

Activity Report June 2015 – May 2016

The report presents brief summaries of the main activities in which the EIESP was involved from June 2015 to May 2016. 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 50 and 51 of the European Journal of Education. Section 5 briefly summarises project development activities and areas for further strategic development of the EIESP strategic priorities.

1 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.

In line with this vision, over the last year EIESP has continued to strengthen its partnerships, including membership in the Learning for Well-being (L4WB) consortia, as well as participation in consortia supporting three European Framework Contracts led by Ecorys UK (for policy studies, evaluation and services). EIESP has also continued its participation in two major Europe-wide networks, the Key Competence Network (KeyCoNet), led by European Schoolnet, and the European Literacy Network (ELINET) These partnerships and networks are a powerful way to promote collective learning and change across Europe.

In France, EIESP has cooperated with *Futuribles International*, l'Association Française des Acteurs de l'Éducation (AFAE), *Fondation Potentiels et Talents*, and *Inspecteurs de l'éducation sans frontières*, and the Lab School Network (in cooperation with l'École des Haute Études en Sciences Sociale (EHESS) and the Conservatoire Nationale des Arts et Métiers (CNAM)).

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.

2 Lifelong Learning strategy

Between June 2015 and May 2016, the Institute has been engaged in several projects and activities in four strategic areas that link with lifelong learning, including: learning in institutions, learning in communities, learning in the workplace, learning in families. They include:

- Mentoring Technology-Enhanced Pedagogy (MENTEP) (2015 – 2018)
- European Literacy Network (ELINET) (January 2014 – March 2016)
- OECD – Northern Ireland Public Governance Review – Case study on Children in Care (2015)
- Futuribles (2015), Rapport Vigie 2016
- Evaluation externe de l'Initiative pour la Formation A Distance des Maîtres
- European Commission 2016 - 18 Working Groups, staff support to groups on Schools and Modernisation of Higher Education
- European Commission Toolkit Editorial Board, staff support to development of the online toolkit on good practices, 'Promoting inclusive education and tackling early school leaving'

These activities are described in more detail below. (Please see <http://www.eiesp.org/site/pages/projects> for further details on individual projects and outputs.)

2.1 MENTEP (1 March 2015 – 28 February 2018)

The core question for the MENTEP project, which is led by European SchoolNet (Patricia Wastiau), is: What is the impact of using a self-assessment tool, in combination with an eco-system, on teachers' technology-enhanced teaching competence?"

The main output of the project will be a reliable, user - friendly and sustainable prototype tool for teachers to self - assess progress in Technology - Enhanced Teaching (TET) competence/ TET - SAT, the online self - assessment tool available in 12 languages and related to an eco - system of relevant existing support materials and functionalities on national portals. Janet Looney is part of the Scientific Advisory Committee for this project, specifically focused on development of online tools for teacher self - (and peer -) assessment.

2.2 European Literacy Network (ELINET) (January 2014 – March 2016)

The European Literacy Network (ELINET), led by the University of Cologne, brought together 78 partner organisations from 28 European countries engaged in literacy policy-making and reading promotion in Europe. The goal was to provide a European Framework of Good Practice in Literacy Policies (EFGP) covering all age groups, best practice examples, 30 country reports of literacy performance and good practices in our network, a common European literacy communication platform, fundraising tools, awareness raising tools, and indicators of success. EIESP participated on the core team on indicator development. Outputs include a literature review of indicators used to measure the impact of awareness and fundraising activities, a synthesis of findings, *Success Factors for awareness and fundraising for literacy in Europe*, and a review of literature on influence strategies to motivate and support long-term change. ELINET

held its final meeting in Amsterdam (20 – 22 January). Some activities are expected to continue as ELINET develops strategies for long-term sustainability of the network.

