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List of publications from the EP Think Tank

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Policy area "Education"

500 Result(s)

Creation date : 19-03-2024

[Blueprint for a future joint European degree](#)

Publication type [At a Glance](#)

Date 27-02-2024

Author [BINDER Krisztina](#)

Policy area [Education](#)

Summary The European Commission plans to adopt a communication on a European degree in the first quarter of 2024. A future joint European degree could provide a framework to facilitate the development of joint programmes and the delivery of joint degrees offered by multiple higher education institutions across Europe. As a first step, a joint European degree label based on co-created European criteria is being piloted through Erasmus+ projects. Any further steps towards the development of a possible joint degree based on co-created European criteria will be explored with the Member States and stakeholders.

[At a Glance](#) [EN](#)

[EP Academic Freedom Monitor 2023](#)

Publication type [Study](#)

Date 27-02-2024

External author [DG, EPRS](#)

Policy area [Education](#)

Summary Academic freedom is widely acknowledged both as a fundamental value of present-day higher education and science, and as a prerequisite for well-functioning democratic societies. Yet in recent years, major concerns about the state of academic freedom in the European Union have been raised by various stakeholders. The European Parliament launched an annual EP Academic Freedom Monitor in 2022, aimed at helping to strengthen the protection of academic freedom in the European Union. This report presents the 2023 edition of the EP Academic Freedom Monitor, consisting of two studies and their joint key findings and proposed policy options. The first study, entitled 'Systematising existing measurements of academic freedom in EU Member States', has used various monitors and other measurements across the EU Member States to identify the main challenges and threats to, and worries about, academic freedom in the EU. The second study, entitled 'Academic freedom across the EU 2023: Latest trends analysis', has analysed the main threats to academic freedom and their impacts in ten EU Member States. The study is conducted as a qualitative analysis of several data, with input from stakeholder organisations and academic experts. On the basis of the two studies, this report proposes EU-level policy options for legislative and non-legislative initiatives to support academic freedom in the EU.

[Study](#) [EN](#)

[Establishing an EU talent Pool](#)

Publication type [Briefing](#)

Date 02-02-2024

Author [EFTHYMIADOU Andriana](#)

Policy area [Area of Freedom, Security and Justice](#) | [Culture](#) | [Development and Humanitarian Aid](#) | [Education](#) | [Employment](#) | [Ex-ante Impact Assessment](#) | [Gender Issues, Equality and Diversity](#)

Summary The problem definition and problem drivers in the impact assessment (IA) appear to be well-supported by evidence. The IA provides a well-structured analysis of the existing situation and the likelihood for the problem to persist. The IA identifies the initiative's general and specific objectives, which appear to be specific, achievable, relevant and time-bound, but not measurable, as recommended by the Better Regulation Toolbox 'S.M.A.R.T.' criteria. The IA does not define more detailed operational objectives as recommended by the BRG; instead, it provides a list of performance monitoring indicators directly linked to the specific objectives. The IA provides a sufficient range and description of the policy options. It offers an assessment of the options and presents the intervention logic in a clear and transparent manner, where the options are linked to the problem drivers and the specific objectives and their drivers. The IA analyses, in a comprehensive and balanced manner, qualitatively and, where possible, quantitatively, the main expected economic, social and fundamental rights, and environmental impacts, covering specifically effectiveness, efficiency and coherence. The IA explains how the preferred option would contribute to the SDGs; however, additional SDGs (e.g. SDG 5 on gender equality) should have been examined. The analysis of impacts on third and developing countries would have benefited from more attention, given the strong external dimension of the proposal. The IA provides a comprehensive summary of the preferred option's (PO2) costs and benefits for the affected stakeholder groups. It is transparent about data uncertainties and assumptions. Stakeholders were widely consulted and their views were taken into account. The preferred option enjoys broad stakeholder support, with any divergent views sufficiently presented in the dedicated annex of the IA. Overall, the annex on stakeholder consultation appears to be very informative and comprehensive; however, the feedback from this consultation strategy could have been better reflected in the IA, particularly regarding the available policy options and their potential impacts. A SME test was carried out. However, it appears that no targeted SME consultation was conducted. The Commission made efforts to take the RSB's comments into account, but some weaknesses remain (for example, as regards the description of the specific objectives in S.M.A.R.T. terms, and a more in-depth analysis of the impacts on third and developing countries).

[Briefing](#) [EN](#)

[Combating child sexual abuse](#)

Publication type Briefing

Date 24-01-2024

Author COLLOVA Claudio

Policy area Education | Human Rights

Summary This briefing provides a pre-legislative synthesis of the positions of national, regional and local governmental organisations on the European Commission's forthcoming proposal on the revision of the Combating Child Sexual Abuse Directive. It forms part of an EPRS series offering a summary of the pre-legislative state of play and advance consultation on a range of key Commission priorities during its five-year term in office. It seeks to present the current state of affairs, to examine how existing policy is working on the ground, and to identify best practice and ideas for the future on the part of governmental organisations at all levels of the European system of multilevel governance.

Briefing [EN](#)

[The mutual recognition of diplomas](#)

Publication type EU Fact Sheets

Date 16-01-2024

Author DE BONO JORDAN | MARTINELLO BARBARA | RATCLIFF Christina

Policy area Education | Internal Market and Customs Union

Summary The freedom of establishment and the freedom to provide services are cornerstones of the single market, enabling the mobility of businesses and professionals throughout the EU. In order to implement these freedoms, diplomas and qualifications issued nationally need to be widely recognised. Different measures for harmonisation and mutual recognition have been adopted, and further legislation on the subject is underway.

EU Fact Sheets [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [GA](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

[Promoting learning mobility opportunities for all](#)

Publication type At a Glance

Date 13-12-2023

Author BINDER Krisztina

Policy area Education

Keyword area of freedom, security and justice | cooperation in the field of education | cooperation policy | education | EDUCATION AND COMMUNICATIONS | education policy | educational system | employment | EMPLOYMENT AND WORKING CONDITIONS | EU programme | European construction | EUROPEAN UNION | INTERNATIONAL RELATIONS | organisation of teaching | student mobility | vocational training

Summary On 15 November 2023, the Commission adopted a proposal for a Council recommendation on a renewed learning mobility framework. The proposed recommendation, which is a key component of the European education area (EEA), aims to increase opportunities for learning mobility for everyone and invites the Member States to make learning mobility an integral part of all education and learning pathways. It also strives to make Europe as a learning destination even more attractive worldwide. To enhance mobility and make it more inclusive, the Commission proposes three new EU-level targets to be reached by 2030.

At a Glance [EN](#)

[Citizenship education in national curricula](#)

Publication type Briefing

Date 13-11-2023

Author BACIAN Izabela Cristina | HUEMER MARIE-ASTRID

Policy area Education

Keyword citizens' Europe | civics | continuing education | education | EDUCATION AND COMMUNICATIONS | education policy | EU national | European construction | European integration | EUROPEAN UNION | international law | LAW | teaching

Summary Citizenship education has become an education policy priority at EU level. The goal is to enable young people to develop self-awareness as members of a social group, and then possibly play a role and become active citizens at local, national or EU level. Similarly, the EU Member States have been placing a stronger focus on the teaching of values such as democracy and tolerance in their national educational policies, although this is not yet translating into practice in a systematic way. School curricula reflect educational policy priorities; the nature, scope and time dedicated within those curricula to citizenship education indicate where citizenship education stands among those priorities. Based on broad EU research and a study, this briefing first examines how EU programmes tackle citizenship education, what the European dimension is, and what place active citizenship occupies in the current 2021-2027 programming period. The briefing then offers an overview of citizenship education in the national curricula of five EU Member States, for the purpose of comparing them with the previous state of play and identifying best practice. All five Member States examined offer multifaceted citizenship education, focusing, among other things, on the EU's functions, integration process and core values, while taking into account new global challenges. Teaching methods often combine the acquisition of knowledge, competences and skills from an early age. EU programmes support this approach by targeting all EU citizens and by fostering lifelong learning through non-formal and formal educational activities. However, as pointed out in recent studies, there are perennial challenges in implementing a consistent and meaningful educational policy on citizenship in its various dimensions. Citizenship education is about establishing common values, and fostering certain behaviour and attitudes, both locally and in the EU, but this is not done consistently across the EU. For instance, some Member States give precedence to the national dimension of citizenship over the European one, while in others the implementation of policies is still slow. It is therefore important to monitor and evaluate measures taken by Member States to foster citizenship education and support its implementation. The Commission has indicated that it intends to include transversal skills, such as citizenship education and civic skills, in future editions of the Education and Training Monitor.

Briefing [EN](#)

[Research for CULT Committee - EU funding programmes 2021-2027 in culture, media, education, youth and sports: first lessons, challenges and future perspectives: Citizens, Equality, Rights and Values \(CERV\) – Strand 3 “Citizens’ engagement and participation”](#)

Publication type At a Glance

Date 17-10-2023

External author Malin CARLBERG, Michalina WACŁAW & Ilana ZEJERMAN

Policy area Education

Keyword EU national | international law | LAW | social affairs | SOCIAL QUESTIONS | sport

Summary This At a glance note summarises the study providing an analysis of Strand 3, “Citizens’ engagement and participation”, of the Citizens, Equality, Rights and Values (CERV) programme. It analyses the early implementation of this programme Strand and provides a description of the barriers identified. The main finding is that the implementation has been successful overall, although several challenges should be addressed. The study concludes with a set of recommendations.

[At a Glance](#) [EN](#)

[Cross-border claims to looted art](#)

Publication type Study

Date 16-10-2023

External author Evelien CAMPFENS

Policy area Adoption of Legislation by EP and Council | Area of Freedom, Security and Justice | Competition law and regulation | Contract Law, Commercial Law and Company Law | Culture | Education | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts | Evaluation of Law and Policy in Practice | Foreign Affairs | Global Governance | Human Rights | Internal Market and Customs Union | International Trade | Private international law and judicial cooperation in civil matters | Public international law

Keyword art trade | criminal law | culture and religion | fine arts | international law | international law | LAW | SOCIAL QUESTIONS | theft | work of art

Summary This study addresses cross-border restitution claims to looted art, considering Nazi-looted art and colonial takings, but also more recent cultural losses resulting from illicit trafficking. Although these categories differ considerably, commonalities exist. The study highlights blind spots in the legal and policy frameworks and formulates recommendations on how these could be bridged. This study was commissioned by the European Parliament’s Policy Department for Citizens’ Rights and Constitutional Affairs at the request of the JURI Committee.

[Study](#) [EN](#)

[Executive summary](#) [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [NL](#), [PT](#), [PL](#)

[Research for CULT Committee - EU funding programmes 2021-2027 in culture, media, education, youth and sports: first lessons, challenges and future perspectives: European Solidarity Corps](#)

Publication type At a Glance

Date 13-10-2023

External author Malin CARLBERG, Iva PLASILOVA, Nikolett SZOLNOKI & Ilana ZEJERMAN

Policy area Culture | Education

Keyword cooperation policy | culture | culture and religion | demography and population | education | education | EDUCATION AND COMMUNICATIONS | EU finance | EU programme | European construction | EUROPEAN UNION | European Union Solidarity Fund | humanitarian aid | INTERNATIONAL RELATIONS | SOCIAL QUESTIONS | young person

Summary This At a glance note summarises the study analysing the European Solidarity Corps programme 2021-2027. It covers the early implementation of the programme and provides a description of barriers identified. The main finding is that the implementation of ESC programme has been deemed fairly successful overall, although a number of challenges need to be addressed. The study concludes with a set of recommendations.

[At a Glance](#) [EN](#)

[Research for CULT Committee - EU funding programmes 2021-2027 in culture, media, education, youth and sports: first lessons, challenges and future perspectives: Erasmus+](#)

Publication type At a Glance

Date 13-10-2023

External author Malin CARLBERG, Laura TODARO, Michalina WACŁAW, Ilana ZEJERMAN

Policy area Culture | Education

Keyword demography and population | education | education | EDUCATION AND COMMUNICATIONS | education policy | EU programme | European construction | EUROPEAN UNION | organisation of teaching | social affairs | SOCIAL QUESTIONS | student mobility | young person | youth policy

Summary This At a glance note summarises the study providing an overview of the implementation to date of the 2021-2027 Erasmus+ programme. It analyses the early programme implementation and provides a description of barriers identified. The main finding is that the programme implementation is progressing well overall, although improvements can be made to the ‘Youth’ part of the funding programme. Administrative shortcomings could also be addressed. The study concludes with a set of recommendations.

[At a Glance](#) [EN](#)

[Creating a European education area by 2025: Midterm review of progress](#)

Publication type At a Glance

Date 05-10-2023

Author BINDER Krisztina

Policy area Education

Keyword continuing education | education | EDUCATION AND COMMUNICATIONS | educational reform | employment | EMPLOYMENT AND WORKING CONDITIONS | EU strategy | European construction | European Economic Area | EUROPEAN UNION | organisation of teaching | social affairs | social integration | SOCIAL QUESTIONS | vocational training

Summary The European education area (EEA) is set to become a common space for quality inclusive education and lifelong learning across borders for all EU citizens. The work towards completing the EEA by 2025 has given fresh impetus to education and training policy at EU level. A midterm review of the EEA's implementation, based on the findings of the European Commission's 2022 progress report, is currently underway. In this context, the Commission and the Parliament are hosting a joint event on 10 October 2023.

[At a Glance](#) [EN](#)

[Commitments made at the hearing of Iliana Ivanova, Commissioner-designate Innovation, Research, Culture, Education and Youth](#)

Publication type Briefing

Date 20-09-2023

Author CIUCCI MATTEO | CORDINA CORINNE | ISKRA Katarzyna Anna | MILT Kristiina

Policy area Culture | Education | Energy | Forward Planning | Gender Issues, Equality and Diversity | Industry | Internal Market and Customs Union | Research Policy | Social Policy

Keyword economic conditions | economic independence | economic policy | economic policy | economic recovery | ECONOMICS | EU budget | EU finance | EU growth strategy | EU programme | European construction | EUROPEAN UNION | international affairs | INTERNATIONAL RELATIONS

Summary The Commissioner-designate, Iliana Ivanova, appeared before the European Parliament on 5 September 2023 to answer questions put by MEPs from the Committees on Industry, Research and Energy (ITRE) and on Culture and Education (CULT). During the hearing, she made a number of commitments which are highlighted in this document. These commitments refer to her portfolio, as described in the mission letter sent to her by Ursula von der Leyen, President of the European Commission, including:
• Education, research and innovation; and
• Culture, youth and sport.

[Briefing](#) [EN](#)

[Learning for a greener and more sustainable future](#)

Publication type Briefing

Date 13-09-2023

Author BINDER Krisztina

Policy area Education | Environment

Keyword adaptation to climate change | climate change | deterioration of the environment | ecologism | economic policy | ECONOMICS | ENVIRONMENT | environmental policy | EU growth strategy | European construction | EUROPEAN UNION | green economy | political framework | POLITICS | sustainable development

Summary In a challenging environment marked by, among other issues, climate change and environmental degradation, the European economy is undergoing significant transformations. The green transition and the move towards sustainability, including the objective of achieving climate neutrality, are affecting how people live and work and changing skills requirements. Against this background, action is needed in the education and training sector to support the green transition and develop the sustainability competences of learners. Although there is increasing activity in education and training on the environment and sustainability, learning for sustainability is not yet a systematic feature of education policy and practice across Europe. The EU is seeking to support Member States in their efforts to integrate sustainability into curricula, educational practice and professional development of educators and to ensure that learners of all ages are equipped with the knowledge to live more sustainably, develop a sense of agency and acquire the skills increasingly needed in the labour market. Emphasis is also placed on greening the activities and operations of the education and training systems. The European Parliament has highlighted the key role of education and training in delivering a more sustainable economy and society and providing people with the skills they need to participate in the green transition. Learning for environmental sustainability should be mainstreamed across educational curricula with a lifelong learning perspective, and the environmental impact of EU programmes such as Erasmus+ and the European Solidarity Corps should be reduced. Moreover, active support should be given to teachers and trainers to ensure they are prepared and upskilled for the digital and green transformation of schools and education institutions.

[Briefing](#) [EN](#)

Research for CULT Committee - EU funding programmes 2021-2027 in culture, media, education, youth and sports: first lessons, challenges and future perspectives: Citizens, Equality, Rights and Values (CERV) – Strand 3 “Citizens’ engagement and participation”

Publication type [Study](#)

Date 12-09-2023

External author Malin CARLBERG, Michalina WACŁAW, Ilana ZEJERMAN

Policy area Culture | Education

Keyword citizens' Europe | civic engagement | EU institutions and European civil service | European construction | EUROPEAN UNION | executive agency | fundamental rights | LAW | political framework | POLITICS | rights and freedoms

Summary This study provides an analysis of Strand 3, “Citizens’ engagement and participation”, of the Citizens, Equality, Rights and Values (CERV) programme. It analyses the early implementation of this programme Strand and provides a description of the barriers identified. The main finding is that the implementation has been successful overall, although several challenges should be addressed. The study concludes with a set of recommendations.

Study [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

Research for CULT Committee - EU funding programmes 2021-2027 in culture, media, education, youth and sports: first lessons, challenges and future perspectives: European Solidarity Corps

Publication type [Study](#)

Date 11-09-2023

External author VVA Brussels: Malin CARLBERG, Iva PLASILOVA, Nikolett SZOLNOKI, Ilana ZEJERMAN

Policy area Culture | Education

Keyword education | EDUCATION AND COMMUNICATIONS | education policy | EU programme | European construction | EUROPEAN UNION | social protection | SOCIAL QUESTIONS | welfare

Summary This study analyses the European Solidarity Corps programme 2021-2027. It covers the early implementation of the programme and provides a description of barriers identified. The main finding is that the implementation of ESC programme has been deemed fairly successful overall, although a number of challenges need to be addressed. The study concludes with a set of recommendations.

Study [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

Research for CULT Committee - EU funding programmes 2021-2027 in culture, media, education, youth and sports: first lessons, challenges and future perspectives: Creative Europe.

Publication type [Study](#)

Date 11-09-2023

External author Kristina BALENOVIĆ, Malin CARLBERG & Laura TODARO

Policy area Culture | Education

Keyword economic and social cohesion | education | education | EDUCATION AND COMMUNICATIONS | European construction | EUROPEAN UNION

Summary This study presents an analysis of the implementation of the Creative Europe programme 2021-2027, with a specific focus on cultural diversity, innovation and European cohesion. The paper examines the transition from previous economic growth-centric approach to new objectives encompassing social cohesion, inclusion, gender equality and the potential of green industry. The paper further evaluates the programme's strengths and weaknesses, and provides actionable recommendations for improvement.

Study [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

Research for CULT Committee - EU funding programmes 2021-2027 in culture, media, education, youth and sports: first lessons, challenges and future perspectives: Erasmus+

Publication type Study

Date 11-09-2023

External author Malin CARLBERG, Laura TODARO, Michalina WACŁAW, Ilana ZEJERMAN

Policy area Culture | Education

Keyword cooperation in the field of education | cooperation policy | education | education | EDUCATION AND COMMUNICATIONS | education policy | EU budget | EU finance | EU programme | European construction | EUROPEAN UNION | INTERNATIONAL RELATIONS | organisation of teaching | social affairs | SOCIAL QUESTIONS | sport | student mobility | youth policy

Summary This study provides an overview of the implementation to date of the 2021-2027 Erasmus+ programme. It analyses the early programme implementation and provides a description of barriers identified. The main finding is that the programme implementation is progressing well overall, although improvements can be made to the 'Youth' part of the funding programme. Administrative shortcomings could also be addressed. The study concludes with a set of recommendations.

Study [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

Early implementation of four 2021-2027 EU programmes: Erasmus +, Creative Europe, European Solidarity Corps and Citizens, Equality, Rights and Values (Strand 3)

Publication type Study

Date 20-07-2023

Author BACIAN Izabela Cristina | EISELE Katharina

External author The introduction has been drawn up by Izabela Bacian and Dr Katharina Eisele from the Ex-post Evaluation Unit of the Directorate for Impact Assessment and Foresight, within the Directorate-General for Parliamentary Research Services (EPRS) of the Secretariat of the European Parliament.

The evaluation study: 'The early implementation of the 2021-2027 EU programmes: Erasmus +, Creative Europe, European Solidarity Corps and Citizens, Equality, Rights and Values Strand 3', which is an integral part of this European implementation assessment, has been written by Dr Sabine Zillmer, Bozhidar Ivanov, Dr Silke N. Haarich, Sandra Spule (Spatial Foresight), Nikolett Szolnoki, Malin Carlberg, Ilana Zejerman (VVA Brussels), Roland Gaugitsch (ÖIR) and Sylvia Amann (inforelais) – with management support by ÖIR (Dr Erich Dallhammer, Helene Gorny) and language editing by Sanja Brkanovic – at the request of the Ex-post Evaluation Unit of the Directorate for Impact Assessment and Foresight, within the Directorate-General for Parliamentary Research Services (EPRS) of the Secretariat of the European Parliament.

Policy area Culture | Education

Keyword civil rights | EU finance | EU financing | EU growth strategy | EU programme | European construction | EUROPEAN UNION | FINANCE | financial policy | free movement of capital | LAW | multiannual financial framework | rights and freedoms

Summary Ahead of their forthcoming mid-term evaluation, this study provides an initial evaluation of the implementation of the Erasmus +, Creative Europe, European Solidarity Corps, and Citizens, Equality, Rights and Values Strand 3 funding programmes since their launch in late 2021. The evaluation focuses primarily on their relevance, coherence and effectiveness, with a view to identifying challenges and shortcomings, but also to highlight good practices and potential for future development. The research shows that despite the impact of events such as the COVID-19 health crisis and the geopolitical situation, these programmes have been successfully launched and have demonstrated a high level of flexibility and resilience in a fast changing environment.

Study [EN](#)

Policy departments Monthly Highlights - July 2023

Publication type At a Glance

Date 04-07-2023

Author MANGINI ANNA | VERDINS Rudolfs

Policy area Budget | Budgetary Control | Culture | Democracy | Development and Humanitarian Aid | Education | Environment | Fisheries | Foreign Affairs | Global Governance | Human Rights | International Trade | Public international law | Security and Defence | Transport

Keyword agreement (EU) | air and space transport | air space | area of freedom, security and justice | drone | economic analysis | ECONOMICS | European construction | EUROPEAN UNION | freedom of the skies | human rights | international law | LAW | rights and freedoms | statistics | TRANSPORT

At a Glance [EN](#)

Guide to EU Funding - 2023 edition

Publication type Study

Date 16-06-2023

Author MARGARAS Vasileios | SZECHY BALAZS ANDRAS

Policy area Agriculture and Rural Development | Budget | Culture | Development and Humanitarian Aid | Education | Employment | Energy | Fisheries | Regional Development | Research Policy | Security and Defence | Tourism | Transport

Keyword BUSINESS AND COMPETITION | competition | competition policy | economic analysis | economic analysis | economic policy | ECONOMICS | EU finance | EUROPEAN UNION | executive power and public service | FINANCE | financing and investment | fund (EU) | INTERNATIONAL ORGANISATIONS | local government | non-governmental organisation | non-governmental organisations | POLITICS | project funding | regional authority | State aid

Summary The EU offers financial support to regional and local authorities, NGOs, businesses, professionals and citizens through a wide variety of funds. This 'Guide to EU funding' produced by the European Parliamentary Research Service provides easily accessible information on the full range of EU funding sources, conveniently grouped by area of action. The main funding themes of the guide are divided in subsections in order to facilitate research. A number of hyperlinks have been included in the text in order to make access to the source of funding information easier. A list of major potential beneficiaries is mentioned at the end of each section of the guide in order to facilitate the reader.

Study [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Research for CULT Committee - Cultural diversity and the conditions for authors in the European music streaming market: a bibliographical review

Publication type Briefing

Date 12-06-2023

External author Olivier RENARD (trainee); Kristiina MILT

Policy area Culture | Education

Keyword audiovisual document | broadcasting | communications | culture and religion | digital technology | documentation | EDUCATION AND COMMUNICATIONS | music | PRODUCTION, TECHNOLOGY AND RESEARCH | SOCIAL QUESTIONS | technology and technical regulations | transmission network

Summary Emerging alongside the rapid development of the internet and digital technologies that have particularly thrived over the past two decades, music streaming (and streaming in general) is a technology that offers unlimited access to a selected catalogue of audiovisual content via an online platform. The year 2006 is often seen as the starting date for music streaming, with the launch of the Swedish streaming platform Spotify, the current market leader. The technology, however, had already been developed long before and in reality does not result from 'one innovation but a collection of many' (Fagerjord, 2019). Since its origins, the legal streaming market has been transformed profoundly, especially in terms of its economics, generating satisfaction, concerns and criticism (Hesmondhalgh, 2022). Indeed, the overall 'systemic changes' from which streaming derives and to which it responds are not yet fully understood and have not been addressed beyond the common individual user-centred approach (Camilleri et al., 2020; Jansson, 2021). This is particularly important as streaming currently represents the bulk of music sales and is the second largest source of revenue for the music industry (Legrand Network, 2022; Lozic et al., 2022).

Briefing [EN](#)

Article 17 TFEU: Dialogue with churches, and religious and philosophical organisations

Publication type Briefing

Date 09-06-2023

Author PASIKOWSKA-SCHNASS Magdalena

Policy area Culture | Education

Keyword church-State relations | culture and religion | EMPLOYMENT AND WORKING CONDITIONS | EU institution | EU institutions and European civil service | EU strategy | European construction | EUROPEAN UNION | executive power and public service | internal law of religions | labour law and labour relations | LAW | POLITICS | religious institution | social dialogue (EU) | SOCIAL QUESTIONS | sources and branches of the law

Summary The EU institutions engage in regular structured dialogue with representatives of churches, and religious, non-confessional and philosophical organisations, on the basis of Article 17 of the Treaty on the Functioning of the European Union (TFEU). This dialogue, which takes the form of high-level meetings or working-level discussions, is focused on policy issues on the European agenda. It traces its origins to earlier initiatives, such as that launched in 1994 by Jacques Delors – 'A soul for Europe' – which aimed to find ways to build an ethical, moral and spiritual dimension into European integration and policy-shaping. The draft Constitutional Treaty of 2004 included provisions on regular, open and transparent dialogue between EU institutions, and representatives of churches and religious communities, and of non-confessional or philosophical communities. Although the Constitutional Treaty was rejected in referendums in France and the Netherlands, its successor, the Lisbon Treaty, adopted in 2007 and in force since December 2009, preserved the same provisions in its Article 17 TFEU. The European Parliament has long stressed the importance of constant dialogue among, and with, religious and non-confessional and philosophical communities. Following the entry into force of the Lisbon Treaty, it sought to give substance to the provisions of Article 17 TFEU, primarily by organising dialogue on subjects of interest for the EU and its citizens. The European Commission and the Council are also bound by Article 17 TFEU provisions. This is a further updated version of a briefing first published in 2018. The previous edition was issued in April 2022.

Briefing [EN](#), [FR](#)

Education and Vocational Training

Publication type EU Fact Sheets

Date 08-06-2023

Author MILT Kristiina | RENARD OLIVIER YVES ALAIN

Policy area Education

Summary In accordance with the subsidiarity principle, primary responsibility for education and training policies lies with the Member States, with the European Union having only a supporting role. However, a number of challenges are common to all Member States – ageing societies, skill deficits in the workforce, global competition and early childhood education – and thus call for joint responses, with countries working together and learning from each other[1].

EU Fact Sheets [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [GA](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Higher education

Publication type EU Fact Sheets

Date 30-05-2023

Author MILT Kristiina | RENARD OLIVIER YVES ALAIN

Policy area Education

Summary In accordance with the subsidiarity principle, higher education policies are decided at the level of the individual Member States. The role of the EU is therefore mainly a supporting and coordinating one. The main objectives of Union action in the field of higher education include encouraging mobility of students and staff, fostering mutual recognition of diplomas and periods of study, and promoting cooperation between higher education institutions.

EU Fact Sheets [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [GA](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Language policy

Publication type EU Fact Sheets

Date 26-05-2023

Author MILT Kristiina | RENARD OLIVIER YVES ALAIN

Policy area Culture | Education

Summary As part of its efforts to promote mobility and intercultural understanding, the European Union (EU) has designated language learning as an important priority, and funds numerous programmes and projects in this area. Multilingualism, in the EU's view, is an important element of Europe's competitiveness. One of the objectives of the EU's language policy is therefore for every EU citizen to master two other languages in addition to their mother tongue.

EU Fact Sheets [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [GA](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Youth

Publication type EU Fact Sheets

Date 26-05-2023

Author MILT Kristiina | RENARD OLIVIER YVES ALAIN

Policy area Education | Social Policy

Summary Youth is a national policy area, so EU-level harmonisation is not possible. The EU therefore can only play a supporting role. Key Action 1 of the Erasmus+ programme about mobility for individuals encourages exchanges of young people within the EU and with third countries. Over the past few years, the European Union has strengthened its policies towards young people, as illustrated by the European Solidarity Corps initiative and the DiscoverEU project.

EU Fact Sheets [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [GA](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Research for CULT Committee - European Media Freedom Act: Policy Recommendations Concomitant expertise for legislative report

Publication type Briefing

Date 04-05-2023

External author Institute of European Media Law (EMR): Mark D. COLE, Christina ETTELDORF

Policy area Culture | Education

Keyword area of freedom, security and justice | communications | digital content | digital distribution | EDUCATION AND COMMUNICATIONS | European construction | EUROPEAN UNION | freedom of the press | human rights | LAW | marketing | mass media | PRODUCTION, TECHNOLOGY AND RESEARCH | rights and freedoms | technology and technical regulations | TRADE

Summary The following policy recommendations supplement the background analysis that was prepared for the European Parliament's Committee on Culture and Education (CULT committee) on the "European Media Freedom Act (EMFA) – Background Analysis". The Proposal for a Regulation of the European Parliament and of the Council establishing a common framework for media services in the internal market (European Media Freedom Act) and amending Directive 2010/13/EU ('EMFA') was published on 16 September 2022 and accompanied by the Commission Recommendation (EU) 2022/1634 on internal safeguards for editorial independence and ownership transparency in the media sector.

Briefing [EN](#)

[How language skills make a difference](#)

Publication type [At a Glance](#)

Date 28-04-2023

Author [BINDER Krisztina](#)

Policy area [Education](#)

Keyword [cultural heritage](#) | [culture and religion](#) | [education](#) | [EDUCATION AND COMMUNICATIONS](#) | [humanities](#) | [linguistic group](#) | [minority language](#) | [POLITICS](#) | [politics and public safety](#) | [regional language](#) | [SCIENCE](#) | [secondary education](#) | [social framework](#) | [SOCIAL QUESTIONS](#) | [teaching](#) | [teaching quality](#) | [use of languages](#)

Summary The EU currently has 24 official languages, but the European linguistic landscape is much broader, including a number of regional and minority languages and those introduced by migrant populations. Respecting linguistic diversity is one of the EU's core principles, and supporting language learning has been a constant EU priority. Promoting language learning is also key to achieving a European education area by 2025, with quality education for all. To support this vision, the EU advocates that young people should acquire, by the end of upper secondary education, proficiency in two languages in addition to their language of schooling. Multilingualism is considered a key competence to be developed from an early age and throughout life.

[At a Glance](#) [EN](#)

[Research for CULT Committee - European Media Freedom Act - Background Analysis.](#)

Publication type [Study](#)

Date 20-04-2023

External author [Institute of European Media Law \(EMR\): Mark D. COLE, Christina ETTELDORF](#)

Policy area [Culture](#) | [Education](#)

Keyword [area of freedom, security and justice](#) | [communications](#) | [EDUCATION AND COMMUNICATIONS](#) | [European construction](#) | [EUROPEAN UNION](#) | [European Union law](#) | [freedom of the press](#) | [LAW](#) | [mass media](#) | [principle of proportionality](#) | [principle of subsidiarity](#) | [regulation \(EU\)](#) | [rights and freedoms](#) | [social media](#)

Summary This background analysis focusses on relevant issues to be taken into account in the discussions on the Proposal for a European Media Freedom Act (EMFA), especially from a media law perspective. Dealing with questions on the appropriate legal basis and coherence with the existing regulatory framework, as well as selected substantive issues and the proposed institutional structures, the analysis highlights possible shortcomings regarding practical impact and enforcement that should be addressed.

[Study](#) [EN](#)

[Executive summary](#) [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

[How academic freedom is monitored - Overview of methods and procedures](#)

Publication type [Study](#)

Date 22-03-2023

External author This study has been completed by Gergely Kováts (Corvinus University of Budapest, Hungary) and Zoltán Rónay (Eötvös Loránd University, Budapest, Hungary) at the request of the Panel for the Future of Science and Technology (STOA) and managed by the Scientific Foresight Unit, within the Directorate-General for Parliamentary Research Services (EPRS) of the Secretariat of the European Parliament.

Policy area [Education](#) | [Research Policy](#)

Keyword [academic freedom](#) | [area of freedom, security and justice](#) | [EDUCATION AND COMMUNICATIONS](#) | [educational system](#) | [European construction](#) | [EUROPEAN UNION](#) | [freedom of self-determination](#) | [higher education](#) | [human rights](#) | [international affairs](#) | [international agreement](#) | [INTERNATIONAL RELATIONS](#) | [LAW](#) | [organisation of teaching](#) | [personal development](#) | [rights and freedoms](#) | [social affairs](#) | [SOCIAL QUESTIONS](#) | [teaching](#) | [university](#)

Summary In recent years, there has been renewed interest in the true degree of academic freedom around the world despite international declarations, and constitutional and legal protection. This study aims to support the European Parliament's STOA Panel in developing a procedure to monitor developments in academic freedom in the EU Member States. The study provides an overview of the interpretation of academic freedom in different international declarations, and offers a critical assessment of existing evaluation and monitoring methods and procedures.

[Study](#) [EN](#)

[Annex 1](#) [EN](#)

[Research for CULT Committee - Protecting cultural heritage from armed conflicts in Ukraine and beyond](#)

Publication type [Study](#)

Date [21-03-2023](#)

External author [Evelien CAMPFENS](#), [Andrzej JAKUBOWSKI](#), [Kristin HAUSLER](#) & [Elke SELTER](#).
With a contribution of : [Kateryna BUSOL](#), [Elmira ABLIALIMOVA-CHYIHOZ](#), [Dmytro KOVAL](#) & [Denys YASHNYI](#)

Policy area [Culture](#) | [Education](#)

Keyword [common foreign and security policy](#) | [cultural heritage](#) | [culture and religion](#) | [economic geography](#) | [Europe](#) | [European construction](#) | [EUROPEAN UNION](#) | [GEOGRAPHY](#) | [heritage protection](#) | [international conflict](#) | [international law](#) | [international law](#) | [INTERNATIONAL RELATIONS](#) | [international security](#) | [LAW](#) | [political geography](#) | [Russia](#) | [Russo-Ukrainian issue](#) | [SOCIAL QUESTIONS](#) | [Ukraine](#)

Summary This study examines how cultural heritage can be better protected from the effects of armed conflicts, in Ukraine and beyond. It includes an analysis of the applicable international law and policy frameworks and the practice of key international actors in Ukraine, as well as in past conflicts. It concludes with a set of specific recommendations to the EU and its Member States to strengthen the protection of cultural heritage from the effects of armed conflicts, now and in the future.

[Study](#) [EN](#)

[Executive summary](#) [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

[Progress on the European Commission's 2021-2027 digital education action plan](#)

Publication type [Briefing](#)

Date [16-03-2023](#)

Author [BINDER Krisztina](#)

Policy area [Education](#)

Keyword [action programme](#) | [artificial intelligence](#) | [BUSINESS AND COMPETITION](#) | [digital divide](#) | [digital literacy](#) | [digital technology](#) | [distance learning](#) | [education](#) | [education](#) | [EDUCATION AND COMMUNICATIONS](#) | [educational system](#) | [EU strategy](#) | [European construction](#) | [EUROPEAN UNION](#) | [information and information processing](#) | [management](#) | [organisation of teaching](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [technological change](#) | [technology and technical regulations](#)

Summary In a rapidly changing and increasingly digital world, the COVID-19 pandemic has further increased the need to develop the use of technology in education and training. Appropriate skills and competences, as well as digital infrastructure and equipment, are key in this regard. When adapting education to the digital age, ensuring equity and inclusion is crucial, too. The 2021-2027 digital education action plan (DEAP), the European Commission's flagship initiative adopted in September 2020, calls for high-quality, inclusive and accessible digital education supported by reinforced cooperation and exchange at EU level. The two strategic priorities set out in the plan are the development of a high-performing digital education ecosystem and the strengthening of citizens' digital skills and competences. Several actions were put forward to support these priorities. Implementation of each of these actions is already on track or completed. For instance, the Council adopted its recommendation on blended learning approaches in November 2021, and the Commission published ethical guidelines on the use of artificial intelligence and data in teaching and learning for educators in October 2022. In the second quarter of 2023, the Commission is expected to present proposals for two Council recommendations, namely on the enabling factors for digital education and on improving the provision of digital skills in education and training. In 2024, the Commission is due to carry out a comprehensive review to evaluate the DEAP's outreach and impact and, if necessary, propose additional measures or modifications. In its March 2021 resolution on shaping digital education policy, the European Parliament acknowledged the DEAP's extended scope and ambition. At the same time, it urged that digital transition funds be used to increase education systems' digital capacity, and stressed the need to close the digital divide and ensure quality digital education based on a lifelong learning approach. According to Parliament, financial support for teachers' professional development is also crucial.

[Briefing](#) [EN](#)

[Workshop on long COVID - Workshop Proceedings](#)

Publication type [Study](#)

Date [01-03-2023](#)

External author [Maxime MOULAC](#), [Milieu Consulting SRL](#).

Policy area [Coronavirus](#) | [Education](#) | [Employment](#) | [Ex-ante Impact Assessment](#) | [Gender Issues, Equality and Diversity](#) | [Public Health](#) | [Research Policy](#) | [Social Policy](#)

Keyword [coronavirus disease](#) | [documentation](#) | [economic analysis](#) | [economic consequence](#) | [ECONOMICS](#) | [EDUCATION AND COMMUNICATIONS](#) | [epidemic](#) | [health](#) | [publication](#) | [SOCIAL QUESTIONS](#) | [therapeutics](#) | [vaccination](#) | [vaccine](#)

Summary These proceedings summarise the presentations and discussions of the workshop on 'long COVID' organised for the European Parliament's Special Committee on the COVID-19 pandemic on 9 March 2023. The six presentations touched, inter alia, upon the current state of knowledge on the disease's clinical profile, potential causes and underlying mechanisms, impacts on patients and society, and lessons to be learned from post-acute infection syndromes and chronic diseases. The speakers and Members could discuss the urgent actions and financial support needed from the EU to close gaps in scientific knowledge, to raise awareness on long COVID, and to develop treatments which could improve patients' condition.

[Study](#) [EN](#)

[Executive summary](#) [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

[Briefing for a delegation of the Committee on Women's Rights and Gender Equality to New York and Washington, D.C. - 5-11 March 2023](#)

Publication type [Briefing](#)

Date 01-03-2023

Author SCHONARD Martina

Policy area Economics and Monetary Issues | Education | Gender Issues, Equality and Diversity

Keyword communications | demography and population | digital divide | digital literacy | Ecosoc | EDUCATION AND COMMUNICATIONS | gender equality | information and information processing | innovation | INTERNATIONAL ORGANISATIONS | Internet | LAW | position of women | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | rights and freedoms | social affairs | SOCIAL QUESTIONS | technological change | technology and technical regulations | United Nations | woman | women's rights

Summary This Briefing, written by the European Parliament's Policy Department for Citizens' Rights and Constitutional Affairs at the request of the FEMM Committee, provides background information for the FEMM Delegation to New York and Washington, D.C. scheduled from 5 to 11 March 2023. It includes information on the Commission on the Status of Women (CSW), a functional commission of the United Nations Economic and Social Council (ECOSOC) and the principal global intergovernmental body exclusively dedicated to the promotion of gender equality and the empowerment of women. It focuses on the priority theme of its 2023 annual two-week session (6-17 March 2023): 'Innovation and technological change, and education in the digital age for achieving gender equality and the empowerment of all women and girls'.

[Briefing](#) [EN](#)

[Research for CULT Committee - The influence of social media on the development of children and young people](#)

Publication type [Study](#)

Date 15-02-2023

External author Prof. dr. Brian O'NEILL, Brian O'Neill Research

Policy area Culture | Education

Keyword child protection | communications | demography and population | digital content | digital distribution | EDUCATION AND COMMUNICATIONS | marketing | PRODUCTION, TECHNOLOGY AND RESEARCH | social affairs | social media | SOCIAL QUESTIONS | technology and technical regulations | TRADE | young person

Summary This study examines research on the impact of pervasive social media use on children's and young people's development. Acknowledging the many benefits children gain from being connected through social media, this study focuses on problematic use and the potential harm that may arise from content, contact, conduct and contract risks. Solutions are considered in light of EU policy and regulatory developments with particular reference to ensuring that children are protected, safe and empowered when they go online.

[Study](#) [EN](#)

[Executive summary](#) [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

[Research for CULT Committee - Influence of social media on the development of children and young people](#)

Publication type [At a Glance](#)

Date 01-02-2023

External author Brian O'Neill

Policy area Culture | Education

Keyword area of freedom, security and justice | child | civics | communications | demography and population | digital literacy | digital technology | education | education | EDUCATION AND COMMUNICATIONS | European construction | EUROPEAN UNION | family | information and information processing | PRODUCTION, TECHNOLOGY AND RESEARCH | rights of access | social framework | social impact | social media | SOCIAL QUESTIONS | teaching | technology and technical regulations

Summary This At a glance note summarises the study examining research on the impact of pervasive social media use on children's and young people's development. Acknowledging the many benefits children gain from being connected through social media, this study focuses on problematic use and the potential harm that may arise from content, contact, conduct and contract risks. Solutions are considered in light of EU policy and regulatory developments with particular reference to ensuring that children are protected, safe and empowered when they go online.

[At a Glance](#) [EN](#)

[Intersectional evaluation of the impact of the COVID-19 pandemic on different groups](#)

Publication type Study

Date 01-02-2023

External author Hana ŠPÁNIKOVÁ, Maxime MOULAC, Panagiota PAVLOU, Laura VONA, and Linus SIÖLAND; Milieu Consulting SRL

Policy area Consumer Protection | Coronavirus | Education | Employment | Evaluation of Law and Policy in Practice | Gender Issues, Equality and Diversity

Keyword coronavirus disease | economic analysis | ECONOMICS | epidemic | gender equality | health | impact study | LAW | rights and freedoms | sexual discrimination | SOCIAL QUESTIONS | vaccination | vaccine

Summary This study examines the intersections between COVID-19, mental health and socioeconomic stressors in the lives of adolescents and young people, the impact of COVID-19 measures, including lockdowns, on children and vulnerable people, and efforts to tackle violence against women and domestic violence in Europe during the COVID-19 pandemic. This document was provided by the Policy Department for Economic, Scientific and Quality of Life Policies at the request of the Special Committee on the COVID-19 pandemic: lessons learned and recommendations for the future (COVI).

Study [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

[Research for CULT Committee - The European Universities Initiative: first lessons, main challenges and perspectives](#)

Publication type At a Glance

Date 18-01-2023

External author University of Twente-CHEPS: Daniela CRACIUN, Frans KAISER, Andrea KOTTMANN, Barend van der MEULEN
Expert support: 3s, Milica POPOVIC, Stefan HUMPL

Policy area Culture | Education

Keyword economic analysis | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education policy | EMPLOYMENT AND WORKING CONDITIONS | EU institutions and European civil service | EUROPEAN UNION | evaluation method | executive agency | forward studies | organisation of work and working conditions | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | teaching | university | university research | work study

Summary This At a glance note summarises the study evaluating the selection procedures and assesses the experiences of the first years of the European Universities Initiative started in 2019. Since then, 44 European Universities alliances were created, with 340 participating higher education institutions. The study also drafts three scenarios to map future developments. Recommendations to the EP aim to strengthen the sustainability of the EUAs, create better regulatory conditions and improve the learning processes.

At a Glance [EN](#)

[Research for CULT Committee - The European Universities Initiative: first lessons, main challenges and perspectives.](#)

Publication type Study

Date 16-01-2023

External author Daniela CRACIUN, Frans KAISER, Andrea KOTTMANN, Barend van der MEULEN
Milica POPOVIC, Stefan HUMPL

Policy area Culture | Education

Keyword assistance in training | comparative education | cooperation policy | education | EDUCATION AND COMMUNICATIONS | education statistics | educational institution | educational reform | employment | EMPLOYMENT AND WORKING CONDITIONS | INTERNATIONAL RELATIONS | organisation of teaching | public education | teaching | teaching quality | university | updating of skills

Summary In 2019 the European Universities Initiative started. Since then, 44 European Universities alliances were created, with 340 participating higher education institutions. This study evaluates the selection procedures and assesses the experiences of the first years. It also drafts three scenarios to map future developments. Recommendations to the EP aim to strengthen the sustainability of the EUAs, create better regulatory conditions and improve the learning processes.

Study [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

Taking stock of progress towards the European education area

Publication type Briefing

Date 11-01-2023

Author BINDER Krisztina

Policy area Education

Keyword civics | economic planning | economic policy | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education policy | EU strategy | European construction | European Economic Area | EUROPEAN UNION | globalisation | higher education | social affairs | social integration | SOCIAL QUESTIONS | teaching

Summary The European education area (EEA) is about promoting cooperation among European Union (EU) Member States to build more resilient and inclusive national education and training systems. The aim is also to improve access to quality education and lifelong learning for all across the EU. EU leaders first endorsed the vision for a European education area at the Gothenburg Social Summit in 2017. Following the first initiatives, the overall approach to forming the EEA by 2025 was outlined in a 2020 European Commission communication and two 2021 Council of the EU resolutions. On 18 November 2022, the Commission adopted its progress report on the achievement of the EEA by 2025. The report highlights the first results of the implementation of actions and reforms and points to some positive trends in education, such as the decreasing number of early school leavers and the rising tertiary educational attainment rate. It is estimated that overall EU spending on education and skills will triple between 2021 and 2027 compared to the previous budget period. However, warning signs suggest that more far-reaching, longer-term, efforts are needed to address inequalities in and improve the quality of education and training. A mid-term review process informed by the Commission's 2022 progress report will take place in 2023. In this context, an event with the European Parliament has also been scheduled. The Commission is expected to publish a comprehensive report on the achievement of the EEA in 2025. While in its November 2021 resolution, Parliament expressed its belief that the EEA could and should play a unique role in improving access to and quality of education, it also underlined the need for a more holistic approach and suggested clear priorities and achievable targets for the actions. In its May 2022 resolution, Parliament welcomed the Commission proposals to develop a European approach to micro-credentials, individual learning accounts and learning for environmental sustainability as a step towards the EEA. These initiatives are considered an opportunity to make the possible benefits of the EEA more visible to European citizens.

Briefing [EN](#)

Digital in education and skills - Pre-legislative synthesis of national, regional and local positions on the European Commission's initiative

Publication type Briefing

Date 16-12-2022

Author GUEDES FERREIRA VASCO NUNO | MARGARAS Vasileios

Policy area Education | Regional Development

Keyword digital divide | digital literacy | digital transformation | distance learning | education | EDUCATION AND COMMUNICATIONS | education policy | EUROPEAN UNION | European Union law | information and information processing | learning | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | proposal (EU) | technology and technical regulations

Summary This briefing offers a pre-legislative synthesis of the positions of national, regional and local governmental organisations on the European Commission's forthcoming initiative, 'digital in education and skills'. It forms part of an EPRS series offering a summary of the pre-legislative state of play and advance consultation on a range of key European Commission priorities during its 5 year term in office. It seeks to present the current state of affairs, examine how existing policy is working on the ground, and identify best practice and ideas for the future on the part of governmental organisations at all levels of the European system of multilevel governance. EPRS analysis of the positions of partner organisations at European Union (EU), national, regional and local levels suggests that they would like the following main considerations to be reflected in the discussion on the forthcoming European initiative on 'digital in education and skills'. * As part of the digitalisation of education and skills, a number of innovative learning tools and platforms have been devised in many European States and regions. Still the search to improve the digital experience in skills education through better provision of online services and material is ongoing. Digital skills innovation and the creation of new online material is necessary in order to avoid 'digital fatigue'. * Issues of digital divide arise in terms of age, gender, disability, social strata, wealth and ethnic background. These divisions require attention and action as they create a two-tier society and cause further social exclusion. * The digital divide also has a territorial element. Certain EU regions with particular geographic characteristics, such as peripheral, insular and cross-border areas, and mountainous and depopulated regions are lagging behind in both broadband provision and digital skills development. The growing digital divide between urban and rural areas is another challenge. * A lack of qualified personnel with digital skills remains a hindrance to further digitalisation. Additional resources need to be invested in various sectors to train IT personnel, and school and university staff, to create new teaching material and online platforms. It is important to promote broadband connectivity, train all sections of the population and provide vocational training. * The EU has an important role generating policies and developing strategies in digital affairs. EU funds also contribute significantly to the development of the digital dimension in education and skills.

Briefing [EN](#)

Developing graduate tracking at European level

Publication type Briefing

Date 29-11-2022

Author BINDER Krisztina

Policy area Education

Keyword cooperation in the field of education | cooperation policy | data collection | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | European construction | European Economic Area | EUROPEAN UNION | higher education | information technology and data processing | INTERNATIONAL RELATIONS | teaching | vocational education | vocational training

Summary Adequate skills and competencies ensure that individuals can successfully navigate today's rapidly changing employment environment. Moreover, a skilled workforce enhances innovation and business competitiveness and, ultimately, the sustainable growth and resilience of the European economy. Feedback on graduate education and career pathways can help to monitor policy-making and practice in education and training, and identify areas for transformation, thus enhancing the relevance of graduates' skills and competencies. This in turn can improve their integration into the job market and society, and the management of existing and potential skills gaps and mismatches. The Council Recommendation of 20 November 2017 on tracking graduates invited the Member States and the European Commission to explore common approaches to collecting and analysing tracking data, and for increasing the comparability of information on graduates from higher and vocational education and training. By achieving coordinated and comprehensive data collection, tracking at European level would enrich the analysis of graduate outcomes made nationally with a comparative dimension. To achieve the objectives of the 2017 Council Recommendation, a number of steps were taken within the context of the European Commission's European Graduate Tracking Initiative, which aims to obtain data comparability and enhance the quality of national graduate tracking measures across the European Education Area. A key milestone on the way to attaining the initiative's goals was the launch of the European Graduate Tracking Network in May 2022. In 2023, the European Commission will provide a comprehensive overview on the progress made in implementing the 2017 Council Recommendation. It expects graduate tracking to be used at European level by 2025.

Briefing [EN](#)

Research for CULT Committee - Implementation of the revised Audiovisual Media Services Directive - Background Analysis of the main aspects of the 2018 AVMSD revision

Publication type Study

Date 22-11-2022

External author INSTITUT FÜR EUROPÄISCHES MEDIENRECHT: Mark D. COLE, Christina ETTELDORF

Policy area Culture | Education

Keyword designation of origin | directive (EU) | economic and social cohesion | European construction | EUROPEAN UNION | European Union law | generalised preferences | interim agreement (EU) | marketing | national implementing measure | TRADE | trade policy

Summary This Background Analysis covers the main novelties and changes that came with the revision of the AVMSD by Directive (EU) 2018/1808. It presents implementation issues concerning the application of the country-of-origin principle, new rules on VSPs as well as for the promotion of European works and discusses questions of coherency and consistency of the regulatory framework before closing with an overview of further relevant aspects.

Study [EN](#)

Research for CULT Committee - The Implementation and Future of the revised Audiovisual Media Services Directive: Policy Recommendations

Publication type Briefing

Date 22-11-2022

External author Mark D. COLE, Christina ETTELDORF

Policy area Culture | Education

Keyword area of freedom, security and justice | audiovisual equipment | audiovisual industry | audiovisual production | cloud computing | communications | directive (EU) | documentation | EDUCATION AND COMMUNICATIONS | European construction | EUROPEAN UNION | European Union law | information technology and data processing | market stabilisation | monitoring report | PRODUCTION, TECHNOLOGY AND RESEARCH | smart technology | technology and technical regulations | TRADE | trade policy | video surveillance

Summary The following policy recommendations supplement the Background Analysis that was prepared for the European Parliament's Committee on Culture and Education (CULT committee) on the "Implementation of the revised Audiovisual Media Services Directive – Background Analysis of the main aspects of the 2018 AVMSD revision". In view of the integration of the revised Audiovisual Media Services Directive (Directive 2010/13/EU; AVMSD) by Directive (EU) 2018/1808 in the national legislative frameworks by transposition as well as the actual implementation in the work of the competent national regulatory authorities dealing with the application of the relevant rules, a stocktaking two years after the end of the transposition period is necessary. The CULT Committee has therefore decided to present an initiative report on the implementation. However, as has been highlighted – and rightly criticised – on numerous occasions, the transposition of the innovative and new solutions as laid down in Directive (EU) 2018/1808 is suffering from the delay in aligning the national laws in most Member States and specifically the still outstanding transposition in Ireland.

