonia, Serbia and Spain will provide peer training based in anti-bias education. The initial group of peers will train peers at their schools in order to further disseminate the project. In addition, a strategy to embed this model in national education agencies will be developed.

The project will be led by EPTO (European Peer Training Organization), a partner from the Learning for Well-being Foundation network. EIESP is providing a formative evaluation of project implementation and impact.

Due to COVID-19 progress, initial train-the-trainer sessions have been postponed.

From EIESP, Janet Looney, Gloria Arjomand, Majella O’Shea and Jerzy Wisniewski support this project

2.3 Digital inclusion (October 2020 – September 2021)

The overall aim of the study is to gather evidence regarding the actual and potential role of digital technologies in promoting the inclusion of all learners in compulsory education (primary, secondary and VET). Over 12 months, from September 2020 to September 2021, the study will draw on the best available evidence to assess how digital technologies can promote the inclusion of all learners, and to identify key messages for learners with additional needs and/or disabilities, learners living in remote areas, migrant learners, and learners from disadvantaged socio- economic backgrounds. This will require a consideration of what is happening, what should be happening, and how it could be made to happen.

Based on the research conducted as part of our study – which will involve a mix of desk research (secondary data collection) covering all EU27 Member States and interviews (primary research) in selected Member States – the study will serve as an evidence-base, offering key recommendations to institutions and policy makers on the topic.

This project falls under the Policy Studies Framework contract, and is being done in partnership with Ecorys (contract pending)

From EIESP, Janet Looney is participating as a senior researcher. Associate experts Ilkka Tuomi and Kay Livingston are participating on the project advisory board.

2.4 TeachUP (March 2017.- August 2020)

The TeachUP project, which was led by European SchoolNet, was a policy experimentation, piloting and evaluating new ways of teaching and new methods of professional learning and assessment. TeachUP developed online courses for teachers in initial teacher education (ITE) and continuing professional development (CPD) on topics that are key elements for the 21st century teacher: formative assessment, personalised learning, collaborative learning, and creative thinking. It also informed policy action for ITE by providing institutional, local, regional, national and EU policy makers with concrete evidence on the following topics: efficient and cost effective modes of online courses, initial teacher education and teachers' continuous professional development; conditions for achieving high retention rates in online courses for teachers; conditions under which peer assessment can be reliably used in online teacher education; and building and recognising teachers' capacities as reflective and networked practitioners. TeachUP had 17 partners (ministries of education, teacher education and research organisations) in 10 countries, coordinated by European Schoolnet. The project co-funded by the Erasmus+ Programme of the European Union

From EIESP, Janet Looney served on the Scientific Advisory Committee, and contributed to the consultation and background literature review on The Changing role and competences of teachers, as well as the report entitled "Peer versus expert assessment : How to make assessment in online teacher training work"

2.5 **On-site assessment to identify success factors for developing vocational education and training strategies at the regional level in Poland**

Initial VET in Poland currently takes place mainly in schools, with limited work-based learning. VET offer is often driven by the supply of the teachers, infrastructure and uninformed demand on the part of the students or their parents. The country struggles to ensure quality, effectiveness and relevance to the labour market needs in VET provision at all levels. Vocational schools also face difficulties in equipping pupils with general basic skills, such as numeracy and literacy. Within this context DG EMPL requested the study "On-site assessment to identify success factors for developing vocational education and training strategies at the regional level in Poland" which aimed to analyse VET strategies development and implementation processes in the three most effective (successful) regions and to present the outcomes of the analysis to other regions to facilitate the programming for effective ESF programming in the VET sector.