2.3 OECD – Northern Ireland Public Governance Review – Case study on Children in Care (June – September 2015)

The OECD Governance Directorate conducted a Public Governance Review of Northern Ireland. The overall review is focused on a range of barriers to efficient public service delivery. The government of Northern Ireland requested the study on educational participation of children in care (also referred to as looked - after children). The case study is focused on horizontal relationships among the key actors (Department of Education, Department of Social Services and Health, numerous NGOs, carers, and so on), and whether and how to improve the effectiveness and efficiency of their work, and improve children's learning outcomes. Janet Looney and Varinia Michalun authored the case study, which is to be published as part of the overall public governance review in 2016.

2.4 Evaluation externe de l'Initiative pour la Formation A Distance des Maîtres dans le cadre de l'accord-cadre entre l'OIF, l'AUF et l'AFD (February – August 2015)

This qualitative and quantitative evaluation of the contribution of SFM to IFADEM, covered three countries (Burundi, DRC and Niger) and endeavored to draw lessons on education, institutions and governance. The EIESP participated in this submission, providing strong references for the partnership, which also includes Cayambé Education (a French consulting company based in the region of Brest) and Awadia (Senegalese design office based in Dakar) . The Head of Mission, Françoise CROS and Lorène Prigent (Cayambé education), are members of the EIESP. The management of the intervention was entrusted to CAYAMBE; the consortium agreement was signed February 11, 2014

2.5 Futuribles International, Rapport Vigie 2016 (May – August 2015)

Futuribles International takes a structured approach to analysing knowledge and uncertainties for changes in the next 15 to 35 years. There are 11 themes, including education. The 2016 report is a summary document of the significant transformation identified and monitored as part of Futuribles' Earth watch. Bernard Hugonnier, Paul Santelmann, Alain Michel, Lorène Prigent and Janet Looney contributed to the chapter on education.

2.6 University-Business Cooperation

The European Commission's University-Business Forum provides a platform for discussion, exchange of good practice and mutual learning. Jaana Puukka is part of the team providing support for online and face-to-face meetings that are part of this initiative.

2.7 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 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 UK and which includes EIESP, the London Institute of Education (IoE), the Danish Technological Institute, EFMD and KEA European Affairs. Jaana Puukka and Janet Looney are, respectively, staffing working groups on the Modernisation of Higher Education and on Schools.

2.8 European Commission Toolkit Editorial Board, staff support to development of the online toolkit on good practices, 'Promoting inclusive education and tackling early school leaving' (1 March 2016 – 28 February 2017)

EIESP is assisting DG Education and Culture in maintaining and updating contents of the online Toolkit with up-to-date references on effective practices to promote inclusive education and tackle early school leaving. The Toolkit is structured around five main areas: school governance; support to learners; teachers; parental involvement; and stakeholder involvement. The Board included five academic experts with complementary areas of expertise in the priority areas of the Toolkit. Board members are providing advice and guidance on the overall structure of the platform, as well as on areas where topics included in the platform may be extended and deepened. Janet Looney and Gloria Arjomand are providing staff support for this effort.

2.9 September 2014 to June 2016, Seminar on 'Ecole et République'

Alain Michel represented the EIESP at this seminar.

3 Learning for well-being

3.1. WISE Research Report: *Learning and Well-being: An Agenda for Change* (June – September 2015)

EIESP was invited to contribute a report on Learning and Well-being as part of the WISE Research Report series. The report examines trends in research, policy and practice to support the well-being of children and youth in school and community settings. Janet Looney and Marwan Awartani, Secretary General, Universal Education Foundation and Chair of Elham Palestine, led this report

3.2 Potential for Life (P4L) (March 2016 – June 2017)

This project, which is funded through the ErasmusPlus Knowledge Alliances 2 (KA2) programme, aims to improve educational outcomes for secondary school students who may feel disengaged by cultivating their sense of purpose, and helping them to understand their learning preference. The project will offer them strategies to optimise their learning strategies, and those of their peers, thereby better adapting to the formal education system. The project is envisaged as a pilot process by which whole school communities can develop a unique and attractive set of pedagogical activities and materials that can foster learning to learn (metacognition). The project is also intended to strengthen their motivation and engagement in learning. Partners in this project include the European Peer Training Organisation (EPTO) and 4Motion, both based in Luxembourg; the Universal Education Foundation (UEF), and AMO Reliance, both based in Belgium; and Ofensiva Tinerilor, based in Romania. EIESP will facilitate the participatory action research planned for the project

3.3 L4WB Community Annual Retreat, Caux (22 – 24 January 2016)

Janet Looney participated in the annual retreat of the L4WB Consortium on behalf of the EIESP. This retreat provides an opportunity for consortium members to reflect on work over the past year that has contributed to L4WB, as well as potential partnerships and project opportunities for the coming year. Daniel Kropf hosts this annual meeting.

