Policy Context, Objectives & Expected Outcomes of the Call

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European Policy Networks call

Policy context, objectives and expected outcomes

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EAC A1 ‘Strategy and Investments’
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EAC B2 ‘Schools and Multilingualism’

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- Policy context
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  - Objectives
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Policy context

- Idea to create a **European Education Area** endorsed by European leaders at the 2017 Social Summit in Gothenburg, Sweden
- A forward-looking, holistic and people-centred vision of education and training by 2025 creating a **common space of quality education for <u>all</u>** without barriers to learning across the life-course
- In **September 2020** the Commission outlined its renewed vision for the European Education Area and around 40 concrete actions to achieve it by 2025 in a **Commission Communication**

- In February 2021 the **Council** of the EU responded with a **Resolution on a strategic framework for European cooperation in education and training** towards the EEA and beyond for the period **2021-2030**

- The **achievement and further development of the EEA** is the overarching political objective of the new strategic framework

- **Improving quality, equity and success for all** in education and training and **enhancing competences and motivation in the education profession** as two of its priority areas

Teachers and school leaders

- Shortages of teachers, in particular for STEAM, special education needs, teaching in multicultural and multilingual settings, continuum of professional development
- Making teaching professions more attractive, recruiting retaining and supporting teachers' careers
- Mobility of teachers, school leaders and teacher educators
- Related work launched by the Commission: Erasmus+ Teacher Academies, School Education Careers, Policy Framework for mobility, Innovative Teaching Award, Self-evaluation tools and competence frameworks

Inclusion and equity

- Education is failing to reduce inequalities linked to socio-economic status
- Situation was further aggravated by the COVID-19 pandemic

Early leavers from education and training (age 18-24)

Education and Training Monitor 2021

TARGET: < 9%

2020: 9.9%
2010: 13.8%

11.8%	Men
8.0%	Women
8.7%	Native-born
22.4%	Foreign-born

Source: Eurostat (EU-LFS, 2020)
Extracted on 10/2021
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- In the **European Education Area** educational attainment and achievement should be decoupled from social, economic and cultural status
- Concrete actions:

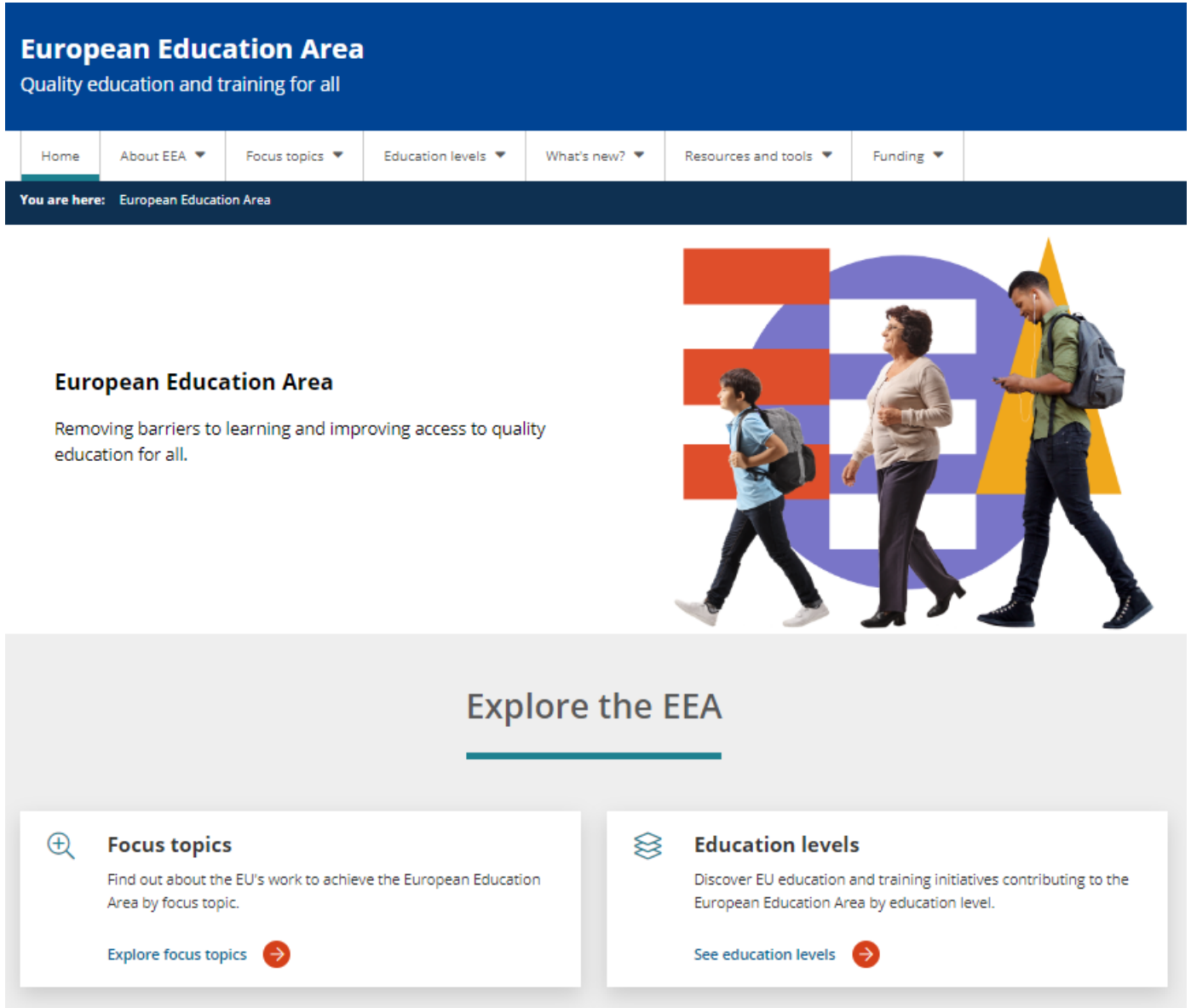
- **EU Action plan on integration and inclusion 2021-27** puts big emphasis on integration and inclusion in and through education

