



INFORMAL COMMISSION EXPERT GROUP ‘WORKING GROUP ON SCHOOLS’
TERMS OF REFERENCE

1. BACKGROUND

The Commission’s Communication of 30 September 2020 on Achieving the European Education Area by 2025¹ (hereafter ‘EEA Communication’) and the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)² (hereafter ‘Council Resolution’) call for maintaining the format of working groups as part of the “tried and tested working arrangements” in the context of the new cycle of European cooperation in education and training. In particular, the Council Resolution stresses that the mutual learning initiatives should have “clear mandates, time schedules and planned outputs to be proposed by the Commission in cooperation with Member States”.

The overall **objective** of the new working groups shall be to **promote mutual learning on policy reform of national education systems** with a view to **effectively contributing to the achievement of the European Education Area by 2025**, and as relevant, the **Digital Education Action Plan (2021-2027) through tangible outputs**.

By continuing the work done under the previous strategic framework for European cooperation in education and training (ET 2020), the new working groups shall be established as informal Commission expert groups, in compliance with the horizontal rules³. Through their respective roles and specific tasks, the expert groups will provide the Commission with advice and expertise in the policy areas that they cover, and they will be part of a governance structure that will coordinate the work and steer the development of the strategic framework, within the overarching objective of achieving and further developing the European Education Area (EEA).

As part of the strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), their overall work shall reflect the vision, milestones and specific initiatives set forth in the EEA Communication and the priority areas, issues and actions of the Council Resolution, with each working group addressing concrete policy issues and actions, in line with their specific objectives detailed in annexes to their Terms of Reference.

¹ <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1601687240311&uri=CELEX:52020DC0625>

² [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226(01))

³ C(2016) 3301 final

One of these groups will be covering issues of school education.

The group shall support countries in the implementation of policy reforms in line with the European Education Area, with a focus on: better achievements in basic skills and successful conclusion of education and training pathways by all learners; education for the green transition; enhancing competence and motivation in the education profession.

The group shall consist of two sub-groups working on the topics of (i) pathways to school success and (ii) education for environmental sustainability.

The group shall start its activities in September 2021 and end the first working cycle by the end of 2025.

2. SUBJECT MATTER

The group of experts on Schools ('the group') is set up.

3. TASKS

The group's tasks shall be:

1. to assist Directorate-General for Education, Youth, Sport and Culture (DG EAC) in the preparation of policy initiatives in the field of education and training in relation to schools.
2. to establish cooperation/coordination between the Commission and Member States or stakeholders on questions relating to the policies in the field of education and training in relation to schools.
3. to bring about an exchange of experience and good practice in the field of education and training in relation to schools.

Priority areas from the Council Resolution to be addressed: 1. Quality, equity, inclusion and success in education and training, 2. Lifelong learning and mobility, 3. Teachers and Trainers, 5. Green and digital transitions.

The specific objectives are further detailed in the annex.

4. MEMBERSHIP

1. Members shall be organisations, Member States' authorities, other public entities including public entities from acceding and candidate countries, Iceland, Liechtenstein and Norway, Union bodies, offices or agencies and international organisations (Type C, D and E Members).
2. Member States' authorities, organisations and other public entities shall nominate their representatives and shall be responsible for ensuring that their representatives provide a high level of expertise. DG EAC may refuse the nomination by an organisation of a representative if it considers this nomination inappropriate in the light of the requirements specified in the call for applications. In such case, the organisation concerned shall be asked to appoint another representative.
3. Organisations who are members who are no longer capable of contributing effectively to the expert group's deliberations, who, in the opinion of DG EAC do not comply

with the conditions set out in Article 339 of the Treaty on the Functioning of the European Union or who resign, shall no longer be invited to participate in any meetings of the group and may be replaced for the remainder of their term of office.