The project ran from 15 November 2019 to 14 April 2020. Outputs include the Final Project Report and the Presentation of the results in an external workshop. Here is the project publication

<https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8319&furtherPubs=yes>

From the EIESP, Jerzy Wisniewski and Jan Herczynski led this project

2.6 ETF Assessment for learning in Vocational Education and Training (VET) (July – December 2020)

In collaboration with the European Training Foundation (ETF), the EIESP is supporting different activities to facilitate the discussion on the role of assessment, specifically on assessment for learning in vocational education and training. EIESP project outputs include development of a concept paper on assessment for learning in VET, design of and participation in two multilingual webinars on formative and summative and summative assessment, and design of an approach to facilitate dialogue among different stakeholders on the role of assessment in vocational education and training which relevant for different contexts.

From EIESP, Janet Looney is leading this project

2.7 Development of a framework for the European Key Competences (March – November 2020)

EIESP provided consultant support for facilitation and rapporteur expertise for the JRC consultation on Developing a European Framework for the Personal, Social & Learning to Learn Key Competence (LifEComp). Support involving three consultation seminars in March, June and October 2019, with the production of three internal reports for the JRC team.

From EIESP, Majella O'Shea contributed to this project.

2.8 Consultant support for the Conference on Key Competences for Lifelong Learning: learning approaches and environments in school education (November 2019)

DG EAC organised a conference on Key Competences for Lifelong learning: learning approaches and environments in school education in November 2019. EIESP provided support for the conference, including the development of [the conference background paper](#) and the [Conference Report](#).

From the EIESP, Majella O'Shea is providing expert support

2.9 Teacher Academy project (January – November 2020)

EIESP is providing expert support to research into the impact of Teacher Academy online professional development courses. This mixed-study research aims to provide further evidence on the ways in which user engagement with the Teacher Academy impacts on the practice of European teachers. The assignment commenced in January 2020 and will conclude with the delivery of a research report to DG EAC at the end of November 2020.

From the EIESP, Majella O'Shea is providing expert support

2.10 Editorial Board for the Toolkit on Schools strategies to promote inclusive education and tackle early school leaving (ongoing since 2016)

EIESP coordinates the EC European Toolkit for Schools Editorial Board. The EC European Toolkit for Schools which is hosted on the School Education Gateway, is structured around five main areas: school governance; support to learners; teachers; parental involvement; and stakeholder involvement. The Editorial Board assists DG EAC with gathering and selecting relevant resources for the Toolkit as well as drafting and editing its new content. This project is part of the Framework services contract led by Ecorys.

The Toolkit is available here:

<https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools.htm>

From EIESP, Janet Looney, Gloria Arjomand and Laëtitia Morel support this project.

2.11 Peer Counselling Activity, Latvia (September 2019 – February 2020)

Peer Counselling Activities, which are co-organised by the European Commission and a national ministry, bring together peers from national administrations /agencies to advise a country in access of reform and development. Peers provide the country with advice and feedback based on their experiences from their own national context. Peers' recommendations are intended to feed into concrete policy solutions for the country. Implementation of the recommendations remains the full responsibility of the country that initiated the peer counselling

This peer-counselling activity, which was co-organised by the European Commission and the Latvian Ministry of Education and Science, focused on the development of a comprehensive system for education quality assurance and monitoring to support school improvement. In this early stage of reform, the Latvian Ministry of Education, Science and Sport invited peer counsellors from Estonia, Ireland and Italy to share their own country's experiences and insights regarding reforms to their school quality assurance systems. From Latvia, education stakeholders participating in the meeting included: representatives from the municipalities; school leaders and school staff; the teachers' union; the Employers' Federation of Latvia (Riga); the University of Latvia, research consultants; and, representatives from the Ministry of Education and State Education Quality Service.

A report on the results of the meeting was finalised in 2020.

From the EIESP, Janet Looney facilitated this a peer counselling activity.