- schools have the potential to be real hubs of integration for children and their families
- increasing participation of children with a migrant background in ECEC can have a strong positive effect on their future educational attainment
- school environment that involves communities, support services and parents can be particularly beneficial for children with a migrant background
- teachers need to be equipped with the necessary skills and resources to teach in multicultural and multilingual classrooms and to support children with a migrant background throughout their education

- Inclusion in and through education is important also in the **current political context following Russia's military invasion of Ukraine** and large numbers of refugees coming to the European Union

Policy context – further information

European Education Area Portal



EEA Portal:

[Teachers, trainers and school leaders]

Teachers, trainers and school leaders - resources

'Teachers in Europe: Careers, Development and Well-being'

This Eurydice report sheds light on the impact of national policies on teachers' behaviours and provides evidence to inform reforms.

Teacher academy

On the school education gateway website you will find a catalogue of professional development courses designed for teachers and school staff.

SELFIE for TEACHERS

Learn more about and further develop your digital competence as a teacher.

Teachers, trainers and school leaders - documents

Discover a range of policy documents, informative reports, studies, infographics and factsheets on teachers, trainers and school leaders.

Join the community!

School Education Gateway

Stay up-to-date with the online platform for education professionals, researchers and policymakers. Browse the School Education Gateway

eTwinning platform

A space for European teachers and school staff to communicate, collaborate and develop projects. Explore eTwinning website

EEA Portal:

Teachers, trainers and school leaders

European Education Area
Quality education and training for all

Home | About EEA | Focus topics | Education levels | What's new? | Resources and tools | Funding

You are here: European Education Area / Focus topics / Improving quality / Inclusive education / Migrants and refugees

About focus topics
Improving quality
About improving quality
Quality investment
Inclusive education
About inclusive education
Common values
Migrants and refugees
Education for jobs and growth
Multilingualism
Key competences
Teachers, trainers and school leaders
Digital education
Green education
EEA in the world

Refugee and migrant integration into education and training

Students with a refugee or migrant background often face difficulties in adjusting to a new learning environment.

Education and training practitioners can benefit from guidance and the sharing of good practices to be able to address the learning needs of students in increasingly diverse and multilingual classrooms.

