

European Institute of Education and Social Policy
Activity Report
December 2021 – December 2022

This report summarises of the main activities of the EIESP between December 2021 and December 2022. 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 the EIESP team's outreach activities. Section 4 provides an update on the status of the EIESP relationship with Wiley as publisher of the Institute's European Journal of Education. Section 5 lists the four issues of the journal planned for this last volume to be published with Wiley. Section 6 briefly summarises project development activities and areas for further strategic development of the EIESP strategic priorities, including next steps for the journal.

1.0 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:

- Creating bridges between research, policy and practice;
- Developing the systems, approaches, tools and practices that place the learner at the centre of the learning process;
- 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 (for policy studies, evaluation and through Spring 2023, the framework services contract). EIESP has also continued its work with European Schoolnet. In France, EIESP has cooperated CNESCO at the Conservatoire National des Arts et Métiers (CNAM).

2.0 Activities in support of lifelong learning and wellbeing

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. Key competences for all: Policy design and implementation in European school education (January 2021 – February 2022)
2. TRANSVAL-EU (February 2021 – June 2023)
3. Assess@Learning policy experimentation (February 2019- February 2023)
4. PeerAct Social Inclusion project (February 2019 – January 2023)
5. Review of the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (December 2021 – April 2022)
6. Consultant support to UNICEF for the development of blended learning courses for strengthening school- and district-level planning and teaching and learning in schools in Lao-PDR (December 2021 – October 2022)
7. Digital Education Content – EU policy studies (July 2022 – September 2023)
8. Consultant staff support to Toolkit on Schools -- strategies to promote inclusive education and tackle early school leaving (ongoing since 2016)
9. Consultant staff support to Working Group Schools and Higher Education (ongoing since 2016)

These activities are described in more detail below.

2.1 Key competences for all: Policy design and implementation in European school education (2021 – 22)

This study aimed to gather evidence on how policy reform for broad competence development in school education, and better achievement of basic skills, can be effectively designed and implemented in the European Union (EU).

As part of the study, a Peer Learning Group was organised, and included Ministry- and stakeholder representatives of five European countries (Denmark, Ireland, Netherlands, Portugal, and Slovakia). The five countries were identified through a mapping exercise in the 27 Member States as having undertaken policy design and implementation promoting key competences at least 10 years prior. The selection included countries with diverse governance structures in order to ensure they were, collectively, broadly representative of European education systems.

The study included **four online Peer Learning Group meetings** between May and October 2021. An input paper was developed prior to each PLG meeting, along with questions for reflection. External

experts were invited to contribute to each meeting, sharing insights and relevant examples from other countries. In addition, there were **two online Country Workshops** – one at the beginning and end of the summer break – in each country. Country-level experts developed case studies, which were highlighted in the final study report (to be posted online in spring 2022).

The EIESP final conference for this project was held online on 18 January 2023. There were 125 participants.

The final report, [standalone Recommendations and Executive Summary](#) have been approved and have been published online. The [Policy Guidelines and Recommendations](#) have been published and a recording of the online final conference is available ([here](#)).

EIESP led this project, and was supported by partners from Ecorys and the Danish Technological Institute

From EIESP, Janet Looney, Majella O'Shea, Jerzy Wisniewski and Barbara Santibañez supported the project. Associate experts Gábor Halász and Kay Livingston provided high level experts to the project. Alain Michel contributed the French translation of the Executive Summary for the final study report.

2.2 TRANSVAL-EU (2021 – 23)

Transversal skills are an implicit part of the existing guidance and validation of nonformal and informal learning. The aim of TRANSVAL-EU is to experiment on how to make those skills more explicit and to provide guidance on how to embed effective approaches. Innovative approaches are to be tested in five pilot countries – Austria, Belgium, Italy, Lithuania and Poland.

The project strengthens cross-sector cooperation between practitioners, policy-makers and other stakeholders in order to build coherent VNFIL systems.

EIESP led the development of the state-of-the-art and mapping of good practices for the study, and has participated in the design of an online consultation on good practices, and supported the development of descriptors (aligned with European Qualification Framework levels) of transversal competences. The report is available [here](#).

The project began on 1 March 2021 and will last for 30 months. It is co-funded by Erasmus+ KA3 Policy Reform – Policy Experimentations. It is being led by the Federal Ministry of Education, Science and Research and the Lifelong Learning Platform (LLL-P).

The EIESP will host the final research dissemination conference for the project in Paris on 18 – 19 April 2023, in cooperation with CNAM. The agenda for the conference is currently under development

From EIESP, Janet Looney, Barbara Santibañez, Gloria Arjomand and Laëtitia Morel are participating in this project.

2.3 Assess@Learning (February 2019 - February 2023)

Assess@Learning, led by European SchoolNet, is a European policy experimentation which aims to support the systemic uptake of Digital Formative Assessment (DFA) practices in schools.