Briefing [EN](#)

[Research for CULT Committee - The European Union's approach to multilingualism in its own communication policy](#)

Publication type Study

Date 26-10-2022

External author Project leader: Dr. Carlos MENDEZ (European Policies Research Centre (EPRC Delft and Glasgow, University of Strathclyde)
Project team: Dr. Michele GAZZOLA, Prof. Laure CLEMENT-WILZ, Dr. Vasiliki TRIGA, Dr. Fernando MENDEZ, Dr. Costas DJOUVAS, Antonis CHARAMBOULOS, Prof. John BACHTLER

Policy area Culture | Education

Keyword communications | communications policy | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | humanities | Internet site | language policy | language skills | POLITICS | politics and public safety | SCIENCE | use of languages

Summary This study assesses the EU's approach to multilingualism in its communications policy. An innovative mixed methods approach is used to investigate compliance with multilingualism obligations and the language regimes and practices of EU institutions, bodies and agencies, especially on EU websites. The fit with the linguistic skills of EU27 residents is also investigated. Policy recommendations are provided to enhance the transparency and accessibility of EU communication policy taking account of feasibility constraints.

Study [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

[What if everyone spoke the same language?](#)

Publication type At a Glance

Date 06-10-2022

Author ANTUNES LUISA

Policy area Culture | Democracy | Education | Forward Planning | Gender Issues, Equality and Diversity | Human Rights | Research Policy | Social Policy

Keyword communication skills | communications | cultural heritage | culture and religion | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | foreign language | humanities | language | language policy | linguistic group | mass communications | SCIENCE | social framework | SOCIAL QUESTIONS | teaching

Summary One language disappears every two weeks, and up to 90 % of existing languages could be gone by the turn of the century. Globalisation, social and economic pressures and political options can determine whether a language survives. Multilingualism is a cornerstone of the European project, with 24 official and 60 minority languages. In a digital era, ensuring digital language equality can help preserve linguistic diversity.

At a Glance [EN](#)

Multimedia [What if everyone spoke the same language?](#)

[The eight edition of the European Week of Sport](#)

Publication type At a Glance

Date 22-09-2022

Author LAANINEN Tarja

Policy area Culture | Education

Keyword coronavirus disease | demography and population | epidemic | health | mental health | social affairs | SOCIAL QUESTIONS | sport | young person

Summary After two autumns of restrictive measures during the coronavirus pandemic, this year's event can be enjoyed with more freedom. The annual European Week of Sport (23-30 September) opens on 23 September in Prague, Czechia. The Week is an initiative of the European Commission to promote sport and physical activity across Europe with the slogan #BeActive. The aim is to #BeActive during the Week, but also to stay active throughout the rest of the year.

At a Glance [EN](#)

[PETI Fact-finding visit to Poland - 19-21 September 2022](#)

Publication type Briefing

Date 31-08-2022

Author HEEZEN JOHANNES | MAZZINI MARTINA

Policy area Education | Environment | Gender Issues, Equality and Diversity | Petitions to the European Parliament

Keyword access to education | AGRICULTURE, FORESTRY AND FISHERIES | countryside conservation | economic geography | education | education | EDUCATION AND COMMUNICATIONS | ENVIRONMENT | environmental policy | EU environmental policy | Europe | forest | forestry | GEOGRAPHY | parliament | petition | Poland | political geography | POLITICS | social affairs | social integration | SOCIAL QUESTIONS | special education | teaching

Summary This Briefing, written by the European Parliament's Policy Department for Citizens' Rights and Constitutional Affairs at the request of the PETI Committee, provides background information for the PETI Fact-finding visit to Poland scheduled from 19 to 21 September 2022. It investigates two main issues that were subject to specific petitions, namely the case of the Białowieża primeval forest (Petitions 0805/2017, 0812/2017 and 0623/2018) and the education of young persons and children with special educational needs in Poland (Petitions 0956/2018 and 1186/2018).

Briefing [EN](#)

[Young people in the EU: Fit for the digital age](#)

Publication type At a Glance

Date 11-07-2022

Author KATSAROVA Ivana

Policy area Education

Keyword communications | control of communications | demography and population | digital literacy | distance learning | education | EDUCATION AND COMMUNICATIONS | EMPLOYMENT AND WORKING CONDITIONS | information and information processing | Internet | job application | labour market | SOCIAL QUESTIONS | young person

Summary In 2021, 95 % of young Europeans aged 16-29 years reported using the internet every day. However, the share of young people with basic or above basic digital skills ranges from 93 % in Finland, 92 % in Malta, 89 % in Croatia and 87 % in Greece and the Netherlands, to just 49 % in Bulgaria and 46 % in Romania, with the EU average standing at 71 %. Some 76 % of all young people reported that they had performed basic computer tasks such as copying or moving a file or a folder, while slightly lower shares had downloaded or installed software or applications (70 %). However, more technical skills, such as writing code in a programming language, were much less widespread, as just 13 % of young people declared having ever done so, although this was more than twice the share recorded for the adult population (6 %).

[At a Glance](#) [EN](#)

[Policy Departments' Monthly Highlights - July 2022](#)

Publication type At a Glance

Date 30-06-2022

Policy area Budget | Budgetary Control | Democracy | Economics and Monetary Issues | Education | Environment | EU Democracy, Institutional and Parliamentary Law | Fisheries | Human Rights | Transport

Keyword common foreign and security policy | criminal law | economic analysis | economic consequence | ECONOMICS | EDUCATION AND COMMUNICATIONS | educational system | EU institutions and European civil service | European Central Bank | European construction | EUROPEAN UNION | executive power and public service | fight against crime | FINANCE | governance | human rights | INTERNATIONAL RELATIONS | international security | LAW | monetary economics | organisation of teaching | POLITICS | rights and freedoms | Russo-Ukrainian issue | single monetary policy | slavery | social affairs | SOCIAL QUESTIONS | tax offence

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

[At a Glance](#) [EN](#)

['This is Europe' debate in the European Parliament: Speech by Andrej Plenković, Prime Minister of Croatia, on 22 June 2022](#)

Publication type At a Glance

Date 28-06-2022

Author DRACHENBERG Ralf

Policy area Adoption of Legislation by EP and Council | Agriculture and Rural Development | Area of Freedom, Security and Justice | Budget | Budgetary Control | Competition law and regulation | Consumer Protection | Contract Law, Commercial Law and Company Law | Coronavirus | Culture | Democracy | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts | European Added Value | European Semester | Evaluation of Law and Policy in Practice | Ex-ante Impact Assessment | Financial and Banking Issues | Fisheries | Food Safety | Foreign Affairs | Forward Planning | Gender Issues, Equality and Diversity | Global Governance | Human Rights | Industry | Intellectual Property Law | Internal Market and Customs Union | International Trade | Petitions to the European Parliament | Private international law and judicial cooperation in civil matters | Public Health | Public international law | Regional Development | Research Policy | Security and Defence | Social Policy | Taxation | Tourism | Transport | Transposition and Implementation of Law

Keyword Croatia | economic geography | EU candidate countries | Europe | European conference | European construction | European integration | EUROPEAN UNION | executive power and public service | GEOGRAPHY | head of government | health | international affairs | INTERNATIONAL RELATIONS | international security | military intervention | political geography | POLITICS | public health | Russia | SOCIAL QUESTIONS | Ukraine | Western Balkans

Summary 'This is Europe' – an initiative proposed by the President of the European Parliament, Roberta Metsola – consists of a series of debates with EU leaders to discuss their visions for the future of the European Union. On 22 June, the Prime Minister of Croatia, Andrej Plenković, was the third EU leader to address the Parliament since its Conference of Presidents endorsed the initiative on 28 April. Mr Plenković considered Croatia to be at the centre of EU integration and expressed his support for more shared competences in the area of health cooperation as well as for EU enlargement to Ukraine, Moldova, Georgia and the Western Balkans, especially Bosnia and Herzegovina.

[At a Glance](#) [EN](#)

[Research for CULT Committee - The European Schools system: State of Play, Challenges and Perspectives.](#)

Publication type At a Glance

Date 21-06-2022

Author ISKRA Katarzyna Anna | OSTANSKA KINGA

External author Simonas GAUŠAS (lead), Ildar DAMINOV, Elžbieta JAŠINSKAITĖ, Diana ČOP, Ilze MILEIKO, Greta GUDAUSKAITĖ, Dr. Sandra LEATON GRAY, Dr. Stefanie PUKALLUS, John BULWER

Policy area Culture | Education

Keyword education | education | EDUCATION AND COMMUNICATIONS | educational system | language teaching | organisation of teaching | teacher | teacher training | teaching | teaching | teaching method | teaching quality

Summary This At a glance note summarises the study on The European Schools system: State of Play, Challenges and Perspectives. The study examines the progress that the European Schools System has made during the past decade and overviews its state of affairs as of 2022. The educational dimension of the study focuses on questions related to teaching and learning, while the operational one concentrates on the administrative and managerial sides of the system. The study pinpoints the key challenges that the system currently faces and provides tailored recommendations on how to overcome them.

[At a Glance](#) [EN](#)

['This is Europe' debate in the European Parliament: Speech by Micheál Martin, Taoiseach of Ireland, 8 June 2022](#)

Publication type At a Glance

Date 15-06-2022

Author DRACHENBERG Ralf

Policy area Adoption of Legislation by EP and Council | Agriculture and Rural Development | Area of Freedom, Security and Justice | Budget | Budgetary Control | Competition law and regulation | Consumer Protection | Contract Law, Commercial Law and Company Law | Coronavirus | Culture | Democracy | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts | European Added Value | European Semester | Evaluation of Law and Policy in Practice | Ex-ante Impact Assessment | Financial and Banking Issues | Fisheries | Food Safety | Foreign Affairs | Forward Planning | Gender Issues, Equality and Diversity | Global Governance | Human Rights | Industry | Intellectual Property Law | Internal Market and Customs Union | International Trade | Petitions to the European Parliament | Private international law and judicial cooperation in civil matters | Public Health | Public international law | Regional Development | Research Policy | Security and Defence | Social Policy | Taxation | Tourism | Transport | Transposition and Implementation of Law

Keyword accession to the European Union | economic geography | EU restrictive measure | Europe | European conference | European construction | European integration | EUROPEAN UNION | executive power and public service | food security | GEOGRAPHY | head of government | health | international affairs | international law | INTERNATIONAL RELATIONS | LAW | national sovereignty | political geography | POLITICS | regions of EU Member States | regions of Ireland | Russia | SOCIAL QUESTIONS | Ukraine

Summary 'This is Europe' – an initiative proposed by the President of the European Parliament, Roberta Metsola – consists of a series of debates with EU leaders to discuss their visions for the future of the European Union. Following the first speech in this series by the Italian Prime Minister, Mario Draghi, on 3 May 2022, the Irish Taoiseach (Prime Minister), Micheál Martin, was the second EU leader to address the Parliament, on 8 June.¹ Mr Martin suggested numerous ways to strengthen and further develop the Union, notably by increasing its budget. He also expressed his support for Treaty change, if necessary, as well as for Ukraine's application for EU membership, and stressed the need to protect EU values and apply EU laws.

[At a Glance](#) [EN](#)

[The Conference on the Future of Europe and the European Council: How far is there a shared policy agenda for the future?](#)

Publication type Briefing

Date 09-06-2022

Author DRACHENBERG Ralf

Policy area Agriculture and Rural Development | Area of Freedom, Security and Justice | Coronavirus | Culture | Democracy | Education | Employment | Energy | Environment | Food Safety | Foreign Affairs | Human Rights | International Trade | Public Health | Security and Defence | Social Policy

Keyword EU institutions and European civil service | EU research policy | EU strategy | European construction | EUROPEAN UNION | Joint Research Centre | political party | political programme | POLITICS | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property

Summary After one year of deliberation, the Conference on the Future of Europe (CoFoE) delivered its first result in the form of 49 proposals, including concrete objectives, and more than 320 potential measures on ways of achieving them. As a follow up to the CoFoE, the European Parliament called on 4 May 2022 for the launch of a Convention under Article 48 TEU; this request has also received the support of some EU leaders, notably the French President, Emmanuel Macron, the Italian Prime Minister, Mario Draghi, and the President of the European Commission, Ursula von der Leyen. The 23-24 June 2022 European Council meeting is expected to discuss the results of the CoFoE, and EU Heads of State or Government are likely to lay out their views on its possible follow-up. In this context, this EPRS Briefing addresses two complementary aspects of the discussions in the European Council. Firstly, it compares and analyses, based on the annexed table, the objectives set by the CoFoE in its proposals with the Strategic Agenda 2019-2024, as well as subsequent conclusions of the European Council, and identifies the areas of convergence and differences as well as 'blank spots'. It thereby locates the potential common ground for (inter-)institutional follow-up to the CoFoE. Secondly, it provides an overview of initial views on the possible follow-up to the CoFoE, by outlining recent positions of EU leaders and EU institutions on the need for Treaty change.

[Briefing](#) [EN](#)

[Research for CULT Committee: The European Schools system: State of Play, Challenges and Perspectives](#)

Publication type Study

Date 09-06-2022

External author Visionary Analytics: Simonas GAUŠAS (lead), Ildar DAMINOV, Elžbieta JAŠINSKAITĖ, Diana ČOP, Ilze MILEIKO, Greta GUDAUSKAITĖ plus external experts: Dr. Sandra LEATON GRAY, Dr. Stefanie PUKALLUS, John BULWER

Policy area Culture | Education

Keyword economic analysis | economic geography | ECONOMICS | education | education | EDUCATION AND COMMUNICATIONS | educational system | EU Member State | European Statistical System | GEOGRAPHY | International Bureau of Education | INTERNATIONAL ORGANISATIONS | language teaching | organisation of teaching | public education | schooling | teaching | teaching curriculum | United Nations

Summary This study examines the progress that the European Schools System has made during the past decade and overviews its state of affairs as of 2022. The educational dimension of the study focuses on questions related to teaching and learning, while the operational one concentrates on the administrative and managerial sides of the system. The study pinpoints the key challenges that the system currently faces and provides tailored recommendations on how to overcome them.

Study [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

[The Green Deal ambition: Technology, creativity and the arts for environmental sustainability](#)

Publication type Study

Date 31-05-2022

External author This study has been written by Emanuele Bompan, journalist and geographer, editor-in-chief of the circular economy magazine 'Renewable Matter' and Elisabetta Tola, science journalist, CEO of Formicablu and founder of www.facta.eu, at the request of the Panel for the Future of Science and Technology (STOA). The study has been managed by the Scientific Foresight Unit, within the Directorate-General for Parliamentary Research Services (EPRS) of the Secretariat of the European Parliament.

Policy area Culture | Education | Energy | Environment | Industry

Keyword carbon neutrality | climate change | deterioration of the environment | ENVIRONMENT | environmental policy | EU environmental policy | EU strategy | European construction | EUROPEAN UNION | PRODUCTION, TECHNOLOGY AND RESEARCH | research | research and intellectual property

Summary Responding to the challenge of rebuilding a resilient, sustainable, beautiful and more socially inclusive Europe, while facing a climate crisis and a pandemic, the New European Bauhaus has been launched as a comprehensive programme to break down silos and go beyond innovation within specific sectors. In its efforts to foster collaboration between arts, technology, science, social and cultural enterprises, citizens and institutions, the New European Bauhaus wishes to be open to insights, ideas and constructive criticism. This study combines knowledge gleaned from a literature review of the most up to date publications dealing with innovation in the technology and arts sectors with understanding gained from interviews with players from a diverse range of industries, professional sectors, institutions and societal groups.

Study [EN](#)

Annex 1 [EN](#)

[Entrepreneurial Literacy and Skills](#)

Publication type Study

Date 24-05-2022

External author Yvette Baggen, Gabi Kaffka

Policy area Education | Employment

Keyword aid to undertakings | BUSINESS AND COMPETITION | business organisation | driving mechanism | e-procurement | economic policy | economic structure | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | employment policy | entrepreneur | ENVIRONMENT | environmental policy | FINANCE | financing and investment | financing method | green economy | labour force | labour market | organisation of transport | TRADE | trade policy | transition economy | TRANSPORT

Summary Entrepreneurial literacy and skills (ELS) empower European citizens to act on economic opportunities and enable them to adequately respond to ongoing impactful changes, such as the green transition, the ageing workforce and the digitalisation. This research paper analyses relevant empirical indicators of ELS, highlights the role of underrepresented groups in entrepreneurship and discusses EU-funded mechanisms in relation to ELS. The research paper concludes with recommendations on policy-making in order to more effectively foster ELS among EU citizens.

Study [EN](#)

[European Commission follow-up to European Parliament requests 2019 - 2021](#)

Publication type Study

Date 19-05-2022

Author BACIAN Izabela Cristina | BINDER ECKHARD | PASIK MAGDALENA | PÉREZ GUZMÁN Águeda

Policy area Agriculture and Rural Development | Budget | Budgetary Control | Consumer Protection | Culture | Democracy | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Energy | Environment | European Added Value | Fisheries | Foreign Affairs | Human Rights | International Trade | Petitions to the European Parliament | Public international law | Taxation | Tourism | Transport

Keyword comparative study | documentation | drafting of EU law | EDUCATION AND COMMUNICATIONS | EP resolution | EU institutions and European civil service | EU strategy | European Commission | European construction | European Parliament | EUROPEAN UNION | European Union law | regulation (EU)

Summary This study seeks to present a comprehensive overview of non-legislative resolutions adopted by the Parliament between July 2019 and December 2021 on the basis of own-initiative reports, in the light of the response provided by the Commission, the subsequent follow-up documents and related actions undertaken by the Commission up to 31 January 2022. The publication is part of Parliament's Strategic Execution Framework (2019-2021). The aim of this joint DG PRES and DG EPRS project on 'Improved reporting on European Commission follow-up to European Parliament resolutions' is to facilitate monitoring of the Commission's follow-up to those resolutions.

Study [EN](#)

[European education area: Better education for all](#)

Publication type At a Glance

Date 16-05-2022

Author KATSAROVA Ivana

Policy area Education

Summary Education is not only a right, but also a foundation for personal fulfilment and a stepping stone to employability and active citizenship. In her political guidelines, European Commission President Ursula von der Leyen pledged to make the European education area a reality by 2025. Parliament will take the discussion further during its May II plenary session, with questions to the Commission and Council on the topic.

At a Glance [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

[Research for CULT Committee: Esports - Background Analysis](#)

Publication type Study

Date 06-05-2022

External author Tobias M. SCHOLZ, Nepomuk NOTHELFER (Esports Research Network)

Policy area Culture | Education

Keyword digital technology | EDUCATION AND COMMUNICATIONS | EU reference laboratory | health | impact of information technology | information technology and data processing | online game | PRODUCTION, TECHNOLOGY AND RESEARCH | social affairs | SOCIAL QUESTIONS | sport | technological change | technology and technical regulations

Summary Esports has become an integral part of the digital society. Esports is a fast paced and heterogenic phenomenon and a cross-sectional topic linking gaming, entertainment and media, culture and art, education, business, diversity and inclusion, and sports. In this background analysis, the authors explain what esports is, what the different ecosystems look like and what the opportunities and challenges are. Esports can be utilised as an integral tool to shape the modern digital society and act as a key element of a digital European identity.

Study [EN](#)

Research for CULT Committee: Esports - Policy Recommendations

Publication type Briefing

Date 06-05-2022

External author Tobias M. SCHOLZ, Nepomuk NOTHELFER (Esports Research Network)

Policy area Culture | Education

Keyword case study | digital technology | documentation | EDUCATION AND COMMUNICATIONS | electronic government | EU institutions and European civil service | EUROPEAN UNION | executive power and public service | impact of information technology | information technology and data processing | Joint Research Centre | online game | POLITICS | PRODUCTION, TECHNOLOGY AND RESEARCH | social affairs | SOCIAL QUESTIONS | sport | technology and technical regulations

Summary KEY FINDINGS

This Policy Recommendation Briefing is based on the study on “Esports - Background Analysis”.

- A suitable and functioning strategy requires a shared understanding/definition of what esports is. It is important to differentiate esports from traditional sports. This can have an impact on the system of traditional sports as well.

- Esports is constantly and rapidly evolving, making it necessary to address it as soon as possible. Creating a working group regarding a holistic esports strategy is highly recommendable.

- The EU needs to foster interdisciplinary research on esports to gain a better understanding of the industry and on how to utilise esports for the European community. This knowledge can help to solve digital challenges in general.

- The creation of a dedicated research centre for esports at the European level is required.

- Esports-specific laws are needed just as they are in traditional sports.

- The issue of where the regulatory authority concerning esports lies (or should lie) should be resolved. In traditional sports, this tends to be local, but esports is much more international and heterogeneous.

- Esports stands for digital communication and innovation. In esports, Europe as a whole is more important than the individual Member States. Therefore, esports can be utilised for the creation of a (digital) European identity.

Briefing [EN](#)

Young people in the EU: A demographic snapshot

Publication type At a Glance

Date 29-04-2022

Author KATSAROVA Ivana

Policy area Culture | Education

Keyword child | demography and population | EMPLOYMENT AND WORKING CONDITIONS | labour market | population ageing | population statistics | social affairs | SOCIAL QUESTIONS | working population | young person | youth policy

Summary Why should young people in the EU worry about demographic change? For one thing, because the share of children and young people in the total population has been decreasing, while the share of elderly people continues to grow. Adding these figures up means today's children are expected to face an increased burden in supporting the remainder of the population as they grow up and move into work. Indeed, in 2019, out of the 447 million inhabitants of the EU-27, 68 million were children (aged 14 or less) and 91 million were older people (aged 65 years or more). A third of the total EU population — around 142 million — were under the age of 30. There were slightly more boys than girls, with the former representing 51 % of the population aged 14 years or less.

At a Glance [EN](#)

Important projects of common European interest: State of play

Publication type Briefing

Date 29-04-2022

Author EVROUX CLEMENT THIERRY

Policy area Education | Energy | Environment | Industry | Research Policy

Keyword carbon neutrality | cloud computing | digitisation | documentation | EDUCATION AND COMMUNICATIONS | ENVIRONMENT | environmental policy | EU strategy | European construction | EUROPEAN UNION | green economy | information technology and data processing | PRODUCTION, TECHNOLOGY AND RESEARCH | project of common interest | technology | technology and technical regulations

Summary The concept of important projects of common European interest (IPCEIs) is enshrined in Article 107(3)(b) of the Treaty on the Functioning of the European Union. It enables the Commission to allow Member States to design and implement national investments targeting important market failures or societal challenges that could not otherwise be addressed. In November 2021, the Commission adopted a communication updating a 2014 communication that established the first set of guidance to be used for the assessment of IPCEIs. The revision is designed to align the criteria more closely with EU political priorities, in particular the European Green Deal and the digital strategy, while also making the setting up of IPCEIs more transparent and open to new participating Member States and economic players. In the context of the twin digital and ecological transition, IPCEIs are expected to boost the EU's strategic autonomy by ensuring Member States' capacity to invest together in technological development, and by encouraging the dissemination of solutions and promoting cooperation across the EU and the economy. As of February 2022, three IPCEIs have been approved by the Commission: one on microelectronics and two on batteries (with up to 12 participating Member States). A further initiative on microelectronics, with 20 participating Member States, was notified to the Commission in December 2021 and is awaiting approval. Other initiatives, on clean hydrogen, next generation cloud and health, are being explored.

Briefing [EN](#)

[Russia's war on Ukraine: Impact on athletes and sports competitions](#)

Publication type [At a Glance](#)

Date 20-04-2022

Author KATSAROVA Ivana

Policy area [Culture](#) | [Education](#)

Summary Under Vladimir Putin's watch, Russia hosted the 2014 Winter Olympics in Sochi and the 2018 FIFA World Cup. Other authoritarian regimes, such as China's and Qatar's, have engaged in similar 'sports-washing' activities to gain international credibility and divert attention from their troublesome human rights records. However, Putin's decision to invade Ukraine put an end to sport's neutrality. In the past few weeks, multiple sports governing bodies and international federations have moved to exclude Russia from major sporting events, thus depriving its regime of a precious soft power.

[At a Glance](#) [EN](#)

[Multilingualism: The language of the European Union](#)

Publication type [Briefing](#)

Date 08-04-2022

Author KATSAROVA Ivana

Policy area [Culture](#) | [Education](#)

Keyword [European language](#) | [humanities](#) | [language policy](#) | [multilingualism](#) | [official language](#) | [POLITICS](#) | [politics and public safety](#) | [SCIENCE](#)

Summary Some 7 000 languages are spoken globally today. However, half of the world's population shares just six native languages, and some 90 % of all languages may be replaced by dominant ones by the end of the century. The harmonious co-existence of 24 official languages is one of the most distinctive features of the European project. Multilingualism is not only an expression of the EU countries' cultural identities, it also helps preserve democracy, transparency and accountability. No legislation can enter into force until it has been translated into all official languages and published in the Official Journal of the EU. Crucially, the provisions relating to the EU language regime can only be changed by a unanimous vote in the Council of the EU. The EU is committed to promoting language learning but has limited influence over educational and language policies, as these are the responsibility of the individual EU countries. In 2016, over one third (35.4 %) of adults in the EU-28 did not know any foreign languages. A similar proportion (35.2 %) declared that they knew one foreign language, while just over one fifth (21 %) said they knew two foreign languages. The European Parliament is committed to ensuring the highest possible degree of multilingualism in its work. Based on the 24 official languages that constitute the public face of the EU, the total number of linguistic combinations rises to 552, since each language can be translated into the 23 others. Currently, over 600 staff employed in translation and over 270 in interpreting take care of the translation and interpretation needs of the 705 Members of the European Parliament. Internally, the EU institutions mostly use just three working languages: English, French and German. The overall cost for delivering translation and interpreting services in the EU institutions is around €1 billion per year, which represents less than 1 % of the EU budget or just over €2 per citizen. Following the success of the European Year of Languages (2001), the Council of Europe designated 26 September as the European Day of Languages. This is an update of a briefing published in 2019.

[Briefing](#) [EN](#)

[Russia's war on Ukraine: Ukrainian students in the EU](#)

Publication type [At a Glance](#)

Date 17-03-2022

Author KATSAROVA Ivana

Policy area [Education](#) | [Foreign Affairs](#)

Keyword [cooperation in the field of education](#) | [cooperation policy](#) | [economic geography](#) | [education](#) | [EDUCATION AND COMMUNICATIONS](#) | [education policy](#) | [EU programme](#) | [Europe](#) | [European construction](#) | [EUROPEAN UNION](#) | [foreign student](#) | [GEOGRAPHY](#) | [higher education](#) | [INTERNATIONAL RELATIONS](#) | [international security](#) | [military intervention](#) | [organisation of teaching](#) | [political geography](#) | [Russia](#) | [Russo-Ukrainian issue](#) | [student mobility](#) | [teaching](#) | [Ukraine](#)

Summary Russia's invasion of Ukraine on 24 February 2022 has caused vast displacement of people within the country as well as across the EU borders. While the annexation of Crimea had a negative impact on the country's education system, recent events have added additional strain. Outbound student mobility was already substantial in recent years, but it has accelerated even further since the Crimean conflict began. After doubling from some 25 000 to nearly 50 000 between 2007 and 2014, the number of Ukrainian students abroad has since skyrocketed by another 54 % to around 78 000 in 2019.

[At a Glance](#) [EN](#), [XL](#)

[The role of culture, education, media and sport in the fight against racism](#)

Publication type At a Glance

Date 02-03-2022

Author KATSAROVA Ivana

Policy area Culture | Education

Keyword antisemitism | communications | cultural policy | culture and religion | education | EDUCATION AND COMMUNICATIONS | education policy | equal treatment | ethnic discrimination | ethnic group | LAW | mass media | POLITICS | politics and public safety | public awareness campaign | racism | rights and freedoms | social affairs | social framework | social integration | SOCIAL QUESTIONS | sport | xenophobia

Summary Discrimination based on racial and ethnic origin is still widespread in the EU. Action to combat racism, xenophobia, antisemitism and related intolerance rests on an established legal framework dating back more than two decades. This includes the Racial Equality Directive and the Council Framework Decision on Racism and Xenophobia.

At a Glance [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

[Comprehensive sexuality education: why is it important?](#)

Publication type Study

Date 28-02-2022

External author Kristien Michielsen,
Olena Ivanova

Policy area Education | Gender Issues, Equality and Diversity

Keyword children's rights | education | education | EDUCATION AND COMMUNICATIONS | gender identity | health | humanities | LAW | reproductive health | rights and freedoms | SCIENCE | sex education | sexuality | SOCIAL QUESTIONS | teaching

Summary This study, commissioned by the European Parliament's Policy Department for Citizens' Rights and Constitutional Affairs at the request of the FEMM Committee, examines the importance of sexuality education as an integral part of sexual and reproductive health and rights of children and young people in the EU. The study presents evidence for the effectiveness of sexuality education and its importance to achieve gender equality, to prevent gender-based violence and to improve health and well-being of young people. It provides an overview of the legal and policy frameworks and describes commitments made by the EU and EU Member States regarding sexuality education. Further, it examines the status of sexuality education in the EU and barriers to its successful implementation. The study concludes with recommendations for the EU institutions and Member States aimed at structurally improving the situation of sexuality education in the EU.

Study [EN](#)

Executive summary [DE](#), [EN](#), [FR](#)

[Policy Departments' Monthly Highlights - February 2022](#)

Publication type At a Glance

Date 11-02-2022

Policy area Area of Freedom, Security and Justice | Budget | Budgetary Control | Democracy | Education | Environment | Fisheries | Gender Issues, Equality and Diversity | Human Rights | Industry | Transport

Keyword authoritarian regime | board of management | BUSINESS AND COMPETITION | business organisation | common transport policy | communications | democracy | digital transformation | disinformation | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | EU office or agency | EUROPEAN UNION | gender equality | interference | INTERNATIONAL RELATIONS | international security | LAW | political framework | POLITICS | PRODUCTION, TECHNOLOGY AND RESEARCH | rights and freedoms | sustainable mobility | technology and technical regulations | TRANSPORT | transport policy

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

At a Glance [EN](#)

Yiddish language and culture and its post-Holocaust fate in Europe

Publication type Briefing

Date 19-01-2022

Author PASIKOWSKA-SCHNASS Magdalena

Policy area Culture | Education

Keyword culture | culture and religion | humanities | Jew | minority language | POLITICS | politics and public safety | SCIENCE | social framework | SOCIAL QUESTIONS | use of languages

Summary Yiddish is a language once spoken by Jews in an area spreading from Alsace to the Urals, influenced by and influencing local languages and cultures. It neared extinction in the 20th century when it lost the majority of its speakers, mostly – but not only – through the Holocaust. Yiddish is part of European folk culture, contributing to the works of great writers and musicians and broadening European culture more generally. Successive waves of Jewish migration provoked by poverty, persecution, pogroms, Stalinism and Nazism, war and all forms of antisemitism, have drastically reduced the Jewish population across Europe and, with it, the number of Yiddish speakers. The Holocaust – referred to in Yiddish as *Khurbn* (destruction) – was an ethnic and cultural cleansing process designed to erase any trace of Jewish life from European culture, including Yiddish, a language perceived as 'bad German'. Some Holocaust survivors tried to recreate their pre-war lives and cultivated their language and culture. Others, however, traumatised by the war, wanted a new beginning, often far from home and their children wanted to fit in and speak the local language. As the use of Yiddish continues to diminish, its speakers are growing older, and its transmission among generations was interrupted, Unesco has put Yiddish on the definitely endangered languages list. However, the fate of Yiddish as a dead or stifled language is not yet sealed. Traditional religious Jewish communities, mostly in Israel, and North and South America, but also in Europe, still use Yiddish and contribute to Yiddish culture. Moreover, Yiddish is enjoying a revival as a language and culture among both young secular Jews and the non-Jewish population, and Yiddish language and culture courses, studies, and traditional Jewish Klezmer music festivals abound in Europe and beyond. Whether this will be enough to keep this European heritage alive and what might be the EU's role in bringing this once vibrant European culture back to life remains to be seen.

Briefing [DE](#), [EN](#), [FR](#)

European Year of Youth 2022

Publication type At a Glance

Date 09-12-2021

Author JOURDE PERNILLA

Policy area Culture | Education

Keyword coronavirus disease | culture and religion | demography and population | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | epidemic | European cultural event | health | mental health | social affairs | social framework | social impact | SOCIAL QUESTIONS | young person | youth employment | youth policy

Summary In her State of the Union address to the Parliament on 15 September 2021, the President of the European Commission, Ursula von der Leyen, outlined the idea to make 2022 the 'European Year of Youth'. The aim would be to highlight and mitigate the pandemic's impact on young people's education, employment, social inclusion and mental health. Within a month, the Commission had adopted a formal proposal for a decision. During the December plenary session, Parliament is expected to vote on adopting the decision establishing the Year.

At a Glance [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

Breaking cycles of disadvantage through education: An EU perspective

Publication type In-Depth Analysis

Date 02-12-2021

Author CHIRCOP Denise

Policy area Education

Keyword case study | coronavirus disease | documentation | education | education | EDUCATION AND COMMUNICATIONS | epidemic | health | organisation of teaching | SOCIAL QUESTIONS | student | teaching quality

Summary This analysis looks at statistics on perpetuated disadvantage in education and training, and studies a number of contributing factors by looking at evidence from case studies and other research that investigates the development of educational systems. It also analyses the extent to which reforms have been possible and the complex reasons behind them. Finally, it looks at the role of support and cooperation provided at EU level and the position of the European Parliament favouring a lifelong learning approach that is both inclusive and forward looking.

In-Depth Analysis [DE](#), [EN](#), [FR](#)

[The implementation of the 2015 Concluding Observations of the CRPD Committee by the EU](#)

Publication type [Study](#)

Date 02-12-2021

External author [SMITS J.C.](#)

Policy area [Education](#) | [Employment](#) | [Evaluation of Law and Policy in Practice](#) | [Gender Issues, Equality and Diversity](#) | [Petitions to the European Parliament](#) | [Social Policy](#) | [Transport](#)

Keyword [EMPLOYMENT AND WORKING CONDITIONS](#) | [EU strategy](#) | [European construction](#) | [EUROPEAN UNION](#) | [human rights](#) | [incapacity for work](#) | [independence of the disabled](#) | [integration of the disabled](#) | [international affairs](#) | [INTERNATIONAL RELATIONS](#) | [LAW](#) | [organisation of work and working conditions](#) | [rights and freedoms](#) | [social affairs](#) | [social protection](#) | [SOCIAL QUESTIONS](#) | [social security](#) | [UN international covenant](#)

Summary This study, commissioned by the European Parliament's Policy Department for Citizens' Rights and Constitutional Affairs at the request of the Committee on Petitions, examines the level of implementation of the 2015 Concluding Observations of the CRPD Committee by the EU, in the view of the next monitoring and reporting cycle. It reveals that while some recommendations have been followed up by the EU through its Disability strategies and legislative and policy action, important gaps remain, notably in those areas where the EU has limited competences, or political support is lacking.

[Study](#) [EN](#)

[Executive summary](#) [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

[A framework for foresight intelligence - Part 1: Horizon scanning tailored to STOA's needs](#)

Publication type [Study](#)

Date 25-11-2021

Author [VAN WOENSEL Lieve](#)

Policy area [Agriculture and Rural Development](#) | [Consumer Protection](#) | [Education](#) | [Energy](#) | [Environment](#) | [Food Safety](#) | [Research Policy](#) | [Transport](#)

Keyword [BUSINESS AND COMPETITION](#) | [evaluation method](#) | [management](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [project evaluation](#) | [research and intellectual property](#) | [research results](#) | [smart technology](#) | [technology and technical regulations](#) | [technology assessment](#)

Summary The first part of the STOA study 'A framework for technology foresight intelligence', this report includes a set of five horizon-scanning reports or 'radars', built with the resources of Futures Platform and covering several areas, including the world after Covid-19, disruptive futures, the Green Deal, food, and geoengineering. Horizon scanning is a discipline that could be harnessed to inform the future activities of the Panel for the Future of Science and Technology (STOA) at both strategic and practical levels. However, as STOA does not have the working structure, human resources or expertise necessary for continuous scanning, for the horizon scans in this study it used Futures Platform. Futures Platform is a professional trends knowledge platform that collects and analyses information on phenomena such as technology, trends and signals, using AI-based tools and a team of foresight experts to anticipate future developments. These trends and signals were used to build a set of trend radars with a view to testing the feasibility of adding horizon scanning activities to STOA's methodological toolbox.

[Study](#) [EN](#)

[A framework for foresight intelligence - Part 2: Online stakeholder engagement](#)

Publication type [In-Depth Analysis](#)

Date 25-11-2021

Author [GARCIA HIGUERA ANDRES](#)

Policy area [Agriculture and Rural Development](#) | [Consumer Protection](#) | [Education](#) | [Research Policy](#) | [Social Policy](#)

Keyword [brain drain](#) | [economic analysis](#) | [ECONOMICS](#) | [EDUCATION AND COMMUNICATIONS](#) | [EU institutions and European civil service](#) | [European Parliament](#) | [EUROPEAN UNION](#) | [forward studies](#) | [information technology and data processing](#) | [migration](#) | [open science](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [prospective technological studies](#) | [research and intellectual property](#) | [SOCIAL QUESTIONS](#) | [software](#) | [technology and technical regulations](#) | [think tank](#)

Summary The second part of the STOA study, 'A framework for technology foresight intelligence', this report deals with horizon stakeholder engagement for the strategic and practical purposes of the STOA Panel's activities. It analyses online engagement methods and tools and their suitability for brainstorming meetings, and for technology assessment and foresight projects. To gain insight and experience in the use of online methods and tools for engagement, these were implemented in one ongoing STOA project. For this purpose, STOA selected a typical foresight study, investigating a complex issue that is the subject of controversy: gene-editing techniques for the future of farming in Europe. Experts from the Danish Board of Technology Foundation guided the STOA team in setting up and running the procedure for this project. This paper assesses the efficiency of online alternatives for foresight brainstorming meetings with colleagues, MEPs, experts and selected stakeholders. These alternatives include traditional surveys (to ascertain societal concerns about possible future technological developments) and simple variants of Delphi-type surveys.

[In-Depth Analysis](#) [EN](#)

Research for CULT Committee - The role of culture, education, media and sport in the fight against racism – policy recommendations

Publication type Briefing

Date 12-11-2021

External author Bert-Jan Buiskool and Andrea Giannetto (Ockham IPS)

Policy area Culture | Education

Keyword anti-racist movement | communications | culture | culture and religion | education | education | EDUCATION AND COMMUNICATIONS | EU programme | European construction | EUROPEAN UNION | LAW | mass media | POLITICS | politics and public safety | racism | rights and freedoms | social affairs | SOCIAL QUESTIONS | sport

Summary This document includes recommendations developed based on a study on 'The role of culture, education, media and sport in the fight against racism': to provide the Members of the European Parliament's Committee on Culture and Education (CULT) with expertise for an own-initiative report (INI) on "The role of culture, education, media and sport in the fight against racism" (concomitant expertise).

Briefing [EN](#)

Research for CULT Committee - The role of culture, education, media and sport in the fight against racism - Background Analysis

Publication type Study

Date 31-10-2021

External author Ockham IPS: Bert-Jan BUISKOOL, Andrea GIANNETTO, Bastiaan VERBERNE

Policy area Culture | Education

Keyword action programme | anti-racist movement | BUSINESS AND COMPETITION | communications | cultural policy | culture and religion | education | education | EDUCATION AND COMMUNICATIONS | human rights | LAW | management | mass media | POLITICS | politics and public safety | racism | rights and freedoms | social affairs | SOCIAL QUESTIONS | sport

Summary The study concludes that the EU Anti-racism Action Plan 2020-2025 reflects the diversity of remedy measures identified in the specialist literature. Despite of the limited steering and monitoring within EU programmes of their contribution to the fight against racism, except for the CERV programme, there is a significant share of projects that are addressing racism related topics, also reflecting a diversity of remedy measures. There is a need for further building on existing good practices / incentives developed by programmes and implementing institutions.

Study [EN](#)

What if the internet failed?

Publication type At a Glance

Date 27-09-2021

Author VAN WOENSEL Lieve

Policy area Agriculture and Rural Development | Consumer Protection | Culture | Education | Employment | Energy | Financial and Banking Issues | Forward Planning | Industry | Public Health | Tourism | Transport

Keyword communications | critical infrastructure security | data protection | EDUCATION AND COMMUNICATIONS | electronic banking | electronic commerce | electronic government | European security | executive power and public service | FINANCE | financial institutions and credit | information and information processing | information security | information technology and data processing | information warfare | INTERNATIONAL RELATIONS | international security | Internet | marketing | personal data | POLITICS | politics and public safety | TRADE

Summary What if the internet failed? Since the 1960s, when work on its development began, internet infrastructure has become almost as important as the electricity and transport infrastructure in modern societies. More and more key services, such as banking, food retail and health care, rely on internet connections. Despite the internet's original resilient decentralised design, the increasing importance of a few central players and the shift towards greater centralisation have made the internet more susceptible to failure. This would have severe repercussions: people would not be able to withdraw cash or pay by card, supermarkets and large retailers would not be able to bill and sell products, and managing digital certificates (such as the Covid-19 vaccination certificate) would no longer be possible.

At a Glance [EN](#)

Multimedia [What if the Internet failed?](#)

European Day of Languages : Multilingualism as a cornerstone of better communication

Publication type At a Glance

Date 24-09-2021

Author KATSAROVA Ivana

Policy area Culture | Education

Keyword economic analysis | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU statistics | European language | humanities | language skills | minority language | multilingualism | official language | POLITICS | politics and public safety | public awareness campaign | regional language | SCIENCE

Summary Some 7 000 languages are spoken globally today. However, half of the world's population shares just six native languages, and some 90 % of all languages could be replaced by dominant ones by the end of the century. Following the success of the European Year of Languages (2001), the Council of Europe designated 26 September as the European Day of Languages.

At a Glance [EN](#)

[Participation in early education and care](#)

Publication type Briefing

Date 22-09-2021

Author CHIRCOP Denise | CLAROS GIMENO Eulalia

Policy area Education

Keyword child | child care | comparative study | compulsory education | demography and population | documentation | early childhood | economic geography | EDUCATION AND COMMUNICATIONS | EU Member State | GEOGRAPHY | nursery school | primary education | social affairs | SOCIAL QUESTIONS | teaching

Summary Following research findings on the positive impact of early childhood education, EU education ministers set a participation target for 2030 at 96 % of all children three years and over. This will depend on having enough places that are accessible and affordable. At the same time, the quality of the provision is just as important to reap the potential benefits. This infographic looks at the current participation of young children in early childhood education and what Member States are doing to improve upon it.

Briefing [EN](#)

[Remaining active in spite of the pandemic](#)

Publication type At a Glance

Date 20-09-2021

Author KATSAROVA Ivana

Policy area Culture | Education

Keyword consumption | coronavirus disease | eating habits | epidemic | health | POLITICS | politics and public safety | public awareness campaign | public health | social affairs | SOCIAL QUESTIONS | sport | TRADE

Summary This year, the seventh edition of the European Week of Sport (23-30 September) will kick off again in unusual circumstances. The official opening will take place on 23 September at Lake Bled (Slovenia) and will be centred around three core themes – joy, resilience and inter-generations – thus bringing the Week to life through inspirational and real-life stories. The lockdown measures put in place to curb the coronavirus pandemic have made the initiative more necessary than ever. Indeed, while pre-pandemic levels of physical activity were generally low, lockdown has had the unintended consequence of reducing this activity even further.

At a Glance [EN](#)

[Implementation of citizenship education actions in the EU](#)

Publication type Study

Date 03-08-2021

Author ZYGIEREWICZ Anna

External author Part I: In-house introductory analysis was prepared by Dr Anna Zygierewicz, Ex-Post Evaluation Unit (EVAL), European Parliamentary Research Services (EPRS). This paper has been drawn up by the Ex-post Evaluation Unit of the Directorate for Impact Assessment and European Added Value, within the Directorate-General for Parliamentary Research Services (EPRS) of the Secretariat of the European Parliament.
Part II: A research paper on the implementation of the citizenship education in the EU was written by Prof. Wiel Veugelers of the University of Humanistic Studies Utrecht at the request of the Ex-Post Evaluation Unit of the Directorate for Impact Assessment and European Added Value, within the Directorate-General for Parliamentary Research Services (EPRS) of the Secretariat of the European Parliament.

Policy area Democracy | Education | Evaluation of Law and Policy in Practice | Social Policy

Summary In December 2020, the European Parliament's Committee on Culture and Education (CULT) requested the drawing up of an own-initiative report on the implementation of the citizenship education actions (2021/2008(INI)). Mr Domènec Ruiz Devesa (S&D, Spain) was appointed rapporteur. This European implementation assessment (EIA) has been prepared to accompany the CULT committee in its scrutiny work on the implementation of citizenship education actions in the European Union. The first part of the EIA presents an overview of the EU policy framework for citizenship education, while the second part presents actions in the field of citizenship education supported by EU funding programmes, in particular the Erasmus+ and Horizon 2020 programmes. The second part also presents citizenship education policies and practices in 10 EU Member States.

Study [EN](#)

[Workshop Large Sporting Events: Human Rights as a Game Changer?](#)

Publication type Study

Date 06-07-2021

External author Daniela HEERDT, Hans Erik NÆSS

Policy area Culture | Education | Gender Issues, Equality and Diversity | Global Governance | Human Rights

Summary Large sporting events such as the football World Cup or the Olympic Games can have a considerable impact on a variety of human rights, including the rights of citizens in the host countries; the fundamental freedoms of athletes, journalists and spectators; and the rights of workers involved in construction sites and supply chains. In recent years, international sports federations and other stakeholders have increasingly acknowledged their role in promoting and respecting human rights by adopting strategies, appointing dedicated bodies and including human rights criteria in the bidding and selection process for hosting states. This workshop, requested by the Subcommittee on Human Rights, and organised in association with the Committee on Culture and Education, examined the progress made by sports governing bodies, in addition to the EU's potential role in advocating for a coherent, human rights-based approach to sports events. The two briefings presented at the workshop analyse the legal human rights provisions in existing bidding and hosting regulations, as well as the political context for promoting human rights through large sporting events, including the potential linkages between human rights objectives and sustainable development goals.

Study [EN](#)

[Erasmus 2021-2027: The Union programme for education, training, youth and sport](#)

Publication type [Briefing](#)

Date 05-07-2021

Author [CHIRCOP Denise](#)

Policy area [Education](#)

Keyword [cooperation in the field of education](#) | [cooperation policy](#) | [documentation](#) | [economic analysis](#) | [ECONOMICS](#) | [education](#) | [education](#) | [EDUCATION AND COMMUNICATIONS](#) | [education policy](#) | [employment](#) | [EMPLOYMENT AND WORKING CONDITIONS](#) | [EU institutions and European civil service](#) | [EU programme](#) | [European construction](#) | [EUROPEAN UNION](#) | [European Union law](#) | [executive agency](#) | [impact study](#) | [INTERNATIONAL RELATIONS](#) | [proposal \(EU\)](#) | [report](#) | [social affairs](#) | [SOCIAL QUESTIONS](#) | [sport](#) | [vocational training](#) | [youth policy](#)

Summary The Erasmus 2021-2027 proposal was published on 30 May 2018. Establishing a new programme ensures the continuation of the Erasmus+ funding programme for education, training, youth and sport. While Erasmus+ 2014-2020 offered mobility opportunities to more than 4 million people, the new programming period aims to reach up to 12 million participants. The new generation programme maintains a lifelong learning approach and works towards the adoption of a European Education Area by 2025. Flagship initiatives include the European University Networks and the European Student Card. The new regulation also focuses on inclusion and aims at greater simplification for end-users. It incorporates sports in the main structure of the programme, expands the use of digitalisation, supports new areas of knowledge and introduces DiscoverEU, a new mobility initiative. Stakeholders agree that the previous programme has been highly beneficial but lessons need to be learnt to help the next generation programme run more efficiently and effectively. The Parliament and Council reached agreement on the proposal following the overall agreement on the 2021-2027 multiannual financial framework, and it was adopted in May 2021. Third edition. The 'EU Legislation in Progress' briefings are updated at key stages throughout the legislative procedure.

[Briefing](#) [EN](#)

[Bridging the gender gap in digital, research and industry: What is the way forward?](#)

Publication type [In-Depth Analysis](#)

Date 30-06-2021

External author [Juan Pablo VILLAR](#); [Julio BLAZQUEZ](#); [Carlota TARIN](#)

Policy area [Education](#) | [Forward Planning](#) | [Gender Issues, Equality and Diversity](#) | [Industry](#) | [Research Policy](#)

Keyword [applied research](#) | [artificial intelligence](#) | [BUSINESS AND COMPETITION](#) | [business organisation](#) | [demography and population](#) | [digital economy](#) | [documentation](#) | [economic structure](#) | [ECONOMICS](#) | [EDUCATION AND COMMUNICATIONS](#) | [employment](#) | [EMPLOYMENT AND WORKING CONDITIONS](#) | [entrepreneur](#) | [entrepreneurship](#) | [female work](#) | [gender equality](#) | [information and information processing](#) | [information technology and data processing](#) | [information technology industry](#) | [LAW](#) | [participation of women](#) | [position of women](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [report](#) | [research and intellectual property](#) | [rights and freedoms](#) | [social affairs](#) | [SOCIAL QUESTIONS](#) | [woman](#)

Summary These proceedings summarise the discussions that took place during the ITRE workshop held on June 17th, 2021, aimed to analyse the existing gender gaps in the digital sector. It was structured in three sessions, each consisting of two presentations, and a final Q&A round. Stereotypes hindering a greater participation of women in the digital sector, the role of women in the digital entrepreneurship ecosystem and the current situation of women in the Artificial Intelligence industry were addressed.

[In-Depth Analysis](#) [EN](#)

[Research for CULT Committee - EU sports policy: assessment and possible ways forward](#)

Publication type [Study](#)

Date 15-06-2021

External author [Deutsche Sporthochschule Köln: Jürgen MITTAG](#) / [Vincent BOCK](#) / [Caroline TISSON](#)
[Willibald-Gebhardt-Institut e.V.: Roland NAUL](#) / [Sebastian BRÜCKNER](#) / [Christina UHLENBROCK](#)
[EUPEA: Richard BAILEY](#) / [Claude SCHEUER](#)
[ENGSO Youth: Iva GLIBO](#) / [Bence GARAMVOLGYI](#) / [Ivana PRANJIC](#)

Policy area [Culture](#) | [Education](#)

Keyword [documentation](#) | [EDUCATION AND COMMUNICATIONS](#) | [EU sport policy](#) | [EUROPEAN UNION](#) | [European Union law](#) | [research report](#) | [social affairs](#) | [SOCIAL QUESTIONS](#) | [Treaty of Lisbon](#)

Summary Since the entry into force of the Lisbon Treaty, the EU has been entitled to support, coordinate or complement Member States' activities in sport. European sports policies of the past decade are characterised by numerous activities and by on-going differentiation. Against this backdrop, the study presents policy options in four key areas: the first covers the need for stronger coordination; the second aims at the setting of thematic priorities; the third addresses the reinforcement of the role of the EP in sport and the fourth stipulates enhanced monitoring.

[Study](#) [EN](#)

[Executive summary](#) [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

[European Solidarity Corps 2021-2027](#)

Publication type Briefing

Date 09-06-2021

Author CHIRCOP Denise

Policy area Education

Keyword cooperation policy | demography and population | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | EU programme | European construction | EUROPEAN UNION | humanitarian aid | INTERNATIONAL RELATIONS | social affairs | SOCIAL QUESTIONS | voluntary work | young person | youth employment

Summary The financial allocation for the European Solidarity Corps programme is €1 009 million at current prices. Projected to offer opportunities for 350 000 18 to 30 year olds from 2021 to 2027, the programme is included under Heading 5 'Promoting our European way of life' of the Commission priorities. In its initial phases, the European Solidarity Corps suffered from unsuccessful branding and communication, as it came into direct competition with two similar programmes, the European Voluntary Service and the EU Aid Volunteers Initiative. The new instrument merges these earlier programmes. The distinctive feature of the European Solidarity Corps today is that it brings together solidarity and humanitarian aid volunteering opportunities for young people and uses existing management structures to maximise focus on delivery and performance. The Parliament and Council reached agreement on the Commission's proposal following the overall agreement on the 2021-2027 multiannual financial framework, and the legislative procedure concluded in May 2021.

