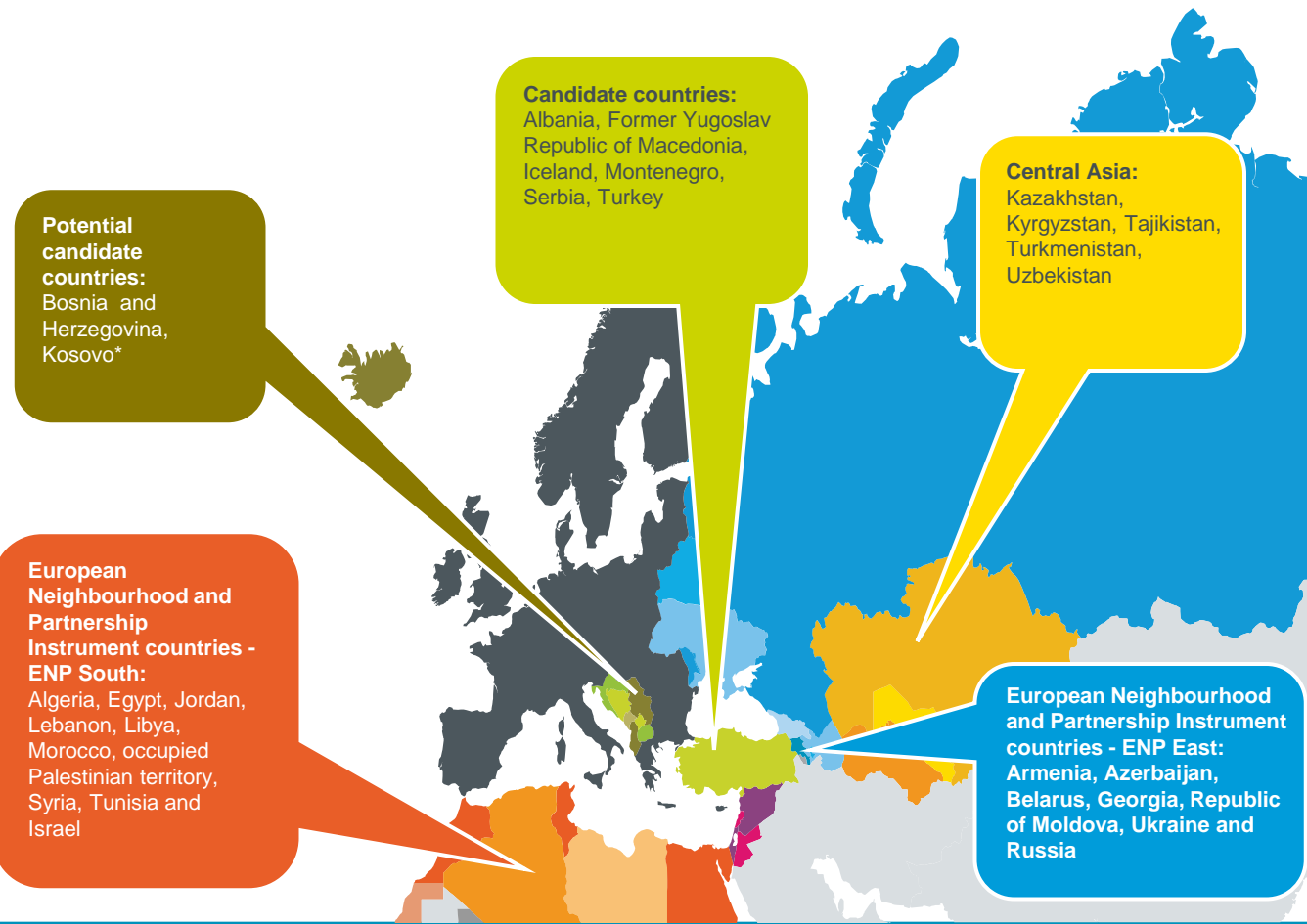![ETF - Working together Learning for life]

TURKEY AND EU COMMON VALUES: REFLECTIONS ON THE EDUCATION SYSTEM –METHODS AND TOOLS

INTERNATIONAL CONFERENCE , ANKARA 16-17 November 2016

Lida Kita, ETF Turkey Country Desk

Candidate countries:
Albania, Former Yugoslav Republic of Macedonia, Iceland, Montenegro, Serbia, Turkey

Central Asia:
Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan

Potential candidate countries:
Bosnia and Herzegovina, Kosovo*

European Neighbourhood and Partnership Instrument countries - ENP South:
Algeria, Egypt, Jordan, Lebanon, Libya, Morocco, occupied Palestinian territory, Syria, Tunisia and Israel

European Neighbourhood and Partnership Instrument countries - ENP East:
Armenia, Azerbaijan, Belarus, Georgia, Republic of Moldova, Ukraine and Russia

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This designation is without prejudice to positions on status, and is in line with UNSC 1244 and the ICJ Opinion on the Kosovo Declaration of Independence