5. SELECTION PROCESS

1. The selection of organisations as group's members (Type C) shall be carried out via a public call for applications, to be published on the Register of Commission expert groups and other similar entities ('the Register of expert groups'). In addition, the call for applications may be published through other means, including on dedicated websites. The call for applications shall clearly outline the selection criteria, including the required expertise and the interests to be represented in relation to the work to be performed. The minimum deadline for applications shall be four weeks.
2. Registration in the Transparency Register is required in order for organisations to be appointed.
3. The members of the group shall be appointed by the the Director-General of DG EAC from applicants with competence in the areas referred to in point 3 and who have responded to the call for applications.
4. Members shall be appointed for until 31 December 2025. They shall remain in office until replaced/until the end of their term of office. Their term of office may be renewed.
5. DG EAC shall establish a reserve list of suitable candidates that may be used to appoint members' replacements. DG EAC shall ask applicants for their consent before including their names on the reserve list.

6. CHAIR

The group shall be chaired by a representative of DG EAC.

7. OPERATION

1. The group shall act at the request of DG EAC, in compliance with the horizontal rules⁴.
2. Meetings of the group shall, in principle, be held on Commission premises or virtually, depending on the circumstances.
3. DG EAC shall provide secretarial services. Commission officials from other departments with an interest in the proceedings may attend meetings of the group and its sub-groups.
4. In agreement with DG EAC, the group may, by simple majority of its members, decide that deliberations shall be public.
5. Minutes on the discussion on each point on the agenda and on the opinions delivered by the group shall be meaningful and complete. Minutes shall be drafted by the secretariat under the responsibility of the Chair.

⁴ C(2016) 3301, Article 13.1.

6. The group shall adopt its opinions, recommendations or reports by consensus.

8. SUB-GROUPS

1. DG EAC may set up sub-groups for the purpose of examining specific questions on the basis of terms of reference defined by DG EAC. Sub-groups shall operate in compliance with the horizontal rules and shall report to the group. They shall be dissolved as soon as their mandate is fulfilled.
2. The members of sub-groups that are not members of the group shall be selected via a public call for applications, in compliance with point 5 and the horizontal rules⁵.

9. INVITED EXPERTS

DG EAC may invite experts with specific expertise with respect to a subject matter on the agenda to take part in the work of the group or sub-groups on an *ad hoc* basis.

10. OBSERVERS

1. Organisations and public entities other than Member States' authorities may be granted an observer status, in compliance with the horizontal rules, by direct invitation.
2. Organisations and public entities appointed as observers shall nominate their representatives.
3. Observers' representatives may be permitted by the Chair to take part in the discussions of the group and sub-groups and provide expertise. However, they shall not participate in the formulation of recommendations or advice of the group and sub-groups.

11. RULES OF PROCEDURE

On a proposal by and in agreement with DG EAC the group shall adopt its rules of procedure by simple majority of its members, on the basis of the standard rules of procedure for expert groups, in compliance with the horizontal rules⁶. Sub-groups shall operate in compliance with the group's rules of procedure.

12. PROFESSIONAL SECRECY AND HANDLING OF CLASSIFIED INFORMATION

The members of the group and their representatives, as well as invited experts and observers, are subject to the obligation of professional secrecy, which by virtue of the Treaties and the rules implementing them applies to all members of the institutions and their staff, as well as to the Commission's rules on security regarding the protection of Union classified information, laid down in Commission Decisions (EU, Euratom) 2015/443⁷ and 2015/444⁸. Should they fail to respect these obligations, the Commission may take all appropriate measures.

⁵ C(2016), Articles 10 and 14.2.

⁶ See Article 17 of the horizontal rules.

⁷ Commission Decision (EU, Euratom) 2015/443 of 13 March 2015 on Security in the Commission (OJ L 72, 17.3.2015, p. 41).

13. TRANSPARENCY

1. The group and its sub-groups shall be registered in the Register of Commission expert groups and other similar entities ('the Register of expert groups').
2. As regards the group and sub-groups composition, the following data shall be published on the Register of expert groups:
 - (a) the name of Member States' authorities;
 - (b) the name of other public entities, including the name of third countries' authorities;
 - (c) the name of member organisations; the interest represented shall be disclosed;
 - (d) the name of observers.
3. All relevant documents, including the agendas, the minutes and the participants' submissions, shall be made available on the Register of expert groups. In particular, DG EAC shall publish the agenda and other relevant background documents in due time ahead of the meeting, followed by timely publication of minutes. Exceptions to publication shall only be possible where it is deemed that disclosure of a document would undermine the protection of a public or private interest as defined in Article 4 of Regulation (EC) N° 1049/2001⁹.