Briefing [EN](#)

[European Social Fund Plus \(2021-2027\)](#)

Publication type At a Glance

Date 02-06-2021

Author MILOTAY Nora

Policy area Education | Employment | Social Policy

Keyword distribution of EU funding | documentation | economic and social cohesion | EDUCATION AND COMMUNICATIONS | EU finance | European construction | European Semester | European Social Fund | European Structural and Investment Funds | EUROPEAN UNION | European Union law | FINANCE | LAW | monetary economics | multiannual financial framework | proposal (EU) | report | rights and freedoms | social rights

Summary The European Social Fund Plus (ESF+) is an important element of the 'cohesion, resilience and values' heading of the 2021-2027 multiannual financial framework (MFF). ESF+ mainly contributes to the policy cluster investing in people, citizens and values. The European Parliament is expected to vote at second reading during the June 1 plenary session on the agreed text resulting from interinstitutional negotiations on the ESF+ regulation.

At a Glance [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

[The European Education Area and the 2030 strategic framework for education and training](#)

Publication type Briefing

Date 28-05-2021

Author CHIRCOP Denise

Policy area Education

Keyword adult education | competence of the Member States | cooperation in the field of education | cooperation policy | cross-border cooperation | demography and population | documentation | early childhood | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | EU programme | European construction | EUROPEAN UNION | European Union law | higher education | INTERNATIONAL RELATIONS | pre-school education | report | SOCIAL QUESTIONS | teaching | vocational education | vocational training

Summary European Union cooperation in the field of education and training has developed in a number of areas that now have well-established roots. The best-known example is possibly the Bologna Process that led to the establishment of the European higher education area. The Copenhagen Declaration lent impetus to a process of cooperation in vocational education and training. This was accompanied by two strategic framework agreements for European cooperation in education and training (ET2010 and ET2020). The stocktaking on the expiry of the second framework for cooperation – ET 2020 – revealed some positive trends as the numbers of both young children in early childhood education and of graduates rose. However, the number of underachieving 15 year-olds remains high and the participation of adults in learning is low. The European Commission, the Council of the EU and the European Parliament seem to concur that cooperation in education and training needs to be reinforced. The Commission has set out its vision for a European education area in three communications, which show that this is still work in progress. The Council, on the other hand, has endorsed another framework for cooperation up to 2030, which is clearly aimed at supporting the implementation of such an area. The May 2021 Education Council conclusions give pointers as to how aspects of this area are to be addressed. The debate in the European Parliament is in its initial phase with the rapporteur noting that, while there is agreement on the need for a European education area and ongoing cooperation, the European institutions have yet to adopt a single approach.

Briefing [EN](#)

Multimedia [The European Education Area and the 2030 strategic framework for education and training](#)

[Research for CULT Committee: Education and Youth in Post-COVID-19 Europe](#)

Publication type At a Glance

Date 28-05-2021

Author HERIARD PIERRE MARIE | LECARTE Jacques

External author Public Policy and Management Institute: Loes VAN DER GRAAF, Jekatyerna DUNAJEVA, Hanna SIAROVA, Radvile BANKAUSKAITE

Policy area Culture | Education

Keyword child care | coronavirus disease | disease prevention | distance learning | documentation | education | EDUCATION AND COMMUNICATIONS | epidemic | health | higher education | pre-school education | primary education | report | secondary education | social affairs | SOCIAL QUESTIONS | teaching | teaching quality | youth policy

Summary The study demonstrates that the COVID-19 pandemic posed unprecedented challenges to the education and youth sector, revealing the lack of preparedness, as well as reinforcing structural weaknesses of education delivery. Recommendations are proposed for a robust action at the EU level to foster more resilient education and youth sector in Europe.

[At a Glance](#) [EN](#)

[Research for CULT Committee - Media Action Plan: policy recommendations Concomitant expertise for INI report](#)

Publication type Briefing

Date 20-05-2021

External author KEA European Affairs; Arthur Le Gall

Policy area Culture | Education

Keyword communications | coronavirus disease | digital technology | economic conditions | economic policy | economic recovery | ECONOMICS | EDUCATION AND COMMUNICATIONS | epidemic | EU aid | EU investment | EU programme | European construction | EUROPEAN UNION | FINANCE | financing and investment | freedom of the press | health | LAW | mass media | pluralism in the media | PRODUCTION, TECHNOLOGY AND RESEARCH | rights and freedoms | SOCIAL QUESTIONS | technology and technical regulations

Summary This Briefing complements the Background Analysis on 'Europe's Media in the Digital Decade: An Action Plan to Support Recovery and Transformation (news media sector)' and the Briefing on 'Media Action Plan: Key challenges related to media pluralism, media freedom and democracy'. These three research papers were commissioned by the Policy Department for Structural and Cohesion Policies as a part of concomitant expertise aiming to support the work of the CULT Committee on the own initiative report on 'Europe's Media in the Digital Decade: An Action Plan to Support Recovery and Transformation'.

[Briefing](#) [EN](#)

[Research for CULT Committee - Media Action Plan: Key challenges related to media pluralism, media freedom and democracy - Concomitant expertise for INI report](#)

Publication type Briefing

Date 18-05-2021

External author KEA European Affairs; Arthur Le Gall

Policy area Culture | Education

Keyword BUSINESS AND COMPETITION | civil law | communications | communications profession | competition | democracy | disinformation | EDUCATION AND COMMUNICATIONS | freedom of expression | freedom of the press | international affairs | INTERNATIONAL RELATIONS | LAW | mass media | national independence | ownership | pluralism in the media | political framework | POLITICS | restriction on competition | rights and freedoms

Summary Media pluralism is an essential condition for any democratic society. It constitutes a source of access to a plurality of editorial lines and analyses, opinions and issues expressed, as well as a coexistence of public and private service media. Media pluralism is at risk due to several factors. First, the level of basic protection for journalists is threatened, for example in terms of the protection of their personal data online or abusive defamation charges against them. Second, most EU countries are characterised by a high degree of market concentration, with monopoly or oligopoly structures in most news media sectors. These main players co-exist with a myriad of smaller news media operators (e.g. focusing on local news or specialised in particular topics). Third, trust in the media is eroded by fake news and disinformation, and the perception of an alleged gatekeeping position by larger media groups. Initiatives are however emerging to improve transparency in the media, for example by establishing charters for the media to ensure the credibility and trustworthiness of sources, or by developing algorithms to debunk misinformation.

[Briefing](#) [EN](#)

[European Solidarity Corps 2021-2027](#)

Publication type At a Glance

Date 12-05-2021

Author CHIRCOP Denise

Policy area Development and Humanitarian Aid | Education

Keyword cooperation policy | demography and population | employment | EMPLOYMENT AND WORKING CONDITIONS | EU programme | European construction | EUROPEAN UNION | European voluntary service | INTERNATIONAL RELATIONS | social affairs | SOCIAL QUESTIONS | traineeship | voluntary organisation | voluntary work | young person | youth policy

Summary The European Solidarity Corps is included under Heading 5, 'Promoting our European way of life', of the European Commission's priorities for the current mandate. Initially, the programme suffered from unsuccessful branding and communication as it competed with other long-standing programmes that carried out similar activities. With the current proposed regulation, the programme will become a single one-stop shop for all solidarity and humanitarian volunteering opportunities for young people. The European Parliament is expected to vote at second reading during its May plenary session on the agreed text resulting from interinstitutional negotiations.

At a Glance [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

[Policy Departments' Monthly Highlights - May 2021](#)

Publication type At a Glance

Date 12-05-2021

Policy area Budget | Budgetary Control | Coronavirus | Culture | Democracy | Education | EU Law: Legal System and Acts | Foreign Affairs | Global Governance

Keyword Asia and Oceania | China | communications | coronavirus disease | disinformation | economic geography | education | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | epidemic | EU finance | EU institutions and European civil service | Europe | European security | EUROPEAN UNION | fund (EU) | GEOGRAPHY | health | information warfare | interinstitutional relations (EU) | INTERNATIONAL RELATIONS | international security | political geography | Russia | SOCIAL QUESTIONS | teleworking | Türkiye

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

At a Glance [EN](#)

[Erasmus+ 2021-2027](#)

Publication type At a Glance

Date 12-05-2021

Author CHIRCOP Denise

Policy area Education

Keyword cooperation in the field of education | cooperation policy | distribution of EU funding | education | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU finance | EU programme | European construction | EUROPEAN UNION | INTERNATIONAL RELATIONS | organisation of teaching | social affairs | SOCIAL QUESTIONS | student mobility | vocational training | youth policy

Summary The new Erasmus+ programme as proposed by the Commission aims to reach up to 12 million participants. It will maintain a lifelong learning approach and will work towards the goals of the strategic framework for cooperation in education and training 2021-2030, the EU Youth Strategy 2019-2027, the EU work plan for sport 2021-2024, and the implementation of a European Education Area by 2025. Among its flagship initiatives are the European University networks and the European Student Card. The European Parliament is expected to vote at second reading during its May plenary session on the agreed text resulting from interinstitutional negotiations.

At a Glance [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

[Research for CULT Committee - Europe's media in the digital decade - An action plan to support recovery and transformation in the news media sector](#)

Publication type Study

Date 07-05-2021

External author KEA European Affairs: Arthur LE GALL

Policy area Culture | Education

Keyword audiovisual industry | communications | coronavirus disease | economic analysis | economic consequence | economic policy | ECONOMICS | EDUCATION AND COMMUNICATIONS | epidemic | EU action | European construction | EUROPEAN UNION | FINANCE | financing and investment | financing method | freedom of the press | health | investment | LAW | mass media | pluralism in the media | rights and freedoms | sectoral aid | SOCIAL QUESTIONS

Summary The Media Action Plan released by the European Commission in December 2020 is the first policy document explicitly setting out a vision and dedicated initiatives for the news media sector. This paper discusses the current situation of the sector and its revenue streams, the important impacts of the COVID-19 pandemic, and the main public and private funding models to support the sector.

Study [EN](#)

[Research for CULT Committee - Education and youth in post-COVID-19 Europe - crisis effects and policy recommendations](#)

Publication type Study

Date 04-05-2021

External author Public Policy and Management Institute: Loes VAN DER GRAAF, Jekatyerina DUNAJEVA, Hanna SIAROVA, Radvile BANKAUSKAITE

Policy area Culture | Education

Keyword access to education | BUSINESS AND COMPETITION | coronavirus disease | crisis management | distance learning | education | EDUCATION AND COMMUNICATIONS | educational system | epidemic | EU programme | European construction | EUROPEAN UNION | health | level of education | management | organisation of teaching | social affairs | SOCIAL QUESTIONS | teaching | teaching quality | vocational education | youth policy

Summary This paper demonstrates that the COVID-19 pandemic posed unprecedented and multidimensional challenges to the education systems and youth sector, revealing the lack of preparedness in terms of crisis management and digital education responses, as well as reinforcing structural weaknesses of education delivery. Given that various sectors of education and the youth sector faced distinct challenges, there are valuable lessons to be learnt from policy responses and best practices across Europe. The common goal should be to build more resilient education systems, which are responsive and adaptive to future crises.

Study [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

[Books and book lovers in the EU](#)

Publication type At a Glance

Date 21-04-2021

Author KATSAROVA Ivana

Policy area Culture | Education

Keyword book trade | communications | cultural prize | culture and religion | economic analysis | ECONOMICS | EDUCATION AND COMMUNICATIONS | electronic publishing | EU statistics | facilities for the disabled | FINANCE | literature | organisation of teaching | POLITICS | politics and public safety | public awareness campaign | school textbook | social affairs | SOCIAL QUESTIONS | tax relief | taxation | VAT rate

Summary At a time when many schools, libraries and bookshops around the world remain closed and people are spending more time at home, books can do wonders in combating isolation, while stimulating readers' minds and creativity. Every year since 1995, on 23 April, World Book and Copyright Day is celebrated all over the world. Launched by UNESCO, the event is an opportunity to celebrate the importance of reading and promote a lifelong interest in books.

At a Glance [EN](#)

[Research for CULT Committee - Approaches of the Council and the Commission to the European Education Area](#)

Publication type Briefing

Date 20-04-2021

Author HERIARD PIERRE MARIE

Policy area Culture | Education

Keyword BUSINESS AND COMPETITION | business organisation | competitiveness | cooperation in the field of education | cooperation policy | digital literacy | education | EDUCATION AND COMMUNICATIONS | education policy | educational reform | educational system | employment | EMPLOYMENT AND WORKING CONDITIONS | information and information processing | INTERNATIONAL RELATIONS | level of education | organisation of teaching | teaching | vocational training

Summary In September 2020, the Commission published a communication on achieving the European Education Area by 2025 with an ambitious strategy revolving around six key dimensions (European Commission, 2020a). In February 2021, in its resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), the Council welcome the Commission's proposal (Council of the European Union, 2021). It set out a series of 'strategic priorities' bearing some similarities with the key dimensions mentioned above but giving less prominence to inclusion and the geopolitical dimension while putting a stronger focus on lifelong learning and mobility.

Briefing [EN](#)

Cohesion, resilience and values: Heading 2 of the 2021-2027 MFF

Publication type Briefing

Date 14-04-2021

Author SAPALA Magdalena

Policy area Budget | Democracy | Economics and Monetary Issues | Education | Social Policy

Keyword budget policy | distribution of EU funding | economic and social cohesion | economic conditions | economic recovery | ECONOMICS | EU budget | EU expenditure | EU finance | European construction | EUROPEAN UNION | FINANCE | fund (EU) | multiannual financial framework | public finance and budget policy | regional development | regions and regional policy

Summary Heading 2 – Cohesion, resilience and values – is the biggest of the seven headings in the multiannual financial framework (MFF) for the 2021-2027 period in terms of budget. Since about 87 % of the heading falls under shared management and will be distributed to national envelopes, for the Member States it is a particularly important part of the MFF. It is also the most diverse heading in terms of the types of programme and fund included. It encompasses expenditure on cohesion, one of the EU's long-standing policies, on an entirely new budgetary instrument supporting economic recovery and resilience, and on other increasingly important goals, including youth, the creative sector, values, equality and the rule of law. Moreover, the bulk of the Next Generation EU instrument will be channelled through programmes under Heading 2. This briefing presents Heading 2 in detail. It aims to provide some clarity on its structure and allocation, and is structured around three spending areas: cohesion; recovery; and citizens and values. In the 2021-2027 MFF, the allocation on economic, social and territorial cohesion (subheading 2a) – the budget for cohesion policy – is about 10 % lower than its equivalent, subheading 1b, in the 2014-2020 MFF. Additional resources from REACT-EU, a temporary instrument financed under the Next Generation EU instrument (NGEU), will lift the cohesion policy budget to a level comparable with the allocation under the previous MFF. This is an update of a briefing from January 2019.

Briefing [EN](#)

Education and the New European Bauhaus

Publication type At a Glance

Date 05-03-2021

Author CHIRCOP Denise

Policy area Culture | Education

Keyword climate change policy | continuing education | economic policy | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | educational reform | ENVIRONMENT | environmental education | environmental policy | EU growth strategy | EU initiative | European construction | EUROPEAN UNION | green economy | organisation of teaching | social affairs | social integration | SOCIAL QUESTIONS | sustainable development

Summary The New European Bauhaus initiative is a vast cooperation project combining sustainability with wellbeing. Inspired by a design movement that was the offshoot of an educational project, the Commission's initiative is intended to address contemporary and future ecological, economic and societal concerns. Education and lifelong learning are central to equipping current and future citizens with a deep understanding of the issues, critical thinking and skills necessary to bring about change.

At a Glance [EN](#)

Early leavers from education and training

Publication type Briefing

Date 02-03-2021

Author CHIRCOP Denise | CLAROS GIMENO Eulalia

Policy area Education

Keyword cooperation in the field of education | cooperation policy | demography and population | dropout | economic analysis | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU statistics | European Semester | FINANCE | INTERNATIONAL RELATIONS | job access | labour market | level of education | monetary economics | social framework | social impact | SOCIAL QUESTIONS | teaching | young person | youth employment

Summary Young adults whose highest level of education is at or below lower secondary school level are considered early leavers from education and training. Policy efforts have brought down their numbers to ratios that are very close to the EU target. Nevertheless all those who fall into this category suffer considerable disadvantage as they are more likely to be out of employment and less likely to engage in further education and training than others of their age group with a higher level of education. The EU supports Member States through policy coordination, and programmes such as the Youth Guarantee.

Briefing [EN](#)

Multimedia [Lifelong Learning](#)

[Research for CULT Committee - Making the European Education Area a reality: state of affairs, challenges and prospects](#)

Publication type At a Glance

Date 01-03-2021

Author HERIARD PIERRE MARIE | LECARTE Jacques | PRUTSCH Markus Josef | THOENES SOPHIA

Policy area Culture | Education

Keyword academic freedom | aid to disadvantaged groups | cooperation in the field of education | cooperation policy | digital literacy | education | education | EDUCATION AND COMMUNICATIONS | educational system | European construction | EUROPEAN UNION | information and information processing | INTERNATIONAL RELATIONS | LAW | organisation of teaching | promotion of the European idea | rights and freedoms | social affairs | social integration | social protection | SOCIAL QUESTIONS | student mobility | teaching quality

Summary Conclusions and policy recommendations

Against this backdrop, the study proposes a series of 9 policy recommendations:

1) Set up a concrete implementation strategy and draw up a comprehensive evaluation framework, in line with the UN's sustainable development goal 4 on education, in order to monitor progress and identify shortcomings in the implementation of EEA initiatives.

[At a Glance EN](#)

[Research for CULT Committee - Cultural and creative sectors in post-COVID-19 Europe – crisis effects and policy recommendations](#)

Publication type At a Glance

Date 25-02-2021

Author ISKRA Katarzyna Anna | LECARTE Jacques

External author IDEA Consult: Isabelle De Voldere, Martina Fraioli, Eveline Durinck

Goethe-Institut: Antonia Blau, Sina Lebert

Inforelais: Sylvia Amann

Values of Culture&Creativity: Joost Heinsius

Policy area Culture | Education

Keyword artistic creation | coronavirus disease | culture | culture and religion | digital technology | economic analysis | economic consequence | economic policy | ECONOMICS | EMPLOYMENT AND WORKING CONDITIONS | epidemic | EU aid | health | labour market | PRODUCTION, TECHNOLOGY AND RESEARCH | SOCIAL QUESTIONS | sustainable development | technology and technical regulations | worker adaptability

Summary Cultural and creative sectors (CCS) have been hit hard by the consequences of the COVID-19 pandemic. This study analyses the so far effects of the crisis on the CCS, as well as the policy responses that are formulated to support the sectors. Based on the analysis, policy recommendations are formulated to further improve the resilience of the CCS in Europe in the medium and longer term.

[At a Glance EN](#)

[Research for CULT Committee - Cultural and creative sectors in post-COVID-19 Europe – crisis effects and policy recommendations](#)

Publication type Study

Date 18-02-2021

External author IDEA Consult: Isabelle De Voldere, Martina Fraioli, Eveline Durinck

Goethe-Institut: Antonia Blau, Sina Lebert

Inforelais: Sylvia Amann

Values of Culture&Creativity: Joost Heinsius

Policy area Culture | Education

Keyword arts | coronavirus disease | cultural policy | culture and religion | economic analysis | economic consequence | economic policy | ECONOMICS | EMPLOYMENT AND WORKING CONDITIONS | epidemic | health | incomes policy | innovation | organisation of work and working conditions | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | social framework | social impact | SOCIAL QUESTIONS | working conditions

Summary Cultural and creative sectors (CCS) have been hit hard by the consequences of the COVID-19 pandemic. This study analyses the so far effects of the crisis on the CCS, as well as the policy responses that are formulated to support the sectors. Based on the analysis, policy recommendations are formulated to further improve the resilience of the CCS in Europe in the medium and longer term.

[Study EN](#)

[Executive summary DE, EN, ES, FR, IT](#)

[Creating opportunities in sport for people with disabilities](#)

Publication type Briefing

Date 15-02-2021

Author KATSAROVA Ivana

Policy area Education

Keyword data collection | disabled person | economic analysis | ECONOMICS | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | EU statistics | EU strategy | European construction | EUROPEAN UNION | Eurostat | information technology and data processing | social affairs | SOCIAL QUESTIONS | sport

Summary Disability is a complex, multidimensional and contested term for which there is no common definition, but which is generally understood as a dynamic interaction between health conditions and contextual factors, both personal and environmental. A billion people in the world, of whom over 70 million in the EU, live with disabilities today. Official sporting events for people with disabilities have existed for over a century. The Silent Games – the first competition for athletes with a disability (now Deaflympics) – were held in 1924 in Paris (France). Some disability sports are traditional sports slightly modified to meet the needs of people with a disability and are referred to as 'adapted sports'. Others, such as boccia, have been designed specifically with no equivalent in mainstream sport. 'Disability sport' is used as an umbrella term to describe sports activities developed for the benefit of people or athletes with disabilities. In the last century, various disability sports and competitions have been developed and run under the auspices of specialised international organisations. Regrettably, there is no centralised data collection on the participation of people with disabilities in sport at EU level. Instead, EU countries gather a variety of non-harmonised indicators, making it impossible to make consistent comparisons. According to a 2018 Eurobarometer survey, having a disability or illness is the third most frequently mentioned reason – by 14 % of respondents – for not practising sports more regularly. To remove such barriers and improve the participation of people with disabilities in sports, over 50 Erasmus+ projects have supported such activities since 2014. At national level, some EU countries, such as France, Ireland and the Netherlands, have adopted centralised approaches based on national strategies and funding initiatives. Others, including Belgium, Italy and Spain, favour strategies developed and implemented mainly at regional or local level. The pandemic has taken a heavy toll on sports activities for people with disabilities. The Tokyo 2020 Paralympic Games, rescheduled for August-September 2021, will be broadcast to an estimated global audience of 4.3 billion people and should help to put disability back at the heart of the inclusion agenda.

[Briefing](#) [EN](#)

[Research for CULT Committee - The Situation of Artists and Cultural Workers and the post-COVID-19 Cultural Recovery in the European Union - Background Analysis](#)

Publication type Study

Date 01-02-2021

External author Dr Mafalda DÂMASO

Culture Action Europe: Tere BADIA, Gabriele ROSANA, Kornelia KISS, Sebastiano BERTAGNI, Maya WEISINGER

Policy area Coronavirus | Culture | Education | Employment

Keyword art education | artistic profession | copyright | coronavirus disease | culture and religion | culture industry | digital distribution | EDUCATION AND COMMUNICATIONS | EMPLOYMENT AND WORKING CONDITIONS | epidemic | health | human rights | LAW | marketing | organisation of work and working conditions | performing arts | personnel management and staff remuneration | PRODUCTION, TECHNOLOGY AND RESEARCH | professional career | remuneration of work | research and intellectual property | rights and freedoms | SOCIAL QUESTIONS | teaching | TRADE | working conditions

Summary This background analysis on the situation of artists and cultural workers and the post-COVID-19 cultural recovery in the European Union is prepared for the European Parliament. It provides an overview of key characteristics of artists' and cultural workers' status across Europe, their working conditions, precariousness and career paths. It outlines the justification for specific policy solutions and provides a mapping of key challenges for a European framework for working conditions in the cultural and creative sectors and industries.

[Study](#) [EN](#)

[Research for CULT Committee - Making the European Education Area a reality: state of affairs, challenges and prospects](#)

Publication type Study

Date 01-02-2021

Author HERIARD PIERRE MARIE | PRUTSCH Markus Josef | THOENES SOPHIA

Policy area Culture | Education

Keyword cooperation in the field of education | cooperation policy | digital literacy | economic and social cohesion | education | EDUCATION AND COMMUNICATIONS | education policy | educational exchange | educational system | EU programme | European construction | EUROPEAN UNION | gender equality | information and information processing | INTERNATIONAL RELATIONS | LAW | organisation of teaching | rights and freedoms | teacher training | teaching | teaching quality

Summary This study presents and examines three communications on a future European Education Area published by the European Commission between November 2017 and September 2020, analysing the reception and assessment of these communications by the other EU institutions, Member States and various stakeholders. It highlights existing challenges and makes concrete recommendations as regards the strategy, governance and priorities required to turn the vision of a European Education Area into reality by 2025.

[Study](#) [EN](#)

[Executive summary](#) [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

What if technology and culture combined to boost a green recovery?

Publication type At a Glance

Date 21-12-2020

Author KONONENKO Vadim

Policy area Consumer Protection | Culture | Education | Environment | Forward Planning | Industry | Public Health | Research Policy | Transport

Keyword coronavirus disease | culture | culture and religion | economic analysis | economic conditions | economic consequence | economic policy | economic recovery | ECONOMICS | ENVIRONMENT | environmental policy | epidemic | EU growth strategy | European construction | EUROPEAN UNION | green economy | health | innovation | new technology | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | SOCIAL QUESTIONS | sustainable development | technological change | technology and technical regulations

Summary With its recent European Green Deal framework, the EU is striving to achieve climate neutrality in its economy by 2050 and, simultaneously, bring itself on the path of recovery from the adverse effects of the COVID-19 pandemic. Technology will inevitably play a significant part in this process. However, historical experience tells us that culture and aesthetic have too had significant roles in recovery from a crises, be it war, economic recession, or an epidemic.

At a Glance [EN](#)

Multimedia [What If Technology And Culture Combined To Boost A Green Recovery?](#)

What future for democracy?

Publication type At a Glance

Date 11-12-2020

Author NOONAN EAMONN

Policy area Democracy | Economics and Monetary Issues | Education | Employment | EU Democracy, Institutional and Parliamentary Law | Forward Planning | Global Governance | Social Policy

Keyword communications | digital technology | direct democracy | disinformation | dissemination of information | documentation | EDUCATION AND COMMUNICATIONS | participatory democracy | political framework | POLITICS | politics and public safety | populism | PRODUCTION, TECHNOLOGY AND RESEARCH | public consultation | public opinion | public relations | representative democracy | technology and technical regulations

Summary A panel at the 2020 ESPAS conference discussed the future of democracy in the light of the coronavirus pandemic. Participatory democracy was seen as a potential remedy for polarisation, while digitisation brings a need for careful governance. Misinformation and disinformation needs to be addressed through education. A poll of attendees identified tax equity as a key innovation for successfully rebuilding democracy.

At a Glance [EN](#)

Next generation or lost generation? Children, young people and the pandemic

Publication type Briefing

Date 10-12-2020

Author MILOTAY Nora

Policy area Coronavirus | Education | Employment | Human Rights | Social Policy

Keyword access to education | communications | coronavirus disease | demography and population | digital divide | digital literacy | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | epidemic | health | information and information processing | information technology | mental health | social framework | social impact | SOCIAL QUESTIONS | young person | youth employment

Summary The next generation, sometimes referred to as 'Generation Z' or 'Gen Z', includes children and young people born after 1995/1996. Also known as the 'iGeneration' they are the first digital natives: they have grown up with smartphones and tablets, and most have internet access at home. While, in the EU, they are the most diverse generation when it comes to their origins, and best educated, in terms of level of education, they are the most vulnerable, including on the labour market. They are the generation most at risk of poverty, and worst affected by the lack of intergenerational earning mobility. In addition, they have been hardest hit by the coronavirus crisis, following school closures and also job losses. The negative trends this generation was facing prior to the pandemic solidified during the outbreak and the lockdown measures. The well-being, educational success and labour market integration of this generation have a major impact on the general well-being of society, as well as on productivity growth, and thus on the entire economy now and in the future. It will, however, be another 15 years before this generation, along with the 'Millennials' (born between 1981 and 1995/1996) form the majority in the voting age population across the EU, and their views, expectations and attitudes are taken into consideration when designing policies. In this context, policies must address Generation Z from a young age as active citizens who need to be both protected and empowered. In the von der Leyen Commission more than half the Commissioners have been entrusted with tasks that directly address challenges for this generation, ranging from access to quality education, health, housing, nutrition and labour markets to combating poverty and protecting children's and young people's rights. This is an opportunity to design comprehensive policies that cut across sectors and that address the entire generation under the age of 22/24 in a multidimensional way. It is also a way to include children and young people in the democratic process and monitor their progress across multiple indicators in relation to the United Nations sustainable development goals. Stronger pro-child and pro-youth policies can help to achieve more balanced and efficient welfare states that genuinely protect the entire population.

Briefing [EN](#)

[Research for CULT Committee - Shaping digital education policy](#)

Publication type [At a Glance](#)

Date 27-11-2020

Author HERIARD PIERRE MARIE | LECARTE Jacques

External author Ockham - IPS B.V.: Simon BROEK; Bert-Jan BUISKOOL

Policy area Education

Keyword continuing education | coronavirus disease | digital literacy | digital technology | distance learning | documentation | education | EDUCATION AND COMMUNICATIONS | education policy | EP Committee | epidemic | EU institutions and European civil service | EUROPEAN UNION | health | information and information processing | information technology and data processing | information technology applications | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | research report | SOCIAL QUESTIONS | teaching curriculum | technology and technical regulations

Summary This research project assesses the Digital Education Action Plan published in 2018 in terms of organisational and content-related challenges. It outlines concrete recommendations on how an updated Digital Education Action Plan could mitigate the weaknesses of the current plan, through a more holistic vision of the digital transformation in education, a focus on quality infrastructure for digital education for all, the further empowerment of educators and the further development of 'whole-school' approaches to digital education.

[At a Glance](#) [EN](#)

[What if AI could help us become 'greener'?](#)

Publication type [At a Glance](#)

Date 20-11-2020

Author KONONENKO Vadim

Policy area Consumer Protection | Education | Environment | Forward Planning | Industry | Public Health | Research Policy | Transport

Keyword artificial intelligence | circular economy | cybernetics | economic policy | ECONOMICS | EDUCATION AND COMMUNICATIONS | ENVIRONMENT | environmental policy | EU growth strategy | European construction | EUROPEAN UNION | green economy | information and information processing | innovation | natural and applied sciences | new technology | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | SCIENCE | sustainable development | technological change | technology and technical regulations

Summary While some argue that AI can potentially be useful or even indispensable in 'green transitions', important questions remain open. Should AI be only used in resolving different specific problems (for example, intelligent pollinating robots replacing a declining bee population) or should AI be employed in 'governing' the sustainability of complex socio-economic systems such as mobility, food, and energy? While the latter option is currently technically unattainable and may be ethically dubious, it marks the axis of a political debate about possible synergies between sustainability and AI.

[At a Glance](#) [EN](#)

Multimedia [What if AI could help us become 'greener'?](#)

[Skills and Jobs for future labour markets: European policies and Skills Agendas 2010 - 2020](#)

Publication type [Briefing](#)

Date 26-10-2020

Author KRAATZ Susanne

Policy area Education | Employment | Social Policy

Keyword employment | EMPLOYMENT AND WORKING CONDITIONS | EU employment policy | labour market | labour market | skill obsolescence | skilled worker | vocational training

Summary The briefing presents an overview of skills challenges, European and international policy responses. Further, it analyses the three European skills agendas 2010, 2016 and 2020 from a lifelong learning perspective. The note covers aspects of the COVID-19 pandemic.

[Briefing](#) [EN](#)

[Research for CULT Committee - Towards a European education - Critical perspectives on challenges ahead](#)

Publication type [Study](#)

Date 01-10-2020

External author Régis MALET

Policy area Culture | Education

Keyword continuing education | cooperation in the field of education | cooperation policy | distance learning | economic policy | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education policy | educational system | humanities | INTERNATIONAL RELATIONS | learning | non cognitive skills | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | SCIENCE | student mobility | sustainable development | teacher | teacher training | teaching | technological change | technology and technical regulations

Summary This study offers an in-depth exploration of pressing themes for European educators and policymakers in the 21st century: learner mobility, citizenship education and the role of digital and virtual learning. Increased opportunities for all young people to engage in mobility programmes will generate benefits in terms of employability, reduced social inequalities and more open, responsible and environmentally aware European citizens.

[Study](#) [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

[The future of tertiary education in Europe](#)

Publication type In-Depth Analysis

Date 28-09-2020

Author CHIRCOP Denise | KARAKAS Cemal | KISS Monika | SZCZEPANSKI Marcin

Policy area Education | Employment

Keyword digital technology | education | EDUCATION AND COMMUNICATIONS | education policy | educational system | higher education | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | teaching | technology and technical regulations

Summary This analysis focuses on six challenges facing tertiary education in the EU: the need to maintain relevance to current and future aspirations, the impact of digital and disruptive technologies, the way it collaborates with business, global and intra-EU collaboration, quality assurance, financing and barriers to inclusion. It also looks at trends in two of the largest higher education systems outside the European Higher Education Area, those in the United States and China. This provides the backdrop to discuss how the next Multiannual Financial Framework, which is currently under negotiation, will put tools at the EU's disposal to exert some influence on the future trajectory of tertiary education, as well as the European Parliament's role in these negotiations.

In-Depth Analysis [DE](#), [EN](#), [FR](#)

Multimedia [The future of tertiary education in Europe](#)

[Shaping a European Child Guarantee](#)

Publication type Briefing

Date 22-09-2020

Author KRAATZ Susanne

Policy area Education | Employment | European Added Value | Evaluation of Law and Policy in Practice | Forward Planning | Human Rights | Social Policy

Keyword aid to disadvantaged groups | Asia and Oceania | child | children's rights | China | coronavirus disease | demography and population | economic geography | ECONOMICS | epidemic | European social policy | family benefit | GEOGRAPHY | health | LAW | marginalisation | national accounts | poverty | rights and freedoms | social affairs | social framework | social protection | SOCIAL QUESTIONS | social rights | socially disadvantaged class

Summary The briefing presents data on the problem of child poverty in the European Union followed by an overview of policy initiatives by the Commission, the Council and the European Parliament. It concludes with points from the debate in research on how to shape an effective Child Guarantee. The note covers aspects of the COVID-19 pandemic.

Briefing [EN](#)

[Research for CULT Committee - Shaping digital education policy Concomitant expertise for INI report](#)

Publication type In-Depth Analysis

Date 15-09-2020

External author Simon BROEK; Bert-Jan BUISSKOOL

Policy area Culture | Education

Keyword continuing education | coronavirus disease | digital literacy | digital technology | distance learning | documentation | education | EDUCATION AND COMMUNICATIONS | education policy | EP Committee | epidemic | EU action | EU institutions and European civil service | European construction | EUROPEAN UNION | health | information and information processing | information technology and data processing | information technology applications | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | research report | SOCIAL QUESTIONS | teaching curriculum | technology and technical regulations

Summary This research project assesses the Digital Education Action Plan published in 2018 in terms of organisational and content-related challenges. It outlines concrete recommendations on how an updated Digital Education Action Plan could mitigate the weaknesses of the current plan, through a more holistic vision of the digital transformation in education, a focus on quality infrastructure for digital education for all, the further empowerment of educators and the further development of 'whole-school' approaches to digital education.

In-Depth Analysis [EN](#)

[Policy Departments' Monthly Highlights - September 2020](#)

Publication type At a Glance

Date 11-09-2020

Policy area Area of Freedom, Security and Justice | Budget | Culture | Education | Employment | Foreign Affairs

Keyword biodiversity | climate change policy | ENVIRONMENT | environmental policy | EU expenditure | EU finance | EUROPEAN UNION | European Union law | fight against crime | financial transparency | fraud against the EU | natural environment | social affairs | SOCIAL QUESTIONS

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

At a Glance [EN](#)

[Social and employment policies in Europe](#)

Publication type [Briefing](#)

Date 10-09-2020

Author MILOTAY Nora

Policy area [Coronavirus](#) | [Education](#) | [Employment](#) | [Social Policy](#)

Keyword [coronavirus disease](#) | [employment](#) | [EMPLOYMENT AND WORKING CONDITIONS](#) | [employment policy](#) | [epidemic](#) | [health](#) | [labour market](#) | [labour market](#) | [social framework](#) | [social impact](#) | [SOCIAL QUESTIONS](#)

Summary Whilst the disruption caused by the coronavirus crisis has affected all segments of society, some groups and geographic areas have been impacted more seriously than others. The crisis has opened up the opportunity to rethink how and what could be done differently and more efficiently over the longer term in the social and employment field at European level, including the possibility of putting social and economic considerations and rights on a more equal footing within the Union's governance framework. Focusing on the European Green Deal as the new growth strategy and strengthening the single market, of which social inclusion and fairness are an organic part, can help to tackle the root causes of the trends highlighted ever more strongly by the coronavirus triple crisis: health, economic and environmental. Some measures might imply changes to the Treaty base of the Union, but many can already be carried out within the current legal framework, where the European Union (EU) can function as a 'holding space' for experimentation and reform and pave the way to a truly resilient, sustainable and fair system. Such a system would then not only be able to absorb shocks but also to grow from them.

[Briefing](#) [EN](#)

[Ten opportunities for Europe post-coronavirus: Exploring potential for progress in EU policy-making](#)

Publication type [In-Depth Analysis](#)

Date 29-07-2020

Author BASSOT Etienne

Policy area [Coronavirus](#) | [Education](#) | [Employment](#) | [Environment](#) | [Industry](#) | [Public Health](#) | [Security and Defence](#) | [Transport](#)

Keyword [climate change](#) | [coronavirus disease](#) | [deterioration of the environment](#) | [distance learning](#) | [economic conditions](#) | [economic recovery](#) | [ECONOMICS](#) | [education](#) | [EDUCATION AND COMMUNICATIONS](#) | [electronic commerce](#) | [employment](#) | [EMPLOYMENT AND WORKING CONDITIONS](#) | [ENVIRONMENT](#) | [environmental policy](#) | [epidemic](#) | [EU environmental policy](#) | [EU industrial policy](#) | [European security](#) | [health](#) | [industrial structures and policy](#) | [INDUSTRY](#) | [INTERNATIONAL RELATIONS](#) | [international security](#) | [marketing](#) | [public health](#) | [SOCIAL QUESTIONS](#) | [sustainable mobility](#) | [teleworking](#) | [TRADE](#) | [TRANSPORT](#) | [transport policy](#)

Summary Whilst much commentary and analysis has understandably been focused on reaction to, and mitigation of, the immediate impact of the coronavirus crisis in Europe and worldwide, relatively little attention has been paid to areas of potential opportunity which the crisis may offer to improve policy for the future. This EPRS analysis looks at ten areas which may offer potential for progress, including working more closely together on health policy, using climate action to promote a sustainable recovery, re-thinking the world of work, future-proofing education, harnessing e commerce and championing European values and multilateralism.

[In-Depth Analysis](#) [DE](#), [EN](#), [FR](#)

Multimedia [Ten opportunities for Europe post-coronavirus](#)

[Study in focus: Employment and social situation in Germany](#)

Publication type [At a Glance](#)

Date 15-07-2020

Author KRAATZ Susanne | SZPEJNA MONIKA MARZENA

Policy area [Coronavirus](#) | [Education](#) | [Employment](#) | [Evaluation of Law and Policy in Practice](#) | [Gender Issues, Equality and Diversity](#) | [Social Policy](#)

Keyword [economic geography](#) | [employment](#) | [EMPLOYMENT AND WORKING CONDITIONS](#) | [employment policy](#) | [Europe](#) | [GEOGRAPHY](#) | [Germany](#) | [labour market](#) | [labour market](#) | [political geography](#) | [social framework](#) | [SOCIAL QUESTIONS](#) | [social situation](#) | [unemployment](#)

Summary The note provides a summary of key findings from the study of the labour market and social situation in Germany including major trends, policy responses and challenges for the future. The note covers aspects of the COVID-19 pandemic.

[At a Glance](#) [EN](#)

[Artificial intelligence: How does it work, why does it matter, and what can we do about it?](#)

Publication type [Study](#)

Date 28-06-2020

Author BOUCHER Philip Nicholas

Policy area [Consumer Protection](#) | [Culture](#) | [Democracy](#) | [Education](#) | [Employment](#) | [Forward Planning](#) | [Human Rights](#) | [Industry](#) | [Internal Market and Customs Union](#) | [Research Policy](#) | [Security and Defence](#) | [Social Policy](#)

Keyword [artificial intelligence](#) | [economic analysis](#) | [ECONOMICS](#) | [EDUCATION AND COMMUNICATIONS](#) | [impact of information technology](#) | [impact study](#) | [information and information processing](#) | [information technology and data processing](#) | [new technology](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [technology and technical regulations](#)

Summary Artificial intelligence (AI) is probably the defining technology of the last decade, and perhaps also the next. The aim of this report is to support meaningful reflection and productive debate about AI by providing accessible information about the full range of current and speculative techniques and their associated impacts, and setting out a wide range of regulatory, technological and societal measures that could be mobilised in response.

[Study](#) [EN](#)

[A more resilient, sustainable and fair Europe after coronavirus?](#)

Publication type [At a Glance](#)

Date 25-06-2020

Author MILOTAY Nora

Policy area [Coronavirus](#) | [Economics and Monetary Issues](#) | [Education](#) | [Employment](#) | [Environment](#) | [Social Policy](#)

Keyword [coronavirus disease](#) | [economic analysis](#) | [economic conditions](#) | [economic consequence](#) | [economic policy](#) | [economic recession](#) | [economic recovery](#) | [ECONOMICS](#) | [epidemic](#) | [health](#) | [impact study](#) | [SOCIAL QUESTIONS](#) | [sustainable development](#)

Summary The triple-crisis – the pandemic's public health and economic consequences intertwined with the underlying environmental crisis – may lead to increasing divergence, instead of convergence and cohesion among Member States, regions, generations and different groups of society across the EU and globally. However, if handled with a longer-term perspective with the aim of achieving a more resilient, sustainable and fair EU – the crisis also offers the opportunity to turn the three into the guiding principles of the recovery. This applies as much for the content of the policies as for the process of their design and implementation, both in the short and longer terms.

[At a Glance](#) [EN](#)

[Education in isolation in the pandemic, following the path of Isaac Newton](#)

Publication type [Briefing](#)

Date 03-06-2020

Author CHIRCOP Denise

Policy area [Coronavirus](#) | [Education](#)

Keyword [coronavirus disease](#) | [digital divide](#) | [digital technology](#) | [distance learning](#) | [economic conditions](#) | [economic disparity](#) | [ECONOMICS](#) | [education](#) | [education](#) | [EDUCATION AND COMMUNICATIONS](#) | [epidemic](#) | [health](#) | [information and information processing](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [social framework](#) | [social inequality](#) | [SOCIAL QUESTIONS](#) | [technology and technical regulations](#)

Summary While schools have remained closed due to the coronavirus pandemic, students' education cannot be suspended indefinitely without severe consequences. Alternative methods, mostly dependent on digital technology, have been adopted very rapidly. Organisations such as Unesco have been quick to monitor the situation, and the European Union too has followed developments in the Member States through its agencies and networks. Video-conferences between education ministers have been pivotal for them to discuss issues and learn from each other's best practices. What has started as an emergency has become an eye-opener, as existing educational gaps have become more visible. Socio-economic inequalities, greater difficulties of access for those with special educational needs, barriers in home-school communication and between teachers and educational authorities have been compounded by missing digital tools and skills. The sudden leap has also given rise to outreach initiatives and a growing awareness of resources whose potential was still under-exploited. These included numerous online platforms and other resources that became freely available to salvage the situation. As teachers, students and parents experiment with new tools, policy-makers try to understand what can be more systematically adopted in the future to make education more flexible and inclusive, and what needs to be debunked. Learning is not limited to schooling; vocational education and training, universities and adult education sectors have also struggled to maintain their activities. At the same time, they will be expected to contribute to the relaunch following the end of confinement. Given the economic downturn, guidance and career counselling will have a pivotal role in reskilling and upskilling the labour force. The European Union has a supportive role in this process and also needs to safeguard the wellbeing of participants in its programmes Erasmus+ and the European Solidarity Corps. The European Parliament is keen to ensure the institutions do all they can. Where does Isaac Newton fit in all this?

[Briefing](#) [EN](#)

[European Commission follow-up to European Parliament requests 2017 - 2019](#)

Publication type [Study](#)

Date 02-06-2020

Author PASIK MAGDALENA | PÉREZ GUZMÁN Águeda | REMAC Milan | ZANA-SZABO Gabriella

Policy area [Agriculture and Rural Development](#) | [Consumer Protection](#) | [Culture](#) | [Economics and Monetary Issues](#) | [Education](#) | [Environment](#) | [Financial and Banking Issues](#) | [Fisheries](#) | [Industry](#) | [Internal Market and Customs Union](#) | [International Trade](#) | [Transport](#)

Keyword [documentation](#) | [EDUCATION AND COMMUNICATIONS](#) | [EP resolution](#) | [EU institutions and European civil service](#) | [European Commission](#) | [European Parliament](#) | [EUROPEAN UNION](#) | [European Union law](#) | [interinstitutional relations \(EU\)](#) | [research report](#)

Summary This study seeks to present a comprehensive overview of non-legislative resolutions adopted by Parliament between January 2017 and May 2019 on the basis of own-initiative reports, in the light of the response provided by the Commission and the subsequent follow-up documents and related actions undertaken by the Commission up to 1 January 2020.

[Study](#) [EN](#)

Research for CULT Committee - The Use of Artificial Intelligence in the Cultural and Creative Sectors

Publication type Briefing

Date 15-05-2020

External author Baptiste Caramiaux

Policy area Culture | Education

Keyword artificial intelligence | arts | copyright | culture | culture and religion | culture industry | EDUCATION AND COMMUNICATIONS | information and information processing | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | SOCIAL QUESTIONS

Summary In this introductory in-depth analysis, we report six key findings on the use of Artificial Intelligence (AI) in the cultural and creative sectors (CCS).
Finding 1: AI challenges the creative value-chain in two ways: shifting services performed by humans to algorithms and empowering the individual creator.
Finding 2: AI-generated content challenges authorship, ownership and copyright infringement. New exclusive rights on datasets must be designed in order to better incentivise innovation and research.
Finding 3: European cultural institutions have rich datasets of cultural artefacts that could be made accessible to a larger audience. AI has the potential to create rich ways for users to navigate through cultural content. Good practices in AI for cultural heritage accessibility need to be formalised and shared among the European cultural networks.
Finding 4: The use of AI for media content brings up issues regarding cultural and linguistic diversity. Public policies and measures are required to prevent discrimination in AI-based distribution platforms.
Finding 5: AI governance is centralised, which has an impact in the CCS. Funding instruments are needed to support less-centralised, human-centred AI.
Finding 6: The Union supports a rich environment for AI-Art, resulting in the development of critical discourse on technology and AI by the public, which should be sustained in the long run.

Briefing [EN](#)

Research for CULT Committee - The use of Artificial Intelligence in the Audiovisual Sector - Concomitant expertise for INI report

Publication type In-Depth Analysis

Date 15-05-2020

External author Georg Rehm

Policy area Culture | Education

Keyword artificial intelligence | audiovisual industry | communications | documentation | economic analysis | ECONOMICS | EDUCATION AND COMMUNICATIONS | EP Committee | EU institutions and European civil service | EUROPEAN UNION | information and information processing | research report | statistics

Summary This briefing paper takes a look at the use of AI technologies in the wider audiovisual sector. A survey with ten questions concerning the most important aspects was circulated to 85 contacts at 73 organisations. A total of 22 responses were received. The main findings are as follows:
1. Almost all respondents report broad use of AI technologies, especially for automated indexing, improved content accessibility as well as localisation. AI is used for processing audio or video, language or text data or for knowledge management purposes.
2. Among the technologies used are ASR, TTS, NLP, NER, MT, summarisation, search and recommender engines, content classification, subtitling, vision and metadata extraction (see Appendix 2: Glossary – Terms and Abbreviations).
3. AI technologies foreseen for future use are more experimental and include the automated detection of illegal content and deep fakes as well as flexible curation technologies.
4. There is a big demand for large amounts of training data including labelled, structured and unstructured data, domain-specific training data, acoustic data and data for illegal content.
5. There is also a need for more language technologies for all European languages, including ASR, TTS, MT, content curation services and metadata extraction as well as Linked Data.
6. In terms of policies, it is suggested to focus upon an ethical framework regarding the use and misuse of AI that protects human values and fosters cultural and linguistic diversity. It should also protect against the misuse of AI for false news and misinformation.
7. Regarding opportunities, many respondents suggest concentrating on the AI-based production of high quality content. In addition, AI allows unlimited localisation and makes it possible for a fragmented and culturally diverse ecosystem to survive in a world dominated by capital-intensive ventures based in the US.
8. The consumption of intentionally created false or manipulative content is seen as an imminent danger. It is stressed that, as video is quickly becoming our main means of communication, there is a threat that relates to the use of AI for misinformation and manipulation, which could have an impact on the foundations of our democratic society.
9. The awareness of the European AI tool market varies. Some perceive the market to be non-existent, others perceive it to be highly fragmented. Due to the dominance of non-European technology enterprises, European companies should be supported more.
10. Collaboration at the European level is seen as essential because individual players have limitations and difficulties in using AI technologies. Europe's multilingualism is seen as crucial: to guarantee inclusiveness and accessibility, tools need to be made available, especially for under-resourced languages.

In-Depth Analysis [EN](#)

[Research for CULT Committee - The use of Artificial Intelligence \(AI\) in education](#)

Publication type Briefing

Date 15-05-2020

External author Ilkka Tuomi

Policy area Culture | Education

Keyword artificial intelligence | digital literacy | digital technology | education | EDUCATION AND COMMUNICATIONS | education policy | information and information processing | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | teaching materials | technology and technical regulations

Summary There are two different types of AI in wide use today. Recent developments have focused on data-driven machine learning, but in the last decades, most AI applications in education (AIEd) have been based on representational / knowledge-based AI.
Data-driven AI uses a programming paradigm that is new to most computing professionals. It requires competences which are different from traditional programming and computational thinking. It opens up new ways to use computing and digital devices. But the development of state-of-the-art AI is now starting to exceed the computational capacity of the largest AI developers. The recent rapid developments in data-driven AI may not be sustainable.
The impact of AI in education will depend on how learning and competence needs change, as AI will be widely used in the society and economy. AIEd should be used to help schools and educational institutions in transforming learning for the future.
Many AIEd systems have been developed over the years, but few of these have shown clear scientific impact on learning. Evidence is lacking partly because the contexts of teaching and learning vary across classrooms, schools, educational systems, and countries. Local knowledge and capacity is critical for effective adoption and shaping of AIEd, and new scaling models are needed. Co-design of AIEd with teachers is a possible way to advance new scaling models.
AI has a great potential in compensating learning difficulties and supporting teachers. The Union/ the EU needs a "clearing house" that helps teachers and policy-makers make sense of the fast developments in this area.

[Briefing](#) [EN](#)

[Potentially negative effects of internet use](#)

Publication type In-Depth Analysis

Date 13-05-2020

Author QUAGLIO Gianluca

Policy area Consumer Protection | Culture | Education | Forward Planning | Public Health | Social Policy

Keyword communications | digital literacy | digital single market | economic analysis | ECONOMICS | EDUCATION AND COMMUNICATIONS | European construction | EUROPEAN UNION | gambling addiction | health | human relations | impact of information technology | impact study | information and information processing | information security | information technology and data processing | Internet | personal development | POLITICS | politics and public safety | public awareness campaign | public health | social affairs | social behaviour | SOCIAL QUESTIONS

Summary It is increasingly recognised that the internet, in spite of all its benefits to society, can also be correlated with significant harms to individuals and society. Some of these harms have been studied extensively, particularly harms to privacy, harms associated with security and cybercrime, and harms resulting from digital divides. This report covers less studied but equally important harms: harms associated with internet use that concern the health, well-being a functioning of individuals, and the impact on social structures and institutions. The ultimate aim of the study is to develop concrete policy options to be considered by the EU Institutions and Member States, to mitigate negative effects of the internet for European citizens.

[In-Depth Analysis](#) [EN](#)

Multimedia [Potentially negative effects of internet use](#)

[Coronavirus and the cost of non-Europe: An analysis of the economic benefits of common European action](#)

Publication type In-Depth Analysis

Date 11-05-2020

Author EVAS Tatjana | HEFLICH ALEKSANDRA | LOMBA NIOMBO | NAVARRA Cecilia | PANELLA Lauro | SAULNIER JEROME LEON

External author Muller, Klaus

Policy area Area of Freedom, Security and Justice | Coronavirus | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | EU Democracy, Institutional and Parliamentary Law | European Added Value | Industry | Internal Market and Customs Union | International Trade | Public Health | Regional Development | Research Policy | Social Policy | Transport

Keyword area of freedom, security and justice | cooperation policy | coronavirus disease | Economic and Monetary Union | economic and social cohesion | economic integration | economic policy | ECONOMICS | ENVIRONMENT | environmental policy | epidemic | EU environmental policy | European construction | European integration | EUROPEAN UNION | FINANCE | gross domestic product | health | international cooperation | INTERNATIONAL RELATIONS | monetary economics | national accounts | single market | SOCIAL QUESTIONS | sustainable development

Summary This EPRS paper focuses on the economic benefits of common action at European level and the risk involved if the current coronavirus crisis and its aftermath were to stall or reverse the process of European integration. It attempts to quantify the losses from: (i) any gradual dismantling of the EU project - where cautious estimates suggest that erosion of the EU single market alone would cost the European economy between 3.0 and 8.7 per cent of its collective GDP (this would be existing 'European added value' permanently lost); and (ii) a parallel failure to take advantage of the unexploited potential of collective public goods that have yet to be achieved (this would be future GDP growth foregone). The latter 'cost of non-Europe' in 50 policy areas was identified by EPRS in 2019 as around 14 per cent of EU GDP by the end of a ten-year running-in period.

