

Activity Report June 2018 – October 2019

This report presents brief summaries of the main activities in which the EIESP has been involved from June 2018 to October 2019. Following a brief overview, EIESP's work related to the policy design and implementation of lifelong learning and wellbeing are described in section 2. Section 3 highlights EIESP team's outreach activities. Section 4 presents highlights of Volumes 52 – 53 of the European Journal of Education. Section 5 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 Well-being (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 co-operated 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 strategy

Between June 2018 and October 2019, the Institute has been engaged in several projects and activities in strategic areas that link with lifelong learning, including:

- Development of an International Guidance Framework for Professional Teaching Standards (UNESCO) April 2018 – February 2019
- InnoVal – Validation of non-formal and informal learning (October 2016 – September 2018)
- Consultant staff support to the 2018 - 20 Working Groups on Schools and Modernisation of Higher Education (as part of the consortia supporting DG EAC services)

- Briefs to support OECD policy advice to Romania (Spring 2019)
- Consultant staff support to Toolkit on Schools -- strategies to promote inclusive education and tackle early school leaving (as part of the consortia supporting DG EAC services) (ongoing since 2016)
- Peer counseling activity on improving student learning through relevant assessment policies, Lithuania
- Peer counseling on education quality evaluation, Latvia
- Consultant staff support to the Joint Research Centre (JRC) on the development of a framework for the European Key Competences - LifEComp / 'Learning to Learn, linked to social and personal development'
- Consultant staff support to the DG EAC for their conference on Supporting Key Competences Development: Learning approaches and environments in school education", which took place in Brussels on 12-13 November 2019

These activities are described in more detail below and in the attached table.

2.1 Development of an International Guidance Framework for Professional Teaching Standards (UNESCO) April 2018 – February 2019

EIESP provided consultant support to UNESCO for the development of an international guidance framework for professional teaching standards. The work is based on a review of the literature and an online consultation with experts working with regional and national teaching standards. Respondents from 61 countries provided data on the development, content and implementation of their teacher standards and competences

The report and guidance framework will be available in 2020.

From EIESP, Janet Looney led this project, with the support of Gloria Arjomand and Laëtitia Morel

2.2 Inno-Val (1 October 2016 – 30 September 2018)

EIESP was a partner in the InnoVal Project (Innovative Assessment Methods for Validation of Non-formal and Informal Learning), which ended in September 2019. The project gathered six EU partners to promote valid and reliable innovative alternative assessment methods for validation of non-formal and informal learning. The focus was on disadvantaged groups such as migrants, long-term unemployed, individuals with disabilities, and individuals with low qualifications who may have had adverse experiences with school-based assessment.

The project included an online consultation of stakeholders on gaps in provision, a review of users' experiences with traditional assessment methods, a review of progress made across European countries and areas where further work to strengthen alternative assessments is needed. Partners developed a set of case studies featuring descriptions of tools and their implementation, aimed to practitioners. EIESP prepared case studies in France and also cooperated with InnoOmnia in Finland to extend the breadth of good practice examples.

This was complemented by the development of a Training Programme and Guidelines to implement innovative assessment methods supported by Open Educational Resources. An Advocacy Pack with policy recommendation, targeted at policy makers, is being developed to ensure systemic support for alternative assessments. A dissemination meeting was held in Brussels in September 2018.

From EIESP, Gloria Arjomond, Barbara Santibanez and Janet Looney have contributed to this project. EIESP has also worked with Tarja Lang of InnoOmnia in Finland to gather additional case studies.

Inno-Val is supported by the EU Erasmus+ Programme.

The results of the project are here: <http://inno-val.eu/>

2.2 2018 – 20 Working Groups, staff support to groups on Schools and Modernisation of Higher Education – August 2018 – May 2020

EIESP provides staff support to two ET2020 Working Groups: the WG on Schools and the WG on (February 2016-January 2018) and the WG on Modernisation of Higher Education (January 2016 – December 2017).