4 EIESP outreach

September, MENTEP MOOC Principles of effective online self- and peer-assessment for teacher professional development

On behalf of the European Schoolnet MENTEP project, Janet Looney filmed a unit for the MENTEP Massive Online Open Course (MOOC).

5 November, 2015 WISE, 'Learning and Well-being' Roundtable, Doha

Janet Looney and Marwan Awartani, who co-authored the WISE Research Report, 'Learning and Well-being: An agenda for change', participated in a roundtable introducing the report to the WISE community. Daniel Kropf also attended this session.

20 – 22 January, 2016 European Literacy Conference (final ELINET conference), Amsterdam

At this final meeting of the ELINET network, experts introduced all results, findings and tools developed over the two years of the project. The conference programme reflected a balance between informational sessions and hands-on workshops. "How do I use new research results? What does a successful fundraising campaign look like? Why is digital literacy more predominant than ever?" were some of the questions that were focused on. Jane

EIESP was a core member of the ELINET project, participating in the team developing indicators to measure the impact of literacy organisations' awareness- and fundraising campaigns. At the final conference, Janet Looney presented the results of this work with the team leader, Maurice Degreef.

14 January, 2016, "Rapport Vigie 2016. Futurs possibles à l'horizon 2030 – 2050).

Lorène Prigent presented findings of the chapter on education included in the Rapport Vigie at the press conference organised by Futuribles.

23 – 24 January, 2016, Learning for Well-being (L4WB) Community Meeting, Caux

EIESP participated in the 2016 'Learning for Well-being' network, which is led by the Universal Education Foundation. Janet Looney attended the annual retreat at Caux on behalf of EIESP.

25-26 February 2016, Thematic Forum on University-Business Cooperation, Vienna

Jaana Puukka participated in this annual Forum as part of the support EC support team (through the Services Framework Contract). The Forum looks at the current situation in university-business cooperation and at what policy initiatives and programmes are needed to support this.

9 March 2016, 'la coopération internationale dans le domaine de l'éducation' avec l'IDEFIE et l'ESPé d'Aix-Marseille', Marseille

Alain Michel presented at this conference which drew 150 academics and teacher trainers

14 March, 2016, "Creative Public Leadership: How School System Leaders Can Create the Conditions for System-wide Innovation", London

This meeting was co-sponsored by WISE and the Royal Society of the Arts (RSA) in London to launch the WISE Research Report on Creative Public Leadership authored by Valerie Hannon of the Innovation Unit and Joe Hallgarten of the RSA. Janet Looney participated in a panel discussion discussing this report as well as the WISE Research Report on Learning and Well-being. Janet also participated in a WISE working session on the future of the research series, including the translation of the findings into concrete actions, possible synergies between the research institutions, and potential topics.

25 March 2016, 'Les approches transversales et les changements curriculaires en Europe dans l'enseignement obligatoire', Amiens

Alain Michel presented at this event which drew approximately 100 school inspectors and school leaders.

11 – 13 April 2016, Sustainable Networks for Inclusive Education, Brussels

The European Commission DG-EAC organized a conference of the EU policy networks on migrant education (Sirius), school leadership (EPNoSL), literacy (ELINET), and the key competences (KeyCoNet) in Brussels. The main goal of the event was to provide a platform for each of the networks to meet and discuss issues of sustainability and inclusiveness within the community of their members; to provide opportunities for the different networks to interact and identify synergies and links for future activities; and, to present the results of their activities to network member and to EU authorities. Alain Michel and Janet Looney participated in this meeting on behalf of KeyCoNet and ELINET.