14. MEETING EXPENSES

1. Participants in the activities of the group and sub-groups shall not be remunerated for the services they offer.
2. Travel and subsistence expenses incurred by participants in the activities of the group and sub-groups shall be reimbursed by the Commission. Reimbursement shall be made in accordance with the provisions in force within the Commission and within the limits of the available appropriations allocated to the Commission departments under the annual procedure for the allocation of resources.

ANNEX:

- Description of specific objectives.

Done in Brussels, on 23 July 2021.

⁸ Commission Decision (EU, Euratom) 2015/444 of 13 March 2015 on the security rules for protecting EU classified information (OJ L 72, 17.3.2015, p. 53).

⁹ These exceptions are intended to protect public security, military affairs, international relations, financial, monetary or economic policy, privacy and integrity of the individual, commercial interests, court proceedings and legal advice, inspections/investigations/audits and the institution's decision-making process.

Achieving the European Education Area by 2025

Annex: Working Group on Schools 2021-2025

**Strategic framework for European cooperation in
education and training towards the European
Education Area and beyond (2021-2030)**



Working Group on Schools

Title	Working Group on Schools
Duration of mandate	2021-2025 ¹⁰
Coordinating Unit(s)	EAC B2 – Schools and multilingualism
Chair (Head of Unit level) ¹¹	Michael Teutsch
Coordinating official(s)	<p><i>Pathways to School Success</i></p> <p>Annalisa Cannoni, Monica Menapace, Aristeia Politi</p> <p><i>Education for environmental sustainability</i></p> <p>Deirdre Hodson, Ulrike Pisiotis</p>

SPECIFIC OBJECTIVE

The Working Group on Schools will aim to support countries in the implementation of policy reforms in line with the European Education Area, with a focus on: better achievements in basic skills and successful conclusion of education and training pathways by all learners; education for the green transition; enhancing competence and motivation in the education profession.

The Working Group consist of two sub-groups working on the topics of (i) pathways to school success and (ii) education for environmental sustainability.

Pathways to School Success

As regards improving educational outcomes and achievement in basic skills, this sub-group will support the preparation, implementation and follow-up of the Pathways to School Success initiative by promoting mutual learning and exchange of practices. Within a whole-school, whole system approach and vision to tackling underachievement and early leaving from education and training, the topics to be considered may include cross-sectoral cooperation and the roles of stakeholders; broad key competence development and outlining expectations for a baseline level of learner achievement; curriculum and assessment; supporting transitions (from ECEC to schools and between educational levels, developing the work carried out by the 2016-2018 working group on Schools); teacher and school capacity for support and inclusion (e.g. migrants, special educational needs); leadership of an inclusive school community; monitoring and quality assurance (building on the work carried out by the 2016-18 working group on Schools); strengthening proficiency in the language of schooling among pupils with diverse backgrounds (in line with the 2019 Council Recommendation on a comprehensive approach to the teaching and learning of languages).

¹⁰ The Working Groups will run until 2025, throughout the first cycle of the strategic framework; their specific objectives can be reviewed and updated, if needed to reflect emerging policy needs, including during the stocktaking exercise foreseen in 2022 as part of the European Education Area Progress Report. Concrete outputs to support Member States in their national reforms and contribute to the achievement of the European Education Area will be further defined in the work plan of respective Working Groups.

¹¹ For some of the specific outputs and peer learning events identified below, Member State representatives may be invited to take the lead, if appropriate.