2.12 Peer Counselling Activity, Lithuania (June 2019 - November 2020)

Peer Counselling Activities, which are co-organised by the European Commission and a national ministry, bring together peers from national administrations /agencies to advise a country in access of reform and development. Peers provide the country with advice and feedback based on their experiences from their own national context. Peers'

recommendations are intended to feed into concrete policy solutions for the country. Implementation of the recommendations remains the full responsibility of the country that initiated the peer counselling

This peer-counselling activity, which was co-organised by the European Commission and the Ministry of Education, Science and Sport, Lithuania, focused on improving the quality of student assessment in the Lithuanian education system. Policy suggestions for the Lithuanian government and school stakeholder community address:

1. support to teachers to integrate formative assessment in classroom practices
2. the design of a moderation system of internal school assessments to ensure reliable and consistent marking at schools
3. the redesign of the school graduation requirements and university admissions
4. planning of assessment reform processes.

The first peer counselling visit to Vilnius took place on 17-18 September 2019, and included peers from four EU Member States (France, Ireland, Italy and Norway). This was followed by a second online meeting conducted online over three mornings (24, 25 and 29 September 2020, with peers from France, Ireland, the Netherland and Norway). This second meeting provided the opportunity to deepen discussion of key issues and to outline concrete next steps for Lithuania.ⁱ Meeting participants included: representatives of Lithuanian stakeholder groups (teacher trainers, university researchers, test developers, representatives from municipalities, the parent organisation, the student organisation and of non-formal education providers) and of the Ministry of Education, Science and Sport. A report on the results of the meeting will be finalised in November 2020.

From the EIESP, Janet Looney facilitated this a peer counselling activity on planned reforms to education quality evaluation in Lithuania

2.13 2018 – 20 Working Groups, staff support to groups on Schools and Higher Education - August 2018 – December 2020

EIESP provides staff support to two ET2020 Working Groups: the WG on Schools and the WG on Higher Education.

The European Commission first established Working Groups under the Education and Training 2010 work programme to implement the Open Method of Coordination in education and training. The working groups bring together experts from Member States with the aim of exchanging on key education and training topics. The Working Groups identify and analyse pertinent examples of policies within the EU to in order to highlight common principles and barriers and enablers to adapting good practices in other Member States. This work is part of the EC framework contract for services awarded to the consortium led by Ecorys and which includes EIESP, the London Institute of Education (IoE), the Danish Technological Institute, EFMD and KEA European Affairs.

Additional 4-month Working Group Schools sessions has been organised to discuss ministry responses to the COVID-19 crisis, and to share peer learning related to digital and blended learning, as well as inclusion and wellbeing.

From the EIESP, Janet Looney and Jaana Puukka provided, respectively, support to the working groups on schools and on higher education

2.14 OECD Future of Education and Skills 2030

EIESP is providing support to Phase II of this multi-year project on the focus of education and skills. This phase focuses on curriculum implementation and a conceptual framework for teaching 2030. The aim of this project to build a common understanding of the knowledge, skills, attitudes and values students need in the 21st century. The learning and teaching frameworks are co-created by policy makers, researchers, school leaders, teachers and students from around the world.

In May/June 2020, the EIESP contributed analysis of survey data from International Working Group participants on responses to emergency remote learning in the context of COVID-19 crisis. The survey gathered responses from ministries, school leaders, teachers, students, parents and stakeholder groups.

From EIESP, Janet Looney and Gloria Arjomand are contributing to this project.

2.15 Analytical support for the European Institute of Innovation and Technology

During 2020 Jaana Puukka has supported the EIT in two projects. The first project from January to July 2020 consisted of the evaluation of the quality and impact of the EIT's Regional Innovation Scheme where Puukka was the rapporteur collaborating with two other experts. This evaluation comprised desk research, interviews and focus group discussions. Between August 2020 – early 2021 Puukka is supporting the revamping of the EIT Label i.e. the EIT Quality Assurance and Enhancement System for its education provision.

From EIESP, Jaana Puukka contributed to this project.