[In-Depth Analysis](#) [EN](#)

[Employment and social situation in Germany](#)

Publication type Study

Date 15-04-2020

External author Nicola Duell, Tim Vetter

Policy area Coronavirus | Education | Employment | Evaluation of Law and Policy in Practice | Gender Issues, Equality and Diversity | Social Policy

Keyword coronavirus disease | economic analysis | economic analysis | economic geography | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | employment policy | epidemic | Europe | GEOGRAPHY | Germany | health | labour market | labour market | political geography | social affairs | social policy | SOCIAL QUESTIONS

Summary This study of the labour market and social situation in Germany looks into major employment trends including atypical employment, unemployment and underemployment. It presents policy responses and major challenges for the future, such as digitisation and demographic change. Further, it explores policy action to fight poverty, trends in the German social partnership model and in the skills development system. Finally, it describes the contribution of the European Social Fund. The note covers aspects of the COVID-19 pandemic.

Study [DE](#), [EN](#)

[Impact of the Erasmus+ programme](#)

Publication type Briefing

Date 07-04-2020

External author Mueller, Klaus

Policy area Education | European Added Value

Keyword cooperation in the field of education | cooperation policy | economic analysis | ECONOMICS | education | education | EDUCATION AND COMMUNICATIONS | educational exchange | EU programme | European construction | EUROPEAN UNION | impact study | INTERNATIONAL RELATIONS | organisation of teaching | student mobility

Summary Erasmus+ is the EU programme in the field of education and training, and highly valued by the Member States, the general public and the stakeholders. The European Added Value is high. The multiplier effect of this investment is EUR 10 (lowest estimation) for each EUR 1 invested within 5 years.

Briefing [EN](#)

[Rethinking education in the digital age](#)

Publication type Study

Date 31-03-2020

External author DG, EPRS_This study has been written by VDI Technologiezentrum GmbH at the request of the Panel for the Future of Science and Technology (STOA) and managed by the Scientific Foresight Unit of the Directorate for Impact Assessment and European Added Value, within the Directorate-General for Parliamentary Research Services (EPRS) of the Secretariat of the European Parliament.

Policy area Culture | Education | Employment | Forward Planning | Social Policy

Keyword continuing education | digital divide | digital literacy | digital technology | distance learning | education | EDUCATION AND COMMUNICATIONS | education policy | EMPLOYMENT AND WORKING CONDITIONS | information and information processing | information technology and data processing | job access | labour market | office automation | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | programmed learning | teaching curriculum | teaching software | technology and technical regulations

Summary Traditional roles, content and methods of education are being challenged – today's education needs to prepare students for changing tasks and roles both in the labour market and as European citizens. Rethinking education in the digital age should become a central matter for today's policy-makers and matters for safeguarding European values such as equality, democracy and the rule of law. The current study presents policy options on the basis of a thorough analysis of current strengths and weaknesses, as well as future opportunities and threats for education in the digital age.

Study [EN](#)

Annex 1 [EN](#)

[Research for CULT Committee - Effective measures to 'green' Erasmus+, Creative Europe and European Solidarity Corps programmes - Concomitant expertise for INI report](#)

Publication type In-Depth Analysis

Date 16-03-2020

External author Bert-Jan Buischool; Marye Hudepohl

Policy area Education

Keyword climate change | culture and religion | deterioration of the environment | documentation | education | EDUCATION AND COMMUNICATIONS | educational exchange | ENVIRONMENT | environmental policy | EP Committee | EU environmental policy | EU institutions and European civil service | EU programme | European construction | EUROPEAN UNION | green economy | organisation of teaching | reduction of gas emissions | research report | social affairs | SOCIAL QUESTIONS | student mobility | voluntary work | youth exchange scheme

Summary This introductory briefing paper introduce five key messages on how the Erasmus+, European Solidarity Corps (ESC) and Creative Europe (CE) programmes (and the proposals for successor programmes) address environmental challenges.

In-Depth Analysis [EN](#)

[Research for CULT Committee - Virtual formats versus physical mobility - Concomitant expertise for INI report](#)

Publication type Briefing

Date 16-03-2020

External author Bert-Jan Buiskool; Marye Hudepohl

Policy area Education

Keyword communications | cooperation in the field of education | cooperation policy | digital technology | education | EDUCATION AND COMMUNICATIONS | educational exchange | EU programme | European construction | EUROPEAN UNION | INTERNATIONAL RELATIONS | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | student mobility | sustainable mobility | technology and technical regulations | TRANSPORT | transport policy | videophone conference

Summary This short briefing paper is part of the study into effective measures to 'green' the Erasmus+, Creative Europe and European Solidarity Corps programmes, which aims to provide input for the CULT Committee own-initiative report ("INI report") on effective measures to "green" the CULT programmes.

Briefing [EN](#)

[European education area](#)

Publication type At a Glance

Date 04-03-2020

Author CHIRCOP Denise

Policy area Education

Keyword cooperation in the field of education | cooperation policy | education | education | EDUCATION AND COMMUNICATIONS | education policy | European construction | EUROPEAN UNION | INTERNATIONAL RELATIONS | organisation of teaching | single market | student mobility

Summary The idea of a European education area emerged in November 2017 when the European Council met for the Social Summit in Gothenburg to discuss how to enhance the European Union's efforts in the area of education and culture. In the same month, the European Commission launched its vision for a European education area by 2025 'in which learning, studying and doing research would not be hampered by borders'. The Bologna process, which created greater compatibility between universities in the European Union (EU) and beyond, Erasmus+, the EU's programme for education, training, youth and sport and its predecessor programmes, and the framework for European cooperation in education and training (ET2020) are all precursors of this vision. The Commission has announced its intention to renew these activities with a number of initiatives planned for 2020, such as the European universities initiative, to focus on making the European education area a reality.

At a Glance [EN](#)

[What if artificial intelligence made work obsolete?](#)

Publication type At a Glance

Date 02-03-2020

Author BOUCHER Philip Nicholas

Policy area Culture | Economics and Monetary Issues | Education | Employment | Gender Issues, Equality and Diversity | Social Policy

Keyword artificial intelligence | automation | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | employment policy | information and information processing | job access | job cuts | labour market | PRODUCTION, TECHNOLOGY AND RESEARCH | technology and technical regulations

Summary The world of work is regularly disrupted by technology development. From mass production to word processing, innovations have regularly transformed our working lives and, with them, the broader economic system. Artificial intelligence (AI) is the latest in a long line of such technologies. What would happen if AI worked just as well as (or perhaps better than) humans, without taking holidays, getting sick, joining unions or drawing salaries?

At a Glance [EN](#)

Multimedia [What if artificial intelligence made work obsolete?](#)

[Teaching: A woman's world](#)

Publication type At a Glance

Date 27-02-2020

Author KATSAROVA Ivana

Policy area Education

Keyword education | EDUCATION AND COMMUNICATIONS | education policy | gender equality | LAW | organisation of teaching | position of women | rights and freedoms | social affairs | SOCIAL QUESTIONS | teacher

Summary A report on gender segregation by the European Institute for Gender Equality shows that in all EU countries men dominate certain professional fields, such as engineering and technology. By contrast, a number of jobs are still commonly considered to be for 'women only'. These include pre-school education, nursing, midwifery, secretarial work, and domestic and personal care related services.

At a Glance [EN](#)

What if internet by satellite were to lead to congestion in orbit?

Publication type At a Glance

Date 05-02-2020

Author VAN WOENSEL Lieve

Policy area Agriculture and Rural Development | Area of Freedom, Security and Justice | Consumer Protection | Contract Law, Commercial Law and Company Law | Education | Energy | Fisheries | Forward Planning | Global Governance | Human Rights | Industry | Intellectual Property Law | Internal Market and Customs Union | International Trade | Private international law and judicial cooperation in civil matters | Public Health | Regional Development | Research Policy | Security and Defence | Transport

Keyword air and space transport | communications | EDUCATION AND COMMUNICATIONS | information and information processing | information system | international law | Internet | LAW | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | satellite | satellite communications | space policy | TRANSPORT | use of outer space

Summary American Starlink project aims to bring high speed internet access across the globe by 2021. It's certainly a mission in the sky! But how will Elon Musk's plans to deploy this mega constellation of satellites impact on European citizens?

At a Glance [EN](#)

The 2019 ESPAS Conference: Some useful take-aways

Publication type At a Glance

Date 31-01-2020

Author SCHMERTZING Leopold

Policy area Economics and Monetary Issues | Education | EU Democracy, Institutional and Parliamentary Law | Foreign Affairs | Forward Planning | Public Health | Security and Defence | Social Policy

Keyword demography and population | economic analysis | ECONOMICS | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | EUROPEAN UNION | forward studies | geopolitics | higher education | humanities | interinstitutional relations (EU) | population ageing | population forecast | SCIENCE | social framework | social inequality | SOCIAL QUESTIONS | teaching

Summary What are the probable and less probable developments of ageing? How should university deal with the disrespect for facts? Will we see a multipolar or poly-nodal world? What will be the main causes of inequality? What can government do to prevent undesired futures? The 2019 ESPAS Conference was devoted to foresight, the disciplined exploration of alternative futures and had some useful take-aways in these questions

At a Glance [EN](#)

The European Union and Holocaust remembrance

Publication type Briefing

Date 23-01-2020

Author PASIKOWSKA-SCHNASS Magdalena | PERCHOC Philippe

Policy area Culture | Education

Keyword antisemitism | concentration camp | crime against humanity | equal treatment | INTERNATIONAL RELATIONS | international security | Jew | LAW | National Socialism | political framework | POLITICS | politics and public safety | public awareness campaign | rights and freedoms | Second World War | social framework | SOCIAL QUESTIONS

Summary The Holocaust was the state-sponsored, systematic persecution and mass murder of Jews, whom the Nazi regime and its collaborators sought to annihilate along with other persecuted groups, such as Roma and Sinti. The expropriation, state-sponsored discrimination and persecution of the Jews by the Nazi regime began in 1933, followed by pogroms and their mass incarceration in concentration camps. Ultimately, this policy was extended to all Nazi-controlled European territories and countries during World War II, culminating in mass summary executions ('Holocaust by Bullets') and extermination in death camps. The perpetrators were prosecuted at the Nuremberg trials in 1945-1946; however, the tribunal preferred to indict them on charges of crimes against humanity rather than genocide. It was not until 2005, on the occasion of the 60th anniversary of the liberation of Auschwitz that a United Nations resolution designated 27 January the day for international commemoration of the Holocaust, to be known as 'International Holocaust Remembrance Day'. In the European Union, numerous programmes seek to preserve the memory of these tragic events in the history of the continent. Since 1995, the European Parliament has adopted resolutions drawing attention to the obligation to remember not only through commemorations but also through education. In November 2018, the EU became a permanent international partner of the International Holocaust Remembrance Alliance (IHRA). This is a further updated version of a briefing from January 2018.

Briefing [EN](#), [FR](#)

[EU-Africa academic cooperation](#)

Publication type Briefing

Date 12-12-2019

Author ZYGIEREWICZ Anna

Policy area Budget | Development and Humanitarian Aid | Education | Evaluation of Law and Policy in Practice | Foreign Affairs | Research Policy

Keyword ACP countries | ACP-EU relationship | Africa | Africa | cooperation in the field of education | cooperation policy | culture and religion | economic geography | education | EDUCATION AND COMMUNICATIONS | educational exchange | EU programme | European construction | EUROPEAN UNION | GEOGRAPHY | higher education | international affairs | INTERNATIONAL RELATIONS | organisation of teaching | SOCIAL QUESTIONS | student mobility | summit meeting | teaching | youth exchange scheme

Summary EU-Africa academic cooperation is one of the priority of the strategic partnership between both regions. It allows the mobility of students, researchers and academic staff as well as the cooperation between academic institutions from both regions. The cooperation is supported, not least with the EU funds, through the Erasmus+ and Horizon 2020 programmes as well as through the Inter-Africa Mobility Scheme. With the new financial perspective and the new 'post-Cotonou' agreement, still in negotiations, it is important to ensure the future of the EU-Africa academic cooperation is relevant in scale to the needs and expectations and is focusing on topics important for both regions.

Briefing [EN](#)

[Commitments made at the hearing of Margaritis SCHINAS, Vice-President-designate - Promoting the European Way of Life](#)

Publication type Briefing

Date 22-11-2019

Author HERIARD PIERRE MARIE | ISKRA Katarzyna Anna | SOKOLSKA INA

Policy area Area of Freedom, Security and Justice | Culture | Democracy | Education | Employment | EU Democracy, Institutional and Parliamentary Law | Foreign Affairs | Forward Planning | Human Rights | Security and Defence | Social Policy

Keyword appointment of members | common security and defence policy | cultural pluralism | culture and religion | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | EU institutions and European civil service | EU migration policy | EU programme | European Commissioner | European construction | European Parliament | EUROPEAN UNION | integration of migrants | migration | oral question | parliament | parliamentary proceedings | POLITICS | public hearing | SOCIAL QUESTIONS | vocational training

Summary The Vice President-designate, Margaritis Schinas, appeared before the European Parliament on 03 October 2019 to answer questions from MEPs in the Committees on Civil Liberties, Justice and Home Affairs, Culture and Education, Employment and Social Affairs. During the hearing, he made a number of commitments which are highlighted in this document. These commitments refer to his portfolio, as described in the mission letter sent to him by Ursula von der Leyen, President-elect of the European Commission, including:

- Skills, education and integration;
- Finding common ground on migration; and
- Security Union.

Briefing [EN](#)

[Commitments made at the hearing of Janez LENARČIČ, Commissioner-designate - Crisis Management](#)

Publication type Briefing

Date 22-11-2019

Author URBINA TREVIÑO Gonzalo

Policy area Development and Humanitarian Aid | Education | Environment | Foreign Affairs | Gender Issues, Equality and Diversity | Human Rights | International Trade

Keyword candidate | civil defence | cooperation policy | electoral procedure and voting | EU institutions and European civil service | European Commissioner | EUROPEAN UNION | humanitarian aid | INTERNATIONAL RELATIONS | parliamentary proceedings | political party | political programme | POLITICS | politics and public safety | public hearing

Summary The commissioner-designate, Janez Lenarčič, appeared before the European Parliament on 02 October 2019 to answer questions from MEPs in the Committee on Development, in association with the Committee on Environment. During the hearing, he made a number of commitments which are highlighted in this document. These commitments refer to his portfolio, as described in the mission letter sent to him by Ursula von der Leyen, President-elect of the European Commission, including:

European Civil Protection and Humanitarian Aid.

Briefing [EN](#)

Inclusion of migrants in formal education

Publication type Briefing

Date 14-11-2019

Author CHIRCOP Denise | CLAROS GIMENO Eulalia

Policy area Area of Freedom, Security and Justice | Education

Keyword compulsory education | EDUCATION AND COMMUNICATIONS | higher education | integration of migrants | migrant | migration | pre-school education | primary education | social affairs | social integration | SOCIAL QUESTIONS | teaching

Summary Statistics show that students with a migrant background are not as integrated in formal education as other students. Yet the term 'students with a migrant background' catches many different individuals. Some of those students may have been born in the country in which they are studying, with their parents or grandparents being the ones to have moved states. Some of the new arrivals are asylumseekers or refugees, who may have experienced chronic stress and severe trauma. Some students have chosen to study abroad but, though they come from a different country, they are not considered migrants. This infographic looks at the complex picture behind the statistics, and at how authorities in Member States address the inclusion of migrant students through their policies.

Briefing [EN](#), [FR](#)

Key issues in the European Council - State of play in October 2019

Publication type Study

Date 16-10-2019

Author ANGHEL Suzana Elena | BACIAN Izabela Cristina | DRACHENBERG Ralf | VUKOVIC MARKO

Policy area Adoption of Legislation by EP and Council | Area of Freedom, Security and Justice | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts | Financial and Banking Issues | Foreign Affairs | Internal Market and Customs Union | International Trade | Research Policy | Security and Defence | Social Policy

Keyword common foreign and security policy | economic policy | economic policy | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | employment policy | ENVIRONMENT | environmental policy | EU environmental policy | EU institutions and European civil service | EU policy | EU strategy | European construction | European Council | EUROPEAN UNION

Summary This EPRS publication, 'Key issues in the European Council', which will be updated quarterly to coincide with European Council meetings, aims to provide an overview of the institution's activities on major EU issues. It analyses nine policy areas, explaining the legal and political background and the main priorities and orientations defined by the European Council. It also assesses the results of European Council involvement to date and identifies future challenges in the various policy fields.

Study [EN](#)

European Council conclusions: A rolling check-list of commitments to date

Publication type Study

Date 16-10-2019

Author ANGHEL Suzana Elena | BACIAN Izabela Cristina | DRACHENBERG Ralf | VUKOVIC MARKO

Policy area Adoption of Legislation by EP and Council | Area of Freedom, Security and Justice | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | EU Democracy, Institutional and Parliamentary Law | Financial and Banking Issues | Foreign Affairs | Internal Market and Customs Union | International Trade | Research Policy | Security and Defence | Social Policy

Keyword common foreign and security policy | economic policy | economic policy | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU employment policy | EU institutions and European civil service | EU policy | EU strategy | European construction | European Council | EUROPEAN UNION

Summary The role of the European Council – to 'provide the Union with the necessary impetus for its development' and to define its 'general political directions and priorities' – has evolved rapidly over the last decade. Since June 2014, the European Council Oversight Unit within the European Parliamentary Research Service (EPRS), the European Parliament's in-house research service and think tank, has been monitoring and analysing the European Council's delivery on commitments made in the conclusions of its meetings. This overview of European Council conclusions is the latest edition of the Rolling Check-List which has been published regularly by the European Council Oversight Unit since 2014. It is designed to review the degree of progress in achieving the goals that the European Council has set itself and to assist the Parliament in exercising its important oversight role in this field.

Study [EN](#)

Employment and Social Affairs: Achievements and challenges ahead

Publication type Briefing

Date 08-10-2019

Author KENNEDY AOIFE | KRAATZ Susanne

Policy area Education | Employment | European Added Value | Evaluation of Law and Policy in Practice | Forward Planning

Keyword aid to disadvantaged groups | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU employment policy | European social policy | national accounts | organisation of work and working conditions | poverty | social affairs | social protection | SOCIAL QUESTIONS | vocational training | working conditions

Summary This report summarises presentations and discussions from a workshop held on 24 September 2019 as part of the EMPL Committee meeting. The workshop brought together views from international organisations and experts on a broad range of topics: ILO and OECD strategies for the future of work, EU policies for skills development and for combating child poverty, potential gaps in European labour law and in European law on health and safety at workplaces of the future.

Briefing [EN](#)

Teachers: Contributing to the EU's future

Publication type At a Glance

Date 04-10-2019

Author KATSAROVA Ivana

Policy area Education

Keyword economic analysis | ECONOMICS | EDUCATION AND COMMUNICATIONS | EMPLOYMENT AND WORKING CONDITIONS | organisation of teaching | personnel management and staff remuneration | remuneration of work | statistics | teacher | teacher training | teaching

Summary Among all the factors that contribute to the school environment, it is considered that teachers have the greatest impact on pupils' learning outcomes. Their work is celebrated on World Teachers' Day, every 5 October since 1994. This is an occasion to honour the teaching profession worldwide, take stock of achievements, and address some outstanding issues, notably how to attract and retain the brightest minds and young talents in the profession. This infographic presents data on teachers in the EU, looking for instance at the age profile of teachers in different EU Member States, at pupil-teacher ratios, at the split of men and women in teaching jobs, at requirements for continuing professional development and at teachers' salaries in the different Member States.

At a Glance [EN](#)

Adult learners in a digital world

Publication type Briefing

Date 03-10-2019

Author CHIRCOP Denise

Policy area Education

Keyword adult | communications | demography and population | digital divide | digital literacy | digital technology | EDUCATION AND COMMUNICATIONS | information and information processing | PRODUCTION, TECHNOLOGY AND RESEARCH | SOCIAL QUESTIONS | technology and technical regulations | web surfer

Summary What impact does the digital world have on adult learners? Do they need to develop specific skills? Is the internet the new space where adults learn or find learning opportunities? This infographic looks at how adults in the EU currently use the internet, and their level of skills, to identify some of their learning needs. It then focuses on the characteristics of those who seek educational opportunities online to detect gaps in access to learning. Finally, it looks at how many actually use the internet for learning purposes and workplace ICT skills development training to pinpoint learning opportunities. While policy-makers see the potential of the digital environment to broaden access to education, lack of skills and infrastructure may be barriers in their own right.

Briefing [EN](#)

Multimedia [Lifelong Learning](#)

Teaching careers in the EU: Why boys do not want to be teachers

Publication type Briefing

Date 02-10-2019

Author KATSAROVA Ivana

Policy area Culture | Education

Keyword demography and population | EDUCATION AND COMMUNICATIONS | gender equality | LAW | man | organisation of teaching | rights and freedoms | social framework | SOCIAL QUESTIONS | social status | teacher | teaching | teaching

Summary Teaching – a profession that dates back through the generations – seems to have lost some of its attractiveness at present. An ageing teacher population, severe teacher shortages, difficulties with retaining younger teachers and a significant gender imbalance in staffing at different levels of education are just some of the serious challenges facing the profession. In the EU, only 7 % of all teachers are under 30 years old, while around 36 % are 50 or older. Also, 72 % of the nearly 6 million people working as school teachers are women, thus confirming the perception that teaching is a 'woman's world'. An extensive 2014 survey revealed that over a third of teachers in the EU work in schools with a shortage of qualified staff, and nearly half of school directors report a shortage of teachers for special needs pupils. Perhaps more worryingly, 81 % of teachers in the EU feel teaching is not valued in society. For most EU countries, raising the status and attractiveness of the teaching profession is therefore an urgent necessity. Despite the seriousness of the challenge, only 11 EU countries have taken some policy measures to make teaching more attractive. EU education systems offer teachers various arrangements in terms of recruitment, career structure, professional development and support, and remuneration. The average starting salary in lower secondary education in the 2016-2017 period was €27 000, with top salaries peaking at €45 000. However, a strong geographical divide is noticeable, with salaries of school teachers in eastern Europe being substantially lower than those in western Europe. Teachers have access to various mobility schemes through Erasmus, the EU's flagship programme in the area of education. From 2014 to 2020, the programme has offered mobility opportunities to 800 000 education staff, thus confirming its growing impact and popularity. In March 2019, the European Parliament supported the tripling of the programme's budget for 2021-2027, to make it more accessible and inclusive and enable more teachers and students to take part in it. Members of the European Parliament also proposed re-allocating the budget to different parts of the programme, as a way to offer pre-school and early education staff more possibilities to participate in mobility schemes.

Briefing [EN](#)

Multimedia [Teaching careers in the EU: Why boys do not want to be teachers](#)

[New plant-breeding techniques: Applicability of EU GMO rules](#)

Hearings of the Commissioners-designate: Mariya Gabriel – Innovation and Youth

Publication type Briefing

Date 26-09-2019

Author KATSAROVA Ivana

Policy area Culture | Education | Research Policy

Keyword appointment of members | candidate | consent procedure | dissemination of EU information | documentation | education | EDUCATION AND COMMUNICATIONS | educational exchange | electoral procedure and voting | EP Committee | EU institutions and European civil service | EU programme | European Commissioner | European construction | EUROPEAN UNION | European Union law | Framework Programme for Research and Development | parliamentary procedure | parliamentary proceedings | POLITICS | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | social affairs | SOCIAL QUESTIONS | summarising | youth policy

Summary This briefing is one in a set looking at the Commissioners-designate and their portfolios as put forward by Commission President-elect Ursula von der Leyen. Each candidate faces a three-hour public hearing, organised by one or more parliamentary committees. After that process, those committees will judge the candidates' suitability for the role based on 'their general competence, European commitment and personal independence', as well as their 'knowledge of their prospective portfolio and their communication skills'. At the end of the hearings process, Parliament votes on the proposed Commission as a bloc, and under the Treaties may only reject the entire College of Commissioners, rather than individual candidates. The Briefing provides an overview of key issues in the portfolio areas, as well as Parliament's activity in the last term in that field. It also includes a brief introduction to the candidate.

Briefing [EN](#)

Hearings of the Commissioners-designate: Margaritis Schinas – Vice-President: Promoting the European way of life

Publication type Briefing

Date 26-09-2019

Author ORAV Anita | VORONOVA Sofija

Policy area Area of Freedom, Security and Justice | Culture | Education

Keyword appointment of members | EU institutions and European civil service | European Commissioner | European construction | EUROPEAN UNION | parliamentary proceedings | POLITICS | promotion of the European idea | public hearing | vice-president of an institution

Summary This briefing is one in a set looking at the Commissioners-designate and their portfolios as put forward by Commission President-elect Ursula von der Leyen. Each candidate faces a three-hour public hearing, organised by one or more parliamentary committees. After that process, those committees will judge the candidates' suitability for the role based on 'their general competence, European commitment and personal independence', as well as their 'knowledge of their prospective portfolio and their communication skills'. At the end of the hearings process, Parliament votes on the proposed Commission as a bloc, and under the Treaties may only reject the entire College of Commissioners, rather than individual candidates. The Briefing provides an overview of key issues in the portfolio areas, as well as Parliament's activity in the last term in that field. It also includes a brief introduction to the candidate.

Briefing [EN](#)

[EU sports policy: Going faster, aiming higher, reaching further](#)

Publication type Briefing

Date 20-09-2019

Author HALLEUX Vivienne | KATSAROVA Ivana

Policy area Culture | Education

Keyword EU sport policy | health | public health | social affairs | SOCIAL QUESTIONS

Summary Sport has a growing impact both on the European Union (EU) economy and on society as a whole. Over 7 million people work in sport-related jobs, and sport-related goods and services amount to nearly 3 % of total EU gross value added. It was not until 2009, with the entry into force of the Lisbon Treaty, that the Union received a clear mandate to build up and implement an EU-coordinated sports policy supported by a specific budget, and to develop cooperation with international bodies in the area of sport. However, EU competence in sport is limited and only allows the EU to support, coordinate or complement sports policy measures taken by national governments. This rules out the adoption of legislation or any other legally binding measure. The EU has therefore opted to act via 'soft' policy tools, such as guidelines, recommendations and – most importantly – funding, to support its sport-related objectives. Over the years, the EU has been actively involved in tackling transnational issues such as doping, match-fixing and lack of physical activity. In recent years, various health-related EU initiatives have grown increasingly popular. In 2018, the European Week of Sport attracted nearly 14 million people to over 50 000 events across Europe, with the Western Balkans and the countries from the Eastern Partnership joining the initiative in 2019. The #BeActive Night, a new feature first introduced in 2018, will continue encouraging participants to discover and try the different sports activities available in their area. None of this would have been possible without the introduction of a specific budget for sport, in which the European Parliament played a key role. As the popularity of sport-related initiatives grows, so do the Commission's plans and ambitions for the broader role of sport in society. The executive's proposal for the 2021-2027 Erasmus programme confirms this ambition. Accordingly, the amount available for Erasmus would be doubled, to reach €30 billion, with €550 million dedicated to sport.

[Briefing](#) [EN](#)

Multimedia [EU Sports policy: Going faster, aiming higher, reaching further](#)

[Skills for the labour market: EU policies for VET and upskilling](#)

Publication type Briefing

Date 16-09-2019

External author Terence Hogarth, Fondazione G. Brodolino

Policy area Education | Employment | Evaluation of Law and Policy in Practice | Forward Planning | Social Policy

Keyword education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | EU employment policy | labour market | professional qualifications | teaching | vocational education | vocational training

Summary The note analyses changing skills demands on the labour market and their implications for vocational education and training (VET) policies as well as for upskilling of adults in the EU.

[Briefing](#) [EN](#)

[Fighting child poverty: The child guarantee](#)

Publication type Briefing

Date 16-09-2019

External author Mary Daly, University of Oxford

Policy area Culture | Education | Employment | Evaluation of Law and Policy in Practice | Forward Planning | Human Rights

Keyword aid to disadvantaged groups | child | child protection | demography and population | ECONOMICS | marginalisation | national accounts | poverty | social affairs | social protection | SOCIAL QUESTIONS

Summary The note covers existing evidence on the volume and nature of child poverty, knowledge on the consequences and effects of child poverty, the known effectiveness of the main social policy approaches to child poverty, assessment of the 2013 Recommendation on Investing in Children and the Child Guarantee. It concludes with suggestions for future priorities for the Guarantee.

[Briefing](#) [EN](#)

[Preventing violence at football matches](#)

Publication type At a Glance

Date 05-09-2019

Author KATSAROVA Ivana

Policy area Culture | Education

Keyword fight against crime | hooliganism | professional sport | social affairs | SOCIAL QUESTIONS | sporting event

Summary Did you know that 120 million people attended more than 16 000 football matches across Europe in 2016, with incidents taking place in 93% of them? Check out our infographic for more interesting facts.

[At a Glance](#) [EN](#)

[Erasmus+: More than just mobility](#)

Publication type At a Glance

Date 05-09-2019

Author CHIRCOP Denise

Policy area Education

Keyword budget | education | EDUCATION AND COMMUNICATIONS | educational exchange | EU growth strategy | EU programme | European construction | EUROPEAN UNION | FINANCE | organisation of teaching | public finance and budget policy | student mobility

Summary Erasmus+ is the EU's single integrated education programme for improving young people's skills and employability, and currently covers the 2014-2020 period. It also promotes the modernisation of education and training in the EU Member States, by facilitating transnational contacts amongst different players and across different sectors. Erasmus+ brings together the previous EU programmes in education, training and youth, and also includes sports.

At a Glance [EN](#), [FR](#)

[Research for CULT Committee - Education and youth in the European Union – Current challenges and future prospects](#)

Publication type Study

Date 02-09-2019

External author RAND Europe: Axelle Devaux, Fay Dunkerley, Nadja Koch, Michaela Bruckmayer, William Phillips, Victoria Jordan

Policy area Education

Keyword academic freedom | documentation | education | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | EU study report | LAW | migration | migration | rights and freedoms | social affairs | social integration | SOCIAL QUESTIONS | youth employment | youth policy | youth unemployment

Summary This study examines possible scenarios (both aspirational and disruptive) for future developments for the education and youth sectors. It also identifies and assesses the policy implications of these scenarios. Ultimately, the study informs EU policy-makers, in particular MEPs, on policy options and their implications for the education and youth sectors in the EU, and seeks to help them prepare for the scenarios identified (both in terms of facing challenges and embracing opportunities).

Study [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

[Research for CULT Committee - Culture and creative sectors in the European Union – Key future developments, challenges and opportunities](#)

Publication type Study

Date 28-08-2019

External author KEA European Affairs: Clémentine Daubeuf, Arthur Le Gall, Teodora Pletosu, Marianthi Kopellou ; PPMI: Donatas Pocius, Olha Koshchilenko, Rasa Goštautaitė

Policy area Culture | Education

Keyword artistic creation | cooperation policy | cultural cooperation | cultural pluralism | cultural promotion | culture and religion | INTERNATIONAL RELATIONS | SOCIAL QUESTIONS

Summary Culture and creative sectors (CCS) are confronted with an ever-changing environment which challenges practices, business models and market balances. This study highlights the key trends that are likely to impact the future development of the CCS in their operational context in the European Union by 2030.

Study [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#)

[Implementing the Bologna Process: The follow-up](#)

Publication type At a Glance

Date 18-07-2019

Author CHIRCOP Denise

Policy area Education

Keyword education | EDUCATION AND COMMUNICATIONS | higher education | organisation of teaching | recognition of diplomas | student mobility | teaching

Summary The Bologna Declaration marked the launch of the Bologna Process, which led to the formation of the European Higher Education Area (EHEA) in 2010. The process now brings together 48 European countries in a common effort to achieve compatible and comparable higher education systems. Participants face the challenge of making different systems more easily recognisable whilst respecting academic freedom and autonomy, as well as cultural and linguistic diversity.

At a Glance [EN](#)

[What if policy anticipated advances in science and technology?](#)

Publication type [At a Glance](#)

Date 26-06-2019

Author VAN WOENSEL Lieve

Policy area [Agriculture and Rural Development](#) | [Consumer Protection](#) | [Development and Humanitarian Aid](#) | [Education](#) | [Employment](#) | [Energy](#) | [Environment](#) | [Food Safety](#) | [Forward Planning](#) | [Gender Issues, Equality and Diversity](#) | [Industry](#) | [Intellectual Property Law](#) | [Public Health](#) | [Research Policy](#) | [Security and Defence](#) | [Transport](#)

Keyword [documentation](#) | [EDUCATION AND COMMUNICATIONS](#) | [EU institutions and European civil service](#) | [EU research policy](#) | [European Parliament](#) | [EUROPEAN UNION](#) | [executive power and public service](#) | [new technology](#) | [policymaking](#) | [POLITICS](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [report](#) | [research and intellectual property](#) | [technological change](#) | [technology and technical regulations](#) | [technology assessment](#)

Summary What if blockchain revolutionised voting? What if your emotions were tracked to spy on you? And what if we genetically engineered an entire species? Science and policy are intricately connected. Via monthly 'What if' publications, the Scientific Foresight Unit (STOA; part of the European Parliamentary Research Service) draws Members of the European Parliament's attention to new scientific and technological developments relevant for policy-making. The unit also provides administrative support to the Panel for the Future of Science and Technology (STOA), which brings together 25 Members from nine different parliamentary committees who share a strong interest in science and technology in the context of policy-making.

[At a Glance](#) [EN](#)

Multimedia [What if policy anticipated advances in science and technology?](#)

[European Council conclusions - A rolling check-list of commitments to date](#)

Publication type [Study](#)

Date 14-06-2019

Author ANGHEL Suzana Elena | BACIAN Izabela Cristina | DRACHENBERG Ralf | VUKOVIC MARKO

Policy area [Area of Freedom, Security and Justice](#) | [Development and Humanitarian Aid](#) | [Economics and Monetary Issues](#) | [Education](#) | [Employment](#) | [Energy](#) | [Environment](#) | [EU Law: Legal System and Acts](#) | [Financial and Banking Issues](#) | [Foreign Affairs](#) | [Human Rights](#) | [Internal Market and Customs Union](#) | [International Trade](#) | [Regional Development](#) | [Research Policy](#) | [Security and Defence](#) | [Social Policy](#)

Keyword [common foreign and security policy](#) | [economic policy](#) | [employment policy](#) | [ECONOMICS](#) | [employment](#) | [EMPLOYMENT AND WORKING CONDITIONS](#) | [employment policy](#) | [ENVIRONMENT](#) | [environmental policy](#) | [EU environmental policy](#) | [EU institutions and European civil service](#) | [EU policy](#) | [EU strategy](#) | [European construction](#) | [European Council](#) | [EUROPEAN UNION](#)

Summary The role of the European Council – to 'provide the Union with the necessary impetus for its development' and to define its 'general political directions and priorities' – has evolved rapidly over the last decade. Since June 2014, the European Council Oversight Unit within the European Parliamentary Research Service (EPRS), the European Parliament's in-house research service and think tank, has been monitoring and analysing the European Council's delivery on commitments made in the conclusions of its meetings. This overview of European Council conclusions is a new, updated and more comprehensive edition of the Rolling Check-List, which has been published regularly by the European Council Oversight Unit since 2014. It distinguishes between four types of European Council conclusions (commitments, reviews, endorsements and statements) and indicates the follow-up given to calls for action made by EU leaders. It also offers an introductory analysis of each policy area, highlighting the background to the main orientations given by the European Council, as well as the follow-up to them and the future challenges.

[Study](#) [EN](#)

[Technology and the arts: Past, present and future synergies](#)

Publication type [Briefing](#)

Date 03-05-2019

Author BOUCHER Philip Nicholas

Policy area [Culture](#) | [Education](#) | [Employment](#) | [Forward Planning](#) | [Internal Market and Customs Union](#) | [Research Policy](#) | [Social Policy](#)

Keyword [artistic creation](#) | [arts](#) | [culture and religion](#) | [digital content](#) | [digital literacy](#) | [EDUCATION AND COMMUNICATIONS](#) | [information and information processing](#) | [innovation](#) | [new technology](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [research and intellectual property](#) | [SOCIAL QUESTIONS](#) | [technology and technical regulations](#)

Summary From the first canvas paintings to the production of musical instruments and contemporary cinema, art as we know it would be simply impossible without resource to humanity's historical cache of technology development. The reverse of this relationship is also important, with the arts creating driving innovation and generating substantial demand for technology products. In the course of their work, artists often develop new techniques and push the boundaries of the imagination in ways that can provoke new directions in technology development.

[Briefing](#) [EN](#)

[The relationship between artistic activities and digital technology development](#)

Publication type Study

Date 03-05-2019

External author DG, EPRS

Policy area Culture | Education | Employment | European Added Value | Ex-ante Impact Assessment | Forward Planning | Internal Market and Customs Union | Research Policy | Social Policy

Keyword artistic creation | arts | computer assisted design | culture and religion | digital literacy | digital technology | economic analysis | ECONOMICS | EDUCATION AND COMMUNICATIONS | impact of information technology | impact study | information and information processing | information technology and data processing | PRODUCTION, TECHNOLOGY AND RESEARCH | SOCIAL QUESTIONS | technological change | technology and technical regulations | virtual reality

Summary This report examines how digital technology change is affecting artistic activity and how artistic activity is affecting digital technology. Artistic activity is broadly defined to include design, film, computer games, architecture, music and fashion as well as art. The focus is on digital technology's role in creative activity. The study examines global trends with a particular focus on the European Union (EU). It describes likely future trends and sets out policy options to encourage activity at the intersection of artistic and technological skills.

Study [EN](#)

[The historical relationship between artistic activities and technology development](#)

Publication type In-Depth Analysis

Date 03-05-2019

External author DG, EPRS

Policy area Culture | Education | Employment | Forward Planning | Internal Market and Customs Union | Research Policy | Social Policy

Keyword artistic creation | culture and religion | documentation | EDUCATION AND COMMUNICATIONS | executive power and public service | historical account | history | humanities | policymaking | POLITICS | PRODUCTION, TECHNOLOGY AND RESEARCH | SCIENCE | SOCIAL QUESTIONS | technology | technology and technical regulations

Summary Understanding the past of art and technology can help us to navigate the present and future. Technology and art have always been linked, and are now more intertwined than ever before. Technology and humanity create and shape each other in profound ways. People are not distinct from the technologies they are surrounded by and use – they are also defined and shaped by them. The present study contributes to our understanding of the cyclic nature of the intertwining of technology and art, focussing on pre-digital eras

In-Depth Analysis [EN](#)

[Women, Gender Equality and the Energy Transition in the EU](#)

Publication type Study

Date 03-05-2019

External author Joy CLANCY; Marielle FEENSTRA

Policy area Adoption of Legislation by EP and Council | Consumer Protection | Education | Energy | Gender Issues, Equality and Diversity | Industry | Social Policy

Keyword employment | EMPLOYMENT AND WORKING CONDITIONS | ENERGY | energy industry | energy policy | EU employment policy | female work | female worker | gender equality | labour market | LAW | renewable energy | rights and freedoms | soft energy

Summary This study, commissioned by the European Parliament's Policy Department for Citizens' Rights and Constitutional Affairs at the request of the FEMM Committee, examines the evidence on the role of women in the energy transition in the European Union and the extent of gender equality in the process particularly in respect of the renewable energy sector. The study identifies gender inequalities preventing women from the involvement in the energy transition and career advancement in this area and assesses how the transfer to the sustainable energy model will affect gender equality and the role of women as actors of change. It provides best practices in overcoming the barriers to gender equality in the energy transition and concludes with recommendations to the EU and national decision makers.

Study [EN](#)

[Living in the EU: Education and Health](#)

Publication type At a Glance

Date 30-04-2019

Author SABBATI Giulio

Policy area Education | Public Health

Keyword education | EDUCATION AND COMMUNICATIONS | education budget | education statistics | employment | EMPLOYMENT AND WORKING CONDITIONS | health | health costs | health expenditure | health statistics | nutritional disease | SOCIAL QUESTIONS | youth employment

Summary The European Union complements national health and education policies, in particular those with a cross-border dimension. The main responsibility for health and education, however, lies with the governments of its Member States. This combination explains the spread in government expenditure on national welfare policies among the Member States, and in particular in individual direct payments for health. In terms of the gender gap in the area, women with tertiary education still suffer employment gaps. Moreover, national differences in the number of hospital beds available and people suffering from obesity, mainly concentrated among elderly people, also stand out.

At a Glance [EN](#)

European Council Conclusions: A Rolling Check-List of Commitments to Date

Publication type Study

Date 20-03-2019

Author ANGHEL Suzana Elena | BACIAN Izabela Cristina | DRACHENBERG Ralf | VUKOVIC MARKO

Policy area Adoption of Legislation by EP and Council | Area of Freedom, Security and Justice | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | EU Law: Legal System and Acts | Financial and Banking Issues | Foreign Affairs | Human Rights | Internal Market and Customs Union | International Trade | Regional Development | Security and Defence | Social Policy | Transposition and Implementation of Law

Keyword common foreign and security policy | economic policy | economic policy | ECONOMICS | ENVIRONMENT | environmental policy | EU environmental policy | EU institutions and European civil service | EU strategy | European construction | European Council | European social policy | EUROPEAN UNION | social affairs | SOCIAL QUESTIONS

Summary The role of the European Council – to 'provide the Union with the necessary impetus for its development' and to define its 'general political directions and priorities' – has evolved rapidly over the last decade. Since June 2014, the European Council Oversight Unit within the European Parliamentary Research Service (EPRS), the European Parliament's in-house research service and think tank, has been monitoring and analysing the European Council's delivery on commitments made in the conclusions of its meetings. This overview of European Council conclusions is a new, updated and more comprehensive edition of the Rolling Check-List, which has been published regularly by the European Council Oversight Unit since 2014. It distinguishes between four types of European Council conclusions (commitments, reviews, endorsements and statements) and indicates the follow-up given to calls for action made by EU leaders. It also offers an introductory analysis of each policy area, highlighting the background to the main orientations given by the European Council, as well as the follow-up to them and the future challenges.

Study [EN](#)

Labour mobility and recognition in the regulated professions (Study + Annex I - IV)

Publication type Study

Date 15-03-2019

External author Milieu consulting, SPRL

Policy area Education | Employment | Internal Market and Customs Union | Transposition and Implementation of Law

Keyword education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | freedom to provide services | health | health care profession | labour market | labour mobility | recognition of diplomas | recognition of vocational training qualifications | SOCIAL QUESTIONS

Summary This study analyses the impact on labour mobility and employment of the 2013 revision of the Professional Qualifications Directive (DIR 2005/36) and related EU initiatives. It analyses trends in mobility and recognition, focussing on the health sector and four country case studies- Germany, Italy, the Netherlands and Romania. It reports findings from consultations with stakeholders at EU and national level and highlights best practice. This document was provided by Policy Department A at the request of the European Parliament's Employment and Social Affairs Committee.

Study [EN](#)

Annex 1 [EN](#)

Annex 2 [EN](#)

Annex 3 [EN](#)

Annex 4 [EN](#)

Research for CULT Committee – Science and Scientific Literacy as an Educational Challenge

Publication type Study

Date 15-03-2019

External author Hanna SIAROVA, Dalibor STERNADEL, Eszter SZÖNYI

Policy area Culture | Education

Keyword communications | digital literacy | disinformation | dissemination of information | documentation | education | EDUCATION AND COMMUNICATIONS | education policy | information and information processing | scientific education | teaching

Summary European societies are faced with emerging threats relating to the spread of disinformation and pseudo-science. In this context, fostering scientific literacy can provide people with tools to navigate and critically address the vast amounts of information exchanged in public debate, and support democratic processes. Building on a review of academic and policy literature, this study aims to enable Members of the European Parliament to form their opinions on the state of scientific literacy in the EU and on potential education policy responses to better prepare scientifically literate citizens.

Study [EN](#)

Research for CULT Committee – How to tackle early school leaving in the EU

Publication type Study

Date 15-03-2019

External author Panteia: Amber VAN DER GRAAF, Paul VROONHOF, Georgios ROULLIS, Federica VELLI

Policy area Culture | Education

Keyword dropout | education | EDUCATION AND COMMUNICATIONS | European social policy | social affairs | SOCIAL QUESTIONS

Summary This study is a concise update on early school leaving in the EU. It reviews the main developments and causes of the problem since the Council Recommendation of 2011 on policies to reduce early school leaving, and identifies policy initiatives taken by the Member States to address it. The study explores the interplay between early school leaving and public investment and lastly outlines recommendations to address future challenges. The study takes into consideration European and national literature focusing on six Member States.

Study [EN](#)

The integration of Refugees in Denmark, Finland and France

Publication type Study

Date 15-03-2019

External author Manuela SAMEK LODOVICI, Serena Marianna DRUFUCA, Anthea GALEA

Policy area Education | Employment | Forward Planning | Gender Issues, Equality and Diversity | Social Policy

Keyword aid to refugees | asylum seeker | cooperation policy | Denmark | documentation | economic geography | EDUCATION AND COMMUNICATIONS | EU finance | EU migration policy | EU study report | Europe | EUROPEAN UNION | Finland | France | fund (EU) | GEOGRAPHY | integration of migrants | international law | INTERNATIONAL RELATIONS | international security | LAW | migration | migration control | political geography | refugee | right of asylum | SOCIAL QUESTIONS

Summary This study presents a comparative overview of recent policy developments in Denmark, Finland and France. The focus of the analysis is on progress achieved in the last three years in the adaptation of the reception and integration system for the high numbers of new arrivals and on the main challenges encountered. Special attention is given to changes in perceptions, public opinion and political discourse with respect to the asylum and integration of refugees and how this influenced policy strategy. The study has been commissioned by Policy Department A at the request of the Employment and Social Affairs Committee.

Study [EN](#)

Annex 1 [EN](#)

Annex 2 [EN](#)

Annex 3 [EN](#)

What if your emotions were tracked to spy on you?

Publication type At a Glance

Date 13-03-2019

Author VAN WOENSEL Lieve

Policy area Area of Freedom, Security and Justice | Consumer Protection | Education | Employment | Ex-ante Impact Assessment | Forward Planning | Gender Issues, Equality and Diversity | Human Rights | Private international law and judicial cooperation in civil matters | Security and Defence

Keyword biometrics | communications | data protection | data-processing law | defence | EDUCATION AND COMMUNICATIONS | espionage | EUROPEAN UNION | European Union law | impact of information technology | information and information processing | information technology and data processing | INTERNATIONAL RELATIONS | justice | LAW | natural and applied sciences | personal data | protection of privacy | regulation (EU) | rights and freedoms | SCIENCE | surveillance | video surveillance

Summary Recent reports of celebrity singer, Taylor Swift, deploying facial recognition technology to spot stalkers at her concerts raised many eyebrows. What started out as a tool to unlock your smartphone or tag photos for you on social media is surreptitiously becoming a means of monitoring people in their daily lives without their consent. What impact and implications are facial recognition technology applications likely to have, and what can be done to ensure the fair engagement of this technology with its users and the public at large?

At a Glance [EN](#)

Harmful internet use - Part II: Impact on culture and society

Publication type Study

Date 31-01-2019

External author DG, EPRS

Policy area Culture | Education | Public Health | Social Policy

Keyword communications | computer crime | disinformation | EDUCATION AND COMMUNICATIONS | health | human relations | information technology and data processing | Internet | public health | social affairs | social framework | social impact | SOCIAL QUESTIONS

Summary It is increasingly recognised that the internet, in spite of all its benefits to society, can also be correlated with significant harms to individuals and society. Some of these harms have been studied extensively, particularly harms to privacy, harms associated with security and cybercrime, and harms resulting from digital divides. This report covers less studied but equally important harms: harms associated with internet use that concern the health, well-being a functioning of individuals, and the impact on social structures and institutions. The Part II of the study address the harms of the internet at society level. The harms that are revised are among others: harms to cognitive development, information overload, harmful effects on knowledge and belief and harms to social relationships. The ultimate aim of the study is to develop concrete policy options to be considered by the EU Institutions and Member States, to mitigate harmful effects of the internet for European citizens.

[Study EN](#)

[Annex 1 EN](#)

Harmful internet use - Part I: Internet addiction and problematic use

Publication type Study

Date 31-01-2019

External author DG, EPRS

Policy area Culture | Education | Public Health | Social Policy

Keyword communications | EDUCATION AND COMMUNICATIONS | gambling addiction | health | Internet | mental illness | online game | POLITICS | politics and public safety | public awareness campaign | public health | social affairs | SOCIAL QUESTIONS

Summary It is increasingly recognised that the internet, in spite of all its benefits to society, can also be correlated with significant harms to individuals and society. Some of these harms have been studied extensively, particularly harms to privacy, harms associated with security and cybercrime, and harms resulting from digital divides. This report covers less studied but equally important harms: harms associated with internet use that concern the health, well-being a functioning of individuals, and the impact on social structures and institutions. The Part I of the study address the issue of the maladaptive use the internet at individual level, including virtual social networks, video games and other potentially addictive types of interactive media content. The three problems which emerged from the study were: generalised internet addiction, online gaming addiction and online gambling addiction. The ultimate aim of the study is to develop concrete policy options to be considered by the EU Institutions and Member States, to mitigate harmful effects of the internet for European citizens.

[Study EN](#)

[Annex 1 EN](#)

Research for CULT Committee – Film Financing and the Digital Single Market: its Future, the Role of Territoriality and New Models of Financing

Publication type Study

Date 15-01-2019

External author Institute for Information Law (IViR): Joost POORT, P. Bernt HUGENHOLTZ, Peter LINDHOUT, Gijs van TIL

Policy area Culture | Education

Keyword BUSINESS AND COMPETITION | communications | competition | digital single market | EDUCATION AND COMMUNICATIONS | EU competition policy | European construction | EUROPEAN UNION | film production | FINANCE | financing | financing and investment

Summary This report studies the role of territoriality in film financing, the legal and market challenges territoriality faces as a key model for film financing and the consequences if EU policies were to reduce or mitigate the scope of territorial exclusivity in the audiovisual sector. It provides information on Member States' and EU models of film financing, explores the challenges film financing faces from digital developments and evolving consumer behaviour and analyses possible alternatives to traditional methods of financing and policies to support this.

[Study EN](#)

[A new European agenda for culture](#)

Publication type At a Glance

Date 14-01-2019

Author PASIKOWSKA-SCHNASS Magdalena

Policy area Culture | Education

Keyword common security and defence policy | cultural policy | culture | culture and religion | European construction | EUROPEAN UNION | European Union law | gender equality | LAW | proposal (EU) | rights and freedoms | social affairs | social integration | SOCIAL QUESTIONS

Summary Culture can have various meanings and roles in our lives and societies. Continuous research into this subject reveals its significant contribution not only to economic growth and job creation but also to wellbeing, social cohesion and a sense of belonging. Together with culture's importance in shaping and maintaining international relations, these aspects define Europe's cultural strategy for the future.

[At a Glance](#) [EN](#)

[Non-formal learning: Access and validation](#)

Publication type Briefing

Date 10-12-2018

Author CHIRCOP Denise | CLAROS GIMENO Eulalia

Policy area Education | Employment

Keyword adult education | continuing education | cooperation in the field of education | cooperation policy | economic analysis | ECONOMICS | education | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | INTERNATIONAL RELATIONS | non-formal education | social affairs | SOCIAL QUESTIONS | statistics | vocational training | youth policy

Summary Learning happens in different contexts, over the course of a lifetime, following various possible educational paths, as shown in Figure 1. In adult life, learning ranges from programmes that impart basic skills, learning groups engaged in raising awareness on various issues, mature students at university, open and distance learning, on-the-job training, courses that combine theory with practice, and classes or other learning activities taken in pursuit of a special interest. This infographic explains the modalities that non-formal learning takes across Member States.

