Priority 8: Pathways to School Success

Projects must address only one of the following 2 sub-priorities:

• Assessing learners' competences and developing assessment practices for school success, with special emphasis on formative assessment, or

• Building a systemic, whole-school approach to mental health and well-being
The context: Council Recommendation on Pathways to School Success (Nov 2022)

Better education outcomes for all learners:

- Reducing low achievement in basic skills
- Increasing secondary education attainment
- Promoting well-being at school

➢ *education outcomes to be decoupled from socio-economic status*
New and old challenges

9.6%

early leavers from education and training in 2022 (3.1 million young people)

20% school children experience mental health issues during their school years; one in five reports growing up unhappy and anxious about the future

Europeans lack adequate reading, maths or science competences (PISA 2022)

one in four 15-year old
Sub-priority: Assessing learners' competences and developing assessment practices for school success, with special emphasis on formative assessment

• EU countries are introducing new **competence-based curricula**…

• …requiring **new approaches to assessment** (see 2018 Council Recommendation on key competences for lifelong learning)

• The Council Recommendation on Pathways to School Success invites Member States to place a **special attention to assessment policies and practices**

• The EEA **Working Group on Schools**, Pathways to School Success has explored this question and produced a thematic report with key messages for policy makers
Sub-priority: Assessing learners' competences and developing assessment practices for school success, with special emphasis on formative assessment

Elements for consideration:

• Assessment as part of the teaching and learning process
• Key role to help adapt teaching and learning more effectively to learners' needs
• Need for new assessment methods to capture a broad range of learning aims and cross-cutting competences
• Need for consistency within the entire assessment “ecosystem” (classroom-level assessment / external summative assessment)
• Most common challenges: parental and teacher resistance to changes in assessment methods, consistency across the education system, lack of attention to assessing social-emotional learning, building teachers’ capacity…
Sub-priority: Assessing learners' competences and developing assessment practices for school success, with special emphasis on formative assessment

Activities: at least 3 of the following:

- **Standards and guidelines** for a balanced and coherent approach to assessment

- **New, more inclusive and equitable forms of assessment**, methods and tools, measuring a broad set learners’ competences, including **social and emotional competences**

- Teachers’ and school leaders’ capacity

- **Learners’ involvement** in decisions concerning assessment

- Shared vocabulary and communication

- **Piloting and testing** in selected schools, with a view to prepare system-wide change;

- Monitoring and evaluation
Sub-priority: Assessing learners' competences and developing assessment practices for school success, with special emphasis on formative assessment

**Expected impact**
Build, test and evaluate the effectiveness of interventions (to be integrated into national educational policies) promoting assessment forms which are inclusive and ‘fit for purpose’ (e.g., effectively measure competences, including social and emotional learning, and support competence development), including interventions aimed at building assessment literacy for different groups (teachers, school leaders and learners; policy makers; parents).

**Useful links**
EEA Working Group on Schools (2023), thematic report: Assessing learners’ competences - Policies and practices to support successful and inclusive education
2022 Council Recommendation on Pathways to School Success
Pathways to School Success handbook
NESET (2021), A formative, inclusive, whole school approach to the assessment of Social and Emotional Education in the EU
Sub-priority: Building a systemic, whole-school approach to mental health and well-being in schools in Europe

**Positive mental health:** dynamic state where children and young people realise their own abilities, learn to cope with common stresses of life, to develop a positive sense of identity and the ability to manage thoughts and emotions, to build social relationships, and to acquire an education that fosters active citizenship. **Health is a state of physical, mental and social well-being** and not merely the absence of disease or infirmity.

**Mental ill health:** Mental health conditions such as anxiety, depression, self-harm, substance misuse, conduct disorders and eating disorders.
Sub-priority: Building a systemic, whole-school approach to mental health and well-being in schools in Europe
Sub-priority: Building a systemic, whole-school approach to mental health and well-being in schools in Europe

At least 2 of the following activities:

• Develop an integrated and comprehensive **strategy** to school success, with **well-being** and mental health as key component

• Accompany schools, from early childhood education and care to upper secondary, **in building their capacity** towards becoming learning environments for well-being and mental health

• Prepare **school leaders, teachers, trainers and other education professionals to understand and address well-being and mental health in a systemic way**, both at initial teacher education level and continuing professional development programmes
**Expected impact**

Build, test and evaluate policy interventions to support schools and school leaders in building an integrated and comprehensive strategy towards supporting well-being and mental health in schools.

Develop solutions (embedding well-being in curricula, school planning and governance processes, training materials and courses for teachers and school leaders, etc) to prepare school leaders, teachers and educators in general to address well-being and mental health at school.

**Useful links**

- [Policy framework](#) proposed by Pathways to School Success (see annex)
- European Education Area portal: [factsheets](#)
- Pathways to School Success Handbook: [handbook](#)
Thank you!

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