5 EJE

The European Journal of Education (EJE) continued to develop, and in 2015, celebrated its 50th year of publication. The anniversary volume introduced an innovative new feature. In addition to the academic articles, there is a selection of "thought pieces" by significant thinkers and actors in education. We will continue this feature in future issues of the journal.

The following issues are underway for Volume 51, 2016 (Note: although it is too late to include thought pieces in Issue 1, we can plan to include them from Issue 2 on.)

- **Issue 1:** Integrating Higher Education and University–Business Cooperation: synergies, potential and challenge, guest edited by Samo Pavlin, Tobias Kesting and Thomas Baaken
- **Issue 2:** Adult Learning, Adult Skills and Innovation, guest edited by Richard Desjardins -
- **Issue 3:** Secondary education and social exclusion: evidence from vocational schools in the Western Balkans, guest edited by Will Bartlett and Claire Gordon –
- **Issue 4:** Governance dynamics in complex education systems, guest edited by Edith Hooge

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- **Issue 1:** on Higher education learning outcomes (HELO project), guest edited by Joakim Caspersen
- **Issue 2:** Does PISA contribute to a convergence of education curricula?, guest edited by Alain Michel and Xavier Pons on PISA
- **Issue XX:** Science, Technology Literacy and Schooling, guest edited by Jean-Claude Ruano Borbalan
- **Issue XX:** Participatory Design of the Future-Building Schools

6 2016 – 2017 Work Programme

EIESP will begin work on a new project for the European Commission, starting June 2016: 'Study on policy measures to support, develop and incentivise teacher quality'. The project is part of the framework contract on policy studies signed with Ecorys UK. EIESP will take the lead for this project, with additional support from our partners at Ecorys UK. Janet Looney is 'chef de file'. Other staff of EIESP and a few experts from EIESP/EJE network will be contributing to this project: Lorène Prigent, Gabor Halasz, Alain Michel, Anne Sliwka, Graham Donaldson, Alejandro Tiana and Reijo Laukkanen.

EIESP will continue work on current projects described above (MENTEP, Partnership for Learning, support for European Commission working groups on schools and higher education, and the Toolkit Editorial Board). EIESP will also plan to contribute to the European Policy Networks Conference, which the Commission has planned as an annual event.

In 2017, EIESP will also contribute a case study to a Cedefop project, 'The changing nature and role of vocational education and training in Europe' led by 3s in Austria.

Other proposals Erasmus Plus have also been submitted, and we anticipate that we will receive decisions in the coming months. We also anticipate the Commission will also issue calls under the framework contracts for policy studies, evaluation and services.

7 Publications

Aertgeerts, H., M. de Greef, J. Looney and L. Masiulienė (2015), "Success factors for awareness and fundraising for literacy in Europe", www.eli-net.eu/research/research-for-success.

Awartani, M. and J. Looney (2015), "Learning and Well-being: An agenda for change", WISE Research Report #6, WISE, Doha. (<https://www.wise-qatar.org/2015-wise-research-learning-well-being>)

Carneiro, R., J. Looney and S. Vincent-Lancrin (2015), "Learning from the past, looking to the future: Issues and agendas in education", Vol. 50, No. 4, pp. 524 – 535.

Cros F. & Prigent L. (2016) Report on distant learning for teachers in 3 African countries

Jouvenel F., Hugonnier B., Looney J., Michel A., Prigent L and Santelmann P. (2016), "Education" dans le *Rapport Vigie 2016: Futurs possibles à l'horizon 2030-2050*, "Futuribles International, pp. 121 – 150.

Looney, J. in co-operation with Maurice de Greef (2016), "Influence Strategies: Approaches to influencing long-term change, www.eli-net.eu/research/research-for-success.

Looney, J. and MV Michalun (forthcoming) "Case study on Children in Care", *Public Governance Review*; Northern Ireland, Paris: OECD.

Michel, A. (2015), "Learning for an Active Citizenship and Working Life: Main Challenges and Ongoing Innovations", *European Journal of Education*, Vol. 50, No. 4, pp. 370 – 382.