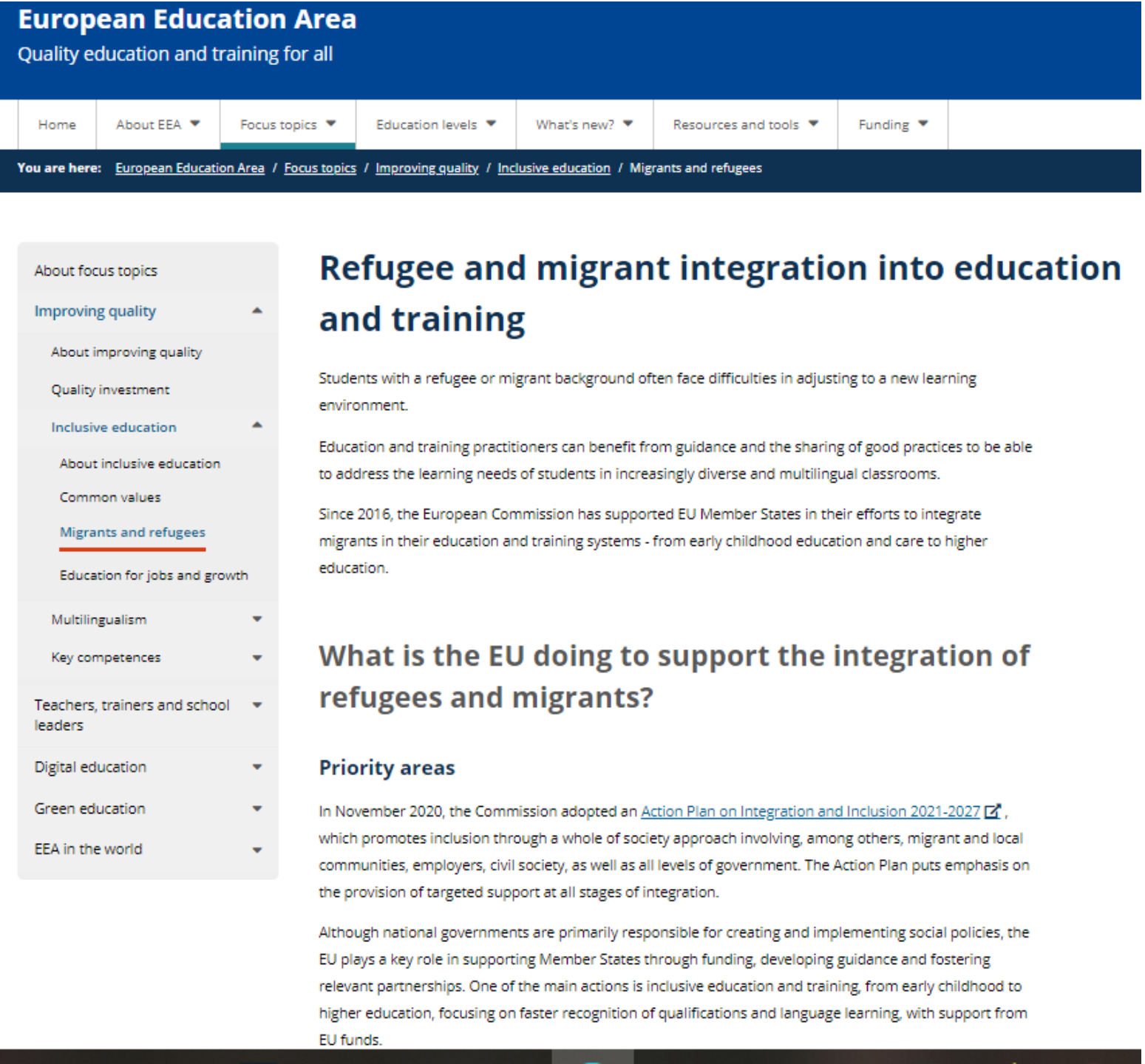
Since 2016, the European Commission has supported EU Member States in their efforts to integrate migrants in their education and training systems - from early childhood education and care to higher education.

What is the EU doing to support the integration of refugees and migrants?