[Briefing](#) [EN](#)

[Policy Departments' Monthly Highlights - December 2018](#)

Publication type At a Glance

Date 10-12-2018

Policy area Budget | Education | Employment | Gender Issues, Equality and Diversity | Human Rights

Keyword criminal law | dissemination of EU information | documentation | economic geography | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EP Committee | EU finance | EU institutions and European civil service | EU publication | Europe | European construction | European Structural and Investment Funds | EUROPEAN UNION | FINANCE | GEOGRAPHY | jurisdiction | LAW | organisation of the legal system | political geography | recognition of vocational training qualifications | sexual violence | tax avoidance | tax evasion | taxation | United Kingdom | VAT | withdrawal from the EU

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

[At a Glance](#) [EN](#)

[RESEARCH FOR CULT COMMITTEE – Recognition of qualifications for educational and professional purposes: the impact of Brexit](#)

Publication type Briefing

Date 26-11-2018

Author FRANKE Michaela | HERIARD PIERRE MARIE

Policy area Culture | Education

Keyword economic geography | education | EDUCATION AND COMMUNICATIONS | educational exchange | EMPLOYMENT AND WORKING CONDITIONS | Europe | European construction | EUROPEAN UNION | GEOGRAPHY | higher education | labour market | political geography | professional qualifications | recognition of diplomas | teaching | United Kingdom | withdrawal from the EU

Summary The United Kingdom (UK) will leave the European Union next 29 March 2019. The potential impact of the UK's withdrawal from the European Union on the recognition of qualifications depends on the nature of the qualifications as different regulatory regimes apply to academic as against professional qualifications. In the case of academic qualifications, this issue falls within national competence, although supporting policies have been implemented at European level. Brexit should not have substantial consequences since those policies are intergovernmental (e.g. Bologna Process), implemented on a voluntary basis (e.g. European Qualifications Framework, Europass) or open to third countries (e.g. Erasmus+). By contrast, the question of professional qualifications is closely related to the single market and to the free movement of workers, services and establishment. Hence, a number of European directives govern the field of regulated professions. If the UK becomes a third country from 30 March 2019 or at the end of the transition period provided for in the "Draft Withdrawal Agreement", this legislation will no longer apply either to EU citizens seeking recognition of their qualifications in the UK or to UK citizens seeking recognition of their qualifications in the European Union.

[Briefing](#) [EN](#)

Promoting the Rights and Values, Justice and Creative Europe programmes

Publication type Briefing

Date 15-11-2018

Author EISELE Katharina

Policy area Area of Freedom, Security and Justice | Culture | Education | EU Democracy, Institutional and Parliamentary Law | Gender Issues, Equality and Diversity

Keyword cooperation policy | cultural cooperation | cultural pluralism | culture and religion | distribution of EU funding | economic analysis | ECONOMICS | EU finance | EU programme | European citizenship | European construction | EUROPEAN UNION | European Union law | fundamental rights | impact study | INTERNATIONAL RELATIONS | LAW | legal system | organisation of the legal system | participatory democracy | political framework | POLITICS | proposal (EU) | rights and freedoms | rule of law | SOCIAL QUESTIONS

Summary With the future (1) Rights and Values, (2) Justice and (3) Creative Europe programmes, the European Commission aims to protect better EU rights and values; to develop further a European area of justice; and to support European cultural and creative sectors and audiovisual works under the 2021-2027 multiannual financial framework. This initial appraisal of the Commission's impact assessment on the proposal finds that the impact assessment is substantiated by various evaluations, studies and consultations. The Commission describes the challenges encountered of the current and previous programmes well. However, the lack of policy options and of an impact analysis seriously affect the IA's quality. In addition, the IA does not match the three proposals: the only option considered does not mention a self-standing Creative Europe programme, which the Commission ultimately proposed.

Briefing [EN](#)

Erasmus 2021-2027

Publication type Briefing

Date 15-11-2018

Author ZANDERSONE Laura

Policy area Culture | Education

Keyword cooperation in the field of education | cooperation policy | economic analysis | ECONOMICS | education | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | EU institutions and European civil service | EU programme | European construction | EUROPEAN UNION | European Union law | executive agency | impact study | INTERNATIONAL RELATIONS | proposal (EU) | social affairs | SOCIAL QUESTIONS | sport | vocational training | youth policy

Summary The focus of the new Erasmus programme 2021-2027 is on inclusiveness and on better reach of young people with fewer opportunities. The priorities and action steps of the new programme are described in the impact assessment in detail, however, no description is given on the actual operation of these actions in practice.

Briefing [EN](#)

Research for CULT Committee – Audiovisual Sector and Brexit: the Regulatory Environment

Publication type Study

Date 15-10-2018

External author Institute of Media Law (EMR): Mark D. COLE, Jörg UKROW, Christina ETTELDORF

Policy area Culture | Education

Keyword audiovisual production | communications | cooperation policy | copyright | economic geography | EDUCATION AND COMMUNICATIONS | Europe | European construction | EUROPEAN UNION | GEOGRAPHY | INTERNATIONAL RELATIONS | negotiation of an agreement (EU) | political geography | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | third country | United Kingdom | withdrawal from the EU

Summary This study, commissioned by the Policy Department for Structural and Cohesion Policies at the request of the CULT Committee, provides information on and analysis of the likely impacts of various Brexit scenarios on the EU regulatory environment for the audiovisual sector. In particular, it focuses on a comprehensive EU-oriented overview of the issues related to specific provisions of the Audiovisual Media Services Directive and to the screen sector-specific copyright rules.

Study [EN](#)

Employment, Vocational Education and Training (VET) and Social Policies in Italy

Publication type Study

Date 15-10-2018

External author Manuela Samek Lodovici, Chiara Crepaldi, Nicola Orlando, IRS Istituto per la Ricerca Sociale ; Gianluigi Nico, University of Rome Tor Vergata ; Davide Romaniello, University of Rome Tre

Policy area Economics and Monetary Issues | Education | Employment | Social Policy

Keyword aid to disadvantaged groups | economic geography | economic policy | ECONOMICS | EDUCATION AND COMMUNICATIONS | employment | employment aid | EMPLOYMENT AND WORKING CONDITIONS | Europe | GEOGRAPHY | Italy | labour market | labour market | national accounts | political geography | poverty | social protection | SOCIAL QUESTIONS | teaching | vocational education | vocational training

Summary This document presents recent developments in the social, employment and VET situation and policies in Italy. The report provides an assessment of the recent evolution of key economic, social, and labour market trends in Italy, and an overview of current employment, VET and social policies. The document was prepared at the request of the European Parliament's Committee on Employment and Social Affairs (EMPL).

Study [EN](#)

European Solidarity Corps

Publication type Briefing

Date 12-10-2018

Author CHIRCOP Denise

Policy area Adoption of Legislation by EP and Council | Education | Employment

Keyword cooperation policy | demography and population | distribution of EU funding | economic policy | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU aid | EU finance | EU institutions and European civil service | EU office or agency | EUROPEAN UNION | European Union law | INTERNATIONAL RELATIONS | international voluntary worker | ordinary legislative procedure | proposal (EU) | social affairs | SOCIAL QUESTIONS | voluntary organisation | voluntary work | young person | youth employment

Summary The Commission launched the European Solidarity Corps in a December 2016 communication, and the present proposal for a regulation would set its legal basis, define the budgetary and implementation arrangements, specify objectives and define key terms. The Corps would have a volunteering strand on the one hand and a smaller occupational strand (traineeships and jobs) on the other. All placements focus on solidarity actions and will last between 2 to 12 months. The proposal set a target of 100 000 participants, with a proposed budget of €341.5 million, for the 2018-2020 period. In its resolution on the issue in April 2017, the European Parliament had insisted that the initiative should not drain other programmes. Notwithstanding that, the Commission proposed that only 25 % of the budget would be new money. Parliament reiterated its position in its resolution of July 2017 and again in the report adopted by the CULT committee ahead of trilogue negotiations. Council, however, came to the negotiating table seeking a budget that was totally dependent on redeployments. Finally, the European Parliament negotiators managed to secure €76 million (20 %) fresh money, complemented by a redistribution that favours volunteering more strongly, and the inclusion of safeguards to avoid exploitation for profit-making purposes. The new regulation entered into force on 5 October 2018. Third edition. The 'EU Legislation in Progress' briefings are updated at key stages throughout the legislative procedure.

Briefing [EN](#)

Social protection in the EU: State of play, challenges and options

Publication type Briefing

Date 11-10-2018

Author MILOTAY Nora

Policy area Education | Employment | Public Health | Social Policy

Keyword BusinessEurope | collaborative economy | economic structure | ECONOMICS | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU budget | EU finance | European organisations | European Trade Union Confederation | EUROPEAN UNION | exchange of information | free movement of workers | information and information processing | INTERNATIONAL ORGANISATIONS | labour law and labour relations | labour relations | LAW | non-governmental organisations | organisation of work and working conditions | rights and freedoms | social affairs | social dumping | social protection | SOCIAL QUESTIONS | social rights | social security legislation | social-security harmonisation | working conditions

Summary Globalisation, technological change, an aging population and changes to the world of work have made securing social protection for all, i.e. economic and social security, a major challenge. When social protection systems work well, they can have a stabilising effect on the economy and promote socio-economic equality and stability. By contrast, inadequate or ineffective systems can exacerbate inequality. Indeed, improving the existing social protection systems is the priority of half of the principles of the European Pillar of Social Rights – the European Commission's overarching social field initiative designed to serve as a compass for policies updating current labour market and welfare systems. While implementation of the 'social pillar' remains primarily the responsibility of the Member States, in close cooperation with the social partners, the European Commission has put forward several legislative and non-legislative initiatives to support this process in the area of social protection. These include the proposal for a recommendation on social protection for all, including non-standard workers, responding to calls from the European Parliament and the social partners and stakeholders. This proposal had the difficult task of addressing all the disagreements that had arisen during the two-phase consultation in the preparatory phase. While all parties seem to agree on the importance of adjusting social protection to the new realities of life and work, there are differences of opinion concerning the technicalities, such as the financing of schemes. This is in part a reflection of the current evidence that raises many questions as to the optimal response to the new challenges in very diverse systems of social protection across the Member States. The main trends currently include a combination of social protection and social investment, individualisation of social protection schemes and a potential move towards universal social protection, whereby social protection would be removed from the employment relationship. However, financing these schemes poses a challenge.

Briefing [EN](#)

Lessons from ESF for ESF+: Workshop summary report

Publication type Briefing

Date 28-09-2018

Author KENNEDY AOIFE | KRAATZ Susanne

Policy area Budget | Culture | Education | Employment | EU Law: Legal System and Acts | Evaluation of Law and Policy in Practice | Forward Planning | Social Policy

Keyword child | demography and population | economic geography | economic policy | ECONOMICS | employment aid | EU finance | EU initiative | EU Member State | European construction | European Social Fund | EUROPEAN UNION | GEOGRAPHY | national accounts | poverty | social affairs | social integration | SOCIAL QUESTIONS

Summary This briefing summarises presentations and recommendations from a workshop having been organised for the Employment and Social Affairs Committee to support its work on the new regulation. Topics include: absorption, beneficiaries' experience, fighting child poverty, institutional capacity building, the integration of FEAD and YEI.

Briefing [EN](#)

[Remaining 'united in diversity' thanks to multilingualism](#)

Publication type [At a Glance](#)

Date 21-09-2018

Author KATSAROVA Ivana

Policy area [Culture](#) | [Education](#)

Keyword [cultural pluralism](#) | [culture and religion](#) | [EDUCATION AND COMMUNICATIONS](#) | [European language](#) | [EUROPEAN UNION](#) | [European Union law](#) | [humanities](#) | [language teaching](#) | [living language](#) | [minority language](#) | [multilingualism](#) | [official language](#) | [POLITICS](#) | [politics and public safety](#) | [regional language](#) | [SCIENCE](#) | [SOCIAL QUESTIONS](#) | [teaching](#) | [Treaty on European Union](#)

Summary The diversity underpinning the European project is embodied in the harmonious co-existence of 24 official languages. Following the success of the European Year of Languages (2001), the Council of Europe designated 26 September as the European Day of Languages. The European Parliament has consistently acted to support endangered languages and linguistic diversity in the EU, calling on the EU and the Member States to commit resources to their protection and promotion. In May 2018, the European Commission put forward a proposal aimed at improving the teaching and learning of languages.

[At a Glance](#) [EN](#)

[Languages and the Digital Single Market](#)

Publication type [Briefing](#)

Date 21-09-2018

Author PASIKOWSKA-SCHNASS Magdalena

Policy area [Culture](#) | [Education](#)

Keyword [anti-discriminatory measure](#) | [communications](#) | [digital single market](#) | [digital technology](#) | [economic analysis](#) | [ECONOMICS](#) | [EDUCATION AND COMMUNICATIONS](#) | [European construction](#) | [EUROPEAN UNION](#) | [humanities](#) | [information and information processing](#) | [Internet](#) | [language](#) | [LAW](#) | [multilingualism](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [rights and freedoms](#) | [SCIENCE](#) | [statistics](#) | [technology and technical regulations](#) | [translation](#)

Summary The citizens of the European Union communicate in its 24 official languages, approximately 60 regional and minority languages, and 31 national and regional sign languages. Some of these have many millions of native and foreign speakers, whereas others are spoken by just a few thousand people each. Dominant languages can threaten the survival of 'smaller' ones with many fewer native speakers and which thus need protection. Multilingualism policy in areas such as language teaching and learning, and translation and interpretation, is necessary to facilitate communication among various language communities and for supporting languages with fewer speakers. Moreover, unaddressed language barriers hinder the economy of individual Member States and the EU in general. The digital shift and ICT technologies open rich possibilities of expression and business, yet these are not spread equally across language communities. Smaller languages are under-represented in digital environments, which could entail their digital extinction. New technologies can facilitate language learning, translation and interpretation. However, paradoxically, the smaller languages, which could benefit the most from these technologies, are the least resourced in data, in researchers specialising in both language and technology, and in human and financial means. Some solutions to these challenges could emerge from EU-supported and coordinated projects, a clear focus on language technologies in EU policies, and dedicated funding, provided in the clear awareness that these challenges not only have a human dimension but also economic implications for the digital single market and the economy of the EU as a whole.

[Briefing](#) [EN](#)

[Sign languages in the EU](#)

Publication type [At a Glance](#)

Date 21-09-2018

Author PASIKOWSKA-SCHNASS Magdalena

Policy area [Culture](#) | [Education](#)

Keyword [facilities for the disabled](#) | [humanities](#) | [integration of the disabled](#) | [language policy](#) | [physically disabled person](#) | [SCIENCE](#) | [social affairs](#) | [SOCIAL QUESTIONS](#)

Summary European Languages Day on 26 September is devoted to the variety of languages spoken by EU citizens. However, not all people can speak, or hear others speaking. Some use sign languages, which policy-makers consider in the context of the rights of people with disabilities, or as a linguistic minority right. To raise awareness, the United Nations launched the International Day of Sign Languages on 23 September 2018.

[At a Glance](#) [EN](#)

[Ready, steady, go: European Week of Sport 2018](#)

Publication type [At a Glance](#)

Date 17-09-2018

Author KATSAROVA Ivana

Policy area [Culture](#) | [Education](#) | [Public Health](#)

Keyword [EU sport policy](#) | [health](#) | [POLITICS](#) | [politics and public safety](#) | [public awareness campaign](#) | [public health](#) | [social affairs](#) | [SOCIAL QUESTIONS](#)

Summary The low levels of physical activity among both children and adults in the European Union (EU) are alarming, and have become a matter of great concern to policy-makers. To raise awareness of the role and benefits of sport and physical activity, the European Commission launched the European Week of Sport back in 2015. The fourth annual round of the event will officially kick off in Vienna's Prater Park on 22 September this year.

[At a Glance](#) [EN](#)

[Research for CULT Committee - Mobility of artists and culture professionals: towards a European policy framework](#)

Publication type Study

Date 14-09-2018

External author KEA European Affairs: Clémentine Daubeuf, Teodora Pletosu, Philippe Kern, Arthur Le Gall

Policy area Culture | Education

Keyword artistic profession | cross-border dimension | culture and religion | culture industry | economic geography | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | educational exchange | EMPLOYMENT AND WORKING CONDITIONS | EU Member State | EU programme | European construction | EUROPEAN UNION | GEOGRAPHY | labour market | labour mobility | regions and regional policy | SOCIAL QUESTIONS

Summary Mobility is a social and economic condition of artists and culture professionals and, at the same time, a vector of social and economic development. However, mobility in the cultural and creative sectors is faced with a number of issues that need to be addressed at EU and national levels. The paper provides recommendations for a EU-wide mobility framework which entails both a dedicated mobility scheme and an improved regulatory environment that would facilitate mobility in Europe.

Study [EN](#)

[Research for CULT Committee - Digital Skills in the 21st century](#)

Publication type Study

Date 10-09-2018

External author Justina Vaikutytė-Paškauskė, Justina Vaičiukynaitė, Donatas Pocius

Policy area Culture | Education

Keyword communications | digital literacy | digital technology | economic analysis | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | EU statistics | higher education | information and information processing | information society | Internet | labour market | PRODUCTION, TECHNOLOGY AND RESEARCH | professional qualifications | teaching | technology and technical regulations | updating of skills

Summary This study aims to provide Members of the European Parliament's Committee on Culture and Education with information, analysis and recommendations on digital skills in the 21st century and an adequate EU policy response to contemporary challenges as set out in the Digital Education Action Plan and accompanying Staff Working Document. Based on literature review and policy mapping, the study identifies potential blind spots in the field of digital skills and competences that are not addressed by the Action Plan and other existing initiatives at EU level.

Study [EN](#)

[European Solidarity Corps](#)

Publication type At a Glance

Date 05-09-2018

Author CHIRCOP Denise

Policy area Adoption of Legislation by EP and Council | Education | Employment

Keyword cooperation policy | demography and population | deterioration of the environment | disaster area | emergency aid | ENVIRONMENT | INTERNATIONAL RELATIONS | social affairs | SOCIAL QUESTIONS | voluntary work | young person

Summary The European Parliament is due to vote during its September plenary session on a legislative proposal on the legal framework of the European Solidarity Corps. The Corps offers opportunities to young people between 18 and 30 years old to take up placements lasting between two months and a year. The initiative covers all the EU Members States, Norway, Iceland, Liechtenstein, Turkey and the Republic of North Macedonia.

At a Glance [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

[Fighting child poverty: the role of EU funding](#)

Publication type Study

Date 16-08-2018

External author Haroldas BROZAITIS, Alina MAKAREVICIENE, Karolina LIPNICKIENE et al., PPMI

Policy area Budget | Culture | Education | Employment | EU Law: Legal System and Acts | Evaluation of Law and Policy in Practice | Forward Planning | Social Policy

Keyword child | demography and population | distribution of EU funding | EAFRD | economic analysis | economic geography | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education policy | EU finance | EU Member State | EU statistics | European Regional Development Fund | European Semester | European Social Fund | EUROPEAN UNION | FINANCE | GEOGRAPHY | health | health care | monetary economics | national accounts | poverty | SOCIAL QUESTIONS

Summary The study focuses on the role of EU funding in fighting multidimensional child poverty in EU Member States. It analyses the use of EU funding (ESF, ERDF, EAFRD and FEAD) to address the problems of children at risk of poverty and social exclusion, and in particular materially deprived children. It reveals that although investments addressing child poverty problems are less visible in the strategic and monitoring framework of EU funds, Member States do use the available EU funding.

Study [EN](#)

[Study in focus: Fighting child poverty: the role of EU funding](#)

Publication type Briefing

Date 16-08-2018

Author KRAATZ Susanne

Policy area Agriculture and Rural Development | Budget | Culture | Economics and Monetary Issues | Education | Employment | EU Law: Legal System and Acts | Evaluation of Law and Policy in Practice | Forward Planning

Keyword child | demography and population | economic analysis | economic geography | ECONOMICS | EU finance | EU Member State | EU statistics | European Regional Development Fund | European Social Fund | EUROPEAN UNION | GEOGRAPHY | national accounts | poverty | SOCIAL QUESTIONS

Summary This briefing summarises key results from a comprehensive study prepared at request of the Employment and Social Affairs Committee. It concludes with a set of recommendations how to design EU funding post-2020 in order to better target children living in poverty.

Briefing [EN](#)

[Research for CULT Committee - Education in Cultural Heritage](#)

Publication type Study

Date 09-07-2018

External author Nicole Gesche-Koning

Policy area Culture | Education

Keyword cultural heritage | culture and religion | economic geography | economic policy | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education policy | ENVIRONMENT | environmental policy | environmental protection | EU Member State | European citizenship | European construction | EUROPEAN UNION | GEOGRAPHY | social affairs | social integration | SOCIAL QUESTIONS | sustainable development

Summary After a résumé of basic definitions this work aims at recommending to the CULT committee how, in order to contribute to sustainable development, cultural heritage and education should be integrated into an inclusive, horizontal and lifelong learning approach. It is highly recommended having cultural heritage at the very core of education and not as a stopgap and seeing education more deeply rooted in cultural heritage through adequate and efficient mutual long-term partnership policies.

Study [EN](#)

[The Impact of the UK's Withdrawal on EU Integration](#)

Publication type Study

Date 09-07-2018

External author Dr Tim OLIVER
Dr Garvan WALSHE
Professor Catherine BARNARD
Professor Linda HANTRAIS
Professor Matthias MATTHIJS
Professor Steven PEERS

Policy area Area of Freedom, Security and Justice | Consumer Protection | Culture | Economics and Monetary Issues | Education | Employment | EU Law: Legal System and Acts | Internal Market and Customs Union

Keyword area of freedom, security and justice | common foreign and security policy | deepening of the European Union | Economic and Monetary Union | economic geography | Europe | European construction | European integration | European social policy | EUROPEAN UNION | FINANCE | GEOGRAPHY | monetary economics | political geography | single market | social affairs | SOCIAL QUESTIONS | United Kingdom | withdrawal from the EU

Summary This study, commissioned by the European Parliament's Policy Department for Citizens' Rights and Constitutional Affairs at the request of the AFCO Committee, examines the potential effects of the UK's withdrawal on European integration. It does so by examining the UK's role in pushing forward and/or blocking integration in five areas: the internal market; social policy; freedom, security and justice; the Eurozone; and foreign, security and defence.

Study [EN](#)

[Policy Departments' Monthly Highlights - July 2018](#)

Publication type At a Glance

Date 02-07-2018

Policy area Budgetary Control | Culture | Economics and Monetary Issues | Education | Foreign Affairs | Security and Defence

Keyword activity report | Asia and Oceania | documentation | economic geography | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU institutions and European civil service | EU programme | Europe | European construction | European Parliament | EUROPEAN UNION | FINANCE | financial legislation | free movement of capital | GEOGRAPHY | INTERNATIONAL RELATIONS | international security | Ireland | Japan | job creation | Northern Ireland | political geography | PRODUCTION, TECHNOLOGY AND RESEARCH | regions of EU Member States | research and intellectual property | settlement of disputes | think tank | United Kingdom | withdrawal from the EU

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

At a Glance [EN](#)

[Review Clauses in EU Legislation: A Rolling Check-List \(6th edition\)](#)

Publication type [Study](#)

Date 29-06-2018

Author KIENDL KRISTO IVANA

Policy area Agriculture and Rural Development | Area of Freedom, Security and Justice | Budget | Budgetary Control | Consumer Protection | Contract Law, Commercial Law and Company Law | Culture | Democracy | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts | Financial and Banking Issues | Fisheries | Food Safety | Foreign Affairs | Gender Issues, Equality and Diversity | Global Governance | Human Rights | Industry | Intellectual Property Law | Internal Market and Customs Union | International Trade | Petitions to the European Parliament | Private international law and judicial cooperation in civil matters | Public Health | Regional Development | Research Policy | Security and Defence | Social Policy | Tourism | Transport

Keyword Council of the European Union | EU institutions and European civil service | EU programme | European Commission | European construction | European Parliament | EUROPEAN UNION | European Union law | executive power and public service | interinstitutional relations (EU) | legislative act (EU) | parliament | parliamentary committee | parliamentary scrutiny | POLITICS | regulatory policy

Summary This study provides an overview of review clauses (reviews, evaluations, implementation reports) contained in EU legislation during the sixth, seventh and the current, eighth parliamentary term. Drawing on information publicly available across several sources, it provides in a single, comprehensive repository an analytical overview of acts that contain a review clause. The study puts a special focus on (and the analysis of) review clauses in EU legislative acts adopted during the current parliamentary term (with a total of 147 legislative acts with a review clause adopted through the ordinary legislative procedure up until end of December 2017).

[Study](#) [EN](#)

[Faith-based actors and the implementation of the European Pillar of Social Rights](#)

Publication type [Briefing](#)

Date 19-06-2018

Author MILOTAY Nora

Policy area Education | Employment | Public Health | Social Policy

Keyword BUSINESS AND COMPETITION | culture and religion | distribution of EU funding | EMPLOYMENT AND WORKING CONDITIONS | EU finance | European Semester | European social policy | EUROPEAN UNION | FINANCE | labour law and labour relations | labour market | labour market | LAW | legal form of organisations | monetary economics | non-profit organisation | religious institution | rights and freedoms | social affairs | social dialogue (EU) | social integration | SOCIAL QUESTIONS | social rights

Summary The European Pillar of Social Rights was jointly proclaimed and signed by the European Commission, the European Parliament and the Council at the Gothenburg Social Summit in November 2017. The 20 principles and rights that make up the Social Pillar build on the existing social acquis, i.e. social mandate contained in binding provisions of EU law, and should serve as a 'compass' for the renewal of current labour markets and welfare systems across the European Union (EU). Their implementation is largely the responsibility of the Member States in cooperation with the social partners and with the support of the European Union. Faith-based organisations are similar to voluntary organisations, i.e. civil society associations, third sector organisations and non-profit organisations. Some are inspired by religious values without being formally linked to religious institutions. They play an important role in addressing social problems, particularly in relation to under-served populations. They often cooperate with secular organisations and contribute to the welfare state. In the EU context, there is no distinction between faith-based and secular organisations, when it comes to policy development, programme implementation or funding. Faith-based organisations have welcomed the Social Pillar and have emphasised in particular the role they could play in its implementation at grassroots level. Not only can they provide services, they can also help to devise strategies and funding schemes by connecting local, national and European actors. There are still a lot of gaps in the evaluation of their activities, however, which makes it difficult to quantify their real contribution to the functioning of the welfare state.

[Briefing](#) [EN](#), [FR](#)

[Research for CULT Committee - Creative Europe: Towards the Next Programme Generation](#)

Publication type [Study](#)

Date 12-06-2018

External author KEA: Philippe Kern, Arthur Le Gall, Teodora Pletosu

Policy area Culture | Education

Keyword cooperation policy | cultural cooperation | cultural pluralism | cultural promotion | culture and religion | culture industry | distribution of EU funding | economic and social cohesion | education | EDUCATION AND COMMUNICATIONS | educational exchange | employment | EMPLOYMENT AND WORKING CONDITIONS | EU finance | EU programme | European construction | EUROPEAN UNION | Framework Programme for Research and Development | humanities | INTERNATIONAL RELATIONS | language policy | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | SCIENCE | SOCIAL QUESTIONS | updating of skills

Summary Creative Europe is a unique programme in Europe, tailored to the needs of the cultural and creative sectors. It is the main programme that contributes to the cultural policy objectives of the EU. The programme targets the right priorities, but its modest budget prevents it from making a substantial impact. The report provides recommendations for a more ambitious future programme, reflecting the richness of European cultural diversity.

[Study](#) [EN](#), [IT](#)

[Executive summary](#) [DE](#), [EL](#), [EN](#), [ES](#), [FR](#), [PT](#), [PL](#)

[Research for CULT Committee - Erasmus+: Towards a New Programme Generation](#)

Publication type [Study](#)

Date 12-06-2018

External author Panteia: Paul Vroonhof, Amber van der Graaf; Ockham IPS: Bert-Jan Buiskool

Policy area [Culture](#) | [Education](#)

Keyword [budget](#) | [delegated legislation](#) | [demography and population](#) | [education](#) | [EDUCATION AND COMMUNICATIONS](#) | [educational exchange](#) | [EU finance](#) | [EU institutions and European civil service](#) | [EU programme](#) | [EU strategy](#) | [European citizenship](#) | [European construction](#) | [EUROPEAN UNION](#) | [executive power and public service](#) | [FINANCE](#) | [financial control](#) | [fund \(EU\)](#) | [governance](#) | [higher education](#) | [multiannual financial framework](#) | [operation of the Institutions](#) | [organisation of teaching](#) | [POLITICS](#) | [SOCIAL QUESTIONS](#) | [student mobility](#) | [teaching](#) | [young person](#)

Summary This study was commissioned by the CULT committee of the European Parliament as a general reflection on the performance of the Erasmus+ programme so far. The study provides a complement to the European Commission mid-term evaluation of Erasmus+. This current project examines 1) the outcomes of Erasmus+ so far, notably focussing on the implementation experiences in using Erasmus+ in 10 Member States, 2) the decision-making procedures used in the programme, highlighting how delegated and implementing acts have been used to date, and 3) the Commission mid-term evaluation conclusions. These aspects are all drawn together to arrive at a series of key findings and recommendations which can be considered as adjustments for the Erasmus+ programme during its next programme cycle.

[Study](#) [EN](#)

[Annex 1](#) [EN](#)

[Policy Departments' Monthly Highlights - June 2018](#)

Publication type [At a Glance](#)

Date 11-06-2018

Policy area [Area of Freedom, Security and Justice](#) | [Budgetary Control](#) | [Culture](#) | [Education](#) | [Energy](#) | [Industry](#) | [Security and Defence](#)

Keyword [activity report](#) | [BUSINESS AND COMPETITION](#) | [common security and defence policy](#) | [competition](#) | [documentation](#) | [economic and social cohesion](#) | [economic geography](#) | [EDUCATION AND COMMUNICATIONS](#) | [ENERGY](#) | [EU finance](#) | [EU institutions and European civil service](#) | [Europe](#) | [European construction](#) | [European Parliament](#) | [EUROPEAN UNION](#) | [GEOGRAPHY](#) | [multiannual financial framework](#) | [political geography](#) | [POLITICS](#) | [politics and public safety](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [renewable energy](#) | [research and intellectual property](#) | [research report](#) | [soft energy](#) | [terrorism](#) | [think tank](#) | [trust](#) | [United Kingdom](#) | [withdrawal from the EU](#)

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

[At a Glance](#) [EN](#)

[Broadcasting of major sports events in the EU](#)

Publication type [At a Glance](#)

Date 28-05-2018

Author KATSAROVA Ivana

Policy area [Culture](#) | [Education](#)

Keyword [audiovisual production](#) | [broadcasting](#) | [communications](#) | [copyright](#) | [EDUCATION AND COMMUNICATIONS](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [research and intellectual property](#) | [social affairs](#) | [SOCIAL QUESTIONS](#) | [sporting event](#)

Summary The topic of audiovisual sports rights has gained increasing relevance, including in the light of the upcoming football World Cup in Russia this summer. As most people will not be able to attend the sports games they wish to see, they will use the media to hear the news or to get full direct coverage through live broadcasts. However, media coverage of sports events is regulated by complex copyright rules and the exclusive right to broadcast top sports events live comes at a cost. In 2014, the global sports rights market was worth nearly €19 billion. In the EU, broadcasters spent around €5.8 billion on the acquisition of rights in 2009, which represented nearly 17 % of their total €34.5 billion programming spend. But how exclusive can audiovisual rights be?

[At a Glance](#) [EN](#)

[Cultural heritage in EU policies](#)

Publication type Briefing

Date 22-05-2018

Author PASIKOWSKA-SCHNASS Magdalena

Policy area Culture | Education | Regional Development | Tourism

Keyword cultural heritage | culture and religion | distribution of EU funding | EU finance | EU policy | European construction | EUROPEAN UNION | history of Europe | INTERNATIONAL ORGANISATIONS | SOCIAL QUESTIONS | Unesco | United Nations

Summary 2018 is devoted to the European Union's cultural heritage. This paper focuses on the evolution of the very notion of cultural heritage, its role and place in society, as well as the way it is perceived and interpreted in the context of related EU prerogatives. The European Year of Cultural Heritage 2018 is a result of this evolution, and allows EU citizens to gain a broad understanding of their cultural heritage in all its aspects, democratically share responsibility for it, celebrate it and benefit from the creation it inspires. Despite the fact that the EU has limited powers in respect of cultural heritage – the role of the European institutions is generally limited to financial support, coordination of joint projects and efforts, and sharing of knowledge – it has contributed to raising awareness about preservation, conservation and restoration issues, technological research (for example 3D reconstructions) and scientific progress in technological solutions. Furthermore, the EU has become an international expert in the field. Cultural heritage has been taken into consideration in numerous EU funding programmes, which has allowed Member States to undertake action to revive their national or local heritage, keep their traditions and crafts, and thereby develop their cultural tourism. The European Parliament has adopted resolutions highlighting, inter alia, the dangers from which cultural heritage is to be protected both in the EU and the world, and underlining the necessity to address trafficking and looting of cultural heritage artefacts, the protection of cultural heritage, including traditional crafts, and the role of cultural heritage in sustainable tourism.

Briefing [DE](#), [EN](#), [FR](#), [IT](#)

Multimedia [Cultural heritage in EU policies](#)

[EYE event - Schools of tomorrow: Learning for ever-changing times](#)

Publication type At a Glance

Date 16-05-2018

Author CHIRCOP Denise

Policy area Education

Keyword artificial intelligence | communications | culture and religion | digital literacy | digital technology | education | education | EDUCATION AND COMMUNICATIONS | European identity | humanities | impact of information technology | information and information processing | information technology and data processing | PRODUCTION, TECHNOLOGY AND RESEARCH | SCIENCE | SOCIAL QUESTIONS | social sciences | teaching | technology and technical regulations | transmission network | vocational education

Summary Digital technology is already having an impact on education even if in some parts of the EU schools are not covered by high-speed broadband or are under-resourced when it comes to hardware. While education systems are gradually adjusting to the way many people have digitalised their daily routines, technology has yet to unleash its full potential in the field.

At a Glance [EN](#)

[EYE event - Sport without corruption](#)

Publication type At a Glance

Date 16-05-2018

Author HALLEUX Vivienne

Policy area Area of Freedom, Security and Justice | Education

Keyword corruption | criminal law | EU sport policy | LAW | performance drugs | professional sport | social affairs | SOCIAL QUESTIONS | sporting event | sports body

Summary Played and watched by billions of people across the globe, sport embodies specific values, such as fair play and respect for the rules. Corruption scandals such as those that have made headlines in recent years, be it in football or athletics, seriously tarnish its image, shaking public trust.

At a Glance [EN](#)

[Research for CULT Committee - Europe for Citizens: Towards the Next Programme Generation](#)

Publication type Study

Date 15-05-2018

External author Katja MÄKINEN

Policy area Culture | Education

Keyword action programme | BUSINESS AND COMPETITION | culture and religion | democracy | distribution of EU funding | EU budget | EU finance | European citizenship | European construction | European identity | EUROPEAN UNION | European Union membership | management | political framework | POLITICS | SOCIAL QUESTIONS

Summary Citizenship is a key element of democracy, and citizens' participation is needed for democracy to function. As interests and challenges touching citizens do not follow state borders, it is important that citizens' activity also crosses borders. The funding distributed through the Europe for Citizens programme is therefore crucial. Due to its combination of participation and remembrance, the programme allows addressing the complex challenges and promises related to democracy, citizenship and diversity, the core topics of the programme.

Study [EN](#)

[Research for CULT Committee - ESIF and culture, education, youth & sport – the use of European Structural and Investment Funds in policy areas of the Committee on Culture & Education](#)

Publication type Study

Date 15-05-2018

External author The Centre for Strategy & Evaluation Services LLP (CSES): Mike Coyne, Malin Carlberg, Caroline Chandler, Eugenie Lale-Demoz

Policy area Culture | Education | Forward Planning

Keyword culture | culture and religion | economic analysis | ECONOMICS | education | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU finance | EU policy | EU statistics | European construction | European Regional Development Fund | European Social Fund | European Structural and Investment Funds | EUROPEAN UNION | social affairs | SOCIAL QUESTIONS | sport | vocational training | youth policy

Summary The study examines the nature and extent of ESIF funding for education and training, culture, sport and youth, including the legal base for such support. Much activity in these areas is hidden in official data, under other headings, but all of the areas are already making a significant contribution to economic and social development. The study concludes with a recommendation that there be greater recognition in the future of the human contribution of these areas to cohesion policy.

Study [EN](#)

Executive summary [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PT](#), [PL](#)

[The regions in the digital single market: ICT and digital opportunities for European regions](#)

Publication type Briefing

Date 19-04-2018

Author MARGARAS Vasileios

Policy area Education | Employment | Public Health | Regional Development | Research Policy | Social Policy

Keyword communications | digital divide | digital single market | digital technology | disclosure of information | EDUCATION AND COMMUNICATIONS | EU programme | European construction | EUROPEAN UNION | information and information processing | information processing | information technology | information technology and data processing | Internet | new technology | PRODUCTION, TECHNOLOGY AND RESEARCH | social framework | social inequality | SOCIAL QUESTIONS | technology and technical regulations | transmission network

Summary The digital economy is growing at seven times the rate of the rest of the economy. The European Commission estimates that completing the digital single market could contribute €415 billion per year to Europe's economy, create 3.8 million jobs and transform public services. In addition, many future jobs will require information and communications technologies (ICT) skills, rendering the process of acquiring digital skills an imperative. The European Commission has presented several initiatives to boost the use of ICT in Europe. The Digital Agenda for Europe, announced in 2010 in the framework of the Europe 2020 strategy, aimed at promoting economic recovery and improving social inclusion through a more digitally proficient Europe. The Digital Single Market strategy, introduced in 2015, complements the Digital Agenda for Europe. Achieving a digital single market will ensure that Europe maintains its position as a world leader in the digital economy, helping European companies to grow globally. In 2016, the European Commission adopted a new Skills Agenda for Europe which includes measures on the acquisition of digital skills. Although many of the digital single market priorities are primarily dealt with at national level, various initiatives can be explored at the local and regional level. Regions and cities can plan and pursue their own digital strategies in the interests of enhancing economic growth and to promote their citizens' wellbeing. Enhanced use of digital technologies can improve citizens' access to information and culture, promote open government, equality and non-discrimination. However, a number of challenges need to be addressed to fully reap the benefits of digitalisation. Personnel with ICT skills are still lacking in Europe and many European citizens are not adequately trained to carry out ICT-related tasks. In addition, broadband connectivity in some parts of Europe remains slow. Although certain EU regions and local authorities experiment with new technologies, not all of them have managed to provide a high-level range of digital services and ICT related activities. This briefing is an update of an earlier edition, published in October 2015.

Briefing [EN](#)

[International Roma Day: How the European Union supports the study of Roma culture, language and history](#)

Publication type Briefing

Date 03-04-2018

Author PASIKOWSKA-SCHNASS Magdalena

Policy area Culture | Education | Gender Issues, Equality and Diversity

Keyword economic geography | EU Charter of Fundamental Rights | EU Member State | European construction | EUROPEAN UNION | GEOGRAPHY | history of Europe | LAW | POLITICS | politics and public safety | protection of minorities | public awareness campaign | rights and freedoms | Roma | social affairs | social framework | social integration | SOCIAL QUESTIONS

Summary International Roma Day, marked on 8 April, is devoted to Europe's largest ethnic minority, the Roma, a predominant part of whom suffer from discrimination and isolation. This day also focuses on Roma history, culture, language and aspirations, which remain largely unknown in Europe, even though they are key to mutual understanding and can contribute to closing the gap between communities. The study and promotion of Roma culture and language fall under the remit of legislation concerning the preservation of cultural and linguistic diversity on the one hand, and the protection of minority languages, on the other, as provided for by the EU Treaties and the Council of Europe Charter for Regional and Minority Languages. The EU offers support for the preservation of the Roma language, Romani, and its numerous local dialects, some of which are endangered and could disappear. The EU allocates funds to the study of Roma history, culture and language, while some EU Member States have also put in place programmes that include the teaching of Roma culture, history and language in primary schools.

Briefing [EN](#)

[Special Reports of the European Court of Auditors - A Rolling Check-List of recent findings](#)

Publication type Study

Date 13-03-2018

Author KORVER RONNIE JOHANNES | ZANA-SZABO Gabriella

Policy area Agriculture and Rural Development | Area of Freedom, Security and Justice | Budget | Budgetary Control | Consumer Protection | Culture | Democracy | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | European Semester | Evaluation of Law and Policy in Practice | Financial and Banking Issues | Fisheries | Food Safety | Foreign Affairs | Gender Issues, Equality and Diversity | Human Rights | Industry | Internal Market and Customs Union | International Trade | Public Health | Regional Development | Research Policy | Security and Defence | Social Policy | Transport | Transposition and Implementation of Law

Keyword documentation | EDUCATION AND COMMUNICATIONS | EU finance | EU institutions and European civil service | EU policy | European construction | European Court of Auditors | EUROPEAN UNION | financial transparency | report

Summary This rolling check-list presents an overview of the Special Reports of the European Court of Auditors (ECA), concentrating on those relevant for the 2016 discharge procedure. It strives to link the research topics of the Special Reports to relevant debates and positions within the European Parliament, including the working documents of the Committee on Budgetary Control, the work of the specialised parliamentary committees, forthcoming plenary resolutions and individual questions by Members. This check-list has been prepared by the Ex-Post Evaluation Unit of the European Parliamentary Research Service (EPRS), the EP's in-house research service and think-tank, as part of its on-going support for parliamentary committees and individual Members in scrutinising the executive in its implementation of EU law, policies and programmes. The European Parliament is strongly committed to Better Law-Making, and particularly to the effective use of ex-ante impact assessment and ex-post evaluation throughout the entire legislative cycle. It is in this spirit that the Parliament has a particular interest in following the transposition, implementation and enforcement of EU law, and, more generally, monitoring the impact, operation, effectiveness and delivery of policy and programmes in practice.

Study [EN](#)

[International Agreements - A Rolling Check-List](#)

Publication type Study

Date 09-03-2018

Author REMAC Milan

Policy area Agriculture and Rural Development | Area of Freedom, Security and Justice | Consumer Protection | Contract Law, Commercial Law and Company Law | Culture | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Energy | Evaluation of Law and Policy in Practice | Financial and Banking Issues | Fisheries | Foreign Affairs | Industry | Internal Market and Customs Union | International Trade | Public Health | Regional Development | Research Policy | Security and Defence | Transport

Keyword cooperation policy | economic analysis | ECONOMICS | EU institutions and European civil service | European Parliament | EUROPEAN UNION | European Union law | interinstitutional agreement | international affairs | international agreement | INTERNATIONAL RELATIONS | statistics | third country | Treaty on the Functioning of the EU

Summary This rolling check-list offers an implementation monitoring tool that allows for a systematic overview of the review and monitoring clauses, sunset clauses and also management and implementation clauses that are included in international agreements concluded between the EU and third countries. It is produced by the Ex-Post Evaluation Unit of the European Parliamentary Research Service (EPRS), the European Parliament's in-house research service and think-tank, as part of its work on the evaluation of the EU policy cycle.

Study [EN](#)

[EU Youth Strategy](#)

Publication type Study

Date 20-02-2018

Author TYMOWSKI Jan Mikolaj

Policy area Culture | Education | Employment | Evaluation of Law and Policy in Practice | Transposition and Implementation of Law

Keyword application of EU law | cooperation policy | distribution of EU funding | economic geography | education | EDUCATION AND COMMUNICATIONS | educational exchange | employment | EMPLOYMENT AND WORKING CONDITIONS | EU finance | EU initiative | EU Member State | EU strategy | European construction | EUROPEAN UNION | European Union law | GEOGRAPHY | INTERNATIONAL RELATIONS | international voluntary worker | open method of coordination | social affairs | social integration | SOCIAL QUESTIONS | vocational training | youth policy

Summary This study provides an analysis of the EU Youth Strategy, established through the Council Resolution adopted in November 2009 on a renewed framework for European cooperation in the youth field for the period 2010-2018. The EU Youth Strategy is, first and foremost, an instrument created to facilitate the coordination of Member States' youth policies, with the additional possibility of supporting actions taken at the European level and managed by the European Commission and other bodies and organisations. Using the data available in various documents and sources on the implementation of the Youth Strategy, this study follows the structure of the Council Resolution, covering all fields of actions listed, as well as the types of measures introduced at the national level by Member States (strategy/policy/regulation/guidelines/programme/other) in order to assess the relation between its parts and their take-up to date by the main actors in EU youth policy. It presents a compilation of findings allowing the reader to understand how much has been done so far, and shows substantial evolution in the activity of the European Union and individual Member States, particularly in learning from best practices and undertaking joint projects.

Study [EN](#)

[Assistive technologies for people with disabilities](#)

Publication type In-Depth Analysis

Date 15-01-2018

Author BOUCHER Philip Nicholas

Policy area Area of Freedom, Security and Justice | Consumer Protection | Education | Employment | Forward Planning | Gender Issues, Equality and Diversity | Human Rights | Industry | Public Health | Social Policy

Keyword access to education | education | EDUCATION AND COMMUNICATIONS | EMPLOYMENT AND WORKING CONDITIONS | equal treatment | European social policy | facilities for the disabled | health | integration of the disabled | job access | labour market | LAW | medical device | new technology | PRODUCTION, TECHNOLOGY AND RESEARCH | rights and freedoms | social affairs | SOCIAL QUESTIONS | technology and technical regulations

Summary Assistive technologies (ATs) are designed to improve the functional capabilities of people with disabilities. Some are relatively low-tech and very familiar, such as such as reading glasses, crutches and hearing aids. Others are more advanced, using cutting-edge science and technology, with future ATs under development that could have a huge impact on all our lives. This briefing provides an overview of a scientific foresight study of ATs for three specific types of disability: blindness and visual impairment, deafness and hearing impairment, and autism spectrum disorders.

In-Depth Analysis [EN](#)

Annex 1 [EN](#)

Annex 2 [EN](#)

Annex 3 [EN](#)

Annex 4 [EN](#)

[Outcome of the meetings of EU leaders of 14-15 December 2017](#)

Publication type Briefing

Date 12-01-2018

Author BACIAN Izabela Cristina | DRACHENBERG Ralf

Policy area Area of Freedom, Security and Justice | Economics and Monetary Issues | Education | Employment | EU Democracy, Institutional and Parliamentary Law | Security and Defence

Keyword criminal law | economic geography | EU institutions and European civil service | EU migration policy | Eurogroup (euro area) | Europe | European construction | European Council | European security | EUROPEAN UNION | FINANCE | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | international security | LAW | migrant | migration | monetary relations | political geography | SOCIAL QUESTIONS | summit meeting | threat to national security | United Kingdom | withdrawal from the EU

Summary On 14-15 December 2017, EU Heads of State or Government convened in four different settings with varying compositions and levels of formality: a regular summit of the European Council, a Leaders' Meeting on migration, a European Council (Article 50) meeting, and an enlarged Euro Summit. While the European Council meeting adopted conclusions focused on security and defence, social policy, education and culture, the informal debate on migration concentrated on the reform of the Dublin Regulation, in particular on the relocation mechanisms for asylum-seekers. The European Council also discussed tax evasion, welcomed the outcome of the One Planet Summit in Paris, agreed to roll over the sanctions on Russia in response to the annexation of Crimea, and reiterated the EU's firm commitment to the two-state solution for the Israeli–Palestinian conflict. The main results of the European Council (Article 50) meeting were the decision that 'sufficient progress' has been achieved to proceed to the second phase of Brexit negotiations, and the adoption of guidelines in this respect. While there were no formal conclusions at the Euro Summit meeting, participants agreed to focus on areas where the convergence of views is the greatest, most notably the completion of the Banking Union and the transformation of the ESM into a European Monetary Fund.

Briefing [EN](#)

[Ten issues to watch in 2018](#)

Publication type In-Depth Analysis

Date 08-01-2018

Author BASSOT Etienne

Policy area Area of Freedom, Security and Justice | Democracy | Economics and Monetary Issues | Education | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts | Financial and Banking Issues | Foreign Affairs | Gender Issues, Equality and Diversity | Security and Defence | Social Policy

Keyword Asia and Oceania | computer crime | data protection | economic geography | EDUCATION AND COMMUNICATIONS | electoral procedure and voting | EU budget | EU finance | EU institutions and European civil service | EU strategy | euro area | Europe | European construction | European election | European Parliament | EUROPEAN UNION | FINANCE | GEOGRAPHY | information and information processing | information technology and data processing | international affairs | international relations | INTERNATIONAL RELATIONS | migration | migration | monetary relations | North Korea | political geography | POLITICS | politics and public safety | social affairs | social framework | social inequality | SOCIAL QUESTIONS | terrorism | United Kingdom | withdrawal from the EU | youth policy

Summary This is the second edition of an annual EPRS publication designed to identify key issues and policy areas that are likely to feature prominently on the political agenda of the European Union over the coming year. Topics presented include: the implications for the EU of the terrorism threat, the North Korean issue, the security challenges posed by disinformation, fake news and cyber-crime, the ongoing migration crisis and rising inequalities. Other important policy areas covered are youth empowerment, the EU budget, the future of the euro area, the European elections in 2019 and, last but not least, Brexit.

In-Depth Analysis [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

Radicalisation and violent extremism – focus on women:

How women become radicalised, and how to empower them to prevent radicalisation

Publication type Study

Date 21-12-2017

External author Seran DE LEEDE
Renate HAUPFLEISCH
Katja KOROLKOVA
Monika NATTER
With contributions by:
Claudia CARVALHO (Case study Spain)
Hadiya MASIEH (Case study United Kingdom)

Policy area Area of Freedom, Security and Justice | Culture | Education | Foreign Affairs | Gender Issues, Equality and Diversity | Human Rights | Security and Defence

Keyword case study | cooperation policy | documentation | education | education | EDUCATION AND COMMUNICATIONS | extremism | fight against crime | international cooperation | INTERNATIONAL RELATIONS | LAW | POLITICS | politics and public safety | position of women | prevention of delinquency | rights and freedoms | social affairs | SOCIAL QUESTIONS | terrorism | women's rights

Summary This study, commissioned by the European Parliament's Policy Department for Citizens' Rights and Constitutional Affairs at the request of the Committee on Women's Rights and Gender Equality, focuses on Islamist radicalisation and violent extremism in the EU and has two aims: 1) to explore and assess the question of women's radicalisation and their involvement in violent extremism in the EU as well as to look into the mechanisms in place to prevent women and girls from radicalisation and propose further actions; and 2) to identify the potential of women in preventing radicalisation, in particular by looking into women's current role in counter-radicalisation strategies and to explore potential gendered approaches and best practices to counter-radicalisation.

Study [EN](#)

RESEARCH FOR CULT COMMITTEE - THE NEW ROLE OF PUBLIC LIBRARIES IN LOCAL COMMUNITIES

Publication type Study

Date 13-12-2017

External author Barbara LISON, German Library Association
Natascha REIP (Co-Author), German Library Association

Policy area Culture | Education | Transposition and Implementation of Law

Keyword access to information | documentation | EDUCATION AND COMMUNICATIONS | executive power and public service | information and information processing | information technology and data processing | innovation | local area network | local authority | POLITICS | PRODUCTION, TECHNOLOGY AND RESEARCH | public library | research and intellectual property

Summary Especially in the last years, public libraries (and local authorities) have to meet new challenges caused by on-going social, technical and economic changes. This briefing paper provides a short analysis of the impact that public libraries can have on the intellectual and cultural development of citizens with a particular focus on their vital role in providing an open public space for learning, culture and social communication. Following from the analysis, respective recommendations for policy action at EU level are outlined.

Study [EN](#)

RESEARCH FOR CULT COMMITTEE - PROMOTING MEDIA AND INFORMATION LITERACY IN LIBRARIES

Publication type In-Depth Analysis

Date 13-12-2017

External author Frank HUYSMANS

Policy area Culture | Education | Transposition and Implementation of Law

Keyword communications | cooperation in the field of education | cooperation policy | cultural pluralism | culture and religion | digital divide | digital literacy | digital technology | documentation | education | EDUCATION AND COMMUNICATIONS | education policy | information and information processing | information society | INTERNATIONAL RELATIONS | mass media | PRODUCTION, TECHNOLOGY AND RESEARCH | public library | SOCIAL QUESTIONS | technology and technical regulations

Summary Librarians and (public) libraries are active in promoting information literacy and (more recently) media literacy. After a brief historical sketch, this document describes how public libraries assist patrons and educational institutions in enhancing knowledge, skills and attitudes needed to critically engage with media and information. It sketches international organizations' endeavours to put media and information literacy (MIL) on the policy agenda, describes what is (not yet) known about the effectiveness of MIL programs, and offers recommendations for EU and public library policy.