Michel A (2016) 'Education : le poids croissant de standards internationaux', *Futuribles*, January-March.

Michel A. (2016) 'Les stratégies de changement en éducation', *Administration et éducation*, n° 149, March.

Michel A. (2016) 'Educating together?', *Government*, Issue 18.

Michel A (2016) 'Approches pédagogiques personnalisées en Europe du nord', *Administration et*

éducation, n° 150, June.

Wisniewski, J., J. Gordon, J. Looney, A. Michel and G. Halász (forthcoming), "The application of learning outcomes approaches across Europe: A comparative perspective", Cedefop, Brussels.

8 Governance and staff

Management Board:

Chair: Jean-Claude Ruano-Borbalan

Vice chair: Michèle Sellier

Treasurer: to December 2015, Jacques Bessières;

Members: Daniel Kropf, Alain Michel (Scientific Advisor), Lorène Prigent, Jaana Puukka, Jean-Michel Saussois, Patricia Wastiau

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 of the European Journal of Education

Annex: Strategic Directions for EIESP
Notes from meeting of the Assemblée Générale
25 November 2015

Attending:

Yves Beernaert (facilitator)
Jacques Bessières
Françoise Cros
Gisèle Dessieux
Laurent Dupuis
Jean Gordon
Bernard Hugonnier
Daniel Kropf
Janet Looney
Thierry Malan
Alain Michel
Jean Claude Ruano-Borbalan
Lorène Prigent
Jaana Puukka
Patricia Wastiau

Discussion:

The EIESP Assemblée Générale met in November 2015 to discuss key strategic directions for the EIESP. The group discussed ways in which to take advantage of the strengths of the Institute and the people in it, approaches to diversifying activities, partnerships (current and potential), and approaches to strengthening communication and outreach.

Key strengths:

- Innovation and a prospective point of view are key to EIESP work.
- Evaluations have been a key EIESP activity over the years. These evaluations have pointed to the advantage and difficulties of EC projects, and enable future programmes to be more effective. EIESP can
- Within France, EIESP should explore how to contribute to more effective regional development studies as well as training in specific areas of need. Links/knowledge alliances among enterprises, universities, schools and other institutions are an important aspect.
- EIESP can be more proactive about proposing evaluations, activities at regional levels. For example, in France a number of mayors focus on improvement of links between formal and informal learning. Specific areas of interest might include:
 - improving links between education and health sectors. Issues such as chronic illness, health literacy, and so on are of growing concern
 - how to address growing inequities in education/support effective reorganisation of education in France (Bac + 2; Bac + 3)
 - how to nurture creativity in schools and in industries
 - ICT to support informal and formal learning/bridge between health, education and

- technology
- Growing importance of STEM learning
- Growing importance of interdisciplinarity, transversal learning

EIESP may also consider how to tie a focus on learning cities and regions/equity, informal and nonformal learning with European level work /DG Education and Culture.

Partnerships:

- The above issues are very relevant for the EIESP/UEF shared focus on learning for well-being, and is also of interest for faculty and students at ESCP, where the Institute is based.
- Several EIESP partners, including the University of Glasgow and the University of Barcelona have well-developed programmes to support 'learning regions/cities'. 'Smart cities' are also an important theme across the globe.
- EIESP should also consider a stronger focus on adult training/links with the Association pour la Formation Professionnelle des Adultes (AFPA)

Opportunities to pursue:

- ESCP should take the time to search for projects with ESCP, and possibilities for corporate funding.
- There are also many different ways in which UEF could partner with EIESP in any of these areas.

It was also emphasised that it may be more strategic for to focus on processes rather than specific themes or sectors. Although a focus on 'learning cities', for example, is primarily a geographic approach, it also would allow EIESP to work on horizontal change, to break silos between sectors and different types of learning (formal/informal). For example, an issue such as health literacy concerns everyone, and is closely linked to learning capacity, equity, etc.

Next steps:

- Develop a matrix of areas of expertise for EIESP and its associated experts
- Identify current European priorities
- Identify potential partners