This sub-group may also address the learning climate, mental health, well-being, and fighting bullying through supporting a positive environment for teaching and learning, especially for groups at risk, and promoting students and teacher well-being at school. To this extent, the topics may include nurturing social and emotional development and building mental health resilience; promoting a sense of school community and listening to the learners' voice; combatting sources of teacher stress, anxiety and isolation; parental involvement and effective leadership; community and other stakeholder involvement. The groups should reflect particularly on strategies to effectively support disadvantaged and vulnerable groups, taking into account their specific needs.

Education for environmental sustainability

This sub-group will support the follow-up to the Council Recommendation on education for environmental sustainability, foreseen in the EEA Communication as well as in the EU's Biodiversity Strategy.

Education and training are key for achieving the green transition and schools and school education have a particular role to play in educating and empowering future decision-makers and leaders.

Education for environmental sustainability includes not only **learning content** (relevant topics/issues in the curriculum), but also **pedagogy** (designing teaching and learning in an interactive, learner-centred way that enables exploratory, action-oriented and transformative learning) and **learning environments** (physical and online – designing environments to inspire learners to act for sustainability). **Critical competences** to be developed by learners include systems thinking, the ability to anticipate change, apply values and norms, act strategically, collaborate, think critically, develop self-awareness and integrated problem-solving. Such multi-dimensional competences require a holistic approach that engages in cognitive, socio-emotional and behavioural learning. Pedagogical approaches such as outdoor and nature-based experiential learning, place-based education, active and participatory learning, collaboration and dialogue can play a vital role.

Teachers and school leaders are key for driving education for a green transition and successful education for environmental sustainability requires quality pre-service and in-service professional development opportunities. Building the capacity of educators is one of the five priority action areas identified in UNESCO's Education for Sustainable Development 2030 roadmap.¹²

Priority topics, to be defined by the sub-group at their kick-off meeting could include innovative and transformative pedagogies for environmental sustainability; curriculum and assessment; sustainability related competences; teacher professional development; whole school approaches to environmental sustainability; partnerships (including with higher education and non-formal education); digital technologies supporting green education; green infrastructure in education (including sustainable buildings management and green spaces) and supporting policies for environmental sustainability and monitoring progress.

Priority areas to be addressed:

<input checked="" type="checkbox"/> 1. Quality, equity, inclusion and success in education and training
<input checked="" type="checkbox"/> 2. Lifelong learning and mobility

¹² UNESCO (2020), Education for Sustainable Development. A roadmap.

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|--|
| <input checked="" type="checkbox"/> 3. Teachers and Trainers |
| <input type="checkbox"/> 4. Higher education |
| <input checked="" type="checkbox"/> 5. Green and digital transitions |

MAIN "CONCRETE ISSUE(S) and ACTION(S)" ADDRESSED *(as established in Annex III of the Resolution):*

Priority area 1 - Quality, equity, inclusion and success in education and training

- i) Promoting the mastering of key competences including basic skills, which are a prerequisite to thrive in life, to find or create fulfilling jobs and to become engaged citizens.
- v) Stimulating a safe and supportive school environment as a necessary condition for concrete issues, such as tackling discrimination, racism, sexism, segregation, bullying (including cyber-bullying), violence and stereotypes, and for the individual well-being of all learners.
- vi) Helping all learners reach a baseline level of proficiency in basic skills, with a special focus on groups at risk of underachievement and early school leaving, including identifying effective policy reforms to support better achievement in basic skills, specifically concerning curriculum and/or assessment, as well as the capacity of institutions and staff to be innovative and develop their learning approaches and environments.
- vii) Promoting educational success strategies at national level in order to foster the successful conclusion of education and training pathways by all learners and to reduce early leaving from education and training and low-achievement, by supporting a whole-school approach with an overall inclusive learner-centred vision of education.

Priority area 3 – Teachers and Trainers

- v) Supporting initial education, induction and continuous professional development at all levels, especially to deal with the increased diversity of learners and their specific needs, to tackle early leaving from education and training to promote work-based learning, supporting the development of basic and advanced digital competences and innovative pedagogies, including ensuring that teacher education addresses teachers' competences to teach in digital environments.