EUROPEAN TRAINING FOUNDATION: KEY THEMES WORKING IN TURKEY

1. **EMPLOYMENT AND EMPLOYABILITY-** tools and methodology

2. **SKILLS FORESIGHT, ANTICIPATION AND MATCHıNG**

3. **QUALIFICATIONS AND QUALIFICATION SYSTEMS**- reform of qualifications systems (NQF)in the ETF partner countries, and linkage of national qualifications to the European Qualifications Framework (EQF)

4. **LEARNING AND TEACHING IN VET AND VET QUALITY ASSURANCE-** attractiveness and efficiency of the vet systems, practical training, internships, apprenticeships, alternance models or other forms of work-based learning

5. **SKILLS DIMENSION OF MIGRATION -** policy actions related to skills for both local community and emigrants

6. **VET GOVERNANCE-** participatory VET governance models

7. **ENTREPRENEURIAL LEARNING AND ENTERPRISE SKILLS**- ETF has developed a policy index and tools.

A CLEAR EUROPEAN COMMISSION (EC) FRAMEWORK FOR EDUCATION AND TRAINING SYSTEM- SOCIAL INCLUSION AND CITIZENSHIP THROUGH FORMAL AND NON-FORMAL LEARNING

➢ June 2016, EC adopted a communication supporting the prevention of radicalisation leading to violent extremism;

➢ The EC communication outlines actions in seven specific areas where cooperation at EU level can bring added value, notably in the areas of Education, Training and Youth;

➢ The communication contributes to the follow-up of the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination, which in 2015 was adopted by European Education Ministers;

➢ The Declaration calls for the mobilisation of the education sector to promote inclusion and fundamental values. It establishes a list of concrete objectives to be pursued at national and local level and defines four overarching priorities for cooperation at EU-level:

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A CLEAR EC FRAMEWORK FOR EDUCATION AND TRAINING SYSTEM

❖ Ensuring young people **acquire social, civic and intercultural competences**, by promoting democratic values and fundamental rights, social inclusion and non-discrimination, as well as active citizenship;

❖ **Enhancing critical thinking** and **media literacy**, particularly in the use of the internet and social media, so as to develop resistance to discrimination and indoctrination;

❖ **Fostering the education of disadvantaged children and young people**, by ensuring that countries Education and Training systems address their needs;

❖ **Promoting intercultural dialogue through all forms of learning** in cooperation with other relevant policies and stakeholders

❖ **Policy learning fora, mutual learning and exchanges of good practices** notably through the Education and Training(ET) 2020 Working Groups on VET and Adult Learning,

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A CLEAR EC FRAMEWORK FOR EDUCATION AND TRAINING SYSTEM

✓ The countries are encouraged **to do more at the national and local policy levels** to effectively promote the social, civic and intercultural competences needed for 21st Century European multicultural societies.

✓ **Measures** that were found **to be especially effective include** (among others) **whole school approaches**, **community schooling approaches**, **a strong school ethos promoting respect**, **interactive student centred methods**, **inclusive curricula** (including inclusive history teaching), **teacher professionalization** and **strong community-school relationships**.

✓ The **European Commission has supported whole school approaches** as a key remedy for tackling early school leaving and the most effective ways of promoting tolerance and respect for diversity in education. **UNESCO** also promotes whole school approaches through its associated schools network as a means to sustainable change . **Council of Europe** has encouraged the adoption of a whole school approach

MILESTONES AND MONITORING-FOLLOW UP ACTIONS-Education and Training Working Groups 2020

PARIS DECLARATION

In line with these fundamental values, the European Parliament, in February 2016 , **passed a resolution emphasising the importance of promoting and practising the core European value of social inclusion.**

March 2016 EC/EACEA/Eurydice, Overview of education policy developments in Europe https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/1/14/Leaflet_Paris_Declaration.pdf

2015

2016

2017- 2020

June 2016, the EC adopted a Communication supporting the prevention of radicalisation leading to violent extremism http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52016DC0379&from=EN

REPORTING: on progress in all the ET 2020 Working Groups

MONITORING PROGRESS: Monitor progress on annual basis

IMPLEMENTING ACTIONS: Develop the policy choices and road map of actions (until 2020) – make links with Turkey National Strategies, Progress Reports, Economic Reform Plans and seek IPA funding

THE COMMISSION HAS IDENTIFIED METHODS, TOOLS AND IS UNDERTAKING/WILL UNDERTAKE A SERIES OF CONCRETE MEASURES IN 2016 AND 2017

http://ec.europa.eu/dgs/education_culture/repository/education/news/2016/docs/inclusion-fundamental-values-leaflet_en.pdf

1. Mobilising funding

➢ In 2016, **Erasmus+** is making more than EUR 400 million available to transnational partnerships to develop innovative policy approaches and practices at grass-roots level.