WG Schools is also holding expert seminars on targeted subjects. To support the seminar work, an additional contract was issued to support Janet Looney, Gloria Arjomond and Melanie Ehren (Free University, Amsterdam) to develop three background papers for the seminars on quality assurance and a final Working Group paper, which will be published online.

Jaana Puukka was the consultant for the Working Group on Modernisation of Higher Education

2.3 Toolkit Editorial Board (ongoing since 2016)

Editorial Board for the Toolkit on Schools -- strategies to promote inclusive education and tackle early school leaving (DG EAC)

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 Arjomond and Laëtitia Morel supported this project.~~

2.4 Briefs to support OECD policy advice to Romania (November 2018 – February 2019)

The EIESP provided support to the OECD's policy advice to Romania in the areas of Equity, the Teaching Profession, Professional Management and Improving Access to Early Education.

2.5 Cité Éducative, Chanteloup les Vignes (2019 - 20)

EIESP is providing support to partners Indivisible (part of Super Public in Paris) in a project to engage stakeholders in the design of a new school and learner centre. The new school will be built on a campus that will serve learners of all ages (pre-primary, primary, secondary). It is seen as an opportunity to introduce cooperation across the different school levels, and to offer non-formal and informal learning opportunities on the campus. EIESP has provided international good practice examples for relevant projects, and also led round-table discussions at an atelier for teaching staff at the school.

The project is being funded by the French Ministry of Education.

From EIESP, Janet Looney contributed to this project.

2.6 OECD Future of Education and Skills 2030

EIESP is providing support to Phase II of this 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.

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

2.7 Peer Counselling Activity, Lithuania

The European Commission has developed peer counselling to bring together professional peers who can provide external advice to a country in the process of policy development. From EIESP, Janet Looney is facilitating a peer counselling activity on improving student learning through relevant assessment policies. Peers from France, Ireland, Italy and Norway participated in a first meeting in Vilnius 17 – 18 September 2019. A follow-up meeting and final report are planned for 2020.

2.8 Peer Counselling Activity, Latvia

Janet Looney is facilitating a peer counselling activity on planned reforms to education quality evaluation in Latvia. Peers from Estonia, Ireland and Italy participated in this stakeholder meeting held in Riga in 23 – 24 October 2019. A report on the results of the meeting will be finalised in 2020.

2.9

EIESP is providing consultancy support to the Joint Research Centre (JRC) on the development of a framework for the European Key Competence - LifEComp / 'Learning to Learn, linked to social and personal development'. This project aims to develop a conceptual framework of reference which will supply a common language and logic for this Key Competence to all Member States, and for all contexts of implementation. EIESP associate expert, Majella O'Shea is supporting this work as expert rapporteur as the Framework goes through a process of validation from stakeholder consultations during 2019. This involves providing input to the design of the workshop activities, taking part in three workshops (March,

June and November), collecting input from the various workshop activities and producing three workshop reports.

2.10

EIESP is providing consultant staff DG EAC on planning and implementation of their conference on "Supporting Key Competence Development: Learning approaches and environments in school education", held in Brussels on 12-13 November 2019. The conference brings together policy makers, practitioners, researchers and other stakeholders involved in and responsible for implementing school education policies and reforms. Participants discuss systemic conditions and policy guidelines for introducing and developing competence-based teaching and learning in schools across Europe. EIESP support involved the development of the conference background paper, *Supporting Key Competence Development: Learning approaches and environments in school education* and writing the conference report.

EIESP associate expert, Majella O'Shea is contributing to this work along with DTI and Ecorys UK.

3 Learning for Well-being (2019 – 2021)

EIESP will participate in an Erasmus + project on Social Inclusion and Common Values: The Contribution in the Field of Education and Training. 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 lead by EPTO (European Peer Training Organization), a partner from the Learning for Well-being Foundation network.