3 EIESP Outreach and Cooperation

- EIESP provided consultant support for facilitation and rapporteur expertise for the JRC consultation on Developing a European Framework for the Personal, Social & Learning to Learn Key Competence (LifEComp). Support involving three consultation seminars in March, June and October 2019, with the production of three internal reports for the JRC team.
- EIESP is participating in the Organisation Committee for CNESCO International Comparison Conference on educators' professional development, planned for 19 – 20 November. The conference. The conference is to take place online 19 – 20 November.
- Supporting Key Competence Development: Learning approaches and environments in school education (Majella O'Shea provided staff support to DG EAC and participate in this meeting) Janet Looney presented at a Workshop on Supporting key competences through formative assessment and student reflection , Brussels, 12 – 13 November 2019

ET2020 Working Group Higher Education meetings

- Peer Learning Activity on “Academic integrity – fighting plagiarism, academic misconduct and fraud in higher education”, 24-25 October 2019, Nicosia
- Working Group meeting, incl. peer learning seminar on “Automatic Mutual Recognition in Higher Education”, 2-3 December, Brussels
- Peer Learning Activity on “STEAM Approach to Stem Education”, 2-3 March 2020, Vienna
- Working Group meeting, 3 July 2020, online
- Working Group meeting, 21 October 2020, online

Jaana Puukka is providing consultant support to Working Group Higher Education

ET2020 Working Group Schools

- 5 TH MEETING OF THE WORKING GROUP ON SCHOOLS (2018-20) 20-21 NOVEMBER 2019, BRUSSELS
 - Peer Learning Activity, ‘How can external advice inspire and support schools in developing broad competences of every student?’, Dublin, Ireland(5-7 February 2020)
 - Working Group - ‘Concluding the 2018-2020 Cycle’ Online meeting, 7 May 2020
 - Working Group on Schools, Thematic Seminar on policies to support school self-evaluation and development Report to the Working Group, 6 November 2019
- Between August and October 2020, a series of online meetings Working Group addressing digital and blended learning, inclusion, and student and teacher well-being have been held to support peer learning in light of the COVID-19 crisis. Janet Looney is providing consultant support to the Working Group Schools

Janet Looney is providing consultant support to Working Group Higher Education

OECD e2030 International Working Group (19, 20 and 21 May 2020)

The OECD held its first virtual workshop to discuss school responses to school closure and re-opening Virtual Workshop. Janet Looney presented findings a survey of the E2030 International Working Group survey of ministries, school leaders, teachers, parents, students and stakeholder groups.

Learning for Well-being Community On-Line Gathering - 30th June

EIESP Partner L4WB organised this online gathering for members of the L4WB community

Peer Counselling Activity, Latvia (23 – 24 October 2019)

Janet Looney is facilitated a peer counselling activity on planned reforms to education quality evaluation in Latvia. Peers from Estonia, Ireland and Italy are participated in the stakeholder meeting in Riga in October.

Peer Counselling Activity Lithuania (23, 24 and 29 September 2020)

Janet Looney is facilitating a peer counselling activity on planned reforms to formative and summative student assessment in Lithuania. Peers from France, Ireland, the Netherlands and Norway are participated in the stakeholder meeting held online.

European Training Foundation “Assessment for learning” webinar (20 September 2020)

Janet Looney helped plan this webinar and made a presentation on the elements of formative assessment. Jerzy Wisniewski participated in the webinar.

OECD e2030 Thematic Working Group (TWG) – Working webinar on Aligning assessment and pedagogies with curriculum changes (25 September 2020)

Janet Looney is participating in this thematic working group.

5 The European Journal of Education (EJE)

Volume 54

No. 4 December 2019

Special Issue: Design Learning for Innovation

Guest Editors: Jean-Claude Ruano-Borbalan

Volume 55

No. 1 March 2020

Special Issue: Developing schools as learning organisations: how and why?