Priority area 5 - Green and digital transitions

- iv) Mobilising expertise and resources for networking, and supporting creative approaches in green education, i.e. through the envisaged Education for Climate Coalition.
- v) Promoting environmental sustainability perspectives across education and training curricula, at all levels of education and within an inter-disciplinary approach, and promoting educational concepts, such as Education for Sustainable Development and Global Citizenship Education, in order to empower citizens to contribute to sustainable development.
- vi) Fostering new sustainable education and training infrastructure and renovating existing buildings ('greening of education infrastructure').

Contribution to other "concrete issues and actions":

Concrete issues and actions 1.2, 2.7

Contribution to implementation and follow-up of other major EU policy initiatives

- European Pillar of Social Rights Action Plan
- EU Roma strategic framework for equality, inclusion and participation
- LGBTQ Equality strategy (2021-2025)
- Action plan on integration and inclusion (2021-2027)
- Strategy on Rights of Persons with Disabilities (2021-2030)
- EU Strategy on the Rights of the Child (2021-24)
- European Child Guarantee
- European Green Deal
- EU Biodiversity Strategy for 2030

Contribution to implementation of major EU funding initiatives

The activities of the Working Group will contribute to the implementation of EU funds (notably the European Social Fund+, Recovery and Resilience Facility, Horizon Europe and Erasmus+) within the framework of adopted programmes/plans, in particular by providing guidance and inspiration for cooperation projects under Erasmus+ and further measures and reforms (under the Recovery and Resilience Facility and the European Social Fund Plus) to tackling underachievement and early leaving from education and training.

Affiliations and joint activities with other bodies of governance (EEA and related areas):

Name of entity	Subject of cooperation/ Planned joint activities/ reporting
Governance structure, including, inter alia, the Council, the Education Committee and other relevant governance bodies, to be agreed by the end of 2021	Regular and timely reporting on the overall progress of the Working Groups and valorisation of results. Additionally, punctual reporting and dissemination is ensured for relevant outputs
Informal meetings of the Directors-General for Schools	Periodic reporting, in accordance with future governance mechanism
Expert group on promoting supportive learning environments and for supporting well-being at school	Regular exchange of information; possibility of joint meetings/seminars/peer learning on the following: well-being, learning climate, mental health, fighting bullying and violence
Expert group on quality investment in education	Exchange of information on empirical evidence relevant for the policy area

Working Group ECEC	Cooperation on transitions from ECEC to School (tbc)
Working Group Higher Education; Expert network on recognition of outcomes of learning periods abroad in general education.	Cooperation on topics of recognition, mobility, learning periods abroad, upper secondary education
Working Group Equality and Values	Cooperation on topics of equality and managing diversity in a lifelong learning perspective
Standing Group on Indicators and Benchmarks	Identification of evidence and data gaps, development and maintenance of indicators and targets for measuring performance and progress

Cooperation with other Working Groups will be considered, as relevant and appropriate.

EXPECTED TANGIBLE OUTPUTS:

Activities under these specific objectives will result in outputs that are both published (in digital format and for download) and are interactive (seminars, peer learning activities, conference). The purpose of these different forms is to blend the sharing of policy approaches with critical reflection and action planning. Outputs will also be interim - occurring at intervals throughout the 2021-22 cycle - and final - occurring towards the end (December 2025).

Common tools and approaches (e.g. toolkits, guidelines, frameworks):

Improving educational outcomes

- Reports, policy conclusions from the Working Group meetings and peer learning activities on tackling inequality, underachievement and early school leaving
- Collection of good practices, which will be shared through the European Toolkit for Schools¹³.
- Policy guidance on supporting school climate, mental health and well-being, and fighting bullying (including cyber-bullying),, which will contribute to the Pathways to School Success initiative and feed into the work of the 'expert group' on supportive learning environments for groups at risk of underachievement and for supporting well-being at school, as foreseen by the EEA Communication.

Education for environmental sustainability

- Compendium of best practice on green, sustainability and climate change education; examples from policy and practice.
- Input into the competence framework on sustainability and climate change education, foreseen for end 2021, currently under development with the European Commission's Joint Research Centre.