4 EIESP Outreach and Cooperation

The EIESP website has been renewed and updated by webmaster Marsel Stopen (see here: www.eiesp.org). Board members have previously expressed interest in having a linked page that would host blogs, vlogs and other contributions relevant to EIESP work.

ET2020 Working Group on Higher Education (2018- 2019 meetings)

[To be updated by Jaana Puukka]

Key Competence Development : Learnign approaches and environments in school education Conference, Brussels (12 – 13 November 2019)

Majella O'Shea is providing consultant support to the DG EAC (with partners Ecorys and DTI) for the design and implementation of this conference.

Janet Looney will also participate in this conference, and will present in the conference workshop on Supporting key competences through formative assessment and student reflection.

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

Janet Looney is facilitating 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.

The Peer Counselling Activities are done through the Framework Services Contract

Peer Counselling Activity, Lithuania (17 – 18 September 2019)

Janet Looney is facilitating a peer counselling activity on to improve student learning through relevant assessment policies. The first stakeholder meeting was held in Vilnius in September, and a follow-up meeting with peer counsellors is planned for March 2020.

The Peer Counselling Activities are done through the Framework Services Contract

Toolkit Editorial Board (23 November 2018 and 27 May 2019)

The Toolkit Editorial Board schedules one Skype meeting and one face-to-face meeting for board members to discuss new resources (online good practice cases for prevention of Early School Leaving, and videos). This year, the Skype meeting was held 23 November 2019, and the face-to-face meeting was held in Barcelona 27 May. The Barcelona meeting included a visit to the Joaquim Ruyra School, which will also be featured in a forthcoming Toolkit video.

From EIESP, Janet Looney and Gloria Arjomand have contributed to this project

This project is part of the Framework Services contract

IIEP Panel discussion, Paris (9 April 2019)

Janet Looney was invited to participate in a panel on teacher training at the UNESCO International Institute of Educational Planning (IIEP) annual course on teacher management at its Paris offices.

Learning for Well-being Community Day (3 April 2019)

EIESP participated in the annual Learning for Well-being Community Day. This year, the meeting was held in Brussels and the focus was on L4WB Foundation's work on Act2gether, which follows on a successful five-year run of the CATS programme (Children as Actors Transforming Society).

ET2020 Working Group Schools (2018 – 19 meetings)

EIESP provides staff support to two ET2020 Working Groups: the WG on Schools and the WG on (February 2016-January 2018) and the WG on Modernisation of Higher Education (January 2016 – December 2017).

ET2020 Working Groups, staff support to groups on Schools and Modernisation of Higher Education (January 2016 – December 2017) 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

In the 2018 – 2020 cycle, DG EAC has added a set of expert seminars to discuss issues in more depth. A Working Group steering committee develops key themes for the seminar, and outside experts who can help inform the Broader Working Group.

EIESP has provided consultant support for the ET2020 Working Group Schools meetings:

- September kick-off meeting, 13 – 14 September 2018, Brussels
- Peer Learning Activity on Policies to support stakeholder engagement in school self-evaluation, 2 – 5 February 2019 Zagreb, Croatia
- Working Group meeting on Engagement, Evaluation and Leadership, 21 – 22 February 2019, Brussels
- Thematic Seminar on policies to support school self-evaluation – 23 -24 May 2019, Brussels
- Thematic Seminar on policies to support school self-evaluation – 3 -4 October 2019, Brussels

Jaana Puukka and Janet Looney are, respectively, staffing working groups on the Modernisation of Higher Education and on Schools.

UNESCO, Joint Consultations on Teacher Development, and expert workings group on Teacher Professional Standards and Competences Frameworks,

Janet Looney participated in these regional meetings and gave a plenary presentation on progress for the report, Development of an International Guidance Framework for Teacher Professional Standards.