In-Depth Analysis [EN](#)

RESEARCH FOR CULT COMMITTEE - E-LENDING: CHALLENGES AND OPPORTUNITIES

Publication type Study

Date 13-12-2017

External author Dan MOUNT

Policy area Culture | Education | Transposition and Implementation of Law

Keyword approximation of laws | communications | copyright | digital technology | documentation | EDUCATION AND COMMUNICATIONS | electronic commerce | electronic publishing | EUROPEAN UNION | European Union law | hiring | information and information processing | information society | marketing | PRODUCTION, TECHNOLOGY AND RESEARCH | public library | research and intellectual property | technology and technical regulations | TRADE

Summary This briefing identifies key challenges and opportunities in the evolving field of e-lending via public libraries based on an analysis of 18 different e-lending models in Europe and North America. It concludes that on-going dialogue between libraries and publishers, alongside better comparative data on e-lending and e-book purchasing across all EU Member States, will be among the key enabling factors for e-lending in the future.

Study [EN](#)

Outlook for the meetings of EU leaders on 14-15 December 2017

Publication type Briefing

Date 12-12-2017

Author DRACHENBERG Ralf | POLIDORI Silvia

Policy area Area of Freedom, Security and Justice | Economics and Monetary Issues | Education | Employment | EU Democracy, Institutional and Parliamentary Law | Security and Defence

Keyword anti-dumping legislation | area of freedom, security and justice | BUSINESS AND COMPETITION | competition | defence | EU institutions and European civil service | euro area | European construction | European Council | European defence policy | European Monetary Fund | European security | European social policy | EUROPEAN UNION | extra-EU trade | FINANCE | INTERNATIONAL RELATIONS | international security | monetary relations | social affairs | SOCIAL QUESTIONS | TRADE | trade policy

Summary On 14 and 15 December 2017, EU leaders will convene in four different settings with varying compositions and levels of formality: a regular summit of the European Council, a Leaders' meeting on migration, a European Council (Article 50) meeting, and an enlarged Euro Summit. The agenda of the formal European Council concentrates on defence, social policy, and education and culture, whilst the informal Leaders' meeting will focus exclusively on migration, and notably on the reform of the Common European Asylum System. At the European Council (Article 50) meeting, EU leaders will consider the Commission's recommendation that 'sufficient progress' has been made in the negotiations with the United Kingdom, and decide whether to move to the next phase. The enlarged Euro Summit will discuss further developments in the euro area, the banking union and the gradual completion of Economic and Monetary Union (EMU).

Briefing [EN](#)

Implementation of the Social Pillar

Publication type At a Glance

Date 05-12-2017

Author MILOTAY Nora

Policy area Economics and Monetary Issues | Education | Employment | Social Policy

Keyword citizens' Europe | economic governance (EU) | EMPLOYMENT AND WORKING CONDITIONS | equal treatment | European construction | European social policy | EUROPEAN UNION | FINANCE | job access | labour law and labour relations | labour market | LAW | monetary economics | organisation of work and working conditions | rights and freedoms | self-employed person | social affairs | social dialogue | social integration | social protection | SOCIAL QUESTIONS | social security | working conditions

Summary The European Pillar of Social Rights ('Social Pillar') was proclaimed and signed jointly by the Commission, Council and European Parliament, on 17 November 2017 at the Gothenburg Social Summit. The main challenge remains bringing this reference framework to all citizens across the EU. Due to limited EU competence in the social field, implementation is for the Member States, in cooperation with social partners. Parliament has repeatedly promoted the importance of focusing on three elements in the implementation process: a life-cycle approach, governance and funding. The December plenary is due to hear statements from the Commission and Council, prior to the European Council meeting in December, at which there is to be further discussion on the social dimension of the EU, including education.

At a Glance [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

[Implementation appraisals following the Commission Work Programme 2018](#)

Publication type [Briefing](#)

Date 29-11-2017

Author REMAC Milan

Policy area [Agriculture and Rural Development](#) | [Area of Freedom, Security and Justice](#) | [Consumer Protection](#) | [Development and Humanitarian Aid](#) | [Economics and Monetary Issues](#) | [Education](#) | [Employment](#) | [Energy](#) | [Environment](#) | [Fisheries](#) | [Industry](#) | [Internal Market and Customs Union](#) | [International Trade](#) | [Public Health](#) | [Regional Development](#) | [Transport](#) | [Transposition and Implementation of Law](#)

Keyword [action programme](#) | [administrative transparency](#) | [application of EU law](#) | [BUSINESS AND COMPETITION](#) | [EU activity](#) | [EU institutions and European civil service](#) | [EU situation](#) | [European Commission](#) | [European construction](#) | [European Union](#) | [EUROPEAN UNION](#) | [European Union law](#) | [executive power and public service](#) | [legislative procedure](#) | [management](#) | [operation of the Institutions](#) | [parliamentary proceedings](#) | [POLITICS](#) | [transparency in decision-making](#)

Summary This briefing is intended as a background overview for parliamentary committees planning their activities in relation to the European Commission's work programme 2018 (CWP). It gives (i) a brief description of the content of the work programme, and (ii) an explanation of what committees can expect in terms of implementation appraisals in the next few months from the Ex-Post Evaluation Unit in the European Parliamentary Research Service (EPRS). Implementation appraisals are pro-active briefings providing a succinct overview of publicly available material on the implementation, application and effectiveness to date of an EU law, drawing on input from EU institutions and bodies, as well as external organisations.

[Briefing](#) [EN](#)

[Evaluation in the European Commission - Rolling Check-List and State of Play](#)

Publication type [Study](#)

Date 29-11-2017

Author SCHREFLER Lorna

Policy area [Agriculture and Rural Development](#) | [Area of Freedom, Security and Justice](#) | [Consumer Protection](#) | [Development and Humanitarian Aid](#) | [Economics and Monetary Issues](#) | [Education](#) | [Employment](#) | [Energy](#) | [Environment](#) | [Fisheries](#) | [Industry](#) | [Internal Market and Customs Union](#) | [International Trade](#) | [Public Health](#) | [Regional Development](#) | [Transport](#) | [Transposition and Implementation of Law](#)

Keyword [administrative transparency](#) | [EU institutions and European civil service](#) | [EU law](#) | [EU programme](#) | [European Commission](#) | [European construction](#) | [EUROPEAN UNION](#) | [European Union law](#) | [evaluation method](#) | [executive power and public service](#) | [operation of the Institutions](#) | [POLITICS](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [research and intellectual property](#)

Summary This paper aims to provide an overview of planned and ongoing evaluations of EU legislation and spending programmes carried out by each European Commission directorate-general (DG). The general overview and state of play on the public availability of evaluations is completed by a rolling check-list comprising on-going and planned evaluations on the basis of information disclosed by the Commission in various sources (DGs' management plans and annual activity reports, the Single Evaluation Plans for 2016 and 2017, roadmaps published since July 2015) and the information available in individual DGs. The annexes to this paper contain an overview of, and links to, the DGs' management plans for 2017 (Annex I); and a list of, and direct links to, the evaluations published between 2015 and 20 October 2017 in various sources (Annexes II and III). Finally, Annex IV covers the Commission staff working documents related to evaluation published on EUR-Lex and in the Register of Commission Documents up to October 2017.

[Study](#) [EN](#)

[Social governance in the European Union: Governing complex systems](#)

Publication type [In-Depth Analysis](#)

Date 17-11-2017

Author MILOTAY Nora

Policy area [Economics and Monetary Issues](#) | [Education](#) | [Employment](#) | [European Semester](#) | [Social Policy](#)

Keyword [economic analysis](#) | [economic and social cohesion](#) | [economic governance \(EU\)](#) | [economic structure](#) | [ECONOMICS](#) | [EMPLOYMENT AND WORKING CONDITIONS](#) | [EU finance](#) | [EU institutions and European civil service](#) | [European Committee of the Regions](#) | [European construction](#) | [European Economic and Social Committee](#) | [European Semester](#) | [European social policy](#) | [European Structural and Investment Funds](#) | [EUROPEAN UNION](#) | [European Union law](#) | [FINANCE](#) | [labour law and labour relations](#) | [macroeconomics](#) | [monetary economics](#) | [open method of coordination](#) | [social affairs](#) | [social dialogue \(EU\)](#) | [social economy](#) | [SOCIAL QUESTIONS](#)

Summary Whereas economic governance is now undertaken in the EU through a regulated, 'hard' framework, there is no equivalent framework for social governance. At present, social governance in the EU functions mainly within the 'soft', unregulated realms, although it is also marked by some 'hard' governance mechanisms. This paper aims to give an overview of the social aspects of EU governance. It looks at existing EU social governance mechanisms and tools, including their current state of play, the debates that surround them and possible avenues for their further development.

[In-Depth Analysis](#) [DE](#), [EN](#), [FR](#)

The Joint Africa-EU Strategy

Publication type Study

Date 15-11-2017

External author Nicoletta PIROZZI, Institutional Relations Manager & Head of Programme, Istituto Affari Internazionali, Italy, Nicoló SARTORI, Senior Fellow & Head of Programme, Istituto Affari Internazionali, Italy, Bernardo VENTURI, Researcher, Istituto Affari Internazionali, Italy

Policy area Democracy | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Environment | EU Democracy, Institutional and Parliamentary Law | Foreign Affairs | Global Governance | Human Rights | International Trade | Public international law | Security and Defence

Keyword Africa | Africa | agricultural policy | AGRICULTURE, FORESTRY AND FISHERIES | climate change policy | conflict prevention | cooperation policy | development aid | economic integration | economic policy | ECONOMICS | ENERGY | energy policy | energy policy | ENVIRONMENT | environmental policy | EU relations | EU strategy | European construction | EUROPEAN UNION | FINANCE | financing and investment | GEOGRAPHY | human development | human rights | international affairs | INTERNATIONAL RELATIONS | international security | investment promotion | LAW | migration | migration policy | North-South relations | peacekeeping | rights and freedoms | SOCIAL QUESTIONS | state-building | sustainable agriculture | sustainable development

Summary Implementation of the Joint Africa-EU Strategy (JAES) has taken place in a rapidly evolving political scenario at the global level and specifically within Europe and Africa. The overarching objectives identified in 2007 still remain valid, but concrete priorities now need to be adapted to the new reality. At the strategic level, a refinement of the Africa-EU partnership has become urgent following the adoption of Agenda 2063 and the EU Global Strategy. At policy level, lessons learned from the implementation of the Roadmap 2014-17 and the way ahead indicated in the Joint Communication of May 2017 should be taken into account. Ten years after its adoption and with a view to the next AU-EU Summit, being held in Abidjan on 29-30 November 2017, it is crucial to re-assess the strategy's validity on the basis of achievements and shortfalls, also in its parliamentary dimension, with regard to the fulfilment of its objectives in an evolving context.

Study [EN](#)

Violence against women and the EU accession to the Istanbul Convention

Publication type Study

Date 15-11-2017

External author Athena CHRISTOFI, Elena FRIES-TERSCH, Nathalie MEURENS, Catarina MONTEIRO, Sophie MOREL, Hana SPANIKOVA, Milieu.

Policy area Area of Freedom, Security and Justice | Culture | Education | Gender Issues, Equality and Diversity | Human Rights | Public Health | Public international law

Keyword civil society | criminal law | domestic violence | EU law | European convention | EUROPEAN UNION | European Union law | fight against crime | help for victims | human rights | international affairs | INTERNATIONAL RELATIONS | LAW | POLITICS | politics and public safety | rights and freedoms | sexual discrimination | social affairs | SOCIAL QUESTIONS | women's rights

Summary This study was commissioned by the European Parliament's Policy Department for Citizens' Rights and Constitutional Affairs at the request of the FEMM Committee.
This study has three main objectives: 1) providing an overview of the progress made by EU Member States in the area of violence against women; 2) presenting the state of play of the ratification or implementation of the Istanbul Convention by Member States; and 3) analysing the EU accession to the Istanbul Convention and its consequences. The study concludes with policy recommendations on the role of the European Parliament in monitoring the process of implementation of the Istanbul Convention.

Study [EN](#)

Arts, culture, and cultural awareness in education

Publication type Briefing

Date 09-11-2017

Author PASIKOWSKA-SCHNASS Magdalena

Policy area Culture | Education

Keyword arts | communication skills | cooperation policy | cultural cooperation | cultural transmission | culture | culture and religion | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | INTERNATIONAL RELATIONS | language skills | SOCIAL QUESTIONS

Summary Cultural and educational policies can contribute to the development of skills needed to cope with the complexity of contemporary multicultural societies, and to qualify for jobs in the fast-growing creative and cultural industries. This is supported by research on learning processes and the impact of art and cultural education. Both Unesco and the OECD have called for a proper place for, and recognition of, art and culture in education. In the EU, competence for culture and education policies lies with the Member States, though the EU plays a role too, by supporting them financially, and supplementing and coordinating their efforts in this field. A 2006 European Parliament and Council recommendation on key competences included cultural awareness and expression as a transversal competence. This was understood to comprise knowledge of particular works of art from local, regional, national and European cultural heritage; their relationship to other cultures worldwide; self-expression in various media, styles, and forms; and openness to intercultural communication. The European Commission continues to support projects to modernise education. In 2017, it launched a public consultation on the revision of the key skills and competencies needed for the labour market of the future, with a view to updating them. The European Parliament has undertaken work on the subject in an own-initiative report.

Briefing [EN](#)

Multimedia [Arts, culture, and cultural awareness in education](#)

[Research for CULT Committee - EU funding for cultural work with refugees: current practice and lessons learned](#)

Publication type In-Depth Analysis

Date 06-11-2017

External author Rasoul Nejadmehr

Policy area Culture | Education | Forward Planning

Keyword aid to refugees | civil society | cooperation policy | cultural heritage | culture and religion | economic geography | EU Member State | gender equality | GEOGRAPHY | integration of migrants | INTERNATIONAL RELATIONS | LAW | migration | national identity | POLITICS | politics and public safety | racism | rights and freedoms | SOCIAL QUESTIONS | xenophobia

Summary This study is an overview of publically funded cultural projects with refugees as target group. These projects are analysed in the light of two interconnected challenges in contemporary Europe, the challenge of good governance of cultural diversity and refugees' aspiration to a good life in Europe. It asks the fundamental question of what it is to live a good life together in Europe today and how cultural interventions can contribute to this aspiration.

In-Depth Analysis [EN](#)

[Research for CULT Committee - EU funding for cultural work with refugees: towards the next programme generation](#)

Publication type In-Depth Analysis

Date 06-11-2017

External author BIPE: Rosanna LEWIS (author), Polly MARTIN (co-author)

Policy area Culture | Education | Forward Planning

Keyword aid to refugees | artistic creation | civil society | cooperation policy | cultural heritage | culture and religion | distribution of EU funding | economic geography | education | EDUCATION AND COMMUNICATIONS | educational exchange | EU finance | EU Member State | EU programme | European construction | EUROPEAN UNION | gender equality | GEOGRAPHY | integration of migrants | international law | INTERNATIONAL RELATIONS | LAW | migration | national identity | political asylum | POLITICS | politics and public safety | racism | rights and freedoms | SOCIAL QUESTIONS | xenophobia

Summary This briefing analyses the EU's current programmes 2014-2020 that support cultural work with refugees in Europe and provides case studies of EU-funded projects in this field. It offers feedback from these projects, recommendations on the future programme generation, and suggests actions for the CULT Committee and its Members in order to inform and influence the future EU programme generation beyond 2020.

In-Depth Analysis [EN](#)

[Research for CULT Committee - Why cultural work with refugees](#)

Publication type In-Depth Analysis

Date 06-11-2017

External author Prof Alison Phipps, University of Glasgow, UNESCO Chair in Refugee Integration through Languages and the Arts

Policy area Culture | Education | Forward Planning

Keyword aid to refugees | artistic creation | civil society | cooperation policy | cultural heritage | culture and religion | economic geography | EU Member State | gender equality | GEOGRAPHY | integration of migrants | INTERNATIONAL RELATIONS | LAW | migration | national identity | POLITICS | politics and public safety | racism | rights and freedoms | SOCIAL QUESTIONS | xenophobia

Summary Cultural work with refugees has a long history. It is a contentious area. Instrumental approaches to cultural work with refugees raise significant issues. This briefing outlines the contentions, provides a theoretical basis for the work, gives leading examples of cultural work with refugees, including work that promotes intercultural understanding and work that promotes fear. It outlines key findings and recommendations, which have a substantial focus on ethical engagement, aesthetic importance and societal wellbeing.

In-Depth Analysis [EN](#)

[The mutual recognition of diplomas](#)

Publication type EU Fact Sheets

Date 01-11-2017

Author MACIEJEWSKI Mariusz

Policy area Education | Internal Market and Customs Union

Keyword access to a profession | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | health | health care profession | labour market | LAW | lawyer | organisation of the legal system | recognition of diplomas | recognition of vocational training qualifications | right of establishment | self-employed person | SOCIAL QUESTIONS

Summary The freedom of establishment and the freedom to provide services are cornerstones of the single market, enabling the mobility of businesses and professionals throughout the EU. Implementing these freedoms supposes the overall recognition of nationally delivered diplomas and qualifications. Different measures for their harmonisation and mutual recognition have been adopted, and further legislation on the subject is under way.

EU Fact Sheets [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Skills development and employment: The role of career management skills

Publication type Briefing

Date 16-10-2017

Author KRAATZ Susanne

Policy area Education | Employment | Evaluation of Law and Policy in Practice | Forward Planning

Keyword economic geography | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | employment policy | EU Member State | GEOGRAPHY | personnel management and staff remuneration | professional career | updating of skills | vocational training

Summary This note analyses the concept 'career management skills' (also called career competencies) in the context of the New Skills Agenda and the ongoing review of the European key competences framework. It gives an overview of policy developments in this area at European and at national level including good practices in the fields of education and employment. Further, the note summarises results from evaluations with a view to evidence of impact. It has been prepared by Policy Department A to support the work of the Committees on Employment and Social Affairs, Culture and Education.

Briefing [EN](#)

Policy Departments' Monthly Highlights - October 2017

Publication type At a Glance

Date 02-10-2017

Policy area Area of Freedom, Security and Justice | Budgetary Control | Culture | Education | Foreign Affairs | Internal Market and Customs Union

Keyword accounting | auditing | bibliography | budget | budgetary control | BUSINESS AND COMPETITION | dissemination of EU information | documentation | EDUCATION AND COMMUNICATIONS | EP Committee | EU budget | EU finance | EU financing | EU institutions and European civil service | EUROPEAN UNION | FINANCE | multiannual financial framework

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

At a Glance [EN](#)

Multilingualism and lifelong language learning

Publication type At a Glance

Date 26-09-2017

Author CHIRCOP Denise

Policy area Culture | Education

Keyword cooperation policy | cultural cooperation | cultural pluralism | cultural promotion | culture and religion | economic geography | education | EDUCATION AND COMMUNICATIONS | education policy | educational exchange | employment | EMPLOYMENT AND WORKING CONDITIONS | EU budget | EU finance | EU Member State | EU programme | European construction | EUROPEAN UNION | European Union law | GEOGRAPHY | humanities | INTERNATIONAL RELATIONS | language policy | language skills | multilingualism | open method of coordination | SCIENCE | SOCIAL QUESTIONS

Summary Rooted in the Treaties, multilingualism reflects the cultural and linguistic diversity of the European Union's Member States. Language learning is critical to the construction of the European Union and imparts essential basic and transversal skills. Language acquisition starts at home, and early childhood education can further enhance self-expression. Yet it does not stop with schooling, adults too acquire language skills, even outside the formal educational system.

At a Glance [EN](#)

EU-Russia cooperation on higher education

Publication type At a Glance

Date 21-09-2017

Author RUSSELL Martin

Policy area Education

Keyword cooperation in the field of education | cooperation policy | diploma | economic geography | education | EDUCATION AND COMMUNICATIONS | education grant | educational exchange | educational reform | EU finance | EU financing arrangements | EU programme | Europe | European construction | European Neighbourhood and Partnership Instrument | EUROPEAN UNION | GEOGRAPHY | higher education | INTERNATIONAL RELATIONS | organisation of teaching | political geography | Russia | teaching

Summary EU funding from the Erasmus+ programme supports cooperation between EU and Russian universities, which remains close despite current tensions. Russia is still the largest non-EU partner in the programme and some activities (such as student and staff exchanges) have actually increased since 2014.

At a Glance [EN](#)

[Research for CULT Committee - European Solidarity Corps and volunteering](#)

Publication type Study

Date 15-09-2017

External author BROEK Simon, BUISKOOL Bert-Jan

Policy area Culture | Education

Keyword cooperation policy | employment | EMPLOYMENT AND WORKING CONDITIONS | EU control | EU finance | EU financing | EU institutions and European civil service | EU office or agency | EU programme | European construction | EUROPEAN UNION | European Union law | INTERNATIONAL RELATIONS | international voluntary worker | social affairs | social integration | SOCIAL QUESTIONS | unpaid work | voluntary organisation | youth employment

Summary This study provides an assessment of the legislative proposal for the establishment of the European Solidarity Corps. It focuses on the added value of the ESC; challenges linking EU programmes; and the complementarity to paid employment. It concludes that in principle the initiative is welcome; however, many issues in the proposal (and supporting documentation) are not sufficiently made clear. The most important concerns are: 1) level of engagement of stakeholders in the ESC framework; 2) feasibility to achieve 100,000 solidarity activities; 3) assuring participation of disadvantaged groups; 4) disparities between volunteers in different programmes; 5) the status of the quality label; 6) capacities of National Agencies; 7) lack of clarity on how to distribute ESC activities and funding across Member States; 8) lack of a monitoring system; 9) unclear definition of 'solidarity activity'; 10) lack of safeguards to prevent replacing paid employment; 11) the choice for not integrating ESC in Erasmus+ should be better explained.

Study [EN](#)

[Inclusive education for learners with disabilities](#)

Publication type Study

Date 15-09-2017

External author VICTORIA SORIANO, AMANDA WATKINS, SERGE EBERSOLD - European Agency for Special Needs and Inclusive Education

Policy area Education | Evaluation of Law and Policy in Practice | Petitions to the European Parliament

Keyword access to education | anti-discriminatory measure | cooperation in the field of education | cooperation policy | disabled person | economic policy | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | EU aid | international affairs | international organisation | INTERNATIONAL RELATIONS | LAW | rights and freedoms | social affairs | social integration | SOCIAL QUESTIONS

Summary This study, commissioned by the Policy Department for Citizens' Rights and Constitutional Affairs at the request of the Committee on Petitions, has been prepared to examine the issue of inclusive education for learners with disabilities. It provides an overview of definitions for and background to inclusive education, and of the role of international organisations and the European Union in this issue. The study also looks into the situation of inclusive education in the EU Member States and the main perspectives for the future.

Study [EN](#)

[New Skills Agenda for Europe: State of implementation](#)

Publication type Briefing

Date 11-09-2017

Author KRAATZ Susanne

External author Kerly Spenberg

Policy area Adoption of Legislation by EP and Council | Education | Employment | Forward Planning

Keyword apprenticeship | demography and population | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU action | European construction | EUROPEAN UNION | job access | job security | labour market | labour market | skilled worker | social affairs | SOCIAL QUESTIONS | supply and demand | teaching | trade | TRADE | unskilled worker | vocational education | young person | youth employment | youth policy

Summary This note gives an overview of the ten key actions and their current state of implementation. Two Council Recommendations (Upskilling pathways, revision of the European Qualifications Framework) have been adopted in the meantime demonstrating general support together with partially substantial reservations by the Member States. The note has been prepared by Policy Department A to support the resolution by the European Parliament on the New Skills Agenda as well as the upcoming negotiations on the Decision by the European Parliament and the Council on a revised Europass framework.

Briefing [EN](#)

Higher education

Publication type EU Fact Sheets

Date 01-09-2017

Author FRANKE Michaela

Policy area Education

Keyword cooperation in the field of education | cooperation policy | education | EDUCATION AND COMMUNICATIONS | educational exchange | employment | EMPLOYMENT AND WORKING CONDITIONS | EU programme | European construction | EUROPEAN UNION | europeanisation | higher education | INTERNATIONAL RELATIONS | organisation of teaching | recognition of diplomas | recognition of vocational training qualifications | student mobility | teaching | teaching quality

Summary In accordance with the subsidiarity principle, higher education policies are decided at the level of the individual Member States. The role of the EU is therefore mainly a supporting and coordinating one. The main objectives of Union action in the field of higher education include: supporting mobility of students and staff; fostering mutual recognition of diplomas and periods of study; promoting cooperation between higher education institutions and developing distance (university) education.

EU Fact Sheets [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Language policy

Publication type EU Fact Sheets

Date 01-09-2017

Author FRANKE Michaela

Policy area Culture | Education

Keyword continuing education | cultural pluralism | culture and religion | education | EDUCATION AND COMMUNICATIONS | educational exchange | European cultural event | humanities | language policy | language teaching | POLITICS | politics and public safety | public awareness campaign | SCIENCE | SOCIAL QUESTIONS | teaching | youth exchange scheme

Summary As part of its efforts to promote mobility and intercultural understanding, the EU has designated language learning as an important priority, and funds numerous programmes and projects in this area. Multilingualism, in the EU's view, is an important element in Europe's competitiveness. One of the objectives of the EU's language policy is therefore that every European citizen should master two other languages in addition to their mother tongue.

EU Fact Sheets [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Youth Employment Initiative: European Implementation Assessment

Publication type In-Depth Analysis

Date 30-06-2017

Author TYMOWSKI Jan Mikolaj

Policy area Education | Employment | Evaluation of Law and Policy in Practice | Transposition and Implementation of Law

Keyword BUSINESS AND COMPETITION | business organisation | comparative analysis | economic analysis | economic geography | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | entrepreneurship | EU finance | EU initiative | EU Member State | EU statistics | European construction | European Social Fund | EUROPEAN UNION | fight against unemployment | GEOGRAPHY | impact study | management | PRODUCTION, TECHNOLOGY AND RESEARCH | project evaluation | research and intellectual property | self-employment | social affairs | SOCIAL QUESTIONS | statistics | youth employment | youth policy

Summary This in-depth analysis, produced by the Ex-Post Evaluation Unit of the European Parliamentary Research Service (EPRS), aims at presenting an overview of the state of implementation of the Youth Employment Initiative (YEI), which was established in 2013. It was drafted following the publication of the European Commission's report on the YEI and the Youth Guarantee, and also takes the findings of the Court of Auditors' special reports on the implementation of both instruments into account. The analysis seeks to contribute to the preparation of a non-legislative implementation report by the European Parliament's Committee on Employment and Social Affairs.

In-Depth Analysis [EN](#)

Creating opportunities: The EU and students

Publication type Briefing

Date 27-06-2017

Author KATSAROVA Ivana

Policy area Education

Keyword BUSINESS AND COMPETITION | business organisation | education | EDUCATION AND COMMUNICATIONS | education policy | educational exchange | employment | EMPLOYMENT AND WORKING CONDITIONS | entrepreneur | labour market | organisation of teaching | skilled worker | student | updating of skills

Summary Over one third of the European Union (EU) population – some 170 million citizens – are aged under 30, with half that number under the age of 15 years. Although education policies in the EU are essentially decided and implemented by the individual EU countries, the EU provides sound evidence and analysis to help national governments make informed policy decisions and drive reforms to improve educational outcomes and the employability of young people. For this purpose, in 2009, the EU set a series of common objectives to address the most pressing concerns in EU education systems by 2020. In several areas, the EU scores well. In 2015, 39 % of the EU workforce held a higher education degree. Between 2005 and 2015, the percentage of early school leavers decreased by some 30 %, even though during 2016, progress towards meeting the EU target slowed and currently stands at an average of 11 % – one percentage point away from achieving the target. However, the EU faces the major challenge of further upskilling its population and reducing under-achievement in basic skills. In specific terms, the results show that over 22 % of EU students have low achievement levels in mathematics, nearly 18 % in reading, and some 17 % in science. Moreover, by 2020, the EU aims for at least 15 % participation in learning among the population aged 25-64 years. Nevertheless, progress towards this target has been very limited. The EU average in adult learning stood at some 11 % in 2014 (the target was 15 %), and did not increase in 2015. Only urgent and substantive action will enable the EU to reach the benchmark. On a more optimistic note, the Erasmus student mobility programme that has allowed more than 9 million Europeans to study abroad, turns 30 in 2017. Widely recognised as one of the most successful EU programmes, Erasmus provides a concrete example of the positive impact of European integration.

Briefing [EN](#)

Employment in privatised utilities: A higher risk of precariousness?

Publication type Study

Date 15-06-2017

External author Andrea Broughton, Chiara Manzoni

Policy area Education | Employment | Evaluation of Law and Policy in Practice | Forward Planning

Keyword BUSINESS AND COMPETITION | civil law | economic analysis | economic analysis | economic geography | economic liberalism | economic policy | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU Member State | EU policy | European construction | EUROPEAN UNION | executive power and public service | GEOGRAPHY | institution of public utility | labour law and labour relations | labour relations | LAW | legal form of organisations | mental stress | occupational health | organisation of work and working conditions | part-time employment | personnel management and staff remuneration | POLITICS | privatisation | public service employee | temporary employment | wage determination

Summary This paper explores the risk of precarious work in privatised utilities, based on data analysis and literature review. It examines the history of privatisation of utilities in the EU including programme countries and the impact that this has had on levels of employment. Moreover, it presents a range of measures to cushion adverse effects. This document was prepared by Policy Department A at the request of the Employment and Social Affairs Committee.

Study [EN](#)

Skills development and employment: Apprenticeships, internships and volunteering

Publication type Briefing

Date 15-06-2017

Author KRAATZ Susanne

Policy area Education | Employment | Evaluation of Law and Policy in Practice | Forward Planning | Transposition and Implementation of Law

Keyword apprenticeship | demography and population | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU action | European construction | EUROPEAN UNION | job access | job security | labour market | labour market | skilled worker | social affairs | SOCIAL QUESTIONS | supply and demand | teaching | trade | TRADE | unskilled worker | vocational education | young person | youth employment | youth policy

Summary This note presents key findings of a comprehensive study analysing participation, outcomes, quality and challenges of apprenticeships, internships/traineeships and volunteering schemes. Its focus is on two questions of particular relevance for the Employment and Social Affairs Committee: What are the employment effects of each scheme and to which extent do they show a risk of abusing young people as cheap labour? Further, it discusses different quality frameworks and remaining gaps.

Briefing [EN](#)

Policy Departments' Monthly Highlights - June 2017

Publication type At a Glance

Date 12-06-2017

Policy area Area of Freedom, Security and Justice | Budgetary Control | Education | Environment | Security and Defence

Keyword bibliography | dissemination of EU information | documentation | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | EU publication | EUROPEAN UNION

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

At a Glance [EN](#)

[Skills development and employment: Apprenticeships, internships and volunteering](#)

Publication type [Study](#)

Date 14-04-2017

External author Simon Broeki, Terence Hogarth, Liga Baltina, Amerigo Lombardi (Fondazione Giacomo Brodolini)

Policy area Education | Employment | Evaluation of Law and Policy in Practice | Forward Planning

Keyword access to education | apprenticeship | BUSINESS AND COMPETITION | business classification | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU initiative | European construction | EUROPEAN UNION | fight against unemployment | Framework Programme for Research and Development | job creation | labour market | labour market | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | small and medium-sized enterprises | social affairs | SOCIAL QUESTIONS | updating of skills | voluntary work

Summary This study discusses participation, outcomes, quality and challenges of apprenticeships, internships/traineeships and volunteering schemes. Though important, all three forms face challenges that need attention in the related existing and planned EU-level initiatives (such as the planned Quality Framework for Apprenticeships). Issues concern, for example, providing clarity on the employment status (mainly for apprenticeships) and on fair remuneration, thus limiting the risk of being sources for cheap labour.
The note was prepared by Policy Department A at the request of the Committee on Employment and Social Affairs (EMPL) to support the Committee's work on the New Skills Agenda.

[Study](#) [EN](#)

[Executive summary](#) [DE](#), [EN](#), [FR](#)

[EU support for education: Improving young people's chances on the job market](#)

Publication type [Briefing](#)

Date 07-04-2017

Author KLUGMAN-VUTZ Cornelia | SALM Christian

Policy area Education | Employment | European Added Value

Keyword cooperation in the field of education | cooperation policy | education | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU programme | European construction | EUROPEAN UNION | INTERNATIONAL RELATIONS | job access | labour market | language teaching | social affairs | SOCIAL QUESTIONS | teaching | vocational training | youth policy

Summary • The EU's ERASMUS+ programme is investing €14.7 billion in education (2014-2019). • ERASMUS+ will enable 4 million young Europeans to study or learn abroad. • Experience abroad increases young people's chances on the job market and reduces their risk of unemployment.

[Briefing](#) [EN](#)

[NEETs: who are they? Being young and not in employment, education or training today](#)

Publication type [Briefing](#)

Date 23-03-2017

Author LECERF Marie

Policy area Education | Employment

Keyword dropout | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU strategy | European construction | EUROPEAN UNION | fight against unemployment | integration into employment | job access | labour market | social affairs | social analysis | social framework | social integration | SOCIAL QUESTIONS | vocational training | youth policy | youth unemployment

Summary 'NEET' is an acronym used to refer to young people who are not in education, employment or training. The expression, which first emerged in the mid-90s in the United Kingdom, has been eagerly adopted by the media, policy makers and researchers due to its usefulness in describing the disproportionate effects of the economic crisis on the education, training and employability of young Europeans and, in the long term, on their social inclusion. In 2015 in the European Union, 12 % of 15- to 24-year-olds (6.6 million people) were not in a job, training or an internship. If we include young people up to the age of 29, the number of NEETs increases to almost 14 million, or 14.8 % of that age group. This social group is highly diverse, including short- and long-term unemployed people, young people in transition, young people with family responsibilities and people with disabilities or medical conditions. Statistically, young women are over-represented and the probability of being a NEET increases with age; that figure is also inversely proportional to the level of education reached and varies widely from one Member State to another. In response to the worsening of the NEET situation following the crisis, the European Commission drew up an EU Youth Strategy for the 2010-2018 period, whilst the European Parliament defended the NEET cause. The Youth Guarantee scheme created as a result is the European Union's key measure to provide support to NEETs.

[Briefing](#) [EN](#), [FR](#)

[Policy Departments' Monthly Highlights - March 2017](#)

Publication type [At a Glance](#)

Date 13-03-2017

Policy area [Budgetary Control](#) | [Consumer Protection](#) | [Education](#) | [EU Democracy, Institutional and Parliamentary Law](#) | [Foreign Affairs](#)

Keyword [allocation of seats](#) | [bibliography](#) | [composition of parliament](#) | [dissemination of EU information](#) | [documentation](#) | [economic geography](#) | [EDUCATION AND COMMUNICATIONS](#) | [electoral procedure and voting](#) | [EU institutions and European civil service](#) | [EU Member State](#) | [European Parliament](#) | [EUROPEAN UNION](#) | [GEOGRAPHY](#) | [operation of the Institutions](#) | [parliament](#) | [POLITICS](#)

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

[At a Glance](#) [EN](#)

[Special Reports of the European Court of Auditors: A Rolling Check-List of recent findings](#)

Publication type [Study](#)

Date 10-03-2017

Author [TZARNORETCHKA Biliana](#) | [ZANA-SZABO Gabriella](#)

Policy area [Agriculture and Rural Development](#) | [Area of Freedom, Security and Justice](#) | [Budget](#) | [Budgetary Control](#) | [Consumer Protection](#) | [Culture](#) | [Democracy](#) | [Development and Humanitarian Aid](#) | [Economics and Monetary Issues](#) | [Education](#) | [Employment](#) | [Energy](#) | [Environment](#) | [European Semester](#) | [Evaluation of Law and Policy in Practice](#) | [Financial and Banking Issues](#) | [Fisheries](#) | [Food Safety](#) | [Foreign Affairs](#) | [Gender Issues, Equality and Diversity](#) | [Human Rights](#) | [Industry](#) | [Internal Market and Customs Union](#) | [International Trade](#) | [Public Health](#) | [Regional Development](#) | [Research Policy](#) | [Security and Defence](#) | [Social Policy](#) | [Transport](#) | [Transposition and Implementation of Law](#)

Keyword [budget](#) | [budgetary discharge](#) | [documentation](#) | [EDUCATION AND COMMUNICATIONS](#) | [EU institutions and European civil service](#) | [European Court of Auditors](#) | [European Parliament](#) | [EUROPEAN UNION](#) | [FINANCE](#) | [report](#)

Summary This rolling check-list presents a comprehensive overview of the European Court of Auditors' (ECA) special reports, concentrating on those relevant for the 2015 EU discharge procedure. The document seeks to link the topics discussed by the special reports to the relevant debates and positions within the European Parliament, including notably the working documents of the Budgetary Control Committee, to the work of the various specialised parliamentary committees, and to individual Members' questions. It is produced by the Policy Cycle Unit of the European Parliamentary Research Service (EPRS), the Parliament's in-house research service and think-tank, as part of its on-going support for parliamentary committees and individual Members, helping them to scrutinise the executive in its implementation of EU law, policies and programmes. The European Parliament is strongly committed to the concept of better law-making, and particularly to the effective use of ex-ante impact assessment and ex-post evaluation throughout the whole legislative cycle. It is in this spirit that the Parliament has a particular interest in following the transposition, implementation and enforcement of EU law, and, more generally, in monitoring the impact, operation, effectiveness and delivery of policy and programmes in practice.

[Study](#) [EN](#)

[European Council Conclusions: A Rolling Check-List of Commitments to Date \(11th edition\)](#)

Publication type [Study](#)

Date 10-03-2017

Author [ANGHEL Suzana Elena](#) | [BACIAN Izabela Cristina](#) | [DRACHENBERG Ralf](#) | [TENHUNEN Susanna](#)

Policy area [Adoption of Legislation by EP and Council](#) | [Agriculture and Rural Development](#) | [Area of Freedom, Security and Justice](#) | [Budget](#) | [Budgetary Control](#) | [Consumer Protection](#) | [Culture](#) | [Democracy](#) | [Development and Humanitarian Aid](#) | [Economics and Monetary Issues](#) | [Education](#) | [Employment](#) | [Energy](#) | [Environment](#) | [EU Democracy, Institutional and Parliamentary Law](#) | [EU Law: Legal System and Acts](#) | [Financial and Banking Issues](#) | [Fisheries](#) | [Foreign Affairs](#) | [Forward Planning](#) | [Human Rights](#) | [Industry](#) | [Internal Market and Customs Union](#) | [International Trade](#) | [Public Health](#) | [Regional Development](#) | [Research Policy](#) | [Security and Defence](#) | [Social Policy](#) | [Tourism](#) | [Transport](#)

Keyword [area of freedom, security and justice](#) | [BUSINESS AND COMPETITION](#) | [business organisation](#) | [climate change policy](#) | [common foreign and security policy](#) | [competitiveness](#) | [development policy](#) | [digital single market](#) | [economic policy](#) | [economic policy](#) | [ECONOMICS](#) | [employment](#) | [EMPLOYMENT AND WORKING CONDITIONS](#) | [ENERGY](#) | [energy policy](#) | [ENVIRONMENT](#) | [environmental policy](#) | [EU employment policy](#) | [EU institutions and European civil service](#) | [European construction](#) | [European Council](#) | [EUROPEAN UNION](#) | [FINANCE](#) | [international affairs](#) | [international relations](#) | [INTERNATIONAL RELATIONS](#) | [international trade](#) | [international trade](#) | [single market](#) | [social affairs](#) | [social policy](#) | [SOCIAL QUESTIONS](#) | [tax harmonisation](#) | [taxation](#) | [TRADE](#)

Summary The European Council's role - to 'provide the Union with the necessary impetus for its development' and to define its 'general political directions and priorities' - has developed rapidly over the past seven years. Since June 2014, the European Council Oversight Unit within the European Parliamentary Research Service (EPRS), the European Parliament's in-house research service and think-tank, has been monitoring and analysing the European Council's delivery of the various commitments made in the conclusions of its meetings. This overview, presented in the form of a regularly updated Rolling Check-List of Commitments to Date, is designed to review the degree of progress in realising the goals which the European Council has set itself since January 2010 and to assist the Parliament in exercising its important oversight role in this field.

[Study](#) [EN](#)

[Review Clauses in EU Legislation: A Rolling Check-List \(5th edition\)](#)

Publication type Study

Date 10-03-2017

Author HUBER Stephan | KIENDL KRISTO IVANA

Policy area Agriculture and Rural Development | Area of Freedom, Security and Justice | Budget | Budgetary Control | Culture | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | Financial and Banking Issues | Fisheries | Food Safety | Foreign Affairs | Gender Issues, Equality and Diversity | Industry | Internal Market and Customs Union | International Trade | Regional Development | Social Policy | Tourism | Transport | Transposition and Implementation of Law

Keyword Council of the European Union | EU institutions and European civil service | EU programme | European Commission | European construction | European Parliament | EUROPEAN UNION | European Union law | executive power and public service | legislative act (EU) | parliament | parliamentary committee | parliamentary scrutiny | POLITICS | regulatory policy

Summary This check-list presents a comprehensive overview of 'review clauses', that is to say, review, evaluation and reporting provisions contained in recent EU legislative acts and programmes. It is produced by the Policy Cycle Unit of the European Parliamentary Research Service (EPRS), the EP's in-house research service and think-tank, with a view to supporting parliamentary committees in monitoring the evaluation of EU law, policies and programmes, thus feeding the ex-post analysis into the ex-ante phase of the policy cycle. The European Parliament is strongly committed to the concept of better law-making, and particularly to the effective use of ex-ante impact assessment and ex-post evaluation throughout the whole legislative cycle. It is in this spirit that Parliament shows a particular interest in following the transposition, implementation and enforcement of EU law and EU programmes and, more generally, monitoring the impact, operation, effectiveness and delivery of policy and programmes in practice.

Study [EN](#)

[European Lifelong Guidance Policies, New Skills Agenda and Europass Revision: State of Play](#)

Publication type Briefing

Date 06-03-2017

Author KRAATZ Susanne

Policy area Adoption of Legislation by EP and Council | Education | Employment

Keyword cooperation in the field of education | cooperation policy | dissemination of information | documentation | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | EU employment policy | EU strategy | European construction | EUROPEAN UNION | INTERNATIONAL RELATIONS | labour market | labour market | professional qualifications | social affairs | SOCIAL QUESTIONS | updating of skills | vocational training | youth policy | youth unemployment

Summary This note gives an overview of the concept of lifelong guidance and the role of career guidance in relevant Council Recommendations and Resolutions adopted by the European Parliament in the fields of education and employment policies. It presents cooperation structures in the field of guidance (European Lifelong Guidance Policy Network, Euroguidance). Further, it discusses possible implications of the New Skills Agenda for future European cooperation in lifelong guidance policies with a particular view to the revision of the Europass framework. The note has been prepared by Policy Department A for the Employment and Social Affairs Committee.

Briefing [EN](#)

[Women's Economic Empowerment at International Level](#)

Publication type In-Depth Analysis

Date 02-03-2017

External author Abigail HUNT and Moizza BINAT SARWAR

Policy area Agriculture and Rural Development | Economics and Monetary Issues | Education | Employment | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts | Evaluation of Law and Policy in Practice | Human Rights | Social Policy

Keyword employment | EMPLOYMENT AND WORKING CONDITIONS | female work | gender equality | human rights | International Labour Organisation | INTERNATIONAL ORGANISATIONS | LAW | organisation of work and working conditions | rights and freedoms | sexual discrimination | United Nations | UNO | unpaid leave | women's rights | work

Summary Upon request by the Committee on Women's Rights and Gender Equality (FEMM) of the European Parliament, this note provides background information for the FEMM Committee mission to the 61st Session of the Commission on the Status of Women which will be held at the United Nations Headquarters in New York from 13 to 24 March 2017. The note focuses on the key priority theme of the 61st Session: "Women's economic empowerment in the changing world of work".

In-Depth Analysis [EN](#)

[Europe for Citizens: Ambitions and limits](#)

Publication type At a Glance

Date 24-02-2017

Author PASIKOWSKA-SCHNASS Magdalena

Policy area Culture | Democracy | Education | Evaluation of Law and Policy in Practice | Transposition and Implementation of Law

Keyword citizen-authority relations | citizens' Europe | civil society | EU programme | European construction | EUROPEAN UNION | executive power and public service | participatory democracy | political framework | POLITICS | politics and public safety

Summary Engaging EU citizens with remembrance and European integration processes lies at the core of the Europe for Citizens programme. An assessment of the programme's implementation at its midway point suggests a discrepancy between its ambitions and its means. The March plenary will discuss the European Parliament's own-initiative report on the programme's implementation.

At a Glance [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

[Research for CULT Committee – EU Strategy for International Cultural Relations](#)

Publication type Briefing

Date 15-02-2017

Author FRANKE Michaela | MELLAR Balazs

Policy area Culture | Education | Forward Planning

Keyword artistic profession | cultural relations | culture and religion | economic geography | EU Member State | GEOGRAPHY | international affairs | international relations | INTERNATIONAL RELATIONS | SOCIAL QUESTIONS

Summary In the joint communication "Towards an EU strategy for international cultural relations" from 8 June 2016, the Commission and the High Representative for Foreign Affairs and Security Policy have drawn up a strategy for the EU's international cultural relations, departing from "showcasing" and working towards a cooperative peer-to-peer learning approach. The Committee on Culture and Education (CULT) and the Committee on Foreign Affairs (AFET) have decided to draw up an own-initiative report on the strategy. CULT strongly advocated the development of this strategy throughout the last few years, as evidenced by a relevant EP resolution and a preparatory action. This briefing gives an overview of the policy developments that led to the new strategy, summarises the strategy itself and points out crucial elements and challenges that could be addressed in the own-initiative report.

Briefing [EN](#)

[European Commission follow-up to European Parliament requests](#)

Publication type Study

Date 02-02-2017

Author HUBER Stephan | MALMERSJO Gertrud | OSIAC ROXANA | ZANA-SZABO Gabriella

Policy area Agriculture and Rural Development | Area of Freedom, Security and Justice | Budget | Budgetary Control | Consumer Protection | Culture | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | Financial and Banking Issues | Fisheries | Gender Issues, Equality and Diversity | Industry | Internal Market and Customs Union | International Trade | Public Health | Regional Development | Security and Defence | Social Policy | Tourism | Transport

Keyword EMPLOYMENT AND WORKING CONDITIONS | EP resolution | EU institutions and European civil service | European Commission | European Parliament | EUROPEAN UNION | European Union law | organisation of work and working conditions | parliament | parliamentary committee | parliamentary scrutiny | POLITICS | powers of the institutions (EU) | work study

Summary In addition to its well-known role as a co-legislator, the European Parliament also supervises and scrutinises the work of the European Commission. The Parliament can therefore ask the Commission to take action to fulfil its role as guardian of the Treaties and to contribute to the improved functioning of the European Union and its legislation. Such requests usually take the form of resolutions. This Rolling Check-List covers the resolutions adopted by Parliament on the basis of own-initiative reports and legislative own-initiative reports during the current eighth legislative term up to December 2015, and the actions taken by the Commission as a result up to 31 October 2016. In total, the report covers 97 resolutions across almost all parliamentary committees. It provides a detailed overview of the Parliament's requests, and tracks the Commission's response and any further action taken. It thus offers a comprehensive scrutiny and reference tool, providing easy access to the follow-up given by the Commission to the Parliament's requests.

Study [EN](#)

[Education and Vocational Training](#)

Publication type EU Fact Sheets

Date 01-02-2017

Author FRANKE Michaela

Policy area Education

Keyword access to education | education | EDUCATION AND COMMUNICATIONS | educational exchange | employment | EMPLOYMENT AND WORKING CONDITIONS | integration into employment | labour market | labour mobility | social affairs | SOCIAL QUESTIONS | vocational training | youth policy

Summary In education and vocational training policies, decision-making takes place under the ordinary legislative procedure. In accordance with the subsidiarity principle, education and training policies are as such decided by each European Union (EU) Member State. The role of the EU is therefore a supporting one. However, some challenges are common to all Member States — ageing societies, skills deficits in the workforce, and global competition — and thus need joint responses with countries working together and learning from each other[1].

EU Fact Sheets [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Youth

Publication type EU Fact Sheets

Date 01-02-2017

Author FRANKE Michaela

Policy area Education | Social Policy

Keyword child protection | culture and religion | education | EDUCATION AND COMMUNICATIONS | educational exchange | employment | EMPLOYMENT AND WORKING CONDITIONS | integration into employment | POLITICS | politics and public safety | social affairs | social participation | SOCIAL QUESTIONS | youth employment | youth exchange scheme | youth movement | youth policy

Summary Youth is a national policy area. Harmonisation of Member States' legislation is therefore excluded. At European level, youth policy is decided under the ordinary legislative procedure. The youth strand of the Erasmus+ programme encourages exchanges of young people within the EU and with third countries.

EU Fact Sheets [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Towards an integrated approach to sports policy

Publication type At a Glance

Date 26-01-2017

Author HALLEUX Vivienne

Policy area Culture | Education

Keyword cooperation policy | distribution of EU funding | education | EDUCATION AND COMMUNICATIONS | educational exchange | EU finance | EU sport policy | European Structural and Investment Funds | EUROPEAN UNION | INTERNATIONAL ORGANISATIONS | INTERNATIONAL RELATIONS | non-governmental organisations | performance drugs | social affairs | SOCIAL QUESTIONS | third country | World Anti-Doping Agency

Summary Ahead of the upcoming discussions on a new European Union (EU) work plan for sport, an own-initiative report to be presented to Parliament's first February plenary session takes stock of the implementation of EU sports policy to date, and formulates recommendations on its future course.

At a Glance [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

Implementation of Erasmus+

Publication type At a Glance

Date 26-01-2017

Author CHIRCOP Denise

Policy area Education

Keyword cooperation in the field of education | cooperation policy | education | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU finance | EU financing | EU programme | European construction | EUROPEAN UNION | INTERNATIONAL RELATIONS | organisation of teaching | social affairs | SOCIAL QUESTIONS | sport | student mobility | vocational training | youth policy

Summary Following two and a half years of implementation, the European Commission will submit a mid-term evaluation of the new umbrella programme Erasmus+ at the end of 2017. Parliament is preparing its contribution, with an own-initiative report on the implementation of Erasmus+ to be discussed in plenary in February.

At a Glance [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

Good governance in sport

Publication type Briefing

Date 23-01-2017

Author HALLEUX Vivienne

Policy area Education

Keyword EU finance | EU financing | EUROPEAN UNION | executive power and public service | gender equality | governance | international affairs | international organisation | INTERNATIONAL ORGANISATIONS | INTERNATIONAL RELATIONS | LAW | non-governmental organisations | Olympic games | performance drugs | political framework | POLITICS | public authorities | rights and freedoms | social affairs | SOCIAL QUESTIONS | sport | World Anti-Doping Agency

Summary Historically, sports organisations have enjoyed considerable autonomy in running and regulating sport. This autonomy, strongly defended by sports authorities as a means to safeguard the inherent sporting values from external influence is increasingly being challenged, and made conditional on compliance with good governance principles, including those of democracy, transparency, accountability in decision-making, and representative inclusiveness. While sport organisations have taken steps to enhance their governance standards, independent reports suggest that much remains to be done. The European Union's action for good governance in sport, mainly taking the form of recommendations and financial support for specific initiatives, has delivered some concrete outcomes, including the development of a set of principles applicable to organisations across the whole sport movement. A pledge to implement good governance in European sport, to which 32 federations and organisations have committed so far, was launched during the September 2016 European week of sport. The European Parliament is actively working on the topic of good governance, one of the three pillars of its ongoing own-initiative report on 'An integrated approach to sport policy'. The text is due to be presented to Parliament's first February plenary session, ahead of the drafting of the next EU work plan for sport for the 2017-2020 period, to be negotiated under the Maltese Presidency of the Council. A trend towards cooperative approaches to good governance in sport can be seen, including examples such as the future 'international sport integrity partnership'.