¹³ <https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools.htm>

- Further development of frameworks and related self-reflection tools to support education for environmental sustainability (eg on whole school approach to environmental sustainability).

Peer learning and exchange of good practice (*e.g. reports, collections of good practice, fiches, etc.*). Peer learning activities (PLA), in the form of workshops hosted by a participating country, will be organised on specific topics chosen and attended by a number of interested countries. The process for each PLA will start with preparatory activities (*e.g. mapping and research, to be summarised in a background report*), and be followed by a report summarising conclusions (both general and country-specific). Furthermore, the discussions will be informed by research, reports and other products developed in co-operation with international partners, in particular the OECD and relevant networks. PLAs are intended for participants with direct experience in the field covered.

More targeted “peer reviews”, gathering a smaller number of countries (but with the possibility of involving more participants from the same country, *eg from different sectors/educational levels*), focusing on specific issues with a view to support ongoing or planned reform, may also be organised, on request.

Seminars (either single day in Brussels or remotely via web-conferencing software) on specific themes, involving a sub-group of members together with invited experts in research and practice, can also be organised.

For the first cycle of the Working Group (September 2021-December 2022), the following is envisaged: 2-3 peer learning activities (online, on-site or hybrid tbc) will be carried out on priority topics identified by the group; 2-3 seminars on specific themes.

Contribution to implementation and follow-up of actions announced in the EEA Communication:

- Support to Member States in identifying effective policy reforms for better achievement in basic skills
- Council Recommendation on Pathways to school success
- Council Recommendation on education for environmental sustainability
- Implementation of the Council Recommendation on promoting automatic mutual recognition (2018)
- Further implementation of the 2019 Council recommendation on a comprehensive approach to the teaching and learning of languages

RECURRENT ACTIVITIES:

Support to Member States facing issues identified in CSRs

If relevant and on request of Working Group members provide support to clusters of Member States in response to issues identified in CSRs, by having such Member States benefit from the practical experience and good practices of other Member States

Support to Member States implementing EU (RRF/Structural Funds) funded reforms in education and training

If relevant and on request of Working Group members, provide support to clusters of Member

States in implementing EU funded reforms, by having such Member States benefit from the practical experience and good practices of other Member States.

Support to Member States for Covid-19 recovery

If relevant and on request of Working Group members, provide support to clusters of Member States in response to issues identified for Covid-19 recovery, for instance by organising peer learning on topics of common concern (e.g. implementation of school compensation/catch-up programmes).

Support to the incubation and follow-up of Erasmus+ KA3 policy experimentation

If relevant, provide support to the incubation and follow-up of Erasmus+ KA3 policy experimentation. This activity depends on the priorities set out in the Annual Erasmus+ Work Programme.

INDICATIVE ROADMAP (2021-2022):

On the basis of this roadmap, the Working Group will draw up a work plan for 2021-2022.

<u>PHASE</u>	<u>MAIN THEMES/ACTIVITIES</u>	<u>DELIVERABLES</u>
<u>Phase 1: September – December 2021</u>	Agreement on work programme and priority themes regarding education for environmental sustainability, improving educational outcomes and promoting well-being at school	Input into the competence framework on sustainability and climate change education, foreseen for end 2021 PLA report, thematic fiches/policy papers and news article Working Group
<u>Phase 2: January - June 2022</u>	Follow-up to the implementation of the Council Recommendation on education for environmental sustainability Input into the preparation of the Commission proposal for a Council Recommendation on Pathways to school success	Compendium of best practice on green and sustainability education; examples from policy and practice Development of guidelines, frameworks and related self-reflection tools to support education for environmental sustainability. Collection of good practices on effective policies to improve educational outcomes and promoting well-being at school (ongoing, will continue also in phase 3) PLA report, thematic fiches/policy papers and news articles
<u>Phase 3: July - December 2022</u>	Follow-up to the implementation of the Council Recommendation on education for environmental sustainability and of the Council Recommendation on Pathways to school success	High level conference on education for environmental sustainability (input into agenda, workshops, outputs – overall event organised by DG EAC) Development of guidelines to support the implementation of the Council Recommendation on Pathways to school success Collection of good practices on effective policies to improve educational outcomes and promoting well-being at school