African consultation: 18 – 20 March 2019, Addis Ababa, Ethiopia

Latin American consultation: 15 – 16 July 2019, Georgetown, Guyana

Asian consultation: 9 – 10 October 2019, New Dehli, India

Austrian EU Presidency (13 – 14 December 2018)

Janet Looney attended the Conference on the Implementation of Education Reforms in Vienna

UNESCO ,11th Policy Dialogue Forum of the Teacher Task Force in Montego Bay, Jamaica, 5-9 November 2018.

Janet Looney participated in this international meeting and gave a plenary presentation on progress for the report, Development of an International Guidance Framework for Teacher Professional Standards

Inno-Val Action Dialogue, Final Conference – 13 September 2018 Brussels.

Janet Looney and Gloria Arjomand led a workshop on the Feasibility of introducing innovative approaches to validation of non-formal and informal learning for marginalised learners.

Workshop 1: Feasibility (barriers and enablers) and benefits of non-traditional assessment

5 Partnerships

- A new convention was signed with Inspecteurs d'éducation sans frontière
- Janet Looney has joined the advisory board for the International School Health Network
- Jerzy Wisniewski and Janet Looney participated as members of the advisory board to the Cross-cut project no cross-curricular teaching. The project is near completion and a final conference was held in Sévres, France on 29 August.
- EIESP is exploring potential partnership opportunities with Jørn Skovsgaard and Peter Ullholm of IMTEC Board. Shared interests include a focus well-being and schools within learning cities

5 The European Journal of Education (EJE)

Volume 54 N°3 September 2019

Title: Teacher professional competences and standards: Concepts and implementation

Guest editors: Gábor Halász and Janet Looney

Volume 54 N°2 June 2019

Title: Lesson and learning studies – Relevant topics in the context of education policy

Guest editor: János Gordon Györi

Volume 54 N°1 March 2019

Title: Active ageing and older learners – skills, employability and continued learning 2019 - Letter from the Joint Editors

Guest Editor: Richard Desjardins

Volume 53. N°4 December 2018

Title: Reconceptualising system transitions in education for marginalised and vulnerable groups

Guest editors: Paul Downes, Erna Nairz-Wirth and Jim Anderson

Volume 53. N° 3 September 2018

Title: Special Issue: Learner agency at the confluence between rights-based approaches and well-being

Guest Editor: Jean Gordon

Volume 53. N° 2 June 2018

Special Issue: Are student assessments fit for their purposes?

Guest Editor: Janet Looney

6 Workplan: June 2019 – May 2020

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

- ET 2020 Working Groups 2018-2020, staff support to groups on Schools and Modernisation of Higher Education
- Toolkit Editorial Board
- Peer counseling support to Lithuania
- Social inclusion and common values: the contribution in the field of education and training
- OECD Future of Education and Skills 2030

Renewal of framework contracts, Policy studies, Services

EIESP is participating with Ecorys in a bid for renewal of three framework contracts:

- Policy studies
- Services



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

Through the services framework, Jerzy Wisniewski and associate expert Jan Herczynski will lead

EIESP is also participating in the following bid:

- Potential: DG EAC: Expert Network on Recognition of Outcomes of Learning Periods abroad in General Secondary Education

PUBLICATIONS & OTHER OUTPUTS (June 2017 to May 2018)

European Commission, Boosting teacher quality: pathways to effective policies, European Commission, Luxembourg

(Halász, G., Looney, J., Michel, A., Sliwka, A. et al.) (The publication was finalized in June 2018, and will be published in the coming months).

8. EIESP Governance and Management Board 2018 - 2019

Chair : Jean-Claude Ruano-Borbalan

Vice chair : Françoise Cros

Vice chair : Jerzy Wisniewski

Treasurer: Jacques Bessières

Members:

Daniel Kropf

Jaana Puukka

Jean-Michel Saussois

Staff:

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

Gloria Arjomand, Project Coordinator

Laëtitia Morel, Administrative and Financial Assistant

Christina Keyes, Assistant Editor, European Journal of Education