Briefing [EN](#)

[Fostering social innovation in the European Union](#)

Publication type Briefing

Date 17-01-2017

Author MILOTAY Nora

Policy area Education | Employment | Energy | Internal Market and Customs Union | Social Policy

Keyword collaborative economy | economic structure | ECONOMICS | EU finance | EU policy | European construction | EUROPEAN UNION | executive power and public service | fund (EU) | governance | innovation | POLITICS | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | social economy | social framework | social impact | SOCIAL QUESTIONS

Summary Strengthening the social dimensions of European Union policies, in general, and of the economic and monetary union, in particular is an increasingly important discourse across the Member States, particularly since the 2008 financial crisis. Social innovation, which is gaining increasing importance in the public, private and third (i.e. voluntary, non-profit) sectors, can greatly contribute to addressing the growing challenges, such as migration, poverty and global warming. The European Union particularly promotes social innovation through employment and social policies as well as policies on the single market. The main initiatives explicitly target the governance and funding mechanism of social innovation, including its regulatory environment, powering public-sector innovation, the social economy, as well as providing policy guidance and fostering new policy practices. Due to the complexity of the concept and ecosystem of social innovation and its very diverse contexts in the Member States, European Union policies have varied impact: regulations can have controversial effects in terms of visibility of initiatives, and many organisations still cannot access sufficient funding. To make these initiatives more effective it is important to know more about the impact of social innovation, including its social and environmental value and the importance of these for the economy. Please click here for the full publication in PDF format

[Briefing](#) [EN](#)

[Policy Departments' Monthly Highlights - January 2017](#)

Publication type At a Glance

Date 16-01-2017

Policy area Area of Freedom, Security and Justice | Budgetary Control | Culture | Education | Environment | International Trade

Keyword America | bibliography | committee of inquiry | deterioration of the environment | dissemination of EU information | documentation | economic geography | EDUCATION AND COMMUNICATIONS | ENVIRONMENT | environmental policy | environmental standard | EP Committee | EU institutions and European civil service | EUROPEAN UNION | European Union law | GEOGRAPHY | INDUSTRY | infringement of EU law | mechanical engineering | motor vehicle industry | motor vehicle pollution | parliament | political geography | POLITICS | pollution control measures | United States

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

[At a Glance](#) [EN](#)

[Evaluation in the European Commission \(2nd edition\)](#)

Publication type Study

Date 16-12-2016

Author SCHREFLER Lorna

Policy area Agriculture and Rural Development | Area of Freedom, Security and Justice | Consumer Protection | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | Fisheries | Industry | Internal Market and Customs Union | International Trade | Public Health | Regional Development | Transport | Transposition and Implementation of Law

Keyword administrative transparency | application of EU law | assessment | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | European Commission | EUROPEAN UNION | European Union law | executive power and public service | operation of the Institutions | organisation of teaching | POLITICS

Summary This research paper aims to provide an overview of planned and ongoing evaluations of EU legislation and spending programmes carried out by each European Commission directorate-general (DG). The general overview and state of play on the public availability of evaluations is completed by a rolling check-list comprising on-going and planned evaluations on the basis of information disclosed by the Commission in various sources (DGs' management plans and annual activity reports, the Single Evaluation Plans for 2015 and 2016, roadmaps published since July 2015) and the information available in individual DGs. The annexes to this research paper contain an overview of and links to the DGs' management plans for 2016 (Annex I) and the contact details for the evaluation function in each DG (Annex II). Annexes III to V provide a list of and direct links to the evaluations published in 2015 and until 20 October 2016 in various sources. Finally, Annex VI covers the Commission evaluation staff working documents published on EUR-Lex and in the Register of Commission Documents.

[Study](#) [EN](#)

European Council Conclusions: A Rolling Check-List of Commitments to Date (10th edition)

Publication type Study

Date 13-12-2016

Author ANGHEL Suzana Elena | BACIAN Izabela Cristina | DRACHENBERG Ralf | TENHUNEN Susanna

Policy area Adoption of Legislation by EP and Council | Agriculture and Rural Development | Area of Freedom, Security and Justice | Budget | Budgetary Control | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | EU Democracy, Institutional and Parliamentary Law | Evaluation of Law and Policy in Practice | Financial and Banking Issues | Foreign Affairs | Industry | Intellectual Property Law | Internal Market and Customs Union | International Trade | Regional Development | Research Policy | Security and Defence | Social Policy

Keyword area of freedom, security and justice | BUSINESS AND COMPETITION | business organisation | climate change policy | common foreign and security policy | competitiveness | development policy | digital single market | economic policy | economic policy | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | ENERGY | energy policy | energy policy | ENVIRONMENT | environmental policy | EU employment policy | EU institutions and European civil service | European construction | European Council | EUROPEAN UNION | FINANCE | international affairs | international relations | INTERNATIONAL RELATIONS | international trade | international trade | single market | social affairs | social policy | SOCIAL QUESTIONS | tax harmonisation | taxation | TRADE

Summary The European Council's role - to 'provide the Union with the necessary impetus for its development' and to define its 'general political directions and priorities' - has developed rapidly over the past seven years. Since June 2014, the European Council Oversight Unit within the European Parliamentary Research Service (EPRS), the European Parliament's in-house research service and think-tank, has been monitoring and analysing the European Council's delivery of the various commitments made in the conclusions of its meetings. This overview, presented in the form of a regularly updated Rolling Check-List of Commitments to Date, is designed to review the degree of progress in realising the goals which the European Council has set itself since January 2010 and to assist the Parliament in exercising its important oversight role in this field.

Study [EN](#)

Physical education in EU schools

Publication type Briefing

Date 28-11-2016

Author KATSAROVA Ivana

Policy area Culture | Education

Summary The low levels of physical activity among children and adolescents in the European Union are alarming and have become a matter of great concern for policymakers, since physical inactivity is responsible for over 500 000 deaths per year and accounts for economic costs over €80 billion per year. The educational environment plays a particularly important role: physical education is part of all central curriculum frameworks in the EU, and is compulsory in primary and secondary education. On average, just under 70 hours per year are dedicated to the subject. However, the time allocated to physical education is around only one third of that dedicated to the language of instruction and around half of that for mathematics. Generalists or specialists teach physical education at primary level, with specialists being the norm at secondary level. Specialist teachers at primary level usually have a bachelor's degree whereas, at secondary, half of EU countries require a master's degree. Research shows that funding for physical education in schools is inadequate, which, in turn, is reflected in the often poor quality and lack of equipment at primary and secondary levels in respectively 26 % and 38 % of EU countries. In May 2014, the Council adopted a new three-year EU work plan for sport. For the first time, financial support for sport is now included in the form of a specific chapter in Erasmus+ – the EU programme for education, training, youth and sport for the 2014-2020 period. The allocation amounts to around €265 million over the entire period. In 2015, the European Commission launched the European week of sport, aiming to raise awareness about the role and benefits of sport and physical activity. At global level, education through sport is being encouraged by the International School Sport Federation (ISF) via the organisation of international competitions, such as the ISF World Schools Championship, the Gymnasiade, the Pan-American School Games, Euro Schools Football, and the Asian School Games.

Briefing [EN](#)

Erasmus +

Publication type Briefing

Date 18-11-2016

Author CHIRCOP Denise | MAZUR Sidonia

Policy area Budget | Education

Summary Erasmus+ is the European Union's education, training, youth and sport programme for the years 2014-2020. It promotes the learning mobility of individuals, cooperation for innovation and the exchange of best practice, and policy reform. The programme includes an international dimension and therefore also supports the EU's external action.

Briefing [EN](#)

[Knowledge and Know-How: The Role of Self-Defence in the Prevention of Violence against Women](#)

Publication type Study
Date 18-11-2016
External author Liz Kelly and Nicola Sharp-Jeffs
Policy area Adoption of Legislation by EP and Council | Area of Freedom, Security and Justice | Education | Gender Issues, Equality and Diversity | Human Rights | Public Health | Social Policy
Keyword criminal law | domestic violence | economic geography | EU institutions and European civil service | EU Member State | EUROPEAN UNION | European Union Agency for Fundamental Rights | GEOGRAPHY | interest group | LAW | POLITICS | politics and public safety | rights and freedoms | self-defence | social affairs | SOCIAL QUESTIONS | women's rights
Summary This study, commissioned by the European Parliament Policy Department for Citizens' Rights and Constitutional Affairs upon request by the FEMM Committee, examined research on the effectiveness of self-defence and its place in policies at EU and Member State levels. It concludes that there is a growing evidence base that feminist self-defence can be effective in preventing violence. Whilst references to self-defence are present in the EU and Council of Europe policy documents, they are not substantial and yet to be developed into a coherent approach. Self-defence should be considered a promising practice and be better promoted and supported. More space should be made for it in policy, financing and research.
[Study EN](#)

[Volunteering in the EU](#)

Publication type At a Glance
Date 19-10-2016
Author KATSAROVA Ivana
Policy area Education
Keyword communications | cooperation policy | demography and population | economic policy | ECONOMICS | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU aid | EU institutions and European civil service | EU office or agency | EUROPEAN UNION | INTERNATIONAL RELATIONS | international voluntary worker | Internet site | social affairs | SOCIAL QUESTIONS | voluntary organisation | voluntary work | young person | youth employment
Summary Volunteering is a core expression of civic participation. Over the last 20 years, some 100 000 young people have taken part in international volunteering through the European Voluntary Service, thus contributing to sectors as varied and diverse as education, youth, culture, sport, environment, health, social care, consumer protection, humanitarian aid, development policy, research, equal opportunities and external relations.
[At a Glance DE, EN, ES, FR, IT, PL](#)
Multimedia [Volunteering in the EU](#)

[International Agreements - Review and Monitoring Clauses](#)

Publication type Study
Date 12-10-2016
Author REMAC Milan
Policy area Agriculture and Rural Development | Area of Freedom, Security and Justice | Consumer Protection | Contract Law, Commercial Law and Company Law | Culture | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Energy | Evaluation of Law and Policy in Practice | Financial and Banking Issues | Fisheries | Foreign Affairs | Industry | Internal Market and Customs Union | International Trade | Public Health | Regional Development | Research Policy | Security and Defence | Transport
Keyword cooperation policy | EU institutions and European civil service | European Parliament | EUROPEAN UNION | European Union law | interinstitutional agreement | international affairs | international agreement | INTERNATIONAL RELATIONS | third country | Treaty on the Functioning of the EU
Summary This study provides an implementation monitoring tool which allows for a systematic overview of review and monitoring clauses, sunset clauses and management and implementation clauses contained in international agreements concluded between the EU and third countries. It is produced by the Policy Cycle Unit of the European Parliamentary Research Service (EPRS), the EP's in-house research service and think tank, as part of its work on the evaluation of the EU policy cycle.
[Study EN](#)

[Understanding social innovation](#)

Publication type Briefing

Date 06-10-2016

Author MILOTAY Nora

Policy area Education | Employment | Energy | Environment | Internal Market and Customs Union | Public Health | Research Policy | Social Policy

Summary Social innovation has become an important concept in European policy-making, cutting across sectors and disciplines. However, despite the increasingly frequent use of the term there is no consensus as regards its definition. As a result, in part of extensive research work at EU level, it is currently interpreted as a ubiquitous concept that entails new ideas (products, services and models) that simultaneously meet social needs (more effectively than alternatives) and create new social relationships or forms of collaboration. The concept is strongly related to notions of solutions and transformation. European policies promote social innovation in several sectors, such as the single market, employment and social affairs, health, education, energy, environment, and research. Within the EU, numerous policy and financial tools together with the (previous and current) research programme contribute to this process. However, there is still much to be done in terms of finding a comprehensive and well accepted theoretical approach to social innovation, efficient funding and regulatory environments, and also a way to measure its social (added) value. Without these social innovation runs the risk of becoming an empty buzzword in policy-making.

[Briefing](#) [EN](#)

[Regional and minority languages in the European Union](#)

Publication type Briefing

Date 26-09-2016

Author PASIKOWSKA-SCHNASS Magdalena

Policy area Education

Summary Nearly half of the approximately six thousand languages spoken in the world are vulnerable or in danger of disappearing. In the EU, 40 to 50 million people speak one of its 60 regional and minority languages (RMLs), some of which are at serious risk. RMLs account for linguistic diversity and belong to humanity's intangible cultural heritage. International organisations, such as Unesco, the Council of Europe and the OSCE, are concerned with the risk that RMLs face and undertake actions to protect their linguistic rights. Non-respect for regional or minority communities' linguistic rights is qualified as racial discrimination, a breach of human rights. While language policy is an exclusive competence of its Member States, the EU can support actions promoting and protecting RMLs. However, the current complex political and economic situation in the EU is not favourable for such efforts. Nevertheless, over the years, the EU has undertaken education-related initiatives at all levels of teaching, including with regard to research that facilitates the production of RML teaching materials, the presence of RMLs in cyberspace, and the work on modern-world RML terminology. It has also recognised the need for RMLs to be taught to non-native speakers and has supported their media dissemination. The European Parliament has supported the promotion of RMLs and called for the protection of endangered languages.

[Briefing](#) [EN](#)

[Skills Development and Employability: New Skills Agenda for Europe](#)

Publication type Briefing

Date 15-09-2016

Author FRANKE Michaela | KRAATZ Susanne | MELLAR Balazs

Policy area Education | Employment | Evaluation of Law and Policy in Practice | Forward Planning

Keyword apprenticeship | demography and population | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU action | European construction | EUROPEAN UNION | job access | job security | labour market | labour market | skilled worker | social affairs | SOCIAL QUESTIONS | supply and demand | teaching | trade | TRADE | unskilled worker | vocational education | young person | youth employment | youth policy

Summary This document gives a summary of the presentations and key points from discussions of the workshop on Skills development and Employability: New Skills Agenda for Europe held at the European Parliament in Brussels on Thursday 8 September 2016 as a common workshop for the Employment and Social Affairs and the Culture and Education Committees. Topics include the Skills Guarantee, attractiveness of vocational education and training, the revision of the European Qualifications Framework and the planned revision of the Europass framework. The workshop and the respective summary report were prepared by Policy Department A in cooperation with Policy Department B at the request of the Committee on Employment and Social Affairs.

[Briefing](#) [EN](#)

[Policy Departments' Monthly Highlights - September 2016](#)

Publication type At a Glance

Date 12-09-2016

Policy area Area of Freedom, Security and Justice | Budgetary Control | Culture | Development and Humanitarian Aid | Economics and Monetary Issues | Education

Keyword bibliography | citizens' Europe | cultural policy | culture and religion | dissemination of EU information | documentation | education | EDUCATION AND COMMUNICATIONS | education policy | EP Committee | EU institutions and European civil service | EU programme | European construction | EUROPEAN UNION | SOCIAL QUESTIONS

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

[At a Glance](#) [EN](#)

[Review Clauses in EU Legislation: A Rolling Check-List \(fourth edition\)](#)

Publication type [Study](#)

Date 15-07-2016

Author HUBER Stephan | KIENDL KRISTO IVANA

Policy area Agriculture and Rural Development | Area of Freedom, Security and Justice | Budgetary Control | Culture | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | Financial and Banking Issues | Fisheries | Food Safety | Gender Issues, Equality and Diversity | Industry | Internal Market and Customs Union | Social Policy | Tourism | Transport | Transposition and Implementation of Law

Keyword Council of the European Union | EU institutions and European civil service | EU programme | European Commission | European construction | European Parliament | EUROPEAN UNION | European Union law | executive power and public service | legislative act (EU) | parliament | parliamentary committee | parliamentary scrutiny | POLITICS | regulatory policy

Summary This check-list presents a comprehensive overview of 'review clauses', that is to say, review, evaluation and reporting provisions contained in recent EU legislative acts and programmes. It is produced by the Policy Cycle Unit of the European Parliamentary Research Service (EPRS), the EP's in-house research service and think tank, with a view to supporting parliamentary committees in monitoring the evaluation of EU law, policies and programmes, thus feeding the ex-post analysis into the ex-ante phase of the policy cycle. The European Parliament is strongly committed to the concept of better law-making, and particularly to the effective use of ex-ante impact assessment and ex-post evaluation throughout the whole legislative cycle. It is in this spirit that Parliament shows a particular interest in following the transposition, implementation and enforcement of EU law and EU programmes and, more generally, monitoring the impact, operation, effectiveness and delivery of policy and programmes in practice.

[Study](#) [EN](#)

[Europe for Citizens Programme 2014-2020: European Implementation Assessment](#)

Publication type [In-Depth Analysis](#)

Date 14-07-2016

Author EISELE Katharina

Policy area Culture | Democracy | Education | Evaluation of Law and Policy in Practice | Transposition and Implementation of Law

Keyword citizens' Europe | civil society | cooperation policy | documentation | EDUCATION AND COMMUNICATIONS | EU programme | European construction | European cooperation | EUROPEAN UNION | INTERNATIONAL RELATIONS | participatory democracy | political framework | POLITICS | politics and public safety | report

Summary The Europe for Citizens Programme 2014-2020 is an EU-funded programme that aims at contributing to a better understanding of the EU among citizens, as well as promoting European remembrance and civic participation in Europe. This programme is the third of its kind, following the 2004-2006 Active European Citizenship programme and the 2007-2013 Europe for Citizens Programme. As the current programme underwent a number of changes and adjustments, including a reduction in funding, a first examination of its functioning and implementation seems appropriate. Against this background, this European Implementation Assessment therefore seeks to provide an initial assessment of the strengths and weaknesses of the Europe for Citizens Programme 2014-2020 under the new structure, and presents some preliminary findings and recommendations in this context.

[In-Depth Analysis](#) [DE](#), [EN](#), [FR](#)

[European Parliament evaluation of Erasmus+ implementation](#)

Publication type [At a Glance](#)

Date 12-07-2016

Author CHIRCOP Denise

Policy area Education

Keyword cooperation in the field of education | cooperation policy | education | education | EDUCATION AND COMMUNICATIONS | EU programme | European construction | EUROPEAN UNION | INTERNATIONAL RELATIONS | organisation of teaching | social affairs | SOCIAL QUESTIONS | sport | student mobility | youth policy

Summary Erasmus+ was launched in 2014 as a single programme in the field of education, training, youth and sport under the multiannual financial framework (MFF) package for 2014-2020. It brings together previous programmes and introduces sport as a new area of activity. A single programme has made it possible to organise activities under three key actions – mobility of individuals, cooperation for innovation and the exchange of best practice and support for policy reform.

[At a Glance](#) [EN](#)

Research for CULT Committee - Europe for Citizens: New Programme Implementation – First Experiences

Publication type Study

Date 07-07-2016

External author Irina JEFFERIES and Bradford ROHMER

Policy area Culture | Education

Keyword access to EU information | administrative cooperation | BUSINESS AND COMPETITION | citizens' Europe | dissemination of EU information | EU finance | EU financing arrangements | EU institutions and European civil service | EU programme | European construction | European integration | EUROPEAN UNION | executive power and public service | management | POLITICS | project evaluation | social affairs | SOCIAL QUESTIONS | twinning

Summary The present study is intended to research first experiences with the implementation of the Europe for Citizens (EfC) programme 2014–2020. The study provides an overview of the current implementation of the programme and aims to contribute to an understanding of what works well in the present iteration of the EfC programme and what are the main areas of concern for applicants and beneficiaries. The analysis is based on 24 interviews with the National Contact Points of the Programme, located in the Member States.

Study [EN](#)

The Erasmus+ Programme (Regulation EU No. 1288/2013): European Implementation Assessment

Publication type Study

Date 06-07-2016

Author ZYGIEREWICZ Anna

External author - Research paper analysing the implementation of the Erasmus+ programme – Learning mobility of individuals in the field of education, training and youth (Key Action 1), written by Prof. Dr. Thomas Köhler from the Technical University of Dresden and Prof. Dr. Daniel Apollon from the University of Bergen
- Research paper analysing the implementation of the Erasmus+ programme – Cooperation for innovation and the exchange of good practices in the field of education, training and youth (Key Action 2), written by Dr. Juha Kettunen from the Turku University of Applied Sciences

Policy area Culture | Education | Evaluation of Law and Policy in Practice | Transposition and Implementation of Law

Keyword adult education | BUSINESS AND COMPETITION | cooperation in the field of education | cooperation policy | education | EDUCATION AND COMMUNICATIONS | education statistics | educational exchange | employment | EMPLOYMENT AND WORKING CONDITIONS | EU finance | EU financing | EU programme | European construction | EUROPEAN UNION | humanities | INTERNATIONAL RELATIONS | management | multilingualism | project evaluation | project management | SCIENCE | social affairs | SOCIAL QUESTIONS | sport | teacher training | teaching | vocational training

Summary This European Implementation Assessment has been provided to accompany the work of the European Parliament's Committee on Culture and Education in scrutinising the implementation of the Erasmus+ programme. The Erasmus+ programme for Union action in the field of education, training, youth and sport was launched on 1 January 2014 and will run until 31 December 2020. It brings together seven successful programmes which operated separately between 2007 and 2013 (the Lifelong Learning Programme, five international cooperation programmes and the Youth in Action programme), and also adds the area of sports activities. The opening analysis of this Assessment, prepared in-house by the Ex-Post Impact Assessment Unit within EPRS, situates the programme within the context of education policy, explains its legal framework and provides key information on its implementation. The presentation is followed by opinions and recommendations of selected stakeholders. A separate chapter is dedicated to the sport, which is the new element of the Erasmus+ programme. Input to the EIA was also received from two independent groups of experts representing the Technical University of Dresden and the University of Bergen, and the Turku University of Applied Sciences. - The first research paper presents implementation of Key Action 1 (KA1) – Learning mobility of individuals in the field of education, training and youth. - The second research paper presents implementation of Key Action 2 (KA2) – Cooperation for innovation and the exchange of good practices in the field of education, training and youth. The two research papers, containing key findings and recommendations, are included in full as annexes to the in-house opening analysis.

Study [EN](#)

[Integration of migrants: The education dimension](#)

Publication type Briefing

Date 22-06-2016

Author KATSAROVA Ivana

Policy area Area of Freedom, Security and Justice | Education

Keyword access to education | adjustment to school | child of migrant | cooperation in the field of education | cooperation policy | education | EDUCATION AND COMMUNICATIONS | education statistics | EU finance | EU financing | EUROPEAN UNION | integration of migrants | INTERNATIONAL RELATIONS | language teaching | LAW | migration | organisation of teaching | re-integration into school | right to education | rights and freedoms | SOCIAL QUESTIONS | teaching

Summary Equipping immigrants with the necessary skills to achieve successful integration is a central preoccupation of policy-makers in the EU and beyond. The integration challenges of migrant students in formal educational systems tend to be essentially related to the three main components of education – access, participation and performance. While access to education is legally guaranteed, it remains difficult. Access to quality education is even more problematic. An additional concern for migrant students is staying at school. Indeed, young people with a migrant background are generally more at risk of dropping out without an upper secondary qualification. Results from the OECD-led Programme for International Student Assessment indicate that, in most countries, first-generation immigrant students perform worse than national students, and second-generation immigrant students score somewhere between the two. Yet, the variation in performance across countries suggests that policy has an important role to play in reducing, if not eliminating entirely, the disadvantage that accompanies displacement. Some education systems have demonstrated that it is possible to secure strong learning outcomes through special early learning policies and additional language support. To offer a long-term perspective for migrants through education, the EU follows a twofold approach, providing tools and schemes for their integration in EU countries, and offering support for refugees outside EU borders through specific funds. The former include various policy frameworks, such as increased access to early childhood education and care facilities, the validation of prior learning, and speeding up mechanisms for assessment of capacities and recognition of formal, non-formal and informal learning of arriving migrants. An example of the latter is the Regional Trust Fund in response to the Syrian crisis, aiming to help some 1.5 million refugees in neighbouring countries through the allocation of €140 million to education alone.

[Briefing](#) [EN](#)

[Follow-up of the Strategic Framework for European cooperation in education and training](#)

Publication type At a Glance

Date 20-06-2016

Author CHIRCOP Denise

Policy area Education

Keyword action programme | BUSINESS AND COMPETITION | Community support framework | cooperation in the field of education | cooperation policy | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | educational exchange | EU finance | EU financing | EU institutions and European civil service | EUROPEAN UNION | Eurostat | Eurydice | higher education | INTERNATIONAL RELATIONS | management | organisation of teaching | organisation of teaching | regions and regional policy | teaching | teaching quality

Summary European cooperation in the field of education and training is voluntary, yet a strategic framework sets objectives to be attained by 2020. Following a mid-term review concluded last year, the European Parliament will debate a report which praises efforts to take stakeholders' feedback into account and makes a number of recommendations for the future.

[At a Glance](#) [EN](#)

[Research for CULT Committee - Language Teaching and Learning within EU Member States](#)

Publication type In-Depth Analysis

Date 15-06-2016

External author Waldemar Martyniuk (Center for Polish Language and Culture ; Language Centre of the Jagiellonian University in Krakow, Poland)

Policy area Culture | Education | Forward Planning

Keyword competence of the Member States | education | EDUCATION AND COMMUNICATIONS | education policy | electoral procedure and voting | EUROPEAN UNION | European Union law | humanities | language policy | official language | POLITICS | politics and public safety | SCIENCE | unanimity

Summary This briefing note provides an overview of available resources offering case studies of innovative projects and initiatives as well as examples of good practice aiming to improve the quality of language teaching and learning within EU Member States. A summary of results delivered by recent studies and surveys on comparability of national language assessment regimes is offered as well. In conclusion, recommendations are formulated on which of the European Strategy's on Multilingualism objectives need support more urgently in relation to the findings.

[In-Depth Analysis](#) [EN](#)

[Early childhood education and care in family-friendly policies](#)

Publication type Briefing

Date 04-05-2016

Author MILOTAY Nora

Policy area Education | Employment | Social Policy

Keyword care of mothers and infants | child protection | demography and population | early childhood | economic policy | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education policy | EMPLOYMENT AND WORKING CONDITIONS | European social policy | family | family protection | gender equality | health | integration of migrants | LAW | migration | national accounts | organisation of work and working conditions | population dynamics | pre-school education | quality of life | rights and freedoms | social affairs | social framework | SOCIAL QUESTIONS | standard of living | sustainable development | teaching | work-life balance

Summary Early childhood education and care (ECEC) services for children – from birth to compulsory primary school age – form an essential part of policies for work-life balance and for better social cohesion. A policy mix of flexible labour market arrangements, generous leave policies and quality ECEC services allows choices for parents, and at the same time supports the healthy development of their children. Member States are increasingly establishing well-functioning, efficient systems. Investing in early-years services brings the greatest returns, and is generally more successful than later remedial action. Until recently, ECEC was mainly considered as a vehicle for helping parents, primarily women, to (re)integrate into the labour market across the EU. Lately, there has been a growing awareness about its multiple benefits for children's personal development and social integration, including mitigating inequalities and preparing for later employability. This is particularly the case for disadvantaged children. The quality of life of young children is an important element in building smart, inclusive and productive societies. Quality accessible ECEC is an indispensable part of ensuring a quality childhood and building a resilient society.

Briefing [EN](#)

[Match-fixing: Issues and policy responses](#)

Publication type Briefing

Date 05-04-2016

Author KATSAROVA Ivana

Policy area Area of Freedom, Security and Justice | Culture | Education

Keyword BUSINESS AND COMPETITION | business ethics | business organisation | cooperation policy | corruption | criminal law | EU sport policy | Eurojust | European construction | EUROPEAN UNION | Europol | fight against crime | game of chance | INTERNATIONAL RELATIONS | LAW | organised crime | police cooperation | professional sport | social affairs | SOCIAL QUESTIONS

Summary As sport has grown increasingly popular worldwide, it has become a greater target for individuals and groups of people wishing to take advantage of its lucrative aspects. A conservative Interpol estimate for the period 1 June 2012 to 31 May 2013 indicates that match-fixing – i.e. the manipulation of results of sporting contests, or elements within a game – has been reported in over 70 countries across six continents, for football alone. Globalisation has further aggravated the phenomenon, with transnational criminal organisations taking advantage of changes in regulations, and flaws in legal and judicial systems. Various sports have been affected by match-fixing, even though most cases occur in cricket, football, and tennis. Contests are not always rigged by individual players or referees; some cases involve coaches, club managers, and more unexpectedly, maintenance staff. Match-fixing is often linked to gambling, with criminal networks exploiting unregulated gambling markets, notably in Asia. In the EU, the Framework Decisions on combatting corruption and the fight against organised crime underpin the operational work carried out by Europol and Eurojust. However, their provisions are still insufficiently well enacted by EU countries. The impact of international legal instruments, such as the United Nations and Council of Europe conventions, is also limited, since their provisions are not mandatory. In this context, the International Olympic Committee, due to its political, social and sporting authority, appears as a key factor in the continuing fight against manipulation in sport.

Briefing [EN](#)

[Integrating migrants and their children through education](#)

Publication type At a Glance

Date 15-03-2016

Author CHIRCOP Denise

Policy area Education

Keyword child of migrant | cultural identity | cultural pluralism | culture and religion | dropout | education | EDUCATION AND COMMUNICATIONS | education of foreigners | humanities | integration of migrants | language teaching | migration | SCIENCE | social affairs | SOCIAL QUESTIONS | sociology of education | teaching | teaching quality | youth policy

Summary Migrants' life stories reveal different levels of difficulty or ease in the process of integration. The key importance of education as a means of integration is widely acknowledged. For a number of years, the European Parliament has called for tangible commitments and proposed practical measures to integrate migrants and their children through education, training and the recognition of skills.

At a Glance [EN](#)

The EU's youth initiatives: Closing the gap between education and employment

Publication type Briefing

Date 11-03-2016

Author KATSAROVA Ivana

Policy area Education | Employment

Keyword employment | EMPLOYMENT AND WORKING CONDITIONS | EU growth strategy | EU initiative | EU programme | European construction | EUROPEAN UNION | fight against unemployment | job access | labour market | professional qualifications | social affairs | SOCIAL QUESTIONS | vocational training | youth employment | youth policy | youth unemployment

Summary Currently nearly 20% of young people (aged 15-24) in the EU-28 are unemployed. This represents one in five young Europeans; and nearly one in two in Spain and Greece, where youth unemployment rates are particularly high.

Although the most promising way of providing opportunities for young people is through restoring growth and employment, specific measures focused on youth are essential. In this context, different EU initiatives have been put in place to improve the learning paths, mobility, and employability of young people.

The Europe 2020 Strategy (launched in 2010) has a strong focus on young adults, with a headline target of reducing early school-leaving from 15% to 10%, and increasing the share of higher education graduates from 31% to at least 40% by 2020. The Youth Employment Package (2012) triggered the creation of a Youth Guarantee to ensure that all young people under the age of 25 receive a good-quality offer of employment, education, an apprenticeship or a traineeship within a period of four months of becoming unemployed or leaving education. To help Member States step up national policies in combating youth unemployment, the Council established a Youth Employment Initiative (YEI) in 2013. The more than €6 billion available under this initiative will be used to reinforce and accelerate measures outlined in the Youth Employment Package and in particular, in the Youth Guarantee. All operational programmes funded through the YEI are currently being implemented. However, recent reviews reveal some common drawbacks with regard to conceptual design, the nature of the envisaged measures, and the sustainability of the schemes.

This briefing substantially updates an earlier one of October 2014, PE 538.949.

Briefing [EN](#)

Female Refugees and Asylum Seekers: The Issue of Integration

Publication type Study

Date 25-02-2016

External author Silvia Sansonetti

Policy area Area of Freedom, Security and Justice | Culture | Education | Employment | Evaluation of Law and Policy in Practice | Gender Issues, Equality and Diversity | Human Rights | Public Health | Social Policy

Keyword access to education | aid to refugees | construction and town planning | cooperation policy | criminal law | domestic violence | education | EDUCATION AND COMMUNICATIONS | EMPLOYMENT AND WORKING CONDITIONS | EU finance | EU financing | EU migration policy | EUROPEAN UNION | female migrant | health | health care system | housing need | integration of migrants | INTERNATIONAL RELATIONS | job access | labour market | LAW | migration | political refugee | POLITICS | politics and public safety | position of women | right to health | rights and freedoms | social affairs | social facilities | social protection | SOCIAL QUESTIONS | trafficking in human beings

Summary Upon request by the FEMM Committee, the study presents an overview of the most important issues faced by refugees and asylum seeking women in their host country regarding access to appropriate housing, including privacy and shelter in case of domestic violence, training and language courses, the labour market, and the health systems, including psychological support and trauma healing. A summary of international standards and of applicable European laws, as well as details on available funding from the European level are provided. International promising projects illustrate the way forward.

Study [EN](#)

Research for CULT Committee - Evaluation of Education at the European Level

Publication type Study

Date 15-02-2016

External author Gábor Halász (ELTE University, Budapest, Hungary)

Policy area Culture | Education | Forward Planning

Keyword assessment | comparative analysis | comparative education | cooperation in the field of education | cooperation policy | data collection | education | EDUCATION AND COMMUNICATIONS | education statistics | information technology and data processing | INTERNATIONAL ORGANISATIONS | INTERNATIONAL RELATIONS | learning | OECD | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | teaching quality | world organisations

Summary This study addresses the question of similarities and differences of the education evaluation approaches of the EU and the OECD with the aim of exploring the possibilities of further developing the education evaluation system and the related policies of the EU. The study analyses the existing EU level educational evaluation practices and policies with a special focus on the use of educational indicators and the assessment of pupil competences. On the basis of the analysis a number of recommendations have been formulated for possible future EU level policies and actions.

Study [EN](#)

An overview of the EU Youth Strategy 2013-2015

Publication type Briefing

Date 27-01-2016

Author CHIRCOP Denise

Policy area Education

Keyword BUSINESS AND COMPETITION | business organisation | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | entrepreneurship | EU growth strategy | European construction | EUROPEAN UNION | European Union law | integration into employment | job access | labour market | marginalisation | national accounts | non-formal education | open method of coordination | political involvement | POLITICS | politics and public safety | poverty | professional qualifications | social affairs | social integration | SOCIAL QUESTIONS | young worker | youth policy | youth unemployment

Summary Against a backdrop of high youth unemployment and the threat of marginalisation, the European Union (EU) Youth Strategy encourages Member States to consider young people as a resource, by developing specific actions within youth policy and by working with other areas in a cross-sectoral approach.

Coordination between youth and educational policies in order to develop competencies that are sought after by labour markets, as well as entrepreneurial abilities and civic skills is a particular priority in the Strategy.

Other areas of EU policy are also concerned; a complex array of issues needs to be addressed, such as youth mobility, the transmission of poverty, participation in sports and culture, social integration, health and wellbeing, political participation, and an engagement with world issues.

The EU Strategy is governed by the Open Method of Coordination, a soft approach applied in areas of policy where the EU has no legislative power. Evidence-based policy-making is at its heart and the approach is based on the quantitative measurement of a set of indicators, as well as peer-learning activities that promote policy reforms. Young people's active engagement is established through a process known as 'structured dialogue', bringing them into contact with policy-makers, but a more representative participation and concrete improvements on the ground remain challenges for the future. The European Parliament contributes to the debate on the Strategy by issuing own-initiative resolutions ahead of the Council and Commission joint reports which review implementation every three years.

Briefing [EN](#)

Matching skills and jobs in the European Union

Publication type Briefing

Date 05-01-2016

Author KISS Monika

Policy area Education | Employment

Keyword employment | EMPLOYMENT AND WORKING CONDITIONS | EU employment policy | EU finance | EU financing | EURES | EUROPEAN UNION | free movement of workers | labour market | labour mobility | labour shortage | manpower planning | professional qualifications | updating of skills | vocational training | worker adaptability

Summary Skills mismatch (the discrepancy between workers' skills and labour market needs) is not only a problem encountered by jobseekers; it also affects employees working in positions below their levels of qualification or outside their fields of study, and concerns some groups of older workers that face difficulties in keeping their skills up to date.

According to studies, various solutions include adapting education and training more closely to labour market needs; providing flexible arrangements and appropriate facilities at the workplace; and enhancing labour mobility and lifelong learning. In order to better understand skills mismatch, the European Centre for the Development of Vocational Training (Cedefop) carried out in 2014 the first pan-European skills survey, the initial results of which were published in October 2015.

The European Union (EU) is dealing with the issue of skills mismatch in different ways, particularly by making recommendations to national and/or local authorities responsible for labour markets or for the content of education and training; enhancing the mobility of workers, for example through deepening international cooperation; implementing Community instruments such as the job search platform EURES; and facilitating the matching of skills and jobs through EU funding.

Briefing [EN](#)

[Integrity and Good Governance in Sport](#)

Publication type Briefing

Date 21-12-2015

External author David Walsh

Policy area Culture | Education | Forward Planning

Keyword corruption | criminal law | EMPLOYMENT AND WORKING CONDITIONS | executive power and public service | fraud | governance | labour law and labour relations | LAW | Olympic games | performance drugs | POLITICS | professional ethics | professional sport | social affairs | SOCIAL QUESTIONS | sports body

Summary The author describes his progress from sports enthusiast to sceptic following repeated experiences, as a journalist, of frauds in high-level sports including athletics and swimming but especially cycling. These frauds involved performance-enhancing drugs and medical procedures and Walsh took the lead in exposing Lance Armstrong as a key beneficiary. The importance of asking the 'obvious question' to get to the truth is emphasised. Walsh stresses the role played by elected representatives and governments in a world where the governing bodies of sports have often proven inadequate to the task of maintaining fair play and good governance. In the case of cycling, and FIFA in football, it was government that initiated definitive action against fraud. Walsh argues that the nominees of governments to the presidency of the World Anti-Doping Agency (WADA) are the most effective. Walsh hopes, but is not optimistic, that a WADA investigation of doping will lead to the suspension from Olympic competition of any guilty national athletics federations, not just individual athletes. He further argues that doping in sport is a very high value fraud that governments should make a criminal offence. Finally, Walsh explains that he remains an enthusiast for sport – his scepticism is reserved for elite sports and the focus on hosting high profile events and increasing national medal tallies. He feels that this elite focus does not lead to any improvement in sport participation – even the contrary – and that getting people active should be the political priority, especially young people and those in socially deprived areas where participation is lowest.

Briefing [EN](#)

[MFF 2014-2020: Background Note in View of Mid-Term Review/Revision - Specific Flexibility - Frontloading of Some Key Programmes](#)

Publication type Briefing

Date 15-12-2015

Author OLLIKAINEN MINNA

Policy area Budget | Budgetary Control | Education | Research Policy

Keyword budget | budget policy | BUSINESS AND COMPETITION | business classification | education | EDUCATION AND COMMUNICATIONS | educational exchange | employment | EMPLOYMENT AND WORKING CONDITIONS | EU finance | EU financing arrangements | EU programme | European construction | European Social Fund | EUROPEAN UNION | FINANCE | Framework Programme for Research and Development | implementation of the budget | multiannual financial framework | PRODUCTION, TECHNOLOGY AND RESEARCH | public finance and budget policy | research and intellectual property | small and medium-sized enterprises | youth employment

Summary The briefing provides preliminary information of the use of frontloading in 2014–2015 for the following programmes: Research and Innovation programme Horizon 2020, European Union programme for Education, Training, Youth, and Sport Erasmus+, Youth Employment Initiative (YEI), and EU programme for the Competitiveness of Enterprises and Small and Medium-sized Enterprises (SMEs) (COSME). The objective is to assess the implementation of the frontloading so far and possible implications for the second half of the Multiannual Financial Framework (MFF) period.

Briefing [EN](#)

[Review Clauses in EU Legislation: A Rolling Check-List \(Third edition\)](#)

Publication type Study

Date 11-12-2015

Author HUBER Stephan | KIENDL KRISTO IVANA

Policy area Agriculture and Rural Development | Area of Freedom, Security and Justice | Budget | Budgetary Control | Consumer Protection | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts | Financial and Banking Issues | Fisheries | Food Safety | Gender Issues, Equality and Diversity | Industry | Internal Market and Customs Union | International Trade | Public Health | Regional Development | Social Policy | Tourism | Transport | Transposition and Implementation of Law

Keyword decision (EU) | directive (EU) | EP Committee | EU institutions and European civil service | EU law | EUROPEAN UNION | European Union law | interinstitutional agreement | interinstitutional cooperation (EU) | recommendation (EU) | regulation (EU)

Summary Third edition. This check-list presents a comprehensive overview of "review clauses", namely review, evaluation and reporting provisions contained in recent EU legislative acts and programmes. The review clauses, listed by parliamentary committee responsible at the time of the adoption of the relevant legislative act, mainly concern the European Commission, reflecting its institutional role and duties (notably in Article 17 of the Treaty on the European Union) to oversee the application of Union law.

Study [EN](#)

[Education policy in the Europe 2020 Strategy](#)

Publication type Briefing

Date 25-11-2015

Author CHIRCOP Denise

Policy area Education

Keyword economic analysis | economic geography | economic policy | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education policy | EU growth strategy | EU Member State | EU statistics | European construction | European social policy | EUROPEAN UNION | European Union law | GEOGRAPHY | higher education | open method of coordination | reflation | secondary education | social affairs | SOCIAL QUESTIONS | sustainable development | teaching | vocational education | youth policy

Summary In 2010, the EU adopted its Europe 2020 strategy to put Member States back on track following the crisis shocks of 2008. Education was identified as one of five key areas needing specific measures to support economic recovery which could not be based exclusively on financial and budgetary reforms.

The governance of the strategy rests on yearly cycles of reporting and feedback known as the European Semester. This makes it possible to monitor progress in individual Member States as a basis for recommendations from the European Commission. Supplementary thematic coordination involves both political leaders and experts in the field. Coordinated by the Council of the European Union, the mechanism is referred to as the open method of coordination.

Member States are on their way towards meeting the Europe 2020 education targets: lowering the number of early school leavers to less than 10% and ensuring that at least 40% of 30-34 year olds have completed tertiary education.

However, EU citizens are not yet benefitting evenly from the positive outcomes. A closer look reveals that some regions and segments of the population fare less well than others. At the same time, employment rates have worsened in spite of improvements in the general level of education. The European Parliament has expressed its stance on these issues, indicating possible ways forward.

Briefing [EN](#)

[Policy Departments' Monthly Highlights - November 2015](#)

Publication type At a Glance

Date 23-11-2015

Policy area Area of Freedom, Security and Justice | Budget | Budgetary Control | Education | Employment | Human Rights | Social Policy

Keyword bibliography | documentation | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EP Committee | EU Charter of Fundamental Rights | EU institutions and European civil service | EU policy | European construction | EUROPEAN UNION | free movement of workers | labour law | labour law and labour relations | LAW | rights and freedoms | single market | social rights

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

At a Glance [EN](#)

[Education and Intercultural Dialogue as tools against radicalisation](#)

Publication type At a Glance

Date 09-11-2015

Author CHIRCOP Denise

Policy area Education

Keyword cultural pluralism | culture and religion | education | EDUCATION AND COMMUNICATIONS | education policy | European citizenship | European construction | EUROPEAN UNION | extremism | human rights | LAW | POLITICS | politics and public safety | public awareness campaign | religious fundamentalism | rights and freedoms | social affairs | social integration | SOCIAL QUESTIONS | terrorism | youth exchange scheme | youth policy

Summary At a time of rising concerns in Europe over radicalisation and violent extremism, the role that education and intercultural dialogue can play in promoting respect for diversity, pluralism and human rights is increasingly under the spotlight.

At a Glance [EN](#)

The Transatlantic Trade and Investment Partnership (TTIP): The Sluggish State of Negotiations

Publication type In-Depth Analysis

Date 20-10-2015

Author BIERBRAUER Elfriede

Policy area Adoption of Legislation by EP and Council | Agriculture and Rural Development | Consumer Protection | Contract Law, Commercial Law and Company Law | Culture | Development and Humanitarian Aid | Education | Employment | Energy | Environment | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts | Evaluation of Law and Policy in Practice | Food Safety | Industry | Internal Market and Customs Union | International Trade | Private international law and judicial cooperation in civil matters | Public Health | Public international law | Research Policy | Tourism | Transport | Transposition and Implementation of Law

Keyword America | economic geography | employment | EMPLOYMENT AND WORKING CONDITIONS | European construction | EUROPEAN UNION | FINANCE | financing and investment | free movement of goods | free-trade agreement | freedom to provide services | GEOGRAPHY | international trade | investment protection | liberalisation of trade | market access | negotiation of an agreement (EU) | non-tariff barrier | political geography | public contract | right of establishment | TRADE | trade agreement (EU) | trade policy | United States

Summary Ten rounds of negotiations on the EU-US Transatlantic Trade and Investment Partnership (TTIP) over the past two years have produced scant results. Since the talks were launched – with high expectations – in June 2013, negotiators have shied away from addressing real substance or tackling difficult issues. The political objectives of the EU mandate and those expressed by the European Parliament in its recent resolution on the TTIP, as well as the US Congress's objectives as specified in the Trade Promotion Authority (TPA) Act, have been clear: all recommend eliminating tariffs and dismantling non-tariff barriers to further liberalise transatlantic markets and promote higher rates of growth and job creation. In early October 2015, the negotiating parties finally presented upgraded proposals on how to eliminate tariffs. They will also need to present offers on access to public procurement markets and begin discussions on the new Investment Court System (ICS), as proposed by Trade Commissioner Cecilia Malmström on 16 September 2015. The Trans-Pacific Partnership (TPP), the other major trade agreement that had occupied US negotiators (to a greater extent, in fact, than the TTIP), was agreed on 5 October 2015. If TTIP negotiations are to close before US President Barack Obama leaves office – disrupting the negotiating process and possibly ushering in a less trade-friendly president – the process will have to be considerably speeded up.

In-Depth Analysis [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [NL](#)

Employment and Social Developments in Greece

Publication type Study

Date 07-10-2015

External author Platon TINIOS

Policy area Economics and Monetary Issues | Education | Employment | European Semester | Evaluation of Law and Policy in Practice | Forward Planning | Public Health

Keyword austerity policy | economic conditions | economic geography | economic policy | economic situation | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | employment policy | Europe | FINANCE | GEOGRAPHY | Greece | health | health care system | labour market | labour market | marginalisation | national accounts | political geography | poverty | public finance | public finance and budget policy | social affairs | social framework | social policy | social protection | SOCIAL QUESTIONS | social security | socioeconomic conditions | structural adjustment | unemployment

Summary This document presents employment and social developments in Greece up to 2015, by tracing the record of reforms and examining indicators since the years before the beginning of the crisis. In December 2014, the Greek crisis had decreased national income by 25%, compared to 2007. The postponement of necessary reforms was prominent among the causes of the crisis, and during the crisis the gaps in the social protection system delayed adjustments and worsened the impact of austerity measures. The reform agenda was assigned a key role and institutional reforms, started in 2010, are still incomplete. Unemployment and poverty mostly hit younger people, for whom a system focused on pensions offers no help. The third bailout agreement involves the completion of the reform agenda and addresses criticisms expressed against earlier programmes. This document was requested by the EMPL Committee and provided by the Policy Department A and the Economic Governance Support unit.

Study [EN](#)

Education in the European Union [What Think Tanks are thinking]

Publication type At a Glance

Date 02-10-2015

Author CESLUK-GRAJEWSKI Marcin

Policy area Education

Keyword bibliography | documentation | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | vocational training

Summary In the European Union, education policy is the responsibility of Member States, but EU institutions play an important supporting role. Erasmus+ is the fund for EU initiatives in education and vocational training, such as mobility of individuals, the development of partnerships and alliances, and policy innovations. Acknowledging the importance of education for social and economic development, member-state governments have set targets for 2020 in a strategic framework for European cooperation in education and training (ET 2020). These concern early childhood education, under-achievement in reading, mathematics and science, early school leavers, completion rates of higher education, and student mobility. This note offers a selection of recent studies by some of the major think tanks and research institutes analysing the state of education in the EU and reforms needed to improve it.

At a Glance [EN](#)

The regions in the Digital Single Market – ICT and digital opportunities for regions and cities

Publication type Briefing

Date 01-10-2015

Author MARGARAS Vasileios

Policy area Education | Employment | Public Health | Regional Development | Research Policy | Social Policy

Keyword communications | construction and town planning | cooperation policy | cross-border cooperation | cultural promotion | culture and religion | digital divide | digital literacy | distance learning | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | electronic government | employment | EMPLOYMENT AND WORKING CONDITIONS | EU finance | EU financing | EUROPEAN UNION | executive power and public service | health | impact of information technology | information and information processing | information technology and data processing | INTERNATIONAL RELATIONS | job creation | local government | POLITICS | regional government | regions and regional policy | rural development | social affairs | SOCIAL QUESTIONS | telemedicine | tourism | town planning | transmission network

Summary The digital economy is growing at seven times the rate of the rest of the economy. The European Commission estimates that completing a Digital Single Market could contribute €415 billion per year to Europe's economy, create 3.8 million jobs and transform public services. Local and regional authorities may well benefit from many of the opportunities which the digital era offers.

The European Commission has presented different initiatives in order to boost the use of information and communications technologies (ICT) in Europe. The Digital Agenda for Europe, which was announced in 2010 in the framework of the Europe 2020 Strategy, aimed to promote economic recovery and improve social inclusion through a more digitally proficient Europe. The Digital Single Market strategy, introduced in 2015, complements the Digital Agenda for Europe. Achieving a Digital Single Market will ensure that Europe maintains its position as a world leader in the digital economy, helping European companies to grow globally. Equally, enhanced use of digital technologies can improve citizens' access to information and culture, and can promote open government, equality and non-discrimination.

Although many of the Digital Single Market priorities are dealt with primarily at national level, various initiatives can be explored at the local and regional level, and regions and cities can become active in planning and pursuing their own digital strategies.

Briefing [EN](#)

The Investment Chapters of the EU's International Trade and Investment Agreements in a Comparative Perspective

Publication type Study

Date 29-09-2015

External author Steffen HINDELANG and Carl-Philipp SASSENATH (Freie Universität Berlin, Germany)

Policy area Adoption of Legislation by EP and Council | Agriculture and Rural Development | Consumer Protection | Contract Law, Commercial Law and Company Law | Culture | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts | Food Safety | Industry | Internal Market and Customs Union | International Trade | Private international law and judicial cooperation in civil matters | Public Health | Public international law | Research Policy | Tourism | Transport

Keyword America | Asia and Oceania | bilateral agreement | Canada | comparative study | documentation | economic geography | EDUCATION AND COMMUNICATIONS | Europe | European construction | EUROPEAN UNION | FINANCE | financing and investment | foreign investment | GEOGRAPHY | Germany | international affairs | international commercial arbitration | international law | INTERNATIONAL RELATIONS | international trade | international trade law | investment protection | judicial proceedings | justice | LAW | Lithuania | political geography | regulation of investments | Singapore | TRADE | trade agreement (EU) | trade dispute | United States

Summary Investor-State Dispute Settlement (ISDS) clauses in international investment agreements have traditionally been based on an approach which may be termed 'light touch regulation' of investment protection. The avenue taken by the recently negotiated EU draft agreements, the Comprehensive Economic and Trade Agreement (CETA) and the EU-Singapore Free Trade Agreement (EUSFTA), can be described as 'more comprehensive regulation'. Likewise, EUSFTA and CETA provide a rather detailed body of law on substantive standards for the protection of foreign investment. While this may add to the clarity and predictability of the current regime of international investment law, it may also lead to a reduced standard of protection. Compared with other agreements, EUSFTA and CETA have attempted to rebalance the protection of private property and the host state's regulatory autonomy. In terms of the regulation of ISDS proceedings, EUSFTA and CETA preserve its principle characteristics but deliver moderate change in five areas: (1) consultation mechanisms, (2) the relationship between ISDS and domestic remedies, (3) the appointment and conduct of arbitrators, (4) cost allocation, and (5) transparency rules. This study proposes (1) further development regarding the coordination between effective domestic legal systems and ISDS and (2) the start of negotiations for the establishment of a permanent appeals mechanism in a regional or bilateral context.

Study [EN](#)

[Adult Education and Open Educational Resources](#)

Publication type Study

Date 15-09-2015

External author Paul Bacsich, with additional research from Giles Pepler, Sara Frank Bristow, Ebba Ossiannilsson, Alistair Creelman, Eva Szalma and Ilmars Slaidins (Sero Consulting Ltd, the UK)

Policy area Culture | Education | Forward Planning

Keyword adult education | America | Canada | continuing education | distance learning | economic geography | education | EDUCATION AND COMMUNICATIONS | education policy | Europe | France | GEOGRAPHY | Germany | Hungary | Ireland | Latvia | Netherlands | new educational methods | non-formal education | Norway | Poland | political geography | Portugal | programmed learning | Romania | Spain | Sweden | United Kingdom | United States

Summary This study reviews the current use of Open Educational Resources in Adult Education, assesses its potential and makes recommendations for policy interventions, taking account of the European Commission's policy frameworks. It incorporates new research on over 12 Member States, leveraging on a synthesis of existing research from a range of projects including POERUP (Policies for OER Uptake) and a 2014-15 study on Shared OER for the Joint Research Centre, augmented by two more recent studies for JRC and LLP.

Study [EN](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

[The Economic Dimension of Sport](#)

Publication type Study

Date 15-09-2015

External author Anna Kleissner and Günther Grohall (SportsEconAustria)

Policy area Culture | Education | Forward Planning

Keyword economic analysis | economic conditions | economic growth | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | educational planning | EMPLOYMENT AND WORKING CONDITIONS | employment statistics | EU action | EU statistics | European construction | EUROPEAN UNION | FINANCE | financing and investment | financing policy | gaming | labour market | macroeconomics | national accounts | national accounts | social affairs | social integration | SOCIAL QUESTIONS | sport | youth policy

Summary The economic dimension of sport in the European Union was calculated by developing a Multi-Regional Sport Satellite Account for the former 27 Member States. It turned out that the sport industry creates about 1.76% of Gross value added and 2.12% of employment within the European Union. Thus, sport is labour intensive, generating a disproportionately high amount of employment. Strengths, weaknesses, growth potentials, as well as national similarities and differences were analysed too.