➢ **Better knowledge and policy support**- a better knowledge base, reinforce the collection of evidence at EU level and provide reinforced policy support related to inclusive education as well as to the teaching of social and civic competences:

➢ Developing a policy framework for promoting inclusion and fundamental values through education and **an online-compendium of good practices, as part of the ET2020 Working Group** on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education;

➢ **The annual Education and Training Monitor** , which captures the evolution of Europe's education and training systems by bringing together a wide array of evidence in one report;

➢ **A newly launched study on citizenship education across Europe** to be undertaken by the Eurydice network of the Commission, which will provide a comprehensive overview of the structure, content, and practice of citizenship education in Member States (2017);

➢ Further **stimulating evidence based policy making**- a report by the Network of Experts on Social Aspects of Education and Training, reviewing with the aim to highlight key success factors and includes successful examples from several different Member States that can serve as concrete sources of policy inspiration.

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2. TEACHERS AND SCHOOLS- THE COMMISSION WILL BOOST SUPPORT MECHANISMS TO SCHOOLS AND EDUCATORS, THROUGH:

➢ **Enhancing the use of e-Twinning** , connecting teachers and classrooms across Europe, to step up support to teachers and foster exchanges, in particular with the aim of promoting fundamental values and citizenship;

➢ **Establishing a network under the ERASMUS+** programme to allow direct contacts with positive role models for young people, such as entrepreneurs, artists, sportspersons, as well as formerly radicalised people;

➢ **Expanding the European Toolkit for schools**, which is a new online platform, offering good practice examples and resources on how to introduce collaborative approaches in schools to improve inclusiveness and achieve success for all;

➢ Encouraging more **teacher training** courses on citizenship education through ERASMUS+.

3. YOUTH WORK, VOLUNTEERING AND VIRTUAL EXCHANGES - SUPPORT TO YOUTH WORKERS AND ORGANIZATIONS IN PARTICULAR THROUGH:

➢ **ERASMUS+** virtual exchanges to promote online engagement with young people outside the EU;

➢ **Developing a specific toolkit**, with practical guidance, methods and case studies for training youth workers and youth organisations to reach out and work with young people at risk of marginalization (2016);

➢ Strengthening the European **voluntary service**;

➢ Reinforcing support to **grass-roots youth projects** in ERASMUS+;

➢ **Involving new actors**, such as municipalities, allowing the scaling-up of local initiatives within larger cross-border partnerships. (https://europa.eu/youth/volunteering_en):

A SET OF TOOLS AND METHODOLOGIES

4. HIGHER EDUCATION

➢ the Commission encourages higher education institutions to award credits for volunteering and to develop curricula that combine academic content with civic engagement.

5. STEPPING UP SUPPORT TO YOUTH WORKERS AND ORGANIZATIONS THROUGH:

➢ ERASMUS+ virtual exchanges;

➢ Developing a specific toolkit, with practical guidance, methods and case studies for training youth workers and youth organisations;

➢ Strengthening the European voluntary service;

➢ Reinforcing support to grass-roots youth projects in ERASMUS+.

 6. **SPORT** -promote successful and innovative projects through a European award for social inclusion in sport (2017).

A WHOLE SCHOOL APPROACH AND COMMUNITY INVOLVEMENT

❖ school governance and leadership- partnership with employers, community, civil society organisations

❖ a human rights focus

❖ meaningful and effective contact between students

❖ adjusting the curriculum

❖ teacher education and training

❖ student centred initiatives and peer education

❖ diversity in the teaching profession

❖ parental rights (to send their children to the school of their choice) and the need to combat segregation

TURKEY EDUCATION AND TRAINING – RIGA COMMITMENT: A NEW SET OF MEDIUM-TERM DELIVERABLES 2015-2020

1. **PROMOTE WORK-BASED LEARNING** in all its forms, with special attention to apprenticeships, by involving social partners, companies, chambers and vet providers, as well as by stimulating innovation and entrepreneurship.

2. **FURTHER DEVELOP QUALITY ASSURANCE MECHANISMS IN VET** in line with the ECAVET recommendation7 and, as part of quality assurance systems, establish continuous **information and feedback loops in I-VET and C-VET systems based on learning outcomes**.

3. ENHANCE **ACCESS TO VET AND QUALIFICATIONS FOR ALL THROUGH** more flexible and permeable systems, notably by offering efficient and integrated guidance services and making available validation of non-formal and informal learning.

4. **FURTHER STRENGTHEN KEY COMPETENCES IN VET CURRICULA and provide more effective opportunities to acquire or develop those skills through I-VET and C-VET.**

5. **INTRODUCE SYSTEMATIC APPROACHES TO**, and opportunities for, **INITIAL AND CONTINUOUS PROFESSIONAL DEVELOPMENT OF VET TEACHERS, TRAINERS AND MENTORS in both school and work based settings**.

PRELIMINARY POLICY OPTIONS CONSIDERED

TURKEY

23/24 February 2016
MTDs 1 & 5 selected as priority for ex-ante impact assessment

MTD1

- Improving supply and access to apprenticeships

- Improving quality of traineeships for vocational students.

- Improving data collection/analysis on different work-based schemes

MTD5

- Introducing distance learning

- Generating and distributiing VET teaching and learning materials

- Empowering provincial authorities working with schools and industry and universities

- Improving the recording and analysis of professional development.

FOR FURTHER INFORMATION

VISIT OUR WEBSITE:
WWW.ETF.EUROPA.EU

E-MAIL US:
LIDA.KITA@ETF.EUROPA.EU