The nine project partners have co-created an online toolkit which provides guidance on DFA, including practical examples for schools, including example e-portfolios, digital diaries, classroom polling, dashboards and monitoring tools and digital games. Students, teachers, head teachers and parents from randomly selected schools in the five field trial countries (Estonia, Finland, Greece, Portugal, Spain) test the toolkit which will then be released as an Open Educational Resource in several languages for reuse and adaptation.

In parallel, qualitative research with students is underway and is intended to ensure that their voices are an integral part of the project. During two one-day 'dialogue labs', students air and discuss their views and preferences regarding learning and assessment in general and DFA in particular.

The literature review establishes the state-of-the-art in international research and policy studies on digital formative assessment (DFA).

From EIESP, Janet Looney authored the literature review (available here), which included the typology for digital formative assessment approaches, and is playing an advisory role to the A@L partnership.

2.4 PeerAct Social Inclusion project (February 2020 – January 2023)

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 are providing 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 is being 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 were postponed. Following the initial hiatus, training sessions have been offered in a mixed online and face-to-face format.

A final online webinar to disseminate the results of the project is planned for 10 January 2023.

From EIESP, Barbara Santibañez, is leading this project, with QA support from Janet Looney, and logistical support for the final webinar by Gloria Arjomand.

2.5 Review of the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (December 2021 – April 2022)

The third review cycle of the implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education - CM/Rec(2010)7 is underway. This review seeks to identify the main issues and trends on EDC/HRE observed in the last five years across Member States. It focuses on the evaluation of the Charter implementation and on the Reference Framework of Competences for Democratic Culture (RFCDC) application as an operational tool based on the Charter.

The purposes of this review cycle were to further strengthen the Charter implementation, support the development of strategic goals for the next five years, and facilitate the development of national indicators/benchmarks/priorities that can allow assessing progress achieved and guiding further action at national and international level.

More information can be found [here](#).

From EIESP, Barbara Santibañez, led this project, with QA support from Janet Looney

2.6 Consultant support for the development of blended learning courses for strengthening school- and district-level planning and teaching and learning in schools in Lao-PDR (UNICEF) (June 2021 – October 2022)

The overall aim of this consultancy was to support UNICEF and the Lao-PDR Ministry of Education with the development of blended learning courses aimed at different target groups. This includes the development of course content and a training manual on school self-evaluation and development

and policy advice on supporting teacher trainers and school and district-level staff to integrate effective approaches to formative assessment in their classrooms.

The project was being led by H2 learning in Ireland.

From EIESP, Janet Looney and associate expert Melanie Ehren (VUB Amsterdam) are leading this project.

2.6 Digital Education Content (July 2022 – September 2023)

The aims of this policy study are to gather new evidence to support the European Commission in development of a new EU Digital Education Content Framework, as foreseen within the Digital Education Action Plan (2021-27). The study will help to establish key definitions and guiding principles regarding digital education content, examine the factors influencing supply and demand, and explore how bottlenecks might be addressed. Relevant policy actions that fall within the competence of the EU are to be considered.

The work is carried out in a collaborative way, with a diverse and representative range of stakeholders from Europe's digital education ecosystem. Proposed solutions will come directly from those involved with the production, acquisition, and use of digital education content, balancing common elements with those that are specific to different sectors, countries, and key stakeholders. The study, which is led by Ecorys, is part of the policy studies framework contract.

From EIESP, Janet Looney is participating as a senior expert in this study.

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

EIESP has coordinated 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 has been part of the Framework services contract led by Ecorys. The project is currently on hold as the Commission's framework services contract will shift from Ecorys to ICF/PPMI in 2023.

The Toolkit may be found [here](#).

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

2.8 2018 – 20 Working Groups, staff support to groups on Schools and Higher Education (August 2018 – ongoing)

EIESP provides staff support to two Working Groups: the WG on Schools and the WG on Higher Education within the European Education Area Strategic Framework.

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. Under the new EEA Strategic Framework, the work continued in 2021. The first Working Group meeting in Higher Education was organised in December 2021

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 in order to highlight common principles and barriers and enablers to adapting good practices in other Member States. This work has been 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.

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

3.0 EIESP Outreach and Cooperation

From 2020 – through 2022, the significant majority of EIESP meetings, including peer learning groups and workshops, peer trainings and partner meetings have been held online.

Highlights include

- Key competences online final dissemination conference, 18 January 2022
- The Working Group Schools held a series of meetings:
 - Working Group (WG) plenary #1, 13 December 2021 (online)
 - WG plenary #2, 1 – 2 February 2022 (online)
 - WG plenary #3, 19 – 20 February (Brussels)
 - WG plenary #4, 12 December 2022 (online)
 - WG Schools seminar on blended learning for inclusion #1, 8 March 2022 (online)
 - WG focus session on funding and enrolment of Ukraine refugee learners (online)
 - WG PLA on psychosocial support for refugee learners , 19 – 20 May 2022 (online)
 - WG PLA on blended learning for inclusion, 5 – 7 October 2022 (Dubrovnik, HR)