Priority areas

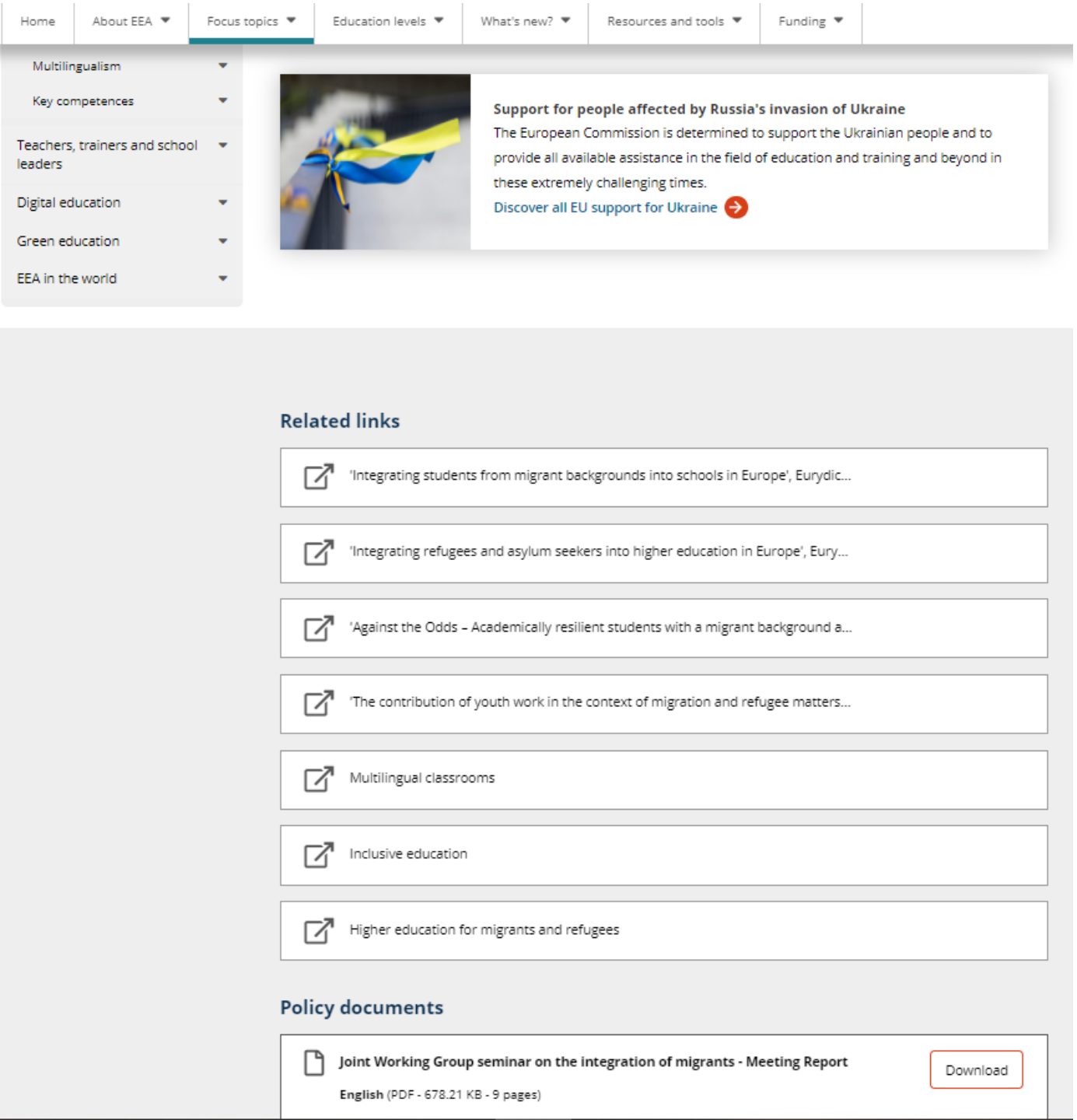
In November 2020, the Commission adopted an Action Plan on Integration and Inclusion 2021-2027, which promotes inclusion through a whole of society approach involving, among others, migrant and local communities, employers, civil society, as well as all levels of government. The Action Plan puts emphasis on the provision of targeted support at all stages of integration.

Although national governments are primarily responsible for creating and implementing social policies, the EU plays a key role in supporting Member States through funding, developing guidance and fostering relevant partnerships. One of the main actions is inclusive education and training, from early childhood to higher education, focusing on faster recognition of qualifications and language learning, with support from EU funds.



EEA Portal:

Education of children and young people with migrant background



EEA Portal:

[Education of children and young people with migrant background]

European policy network on teachers and school leaders

Objectives

- **The overall objective of this topic** is to develop and support a **Europe-wide network** of relevant organisations (policymakers, practitioners, researchers, and stakeholders) to promote co-operation, the development and implementation of policy at different governance levels, and to support the Commission's policy work on teachers and school leaders in the context of the European Education Area as outlined above.
- This network will build on existing activities developed at European level, especially on initiatives and projects supported through European Union programmes and policy initiatives in the field of education.