Guest Editors: Richard Desjardins, Janet Looney, Susan Wiksten

Volume 55

No. 2 June 2020

Special Issue: School leadership: A changing landscape in policy and practices

Guest Editors: Edith Hooge, Beatriz Pont

No. 3 September 22

Special Issue: Shadow education – Opportunity for development

Guest editor: János Gordon Györi

No. 4 December 2020

Special issue: Academics' effectiveness and professional development in Croatia: Challenges for human resource management in higher education institutions

Guest editors: Samo Pavlin and Zoran Sušanj

6 Workplan: November 2019 – October 2020

Framework contracts for Policy studies, Services have been renewed for the consortium led by Ecorys (consortium partners include: EIESP, DTI, Technopolis, 3S, Keanet)

EIESP will continue work on studies currently underway (and described above) including:

- Digital Inclusion
- Recognition of the learning outcomes of study periods abroad
- Social inclusion and common values: the contribution in the field of education and training
- Toolkit Editorial Board
- OECD Future of Education and Skills 2030

EIESP is also participating in several European-wide calls.

PUBLICATIONS & REPORTS:

- Engelhardt, K., Hertz, B., Looney, J. Azzolini, D., Marzadro, S. and Rettore, E. (2020), “Peer versus expert assessment : How to make assessment in online teacher training work” European SchoolNet, Brussels.
http://teachup.eun.org/documents/556205/5084344/TeachUP+-+Peer+versus+Expert+Assessment_FINAL.pdf/452351fe-76e9-4571-b6ba-714f42492b38
- ET2020 Working Group Schools. (2020). External advice to inspire and support schools in developing students’ broad competences (edited by J. Looney and D. Kudelova), European Commission, Brussels

<https://www.schooleducationgateway.eu/en/pub/resources/publications/students-broad-competences.htm>
- ET2020 Working Group Schools. (2020). Supporting school self-evaluation and development (edited by J. Looney, M. Ehren and D. Kudelova), European Commission, Brussels

<https://www.schooleducationgateway.eu/en/pub/resources/publications/support-school-self-evaluation.htm>

- European Commission (2019). Supporting key competence development Learning approaches and environments in school education : input paper (Authors: McGrath, C., Frolich Hoogaard, K. and O'Shea, M.) <https://op.europa.eu/en/publication-detail/-/publication/2a2b6e34-4c82-11ea-b8b7-01aa75ed71a1/language-en/format-PDF>
- European Commission (2020). Conference on supporting key competences development: Learning approaches and environments in school education : conference report, Brussels, 12-13 November 2019 (Contributing author: Majella O'Shea)
<https://op.europa.eu/en/publication-detail/-/publication/37cc844f-4248-11ea-9099-01aa75ed71a1>
- European Commission (2020) Quality assurance and monitoring to support school improvement, Latvia, Report for the Peer Counselling Activity Author: Janet Looney (unpublished)
- European Commission (2020) Improving the quality of student assessment, Report for the Peer Counselling Activity. Author: Janet Looney (unpublished)
- Gregulska, J., Herczynski, J. and Wisniweski, J. (2020). "On-site assessment to identify success factors for developing vocational education and training strategies at the regional level in Poland", European Commission, Brussels
<https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8319&furtherPubs=yes>
- Looney, J. (2020). Findings of the E2030 stakeholders' surveys on challenges of curriculum delivery during school closure as well as reopening of schools (internal report prepared for OECD Future of Education and Skills 2030 1st Meeting of the Global Forum on the Future of Education and Skills 2030, Virtual Workshop, 19-20 May 2020)
- Looney, J. (2020) The OECD E2030 « new normal » in education: Focus on assessment
- Looney, J. (2020). Assessment for learning in VET. European Training Foundation (forthcoming, November)

EIESP Governance and Management Board 2019 - 2020

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Vice chair : Françoise Cros

Vice chair : Jerzy Wisniewski

Treasurer: Daniel Kropf

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European Institute of Education and Social Policy
Institut Européen d'Éducation et de Politique Sociale

Staff:

Janet Looney, Director and Joint Editor of the European Journal of Education

Gloria Arjomand, Project Coordinator

Laëtitia Morel, Administrative and Financial Assistant

Susan Wiksten, Assistant Editor, European Journal of Education

(Christina Keyes retired from her position as EJE assistant editor at the end of 2019)