- The Working Group on Higher Education held a series of meetings:
 - WG plenary #1, 15 December 2021 (online)
 - WG plenary #2, 16 March 2022 (online)
 - WG plenary #3, 27 April 2022 (online)
 - WG PLA on Micro-credentials in Higher Education, 8-9 June 2022 (online)
 - WG focus session on University entrance examinations for Ukrainians, under EU Education Solidary Group, 27 June 2022 (online)
 - WG plenary #4, 13-14 September 2022 (Brussels)
 - WG focus session on Complementary pathways for refugees linked to HE, 19 Oct 2022 (online)
 - WG PLA on the Enhancement of the contribution of Higher Education to green transition and sustainable development, 6-7 December 2022 (online)
 - Joint EEA strategic framework Working Groups event on the guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training, 15 December 2022 (online)
- Council of Europe Forum Turin, Italy (11 April presentation of findings from the evaluation by Barbara Santibañez)
- Vienna TRANSVAL partner meeting, 27 – 28 September (Vienna, AT)
- Meeting with Ministry of Education and Sport, Lao PDR and UNICEF to discuss the Lao national strategy on formative assessment

4.0 Update on the status of the EIESP-Wiley affiliation

The EIESP affiliation with Wiley as publisher of the European Journal of Education will end in November 2023. As agreed with the EIESP Board during the April 2022 ad hoc meeting, the chair of the EIESP Board officially declined to sign Wiley's proposed new affiliation agreement, which would have reversed the role of the Institute and the publisher, with the publisher asserting itself as the de facto editor of the journal. The EIESP decision is based on the principle that Wiley's approach blurs lines between the roles of a for-profit publisher and of the editorial board, which has traditionally been based on the principle of the board's academic and intellectual freedom.

On 7 November 2022, the EIESP received notice that Wiley will terminate the current contract on 12 months' notice, pursuant to UK law. This will allow us to complete the four issues planned for the journal volume 58 in 2023. We are working with a UK solicitor to ensure that the transition is conducted within the terms of our existing contract with Wiley, signed in 1999.

5.0 The European Journal of Education (EJE)

The following EJE special issues were published in Volume 57, 2022.

Volume 57

No. 1 March 2022

Special Issue: University governance in Europe and China in the context of internationalisation

Guest Editors: Chang Zhu, Aysun Caliskan

Volume 57

No. 2 June 2021

Special Issue: Reducing inequality in higher education: Limitations and possibilities

Guest Editor: Jean-Claude Ruano-Borbalan

Volume 57

No. 3 September 2021

Special Issue: Developments in doctoral education: transformations and trends

Guest Editors: Gábor Halász, Jean-Claude Ruano-Borbalan

Volume 57

No. 4 December 2021

Special Issue: Futures of artificial intelligence in education

Guest Editors: Ilkka Tuomi, Wayne Holmes, Riel Miller

5.0 Workplan: January - December 2022

We currently are included in framework contracts for EC Policy studies, Evaluation with Ecorys (consortium partners include: EIESP, DTI, Technopolis, 3S, Keanet). The EC services framework contract is now led by ICF and PPMI, and we are included in the vendor database.

The EIESP also is part of the Council of Europe framework contract to support capacity building for education in times of emergencies and crisis, education and good governance and beyond.

EIESP is also participating in European-wide calls on teacher education within the European Education Area, and on the shift to learning outcomes. The EIESP is also investigating opportunities to support ongoing publication of the journal.

PUBLICATIONS & REPORTS:

Briga, E. and Looney, J. (2022). [Expert Network on Recognition of outcomes of learning periods abroad in general secondary education: Member States Analysis](#)

Looney, J., O'Shea, M., Staring, F., Vincentini, L., Wiśniewski, J., Frølich Hougaard, K. and Laurie Day (2022) [Key competences for all: Policy design and implementation in European school education: Final Report](#)

Looney, J., O'Shea, M., Staring, F., Vincentini, L., Wiśniewski, J., Frølich Hougaard, K. and Laurie Day (2022) [Key competences for all: Policy design and implementation in European school education: Executive Summary](#)

Looney, J., O'Shea, M., Staring, F., Vincentini, L., Wiśniewski, J., Frølich Hougaard, K. and Laurie Day (2022) [Key competences for all: Policy design and implementation in European school education: Recommendations and guidelines for policy makers](#)

Looney, J. and Santibañez, B. (2021). [Validation of Transversal Skills Across Europe, European State of the Art Report](#) (December).

European Commission Working Group (forthcoming December 2022). "Pathways to School Success" Blended learning for inclusion: exploring challenges and enabling factors Key messages and illustrative examples.

EIESP Governance and Management Board 2021 - 2022

Chair : Jean-Claude Ruano-Borbalan

Vice chair : Jerzy Wisniewski

Treasurer: Daniel Kropf

Other members:

Gregory Combes

Jaana Puukka

Staff:

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

Barbara Santibañez, Researcher

Gloria Arjomand, Project Coordinator

Laëtitia Morel, Administrative and Financial Assistant

Susan Wiksten, Associate Editor, European Journal of Education