Objectives

The <u>specific objectives</u> comprise the following:

- Create and continuously develop a broad, sustainable and **inclusive network** to facilitate dialogue and co-operation among experts from policy, research and practice. The network should promote and support **evidence-informed policy-making** and continuous collaboration among partners in the network and with other relevant stakeholders at international, European, national, regional and local levels, including especially other networks and projects funded through EU programmes;
- Analyse and co-create knowledge on the opportunities, challenges and policy approaches in different education systems with a view to supporting **policy development and implementation at different governance** levels as well as to informing the Commission's policy work on teachers, schools and school leaders;
- Identify, share and promote effective policy practice and stimulate innovation and strategic development in policy, implementation and provision at different governance levels. There should be specific focus on the involvement of **national, regional and local stakeholders**;
- Disseminate results and recommendations within and beyond the network, and inform EU-level debate, including co-operation under the European Education Area. Target audiences should include policy-makers at different governance levels, as well as practitioners, researchers and stakeholders across Europe;
- Contribute to content development for the European Commission's dissemination tools, including the School Education Gateway an online platform for school education;
- **Monitor and evaluate** activities of the network on the basis of concrete, measurable indicators for their impact; this work should be supported through external evaluation.

Scope

- The **scope and content of the work of the network** is defined by the shared political priorities of EU Member States as outlined in Section 1 above. It follows the broad themes defined in the **2020 Communication of Achieving the European Education Area by 2025**,
- In addition, the network should also take into account the evolution of the **European Education Area priorities** and, where relevant and supportive of the core work, participating countries' national priorities, appropriate research, and developments within other international organisations.
- The network should also take into account the work done by the existing **European Education Policy Network** available at their website.

Themes and priorities

The themes and priorities of the network on teachers and school leaders follow the priorities set out Communication on the European Education Area and the Council Resolution and in particular:

- Initial and continuous education of teachers and school leaders;
- **Continuum and coherence of support** to teachers' and school leaders' competence development;
- **Well-being** of teachers and school leaders.
- Professional communities and networks of teachers and school leaders;
- Making teaching **careers** more varied and attractive;
- Support to teachers and school leaders to make schools more **inclusive and equitable**;
- Developing and sharing innovative pedagogies, approaches and effective policies responding to current needs;
- Developing schools to respond and contribute to **crises situations** such as receiving and integrating refugees and migrants.

Activities that can be funded

- Creation and further development of the network; cooperation with partner institutions and organisations inside and outside the network;
- Activities aiming to develop, test, adapt and adopt/implement innovative policy and practice;
- Exchange of experiences and good practice, peer learning activities, peer reviews, study visits and workshops; organisation of conferences and seminars;
- Joint research, surveys, studies and analyses in the thematic area of the call, including country analysis or mapping of approaches and practices; analysis of recent or ongoing reforms;
- Awareness raising and dissemination of results;
- Continuous reporting including policy recommendations, evaluation and monitoring of network activities.

Expected impact

- The network, building on its expertise, collecting and analysing evidence and co-creating innovative practices on the themes and priorities set above and effective dissemination, is expected to contribute to the education and support for teachers and school leaders at all stages of their careers.
- This, in turn, will help further develop school education and respective policies in line with national goals and objectives and the European Education Area.

More info on teachers in Europe

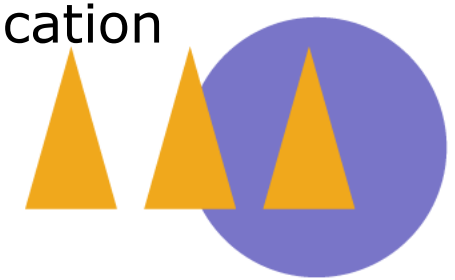
- European Education Area Portal
- Communication on Achieving the European Education Area (EEA) by 2025
- Council Resolution of the European Education Area
- Digital Education Action Plan 2021-2027
- 2020 Council conclusions: European teachers and trainers for the Future
- 2021 Eurydice report: Teachers in Europe: Careers, Development and Well-being
- Education and Training Monitor 2019
- Education and Training Monitor 2020
- OECD TALIS surveys 2013, 2018
- Policy guide to improve the support for teacher and school leader careers in Europe
  (Working group report in the School Education Gateway)

European policy network in the field of education of children and young people with a migrant background

Objectives

Overall objective:

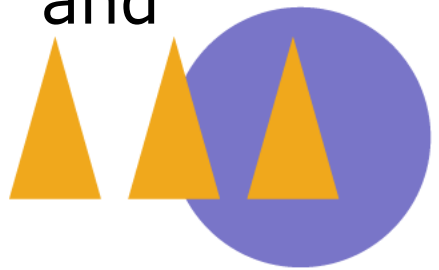
- to develop and support a Europe-wide network of relevant organisations (policy makers, practitioners, researchers, representatives of migrant communities, and other stakeholders) to:
  - analyse and co-create knowledge on effective policy approaches for high-quality inclusive education of children and young people with a migrant background,
  - promote co-operation between different stakeholders,
  - disseminate effective practices and innovative approaches more widely, and
  - support the Commission's policy work on inclusion of children and young people with a migrant background in and through education in the context of the European Education Area