		PLA report, thematic fiches/policy papers and news articles
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EVIDENCE BASE

Relevant EU-level target(s):

- Low achieving 15-year-olds in basic skills (The share of low-achieving 15-year-olds in reading, mathematics and science should be less than 15%, by 2030)
- Early leavers from education and training, with accompanying indicator on upper secondary level attainment (The share of early leavers from education and training should be less than 9%, by 2030)

Coherence with other EU indicator frameworks, dashboards and targets:

- Social Scoreboard of the European Pillar of Social Rights

Relevant indicator frameworks, data collections or reports:

On raising educational outcomes

- Eurydice report on [Equity in Education](#) (2020)
- [TIMSS 2019 International results in mathematics and science](#)
- JRC recent studies on [Educational inequalities in Europe and physical school closures during Covid-19 \(2020\)](#); [The likely impact of COVID-19 on education: Reflections based on the existing literature and recent international datasets \(2021\)](#); [How families handled emergency remote schooling during the Covid-19 lockdown in spring 2020 \(2021\)](#).
- [Assessment of the implementation of the 2011 Council Recommendation on policies to reduce early school leaving](#) (2019)
- [Commission Report on PISA and the EU](#) (2019)
- JRC report [Immigrant background and expected early school leaving in Europe: evidence from PISA](#) (2018)
- Annual [Education and Training Monitor](#), reporting on the implementation of ET 2020 and wider education and training reforms, both on the national level and in a comparative perspective
- [Eurostat](#) reports on ET 2020 [benchmarks](#)
- [Other providers'](#) education and training data, including international standardised assessments of educational performance (e.g. [PISA](#))
- Thematic reports and analyses from expert networks, such as from [EENEE](#) or [NESET](#)
- Reports produced in the framework of ET 2020, in particular: [Inclusion of young refugees and migrants through education](#) (2020); [Supporting school self-evaluation and development](#) (2020), [The governance of school education](#) (2018), [A whole school approach to tackling early school leaving - Policy messages](#) (2015); [Reducing early school leaving: Key messages and policy support](#) (2013)

Upcoming:

- Study on successful curriculum reforms addressing the development of basic skills and key competences by all learners
- Study on successful PISA stories (looking at how some Member States have been able to improve their performance over time)
- Study on gender behaviour and its impact on education outcomes with a special focus on the performance of boys and young men in education
- Two new NESET reports on a) the impact of the Covid-19 crisis on educational outcomes, and b) parents and families as co-educators.
- Report mapping Erasmus+ projects on tackling underachievement and early leaving from education and training

On well-being

- NESET reports on [How to prevent and tackle bullying and school violence \(2016\); A formative, inclusive, whole school approach to the assessment of Social and Emotional Education in the EU \(2021\)](#)

On education for environmental sustainability

- 2020 Europe Sustainable Development Report: Meeting the Sustainable Development Goals in the face of the COVID-19 pandemic
- Forthcoming study mapping curricula on education for environmental sustainability
- Forthcoming report mapping Erasmus+ projects on education for environmental sustainability
- Work underway with the Joint Research Centre to develop a competence framework on sustainability and climate change competences

Important data gaps: TBC

DISSEMINATION ACTIVITIES

Dissemination of results through the EEA platform: Dissemination activities may include seminars, a final conference, and videos. National dissemination events may also be supported.

Where relevant and appropriate, good practices identified will be disseminated as online tools for target groups, for example through the European Toolkit for Schools which has been developed under the previous ET 2020 working group on Schools Policy. This and other possible online content (webinars, expert blogs) will also be available through the School Education Gateway (www.schooleducationgateway.eu).

Regarding education for environmental sustainability, related networks and communication channels e.g. the Education for Climate Coalition, Climate Pact will serve as dissemination channels for the activities of the Working Group.