Objectives

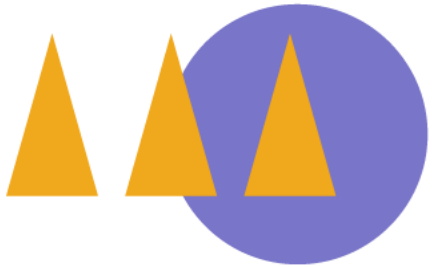
Specific objectives:

- Create and continuously develop a broad, sustainable and inclusive network to facilitate dialogue and co-operation among policy makers, practitioners, researchers, representatives of migrant communities, and other stakeholders. The network should promote and support evidence-informed policy-making and continuous collaboration among partners in the network and with other relevant stakeholders at international, European, national, regional and local levels, including other networks and projects funded through EU programmes



- Analyse and co-create knowledge on effective policy approaches for high-quality inclusive education of children and young people with a migrant background (covering also the specific needs of refugee children and young people) with a view to supporting policy development and implementation at different governance levels as well as to informing the Commission's policy work on inclusion of children and young people with a migrant background in and through education

- Identify, share and promote effective practice and stimulate innovation and strategic development in policy, implementation and provision at different governance levels
- Disseminate results and recommendations within and beyond the network, and inform EU-level debate, including co-operation under the European Education Area. Target audiences should include policy-makers at different governance levels, as well as practitioners, researchers and stakeholders across Europe
- Monitor and evaluate activities of the network on the basis of concrete, measurable indicators for their impact; this work should be supported through external evaluation

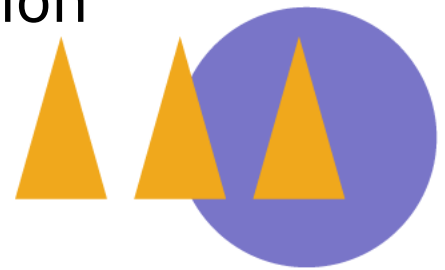


- **Scope and content of work:**
  - build on existing activities developed at European level, especially on initiatives and projects supported through EU programmes and policy initiatives in the field of education
  - follow the relevant priorities in the September 2020 Commission EEA Communication, the February 2021 Council Resolution, and the EU Action plan on integration and inclusion 2021-27
  - take into account the evolution of the EEA and current political context, appropriate research and developments within other international organisations

Themes and priorities

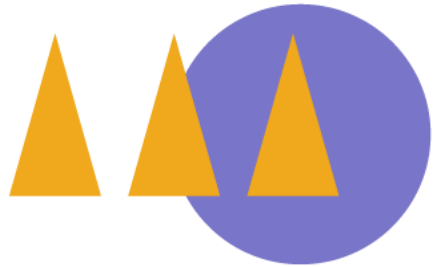
In particular:

- Professional development of teachers and school leaders
- Ensuring a comprehensive and multi-dimensional assessment of newly arriving refugee children and young people's competences
- Recognition of qualifications of newly arriving pupils and students
- Supporting acquisition of the language of schooling while maintaining existing language(s) and culture
- Mental health and well-being of refugee and immigrant pupils, social and emotional learning, tackling trauma in and through education



Themes and priorities

- Prevention of discrimination, bullying, inter-cultural conflict management
- Teaching about migration, conflict, war
- Inclusive digitalisation
- Holistic support to integration involving families and wider communities
- Systemic data collection to inform policy with evidence



Activities that can be funded

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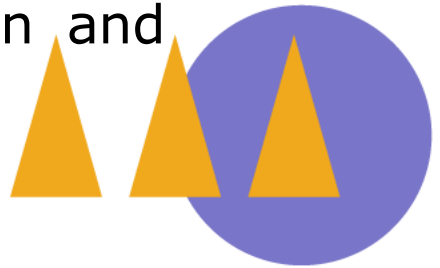

Expected impact

- Through collecting evidence and information on and co-creating effective practices on the specified themes and priorities, and through effective dissemination, contribute to improving the integration and inclusion of children and young people with migrant background

Questions?

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