Study [EN](#)

[The Role of Sport in Fostering Open and Inclusive Societies](#)

Publication type Study

Date 15-09-2015

External author Ian Henry (Centre of Olympic Studies & Research, Loughborough University)

Policy area Culture | Education | Forward Planning

Keyword anti-discriminatory measure | cultural pluralism | culture and religion | deepening of the European Union | European construction | European identity | EUROPEAN UNION | health | integration of migrants | LAW | migration | POLITICS | politics and public safety | professional sport | public awareness campaign | public health | rights and freedoms | social affairs | social integration | SOCIAL QUESTIONS | social role | sporting event

Summary TThis briefing paper provides an overview of models of the roles sport can play in different intercultural and multicultural policy approaches. It highlights in particular the relationship between intercultural and multicultural approaches in the development of social capital among marginal groups in society. Central to the discussion is the adoption of a realist approach to identifying causal mechanisms which bring about social change, and the place of Intergroup Contact Theory in explaining the potential for the development of intercultural understanding through sport.

Study [EN](#)

Youth Education & Entrepreneurship

Publication type Study

Date 11-08-2015

External author Elizabeth Chell and Laura Rosendahl Huber

Policy area Culture | Education | Forward Planning

Keyword BUSINESS AND COMPETITION | business organisation | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | entrepreneurship | learning technique | organisation of teaching | school-industry relations | school-working life relations | secondary education | teacher training | teaching | teaching curriculum | teaching method

Summary Europe 2020 focuses strongly on young people, with a headline target of reducing early school-leaving and increasing tertiary attainment. Two other headlines also share a clear youth dimension - to reduce the risk of poverty and to increase the share of the population in employment.

Because education is paramount in shaping young people's attitudes, skills and culture, it is vital that entrepreneurship education is addressed from an early age. After all, entrepreneurship is not solely about business creation, but also about setting the right environment for the development of a skilled, innovative, entrepreneurial workforce able to anticipate change and face challenges.

With the overall objective of shedding some light on how far Member States have gone (in terms of strategies) in promoting entrepreneurship and how strongly it is embedded both in school curricula and in teachers' trainings/attitudes, the CULT Committee requested Policy Department B to organise a workshop on "Youth education & entrepreneurship".

The present document is the compilation of the background papers and power point presentations prepared for the workshop.

Study [EN](#)

Innovative Schools: Teaching & Learning in the Digital Era

Publication type Study

Date 11-08-2015

External author Kirsti Lonka and Vincent Cho

Policy area Culture | Education | Forward Planning

Keyword communications | digital literacy | digital technology | education | EDUCATION AND COMMUNICATIONS | educational reform | employment | EMPLOYMENT AND WORKING CONDITIONS | impact of information technology | information and information processing | information technology and data processing | learning technique | new educational methods | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | teacher training | teaching | teaching curriculum | teaching materials | technology and technical regulations | virtual community

Summary The digital revolution is transforming our work, our organisations and our routines. It is transforming the way children and young people play, access information, communicate with each other and learn. But, so far, this revolution has not transformed most schools or most teaching and learning process in classrooms.

There is no doubt that education has an important role to play in increasing the European competitiveness and reducing unemployment, but what can policy makers do to take full advantage of emerging technologies in education while avoiding their downsides?

With the objective of shedding some light on how Europe is performing (within the education field) in the "digital revolution" and to how strongly it is embedded both in school curricula and in teachers' education, the CULT Committee requested Policy Department B to organise a workshop on "Innovative Schools - teaching & learning in the digital era".

The present document is the compilation of the background papers and power point presentations prepared for the workshop.

Study [EN](#)

Internationalisation of Higher Education

Publication type Study

Date 15-07-2015

External author Hans de Wit and Fiona Hunter (Centre for Higher Education Internationalisation - CHEI) ; Laura Howard (European Association for International Education - EAIE) ; Eva Egron-Polak (International Association of Universities - IAU)

Policy area Culture | Education

Keyword Africa | America | Asia and Oceania | Australia | Canada | Colombia | comparative analysis | cooperation in the field of education | cooperation policy | economic geography | education | EDUCATION AND COMMUNICATIONS | educational exchange | educational system | EU Member State | Europe | GEOGRAPHY | higher education | INTERNATIONAL RELATIONS | Japan | Malaysia | Norway | organisation of teaching | political geography | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | South Africa | teaching | United States

Summary A study on the understanding of Internationalisation of Higher Education in the European context, based on two surveys, an analysis of the role of digital learning, ten national reports from Europe and seven from outside Europe. The study results in conclusions and recommendations on the future of Internationalisation of Higher Education in Europe, based on the national reports and a Delphi process among experts in international higher education.

Study [DE](#), [EN](#), [FR](#), [IT](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

[Cross-Border Volunteering: Cost of Non-Europe Report](#)

Publication type Study

Date 15-07-2015

Author DEL MONTE Micaela | ZANDSTRA Thomas

External author Annex I of this study has been written by Levent Altan, Vanessa Leigh, Jelena Milovanovic, Nienke Van Der Burgt (legal/policy analysis) and Guillermo Hernández, Sandra Planes and Gijs Nolet (cost assessment), at the request of the European Added Value Unit of the Directorate for Impact Assessment and European Added Value, within the Directorate General for Parliamentary Research Service of the European Parliament.

The study was supported by a panel of senior experts: Gabriella Civico (European Volunteer Centre); Robert Leigh (Senior Consultant, United Nations Volunteers (UNV)); Eberhard Lueder (Red Cross EU Office) and Alix Masson (European Youth Forum). Piotr Sadowski (CSV and Volonteuropé) carried out the peer review.

Policy area Culture | Education | European Added Value | Social Policy

Keyword accounting | administrative formalities | BUSINESS AND COMPETITION | civil law | civil society | cooperation policy | cost-benefit analysis | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU action | European construction | European legal status | EUROPEAN UNION | executive power and public service | international law | INTERNATIONAL RELATIONS | international voluntary worker | LAW | non-formal education | POLITICS | politics and public safety | recognition of vocational training qualifications | residence permit | social affairs | SOCIAL QUESTIONS | voluntary organisation | voluntary work

Summary The study examines the legal, administrative and other barriers to cross-border volunteering which prevent it from achieving its full potential. Those barriers include uncertainty and the risk of forfeiting social security benefits, the unclear framework for obtaining residence permits in some host countries, the lack of clear procedures for the recognition of the skills and competences gained through volunteering, the lack of positive action and information on volunteering opportunities, and insufficient preparation and training for volunteers. The cost associated with the barriers to cross border volunteering is estimated at 65 million euro per year, increasing the positive economic benefit by a third mainly through the removal of administrative barriers. While the cost of non-action, in political and economic terms, is relatively modest, stronger EU action would increase its visibility, its socioeconomic contribution and foster increased participation in cross-border volunteering. Please click here for the full publication in PDF format

Study [EN](#)

[The Increasing Role of the EU's Culture, Education and Science Diplomacy in Asia](#)

Publication type In-Depth Analysis

Date 24-06-2015

Author VANDEWALLE Laurence

Policy area Culture | Education | European Added Value | Foreign Affairs | Research Policy

Keyword Asia and Oceania | China | cooperation agreement (EU) | cooperation in the field of education | cooperation policy | cultural cooperation | cultural relations | culture and religion | diplomatic relations | economic geography | education | EDUCATION AND COMMUNICATIONS | educational exchange | EU institutions and European civil service | EU programme | European construction | EUROPEAN UNION | GEOGRAPHY | India | international affairs | INTERNATIONAL RELATIONS | Japan | promotion of the European idea | scientific cooperation | SOCIAL QUESTIONS | South Korea | Union delegation

Summary During the last decades, technological changes and globalisation have altered international relations. Just as the growth of telecommunications and transport technologies has facilitated the rapid dissemination of information and the global movement of people, traditional diplomacy has gradually grown to incorporate new methods, in which people-to-people contacts, networks and non-state actors play an influential role. The EU engages in cultural, education and scientific cooperation activities with most Asian countries, and particularly with China, India, Japan and South Korea. Yet despite the diverse outreach efforts of the EU Delegations across Asia, and despite the increasing number of Asian students coming to study and research in Europe, knowledge of the EU remains scant in Asia.

In-Depth Analysis [EN](#)

[Youth Unemployment in Greece: Situation before the Government Change](#)

Publication type Briefing

Date 22-06-2015

Author KRAATZ Susanne

Policy area Education | Employment | Evaluation of Law and Policy in Practice

Keyword austerity policy | disaffection of young people | economic analysis | economic conditions | economic consequence | economic geography | economic policy | economic situation | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU finance | EU financing arrangements | Europe | European Employment Strategy | EUROPEAN UNION | fight against unemployment | GEOGRAPHY | Greece | long-term unemployment | minimum pay | national accounts | personnel management and staff remuneration | political geography | poverty | social affairs | SOCIAL QUESTIONS | structural adjustment | youth unemployment

Summary This document, provided by Policy Department A at the request of the Employment and Social Affairs Committee, analyses the development of youth unemployment and of NEET youth (Neither in Employment, Education, Training) in Greece in a comparative perspective (Cyprus, Ireland, Portugal, Spain). It describes its specific features and gives an overview of national and European policy initiatives.

Briefing [EN](#)

[Anti-corruption measures in EU sports policy](#)

Publication type **At a Glance**

Date **12-06-2015**

Author **HALLEUX Vivienne**

Policy area **Area of Freedom, Security and Justice | Culture | Education**

Keyword **BUSINESS AND COMPETITION | business ethics | business organisation | corruption | criminal law | EU competence | EU finance | EU financing | EUROPEAN UNION | European Union law | game of chance | institutional cooperation | LAW | POLITICS | politics and public safety | professional sport | social affairs | SOCIAL QUESTIONS | sporting event | sports body | Treaty on the Functioning of the EU**

Summary **Corruption and good governance in sport have been a constant concern for the EU since the very beginning of its sport policy. Preserving the integrity of sport has been given top priority in the two EU Work Plans for Sport adopted by the Council in recent years.**

[At a Glance](#) [EN](#)

[The Policy on Gender Equality in Belgium - Update 2015](#)

Publication type **In-Depth Analysis**

Date **10-06-2015**

External author **Erika Schulze, Willemijn de Jong, Yana Hadjihristova, Isabel Scott, Julia Linares and D. Ghailani**

Policy area **Development and Humanitarian Aid | Education | Employment | Evaluation of Law and Policy in Practice | Gender Issues, Equality and Diversity | Human Rights | Public Health | Social Policy**

Keyword **Belgium | BUSINESS AND COMPETITION | child care | criminal law | decision-making | development policy | domestic violence | economic geography | economic policy | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | equal pay | equal treatment | Europe | female work | gender equality | GEOGRAPHY | LAW | leave on social grounds | management | national law | participation of women | personnel management and staff remuneration | political geography | position of women | regional law | rights and freedoms | sexual discrimination | social affairs | social protection | SOCIAL QUESTIONS | sources and branches of the law | trafficking in human beings**

Summary **Upon request by the FEMM Committee, this in-depth analysis provides an overview of the existing gender equality legislation, policies and practices in Belgium. The note discusses gender equality in decision making, employment, reconciliation of work and family life, eradication of violence against women, and breaking down gender stereotypes.**

[In-Depth Analysis](#) [EN](#)

[Review Clauses in EU Legislation: A Rolling Check-List \(Second edition\)](#)

Publication type **Study**

Date **09-06-2015**

Author **HUBER Stephan**

Policy area **Adoption of Legislation by EP and Council | Agriculture and Rural Development | Area of Freedom, Security and Justice | Budget | Budgetary Control | Consumer Protection | Culture | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Environment | Evaluation of Law and Policy in Practice | Financial and Banking Issues | Fisheries | Gender Issues, Equality and Diversity | Internal Market and Customs Union | International Trade | Regional Development | Transport | Transposition and Implementation of Law**

Keyword **amendment of a law | application of EU law | data collection | directive (EU) | documentary tool | documentation | EC Directive | EC Regulation | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | EU programme | European Commission | European construction | EUROPEAN UNION | European Union law | information technology and data processing | interinstitutional relations (EU) | legislative programme (EU) | parliamentary proceedings | POLITICS | regulation (EU)**

Summary **This check-list presents a comprehensive overview of "review clauses", namely review, evaluation and reporting provisions contained in recent EU legislative acts and programmes. It is produced by the Policy Performance Appraisal Unit of the European Parliamentary Research Service (EPRS), the EP's in-house research service and think tank, as part of its work on the evaluation of EU law, policies and programmes. The European Parliament is strongly committed to the concept of Better Law-Making, and particularly to the effective use of ex-ante impact assessment and ex-post evaluation throughout the whole legislative cycle. It is in this spirit that the European Parliament has a particular interest in following the transposition, implementation and enforcement of EU law, EU programmes and international agreements, and more generally, monitoring the impact, operation, effectiveness and delivery of policy and programmes in practice.**

[Study](#) [EN](#)

Improving the financial literacy of European consumers

Publication type Briefing

Date 20-05-2015

Author VALANT Jana

Policy area Consumer Protection | Education | Financial and Banking Issues

Keyword adult education | BUSINESS AND COMPETITION | business ethics | business organisation | consumer behaviour | consumer information | consumption | credit | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | FINANCE | financial institutions and credit | financial instrument | financial services | free movement of capital | national accounts | POLITICS | politics and public safety | public awareness campaign | savings | TRADE

Summary The 2008 financial crisis highlighted consumers' low level of understanding of financial products, which they often deemed too complex. It therefore exposed the lack of financial literacy among consumers, financial literacy being a combination of awareness, knowledge, skill, attitude and behaviour necessary to make sound financial decisions and achieve financial wellbeing.

Earlier this year, the Swiss National Bank decision to discontinue its currency ceiling, leading to the sudden leap in value of the Swiss franc (CHF) – with a direct impact on all CHF-denominated loans in the European Union – again revealed a persistent lack of financial literacy among certain consumers, as they were unable to predict this financial risk and consequently to fulfil their loan obligations. A 2012 Eurobarometer survey showed that many consumers do not receive advice when purchasing financial product or services and that 52% of them tend to opt for the first product they see when obtaining a current bank account or a credit card.

Major hurdles to financially sound behaviour appear to lie in individuals' psychological habits, culture, social and economic background. Levels of financial literacy can be improved directly through financial education, as well as indirectly by ensuring a good level of consumer protection in the financial sector and enabling consumers to make informed choices with appropriate advice, standardised information and comparison tools for financial products. Research shows that most people seem to learn through experience (or even more through adverse experience), but consumers also have a tendency to forget fast, making it necessary to repeat lessons in various forms.

[Briefing](#) [EN](#)

Focus on: Learning in the 21st Century at the EuroScience Open Forum - ESOF 2014

Publication type Briefing

Date 13-05-2015

Author GYORFFI Miklos Laszlo

Policy area Education | Forward Planning

Keyword applied research | BUSINESS AND COMPETITION | continuing education | cooperation in the field of education | cooperation policy | diffusion of innovations | digital literacy | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | higher education | information and information processing | INTERNATIONAL RELATIONS | labour market | legal form of organisations | non-profit organisation | organisation of teaching | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | professional qualifications | research and intellectual property | research policy | scientific cooperation | scientific education | scientific research | teaching | teaching method | teaching quality | teaching software | technology and technical regulations | vocational training

Summary EuroScience (ES) is an association established in Europe in 1997 with headquarters in Strasbourg (France). It was created based on the model of the American Association for the Advancement of Science (AAAS). A non-profit grassroots organisation Euroscience was from the outset an association of individuals open to research professionals, teachers, students, science administrators, policy-makers, etc. and generally to any citizen with vested interest in science, technology or humanities and their links with society. EuroScience represents not only European scientists of all ages, disciplines and nationalities but also from the business sector and public institutions such as universities and research institutes.

[Briefing](#) [EN](#)

Implementing the Bologna Process: the follow-up

Publication type At a Glance

Date 20-04-2015

Author CHIRCOP Denise

Policy area Education

Keyword education | EDUCATION AND COMMUNICATIONS | educational exchange | educational system | equivalence of diplomas | higher education | organisation of teaching | recognition of diplomas | recognition of studies | student mobility | teaching

Summary The Bologna Declaration marked the launch of the Bologna Process, which led to the formation of the European Higher Education Area (EHEA) in 2010. The process now brings together 47 European countries in a common effort to make their higher education systems compatible and comparable. Participants face the challenge of making different systems more easily recognisable whilst respecting academic freedom and autonomy, as well as cultural and linguistic diversity.

[At a Glance](#) [EN](#)

Endangered languages in the EU

Publication type At a Glance

Date 20-04-2015

Author PASIKOWSKA-SCHNASS Magdalena | SHEIL Sarah

Policy area Education

Keyword Council of Europe | EDUCATION AND COMMUNICATIONS | European language | European organisations | humanities | INTERNATIONAL ORGANISATIONS | language policy | language teaching | linguistic group | minority language | multilingualism | regional language | SCIENCE | social framework | SOCIAL QUESTIONS | teaching | Unesco | United Nations

Summary Many languages currently spoken in Europe are endangered and some are at imminent risk of extinction. Though education and language policies remain the competence of Member States, the EU has taken initiatives to promote multilingualism and preserve its linguistic diversity, including measures in support of regional or minority languages. A decline in linguistic diversity has been increasingly acknowledged to entail losses in terms of knowledge and cultural heritage.

At a Glance [EN](#)

University Quality Indicators: A Critical Assessment

Publication type Study

Date 15-04-2015

External author Bernd Wächter (ACA) and Maria Kelo (ENQA)

Policy area Culture | Education | Forward Planning

Keyword America | Asia and Oceania | Brazil | comparative analysis | comparative education | cooperation in the field of education | cooperation policy | Croatia | data collection | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | European standard | evaluation method | Finland | Flanders (Belgium) | GEOGRAPHY | Germany | higher education | information technology and data processing | INTERNATIONAL RELATIONS | Japan | Netherlands | Poland | political geography | PRODUCTION, TECHNOLOGY AND RESEARCH | regions of EU Member States | research and intellectual property | Romania | Spain | teaching | teaching quality | technology and technical regulations | United Kingdom | United States

Summary The 'Europe 2020 Strategy' and other EU initiatives call for more excellence in Europe's higher education institutions in order to improve their performance, international attractiveness and competitiveness. In this context the relevance of quality in higher education gained momentum. The Study examines separately two different quality approaches, quality assurance and rankings, and takes stock of latest achievements. This is followed by a critical analysis of these approaches in a comparative perspective. Recommendations and policy options for the Parliament are provided.

Study [EN](#)

European Historical Memory: Policies, Challenges and Perspectives

Publication type Study

Date 15-04-2015

Author PRUTSCH Markus Josef

Policy area Culture | Education

Keyword authoritarian regime | citizens' Europe | commemoration | contemporary history | crime against humanity | cultural identity | culture and religion | education | EDUCATION AND COMMUNICATIONS | education policy | European construction | EUROPEAN UNION | humanities | LAW | organisation of teaching | political framework | POLITICS | rights and freedoms | SCIENCE | SOCIAL QUESTIONS | teaching curriculum

Summary This note seeks to provide some reflections on the challenges, current policies and possible future prospects of 'historical memory' in a European context. Based on acknowledging the complex nature of collective memories in general and shared European historical remembrance in particular, including their susceptibility to political instrumentalisation, it is argued that a critical 'culture of remembering' needs to be developed. Such a culture requires increased efforts for nation states to come to terms with their own respective pasts in an unbiased way, yet at the same time embracing common European principles and values. In this context, the vital role of education as a tool to create an informed historical consciousness is emphasised, which provides the basis for dealing confidently not only with Europe's past, but also present and future.

Study [DE](#), [EN](#)

Mapping the Cost of Non-Europe, 2014 -19 - Third edition (April 2015)

Publication type Study

Date 13-04-2015

Author DUNNE Joseph

Policy area Area of Freedom, Security and Justice | Consumer Protection | Contract Law, Commercial Law and Company Law | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | European Added Value | European Semester | Financial and Banking Issues | Foreign Affairs | Gender Issues, Equality and Diversity | Industry | Internal Market and Customs Union | International Trade | Research Policy | Security and Defence | Social Policy | Tourism | Transport

Keyword accounting | BUSINESS AND COMPETITION | citizens' Europe | common security and defence policy | common transport policy | consumer protection | consumption | cooperation policy | coordination of aid | coordination of EMU policies | cost-benefit analysis | economic analysis | economic analysis | ECONOMICS | electronic commerce | European construction | European social policy | EUROPEAN UNION | FINANCE | financial institutions and credit | financial legislation | free movement of capital | INTERNATIONAL RELATIONS | international trade | law of banking | liberalisation of trade | marketing | monetary economics | single market | social affairs | SOCIAL QUESTIONS | tourism policy | TRADE | trade agreement (EU) | TRANSPORT | transport policy

Summary This study brings together work in progress on a long-term project to identify and analyse the 'cost of non-Europe' in a number of policy fields.

This concept, first pioneered by the European Parliament in the 1980s, is used here to quantify the potential efficiency gains in today's European economy from pursuing a series of policy initiatives recently advocated by Parliament - from a wider and deeper digital single market to better coordinated national and European policies for defence and development. The benefits may be measured principally in additional GDP generated or a more rational use of public resources.

The latest analysis suggests that the European economy could be boosted by almost 1.6 trillion euro per year - or 12 per cent of EU-28 GDP (2014) - by such measures over time. The study is intended as a contribution to the on-going discussion about the European Union's policy priorities over the current five-year institutional cycle, from 2014 to 2019.

Study [DE](#), [EN](#), [ES](#), [FR](#), [PT](#)

Higher education in the EU: Approaches, issues and trends

Publication type In-Depth Analysis

Date 30-03-2015

Author KATSAROVA Ivana

Policy area Education

Keyword America | distance learning | economic geography | education | EDUCATION AND COMMUNICATIONS | education costs | education grant | education statistics | educational system | EU programme | European construction | EUROPEAN UNION | FINANCE | financing | financing and investment | GEOGRAPHY | higher education | intergovernmental cooperation (EU) | organisation of teaching | political geography | PRODUCTION, TECHNOLOGY AND RESEARCH | recognition of diplomas | recognition of studies | research and intellectual property | school fees | student mobility | teaching | teaching quality | United States | university research

Summary The performance and quality of higher education has become a vital sign of a country's capacity to foster its future economic development. The race for talent is currently open on a global scale. In spite of the fact that the United States is still the global leader with 17% of international students, the EU is increasingly popular with the United Kingdom, France and Germany accounting respectively for 13%, 6%, and 6% of world students. One of the elements accounting for the global attraction of EU universities resides in relatively lower tuition fees compared to American universities. Likewise, efforts made to develop quality and accreditation frameworks for mobility within the EU place Europe at the top of the most advanced global regions in this respect. While EU universities took more time to develop Massive Open Online Courses (MOOCs), they now account for approximately one quarter of MOOCs in the world and the numbers are constantly rising. Since May 2014, the EU has also its own global ranking system: U-Multirank. Even though it is difficult to predict in what ways technological change will affect higher education in the longer term, it is clear that sustained effort and on-going international cooperation will be required to improve current structures and take full advantage of the impact of new technologies.

In-Depth Analysis [DE](#), [EN](#), [FR](#)

The European Year for Development: Health

Publication type Briefing

Date 26-03-2015

Author CLAROS GIMENO Eulalia | LERCH Marika

Policy area Development and Humanitarian Aid | Education | Public Health

Keyword Africa | Asia and Oceania | cooperation policy | demography and population | development aid | disease prevention | economic policy | ECONOMICS | EU aid | GEOGRAPHY | health | health expenditure | infant mortality | infectious disease | INTERNATIONAL RELATIONS | life expectancy | national accounts | national income | poverty | public health | SOCIAL QUESTIONS | South Asia | sub-Saharan Africa | sustainable development

Summary Although enjoying the highest possible standard of health is a human right, millions of people suffer from preventable and curable diseases. The Millennium Development Goals strongly emphasised health, leading to increased investment in the health sector. Major progress has been made in reducing child and maternal mortality, and in combatting communicable diseases, but several regions will not meet the health targets. The Ebola outbreak has drawn attention to the need for international cooperation in health matters. The European Parliament is very conscious of the lessons learnt from the Ebola crisis. The Sustainable Development Goals are likely to include new health considerations and to propose universal health coverage. Promoting and supporting equitable access to health care is a focus of EU development cooperation. EU aid in areas such as nutrition, water and sanitation and climate change also improves health. Parliament considers health a fundamental right and has called for clear financial thresholds to ensure that sufficient EU aid goes to health and education.

Briefing [EN](#)

Learning and teaching technology options

Publication type Study

Date 23-03-2015

Author KULJANIC Nera

External author Rafael Rivera Pastor, Carlota Tarín Quirós (Iclaves)

Policy area Education | Forward Planning | Research Policy

Keyword communications | continuing vocational training | data protection | digital divide | digital literacy | distance learning | education | EDUCATION AND COMMUNICATIONS | educational planning | employment | EMPLOYMENT AND WORKING CONDITIONS | impact of information technology | information and information processing | information technology | information technology and data processing | information technology applications | new educational methods | organisation of teaching | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | programmed learning | technological change | technology and technical regulations

Summary Educational technology encompasses a wide array of technologies and methodologies that are shaped by stakeholders' behaviours and affected by contextual factors that, if adequately mixed, can contribute to students and teachers better achieving their goals. Such a wide and complex task cannot be addressed by a simple and single intervention. Comprehensive on-going policies are required, covering technology, methodology, economic and regulatory aspects; in addition, such policies are dependent on strong stakeholder engagement. This is a new process where we must learn by doing; therefore, carefully assessing the results of the different interventions is crucial to ensuring success.

Study [EN](#)

Executive summary [EN](#)

Annex [EN](#)

The Added Value of EU policy in Education: European Added Value in Action

Publication type At a Glance

Date 18-03-2015

Author CASALPRIM Eva

Policy area Education | European Added Value

Keyword cooperation in the field of education | cooperation policy | culture and religion | digital literacy | education | EDUCATION AND COMMUNICATIONS | educational exchange | educational system | EMPLOYMENT AND WORKING CONDITIONS | EU competence | EU finance | EU financing | EU programme | European construction | European identity | EUROPEAN UNION | European Union law | higher education | information and information processing | INTERNATIONAL RELATIONS | labour market | labour shortage | organisation of teaching | recognition of diplomas | school-working life relations | SOCIAL QUESTIONS | teaching

Summary In recent years, the EU has developed a European dimension to education, notably in the area of higher education, where it has stimulated mobility of students and teachers. In the last two decades, major progress has also been made in harmonizing university degree structures and increasing the compatibility of higher education systems. The benefits of the support given to education at a Union level derive from the cross-border character of the activities in the field, which are additional to those developed at national or regional levels. It is worth noting that only EU programmes guarantee that all Member States benefit from mobility and exchange of good practices in the area while ensuring optimal dissemination of results. Hence, EU action in the ground is a way of filling in the missing links, avoiding fragmentation and realising the potential of a border-free Europe. In practical terms, the implementation of programmes by the EU offers better value for money and economies of scale - than a series of wholly bilateral relations between Member States in this field would allow - because externalities can be addressed, resources or expertise pooled, and action better coordinated. This 'At a Glance' publication is part of a series of summaries of the added value of existing EU policies in practice. Previous publications in this series include summaries of the benefits of the European single market and the added value of EU action in the field of mobile telephone roaming charges.

At a Glance [EN](#)

Erasmus+: more than just mobility

Publication type At a Glance

Date 10-03-2015

Author CHIRCOP Denise

Policy area Education

Keyword cooperation in the field of education | cooperation policy | education | EDUCATION AND COMMUNICATIONS | education grant | educational exchange | employment | EMPLOYMENT AND WORKING CONDITIONS | EU budget | EU finance | EU programme | European construction | European integration | EUROPEAN UNION | higher education | INTERNATIONAL RELATIONS | organisation of teaching | social affairs | SOCIAL QUESTIONS | sport | student mobility | teaching | vocational education | vocational training

Summary Erasmus+ is the new single integrated European Union education programme for 2014 to 2020 aimed at improving young people's skills and employability. It also promotes modernisation of education and training in Member States, by facilitating transnational contacts amongst different players and across different sectors. The programme brings together the previous EU programmes in education, training and youth, introduces a loan facility and includes sports as a new area.

At a Glance [EN](#)

Evaluation of the Beijing Platform for Action +20 and the Opportunities for Achieving Gender Equality and the Empowerment of Women in the Post-2015 Development Agenda

Publication type Study

Date 10-03-2015

External author Petra Debusscher

Policy area Education | Evaluation of Law and Policy in Practice | Gender Issues, Equality and Diversity | Human Rights | Social Policy

Keyword development policy | economic policy | ECONOMICS | European construction | EUROPEAN UNION | gender equality | INTERNATIONAL ORGANISATIONS | LAW | position of women | rights and freedoms | sexual discrimination | social affairs | social framework | social indicator | SOCIAL QUESTIONS | the EU's international role | UN technical commission | United Nations | women's rights

Summary Upon request by the Committee on Women's Rights and Gender Equality (FEMM) of the European Parliament, this study provides background information for the delegation of the FEMM Committee to the Commission on the Status of Women's 59th Session. The key priority theme for the Session will be the Beijing Declaration and Platform for Action, including current challenges that affect its implementation and the achievement of gender equality and the empowerment of women, 20 years after its adoption. Importantly, the session will address opportunities for achieving gender equality in the post-2015 development agenda. The study reveals that global progress on the implementation of the Beijing Platform for Action has been slow, uneven and limited. It concludes that adequate financing for gender equality, strong accountability mechanisms and a "gender data revolution", are essential to the achievement of gender equality and the empowerment of women after 2015.

Study [DE](#), [EN](#), [FR](#)

Women and education in the EU

Publication type At a Glance

Date 03-03-2015

Author CLAROS GIMENO Eulalia | JURVISTE Ulla | PRPIC Martina

Policy area Education | Gender Issues, Equality and Diversity

Keyword access to education | comparative analysis | economic geography | education | EDUCATION AND COMMUNICATIONS | education statistics | educational system | EMPLOYMENT AND WORKING CONDITIONS | EU Member State | gender equality | GEOGRAPHY | higher education | INTERNATIONAL ORGANISATIONS | labour market | labour market | LAW | learning | OECD | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | rights and freedoms | teaching | world organisations

Summary Gender equality in education is guaranteed by law in EU Member States, so the issues are far more complex than simply that of gaining access to education for girls, as remains the problem in many developing countries. Yet despite the legal equality in the EU, inequalities persist because of the educational choices that girls make, which may prevent them from achieving the potential they show earlier in education. Moreover, care needs to be taken not to ignore the problem of low-performing boys, a phenomenon sometimes overshadowed by the successes of men generally. The rationale for gender differences in education has mainly been approached from two perspectives: that of biological differences and that of societal and cultural influences. In the past, the view that biological differences are the cause of different educational outcomes was prevalent, but more recently there has been a shift towards the other side of the spectrum. The latest research shows that the differences between males and females are not sufficiently significant to account for the differences in educational outcome.

At a Glance [EN](#)

Reform of Educational Systems: European Policies for Lifelong Guidance to Fight Early School Leaving and Unemployment

Publication type Briefing

Date 16-02-2015

Author KRAATZ Susanne

Policy area Education | Employment | Forward Planning

Keyword cooperation in the field of education | cooperation policy | dropout | education | EDUCATION AND COMMUNICATIONS | educational reform | employment | EMPLOYMENT AND WORKING CONDITIONS | employment service | INTERNATIONAL RELATIONS | labour market | organisation of teaching | vocational guidance | vocational training | youth unemployment

Summary This briefing prepared by Policy Department A for the Employment and Social Affairs Committee provides an overview of career guidance / lifelong guidance in European policies. After a summary of dedicated concepts and evidence from research, it analyses guidance related aspects in key policy documents of the Council and the European Parliament. The paper describes European lifelong guidance policies and structured European cooperation including findings from a recent survey.

Briefing [EN](#)

The European Year for Development: Education

Publication type Briefing

Date 12-02-2015

Author CLAROS GIMENO Eulalia | MANRIQUE GIL Manuel

Policy area Democracy | Development and Humanitarian Aid | Education | Foreign Affairs | Global Governance

Keyword access to education | basic education | cooperation policy | developing countries | development aid | economic conditions | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | elimination of illiteracy | EU finance | EU financing | European construction | EUROPEAN UNION | gender equality | INTERNATIONAL RELATIONS | LAW | right to education | rights and freedoms | teaching | the EU's international role

Summary Access to quality education is essential for development: estimates suggest global poverty could drop by 12 % if all children in low income countries could read. The European Parliament has called for gender equality in education and for providing vulnerable groups special attention. The percentage of aid devoted to education has remained constant. While amounts increased between 2002 and 2010, they have begun to decline since. Global net enrolment for primary education grew from 83 % to 90 % between 2000 and 2012. But progress is uneven: 58 million children are out of school, often because of poverty, location, gender or conflict. Half the children who do not attend school live in regions affected by conflict. The EU institutions spent EUR 4.2 billion on education in 2007-2013. The EP recognises the need to:

- guarantee education for women and girls,
- pay attention to emergency situations, and
- build 'knowledge-based' societies that encourage citizens to participate.

Briefing [EN](#)

Country Report on Cyprus for the Study on Member States' Policies for Children with Disabilities

Publication type Study

Date 15-12-2014

External author Corina Demetriou

Policy area Area of Freedom, Security and Justice | Education | Evaluation of Law and Policy in Practice | Human Rights | Social Policy

Keyword access to education | application of the law | care of the disabled | child protection | children's rights | Cyprus | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | Europe | EUROPEAN UNION | family | family law | GEOGRAPHY | institutional structure | integration of the disabled | international affairs | international law | international law - national law | INTERNATIONAL RELATIONS | justice | LAW | legal action | political geography | rights and freedoms | social affairs | social legislation | social protection | SOCIAL QUESTIONS | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Cyprus to identify the gaps in the legal framework and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses all the 28 Member States. In the first phase of the study, a comparative analysis has been drawn based on 18 of the country studies. In the second phase of this study, the situation in the remaining ten countries and Scotland has been analysed. The overall report "Member State Policies on Children with Disabilities" provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EL](#), [EN](#)

Country Report on Denmark for the Study on Member States' Policies for Children with Disabilities

Publication type Study

Date 15-12-2014

External author Signe Højsteen

Policy area Area of Freedom, Security and Justice | Education | Evaluation of Law and Policy in Practice | Human Rights | Social Policy

Keyword access to education | application of the law | care of the disabled | child protection | children's rights | Denmark | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | Europe | EUROPEAN UNION | family | family law | GEOGRAPHY | institutional structure | integration of the disabled | international affairs | international law | international law - national law | INTERNATIONAL RELATIONS | justice | juvenile court | LAW | legal action | organisation of the legal system | political geography | rights and freedoms | social affairs | social legislation | social protection | SOCIAL QUESTIONS | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Denmark to identify the gaps in the legal framework and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses all the 28 Member States. In the first phase of the study, a comparative analysis has been drawn based on 18 of the country studies. In the second phase of this study, the situation in the remaining ten countries and Scotland has been analysed. The overall report "Member State Policies on Children with Disabilities" provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [DA](#), [EN](#)

[Country Report on Slovakia for the Study on Member States' Policies for Children with Disabilities](#)

Publication type Study

Date 15-12-2014

External author Maroš MATIAŠKO

Policy area Area of Freedom, Security and Justice | Education | Evaluation of Law and Policy in Practice | Human Rights | Social Policy

Keyword access to education | application of the law | care of the disabled | child protection | children's rights | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | family | family law | GEOGRAPHY | integration of the disabled | international affairs | international law | international law - national law | INTERNATIONAL RELATIONS | justice | LAW | legal action | national law | political geography | rights and freedoms | Slovakia | social affairs | social legislation | social protection | SOCIAL QUESTIONS | sources and branches of the law | UN convention

Summary Upon request of the LIBE committee, this study looks at the situation of children with disabilities in Slovakia to identify the gaps in the legal framework and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses all the 28 Member States. In the first phase of the study, a comparative analysis has been drawn based on 18 of the country studies. In the second phase of this study, the situation in the remaining ten countries and Scotland has been analysed. The overall report "Member State Policies on Children with Disabilities" provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [SK](#)

[Country Report on Latvia for the Study on Member States' Policies for Children with Disabilities](#)

Publication type Study

Date 15-12-2014

External author Ieva Leimane-Veldmeijere and Santa Skirmante

Policy area Area of Freedom, Security and Justice | Education | Evaluation of Law and Policy in Practice | Human Rights | Social Policy

Keyword access to education | application of the law | care of the disabled | child protection | children's rights | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | Europe | EUROPEAN UNION | family | family law | GEOGRAPHY | institutional structure | integration of the disabled | international affairs | international law | international law - national law | INTERNATIONAL RELATIONS | justice | Latvia | LAW | legal action | political geography | rights and freedoms | social affairs | social legislation | social protection | SOCIAL QUESTIONS | sources and branches of the law | UN convention

Summary On request of the LIBE committee, this study looks at the situation of children with disabilities in Latvia to identify the gaps in the legal framework and its implementation, the obstacles faced by children with disabilities, and best practices. This country study is part of a larger study which analyses all the 28 Member States. In the first phase of the study, a comparative analysis has been drawn based on 18 of the country studies. In the second phase of this study, the situation in the remaining ten countries and Scotland has been analysed. The overall report "Member States' Policies on Children with Disabilities" provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [LV](#)

[Country Report on Bulgaria for the Study on Member States' Policies for Children with Disabilities](#)

Publication type Study

Date 15-12-2014

External author Slavka Kukova

Policy area Area of Freedom, Security and Justice | Education | Evaluation of Law and Policy in Practice | Human Rights | Social Policy

Keyword access to education | application of the law | Bulgaria | care of the disabled | child protection | children's rights | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | Europe | EUROPEAN UNION | family | family law | GEOGRAPHY | institutional structure | integration of the disabled | international affairs | international law | international law - national law | INTERNATIONAL RELATIONS | justice | LAW | legal action | political geography | rights and freedoms | social affairs | social legislation | social protection | SOCIAL QUESTIONS | sources and branches of the law | UN convention

Summary Upon request of the LIBE committee, this study looks at the situation of children with disabilities in Bulgaria to identify the gaps in the legal framework and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses all the 28 Member States. In the first phase of the study, a comparative analysis was drawn based on 18 of the country studies. In the second phase of this study, the situation in the remaining ten countries and Scotland has been analysed. The overall report "Member State Policies on Children with Disabilities" provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [BG](#), [EN](#)

[Country Report on Austria for the Study on Member States' Policies for Children with Disabilities](#)

Publication type Study

Date 15-12-2014

External author Julia Lietzmann

Policy area Area of Freedom, Security and Justice | Education | Evaluation of Law and Policy in Practice | Human Rights | Social Policy

Keyword access to education | application of the law | Austria | care of the disabled | child protection | children's rights | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | Europe | EUROPEAN UNION | family | family law | GEOGRAPHY | institutional structure | integration of the disabled | international affairs | international law | international law - national law | INTERNATIONAL RELATIONS | justice | juvenile court | LAW | legal action | organisation of the legal system | political geography | rights and freedoms | social affairs | social legislation | social protection | SOCIAL QUESTIONS | sources and branches of the law | UN convention

Summary Upon request of the LIBE committee, this study looks at the situation of children with disabilities in Austria to identify the gaps in the legal framework and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses all the 28 Member States. In the first phase of the study, a comparative analysis has been drawn based on 18 of the country studies. In the second phase of this study, the situation in the remaining ten countries and Scotland has been analysed. The overall report "Member State Policies on Children with Disabilities" provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [DE](#), [EN](#)

[Country Report on Croatia for the Study on Member States' Policies for Children with Disabilities](#)

Publication type Study

Date 15-12-2014

External author Aleksandra Ivanković Tamamović

Policy area Area of Freedom, Security and Justice | Education | Evaluation of Law and Policy in Practice | Human Rights | Social Policy

Keyword access to education | application of the law | care of the disabled | child protection | children's rights | Croatia | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | Europe | EUROPEAN UNION | family | family law | GEOGRAPHY | institutional structure | integration of the disabled | international affairs | international law | international law - national law | INTERNATIONAL RELATIONS | justice | juvenile court | LAW | legal action | organisation of the legal system | political geography | rights and freedoms | social affairs | social legislation | social protection | SOCIAL QUESTIONS | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Croatia to identify the gaps in the legal framework and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses all of the 28 Member States. In the first phase of the study, a comparative analysis has been drawn based on 18 of the country studies. In the second phase of this study, the situation in the remaining ten countries and Scotland has been analysed. The overall report "Member State Policies on Children with Disabilities" provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#)

[Country Report on Lithuania for the Study on Member States' Policies for Children with Disabilities](#)

Publication type Study

Date 15-12-2014

External author Ugnė Grigaitė

Policy area Area of Freedom, Security and Justice | Education | Evaluation of Law and Policy in Practice | Human Rights | Social Policy

Keyword access to education | application of the law | care of the disabled | child protection | children's rights | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | Europe | EUROPEAN UNION | family | family law | GEOGRAPHY | institutional structure | integration of the disabled | international affairs | international law | international law - national law | INTERNATIONAL RELATIONS | justice | juvenile court | LAW | legal action | Lithuania | organisation of the legal system | political geography | rights and freedoms | social affairs | social legislation | social protection | SOCIAL QUESTIONS | sources and branches of the law | UN convention

Summary Upon request of the LIBE committee, this study looks at the situation of children with disabilities in Lithuania to identify the gaps in the legal framework and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses all the 28 Member States. In the first phase of the study, a comparative analysis has been drawn based on 18 of the country studies. In the second phase of this study, the situation in the remaining ten countries and Scotland has been analysed. The overall report "Member State Policies on Children with Disabilities" provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#)

[Country Report on Scotland for the Study on Member States' Policies for Children with Disabilities](#)

Publication type Study

Date 15-12-2014

External author Rebecca Leigh Parry

Policy area Area of Freedom, Security and Justice | Education | Evaluation of Law and Policy in Practice | Human Rights | Social Policy

Keyword access to education | application of the law | care of the disabled | child protection | children's rights | discrimination based on disability | education | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | Europe | EUROPEAN UNION | family | family law | GEOGRAPHY | institutional structure | integration of the disabled | international affairs | international law | international law - national law | INTERNATIONAL RELATIONS | justice | juvenile court | LAW | legal action | organisation of the legal system | regions of EU Member States | rights and freedoms | Scotland | social affairs | social legislation | social protection | SOCIAL QUESTIONS | sources and branches of the law | UN convention

Summary Upon request by the LIBE committee, this study looks at the situation of children with disabilities in Scotland to identify the gaps in the legal framework and its implementation, the obstacles faced by children with disabilities, and best practices. This country study is part of a larger study which analyses all the 28 Member States. In the first phase of the study, a comparative analysis has been drawn based on 18 of the country studies. In the second phase of this study, the situation in the remaining ten countries and Scotland has been analysed. The overall report "Member States' Policies on Children with Disabilities" provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#)

[Country Report on Portugal for the Study on Member States' Policies for Children with Disabilities](#)

Publication type Study

Date 15-12-2014

External author Paola Pinto

Policy area Area of Freedom, Security and Justice | Education | Evaluation of Law and Policy in Practice | Human Rights | Social Policy

Keyword access to education | application of the law | care of the disabled | child protection | children's rights | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | family | family law | GEOGRAPHY | integration of the disabled | international affairs | international law | international law - national law | INTERNATIONAL RELATIONS | justice | LAW | legal action | national law | political geography | Portugal | rights and freedoms | social affairs | social legislation | social protection | SOCIAL QUESTIONS | sources and branches of the law | UN convention

Summary Upon request of the LIBE committee, this study looks at the situation of children with disabilities in Portugal to identify the gaps in the legal framework and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses all the 28 Member States. In the first phase of the study, a comparative analysis has been drawn based on 18 of the country studies. In the second phase of this study, the situation in the remaining ten countries and Scotland has been analysed. The overall report "Member State Policies on Children with Disabilities" provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [PT](#)

[Country Report on Luxembourg for the Study on Member States' Policies for Children with Disabilities](#)

Publication type Study

Date 15-12-2014

External author Véronique Chappelart and Nathalie Meurens

Policy area Area of Freedom, Security and Justice | Education | Evaluation of Law and Policy in Practice | Human Rights | Social Policy

Keyword access to education | application of the law | care of the disabled | child protection | children's rights | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | Europe | EUROPEAN UNION | family | family law | GEOGRAPHY | institutional structure | integration of the disabled | international affairs | international law | international law - national law | INTERNATIONAL RELATIONS | justice | juvenile court | LAW | legal action | Luxembourg | organisation of the legal system | political geography | rights and freedoms | social affairs | social legislation | social protection | SOCIAL QUESTIONS | sources and branches of the law | UN convention

Summary Upon request of the LIBE committee, this study looks at the situation of children with disabilities in Luxembourg to identify the gaps in the legal framework and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses all the 28 Member States. In the first phase of the study, a comparative analysis has been drawn based on 18 of the country studies. In the second phase of this study, the situation in the remaining ten countries and Scotland has been analysed. The overall report "Member State Policies on Children with Disabilities" provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [DE](#), [EN](#), [FR](#)

The State of EU-Switzerland Relations in the EMPL Areas of Responsibility

Publication type Briefing

Date 05-12-2014

Author SCHMID-DRÜNER Marion

Policy area Education | Employment | Forward Planning | Internal Market and Customs Union | Research Policy

Keyword constitutional revision | cooperation policy | Croatia | economic analysis | economic consequence | economic geography | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | educational exchange | electoral procedure and voting | employment | EMPLOYMENT AND WORKING CONDITIONS | energy cooperation | Europe | European construction | EUROPEAN UNION | free movement of persons | free movement of workers | GEOGRAPHY | international affairs | international law | INTERNATIONAL RELATIONS | labour law | labour law and labour relations | labour market | labour market | LAW | migrant worker | migration | migration policy | negotiation of an agreement (EU) | political geography | POLITICS | referendum | scientific cooperation | SOCIAL QUESTIONS | sources and branches of the law | Switzerland | withdrawal from an agreement

Summary This policy department A briefing for the EMPL Committee gives an overview on the current relationship between the EU and Switzerland in the EMPL remit. After giving a background on the relationship, namely the agreement on the free movement of persons, the repercussions of the referendum to introduce quotas of February 2014 are discussed. Finally, the note specifies which negotiations with Switzerland are on-going, such as on the Croatia protocol and the new institutional framework between the EU and Switzerland.

Briefing [EN](#)

Employment and social aspects of the Europe 2020 strategy

Publication type At a Glance

Date 18-11-2014

Author LECERF Marie

Policy area Education | Employment | Social Policy

Keyword coordination of EMU policies | distribution of wealth | dropout | economic and social cohesion | economic conditions | economic situation | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU employment policy | EU growth strategy | European construction | European social policy | EUROPEAN UNION | fight against unemployment | FINANCE | labour market | labour market | monetary economics | national accounts | poverty | social affairs | social framework | SOCIAL QUESTIONS | social situation

Summary The employment and social dimension of European integration is a key element of the Europe 2020 Strategy, which aims at ensuring 'inclusive growth'. Four years after its launch, the European Commission has begun a review of this strategy. The European Parliament, for its part, is preparing a resolution on the employment and social aspects of the Europe 2020 strategy.

At a Glance [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [PL](#)

Commitments Made at the Hearings of the Commissioners-Designate, Juncker Commission (November 2014 - October 2019)

Publication type Briefing

Date 14-11-2014

Author ANGERER Jost | BARNA Judit | CHATEAU Céline | DAVOLI Alessandro | DE MICCO Pasquale | FORGACS Annamaria | GARCÉS DE LOS FAYOS TOURNAN Fernando | GOUARDERES Frederic | GYORFFI Miklos Laszlo | HAUPTMAN Manica | HRADISKY Martin | KOLASSA Doris | KOŁODZIEJSKI Marek | MACIEJEWSKI Mariusz | MAGNUS Marcel | MANRIQUE GIL Manuel | MARZOCCHI Ottavio | MATHIS Alexandre | NEVILLE Darren | NOVAK Petr | OJAMAA Priit | PIAGUET Carine | RAGONNAUD Guillaume | SMAJDA Laurence | SOAVE Piero | STOERRING Dagmara | SY Sarah Salome | TEJEDOR DEL REAL Purificacion | TROSZCZYNSKA VAN GENDEREN Wanda | VERBEKEN Dirk

Policy area Agriculture and Rural Development | Area of Freedom, Security and Justice | Budget | Budgetary Control | Consumer Protection | Contract Law, Commercial Law and Company Law | Culture | Democracy | Development and Humanitarian Aid | Economics and Monetary Issues | Education | Employment | Energy | Environment | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts | Financial and Banking Issues | Fisheries | Food Safety | Foreign Affairs | Gender Issues, Equality and Diversity | Global Governance | Human Rights | Industry | Intellectual Property Law | Internal Market and Customs Union | International Trade | Petitions to the European Parliament | Private international law and judicial cooperation in civil matters | Public Health | Public international law | Regional Development | Research Policy | Security and Defence | Social Policy | Tourism | Transport

Keyword appointment of members | EP Committee | EU institutions and European civil service | EU policy | European Commissioner | European construction | EUROPEAN UNION | High Representative of the Union for Foreign Affairs and Security Policy | interinstitutional cooperation (EU) | parliamentary proceedings | POLITICS | President of the Commission | public hearing | vice-president of an institution

Summary This compilation of briefings presents the most salient points and essential commitments made by the commissioners-designate during the hearings held in September/October 2014 before the parliamentary committees. These commitments concern the main on-going legislative procedures, the preparation of future legislative proposals as well as the scrutiny of the implementation of existing legislation. They also touch upon the crucial issue of inter-institutional cooperation.

Briefing [EN](#)

Communicating Europe to its Citizens: State of Affairs and Prospects

Publication type Study

Date 14-11-2014

External author Natasha Stroeker, Amber van der Graaf and Bert-Jan Buiskool (Panteia)

Policy area Education | Forward Planning

Keyword civil society | communications | communications policy | dissemination of EU information | economic geography | EDUCATION AND COMMUNICATIONS | EU institution | EU institutions and European civil service | EU Member State | EU situation | European construction | EUROPEAN UNION | euroscepticism | GEOGRAPHY | information and information processing | means of communication | POLITICS | politics and public safety | promotion of the European idea | public opinion | source of information

Summary This study examines how 'Europe', both in terms of institutions and values, is communicated to its citizens. It seeks to explain the main trends in public perception, assesses the communication strategy of relevant actors and finally provides recommendations for future actions to be taken.

Study [EN](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Commitments Made at the Hearing of Günther Oettinger - Commissioner-Designate

Publication type Briefing

Date 06-11-2014

Author GOUARDERES Frederic | GYORFFI Miklos Laszlo

Policy area Education | Forward Planning

Keyword appointment of members | artistic creation | communications | communications industry | communications policy | copyright | culture and religion | culture industry | data protection | digital technology | economic geography | EDUCATION AND COMMUNICATIONS | EU action | EU institutions and European civil service | Europe | European Commissioner | European construction | EUROPEAN UNION | FINANCE | financing and investment | GEOGRAPHY | Germany | information and information processing | information technology and data processing | innovation | investment | LAW | parliamentary proceedings | political geography | POLITICS | PRODUCTION, TECHNOLOGY AND RESEARCH | protection of communications | public hearing | research and intellectual property | rights and freedoms | single market | SOCIAL QUESTIONS | technology and technical regulations | telecommunications

Summary In his answers to the questionnaire and during the hearing on 29 September 2014 before the Committee in Industry, Research and Energy and the Committee on Culture and Education, commissioner-designate Günther Oettinger made a number of commitments.

Briefing [EN](#)

Commitments Made at the Hearing of Tibor Navracsics - Commissioner-Designate

Publication type Briefing

Date 06-11-2014

Author GYORFFI Miklos Laszlo

Policy area Education | Forward Planning

Keyword appointment of members | communications | copyright | cultural pluralism | cultural policy | culture and religion | economic geography | education | EDUCATION AND COMMUNICATIONS | education policy | educational system | employment | EMPLOYMENT AND WORKING CONDITIONS | EU action | EU institutions and European civil service | Europe | European citizenship | European Commissioner | European construction | EUROPEAN UNION | GEOGRAPHY | humanities | Hungary | multilingualism | organisation of teaching | parliamentary proceedings | participatory democracy | pluralism in the media | political framework | political geography | POLITICS | PRODUCTION, TECHNOLOGY AND RESEARCH | public hearing | research and intellectual property | SCIENCE | social affairs | SOCIAL QUESTIONS | sport | vocational training | voluntary work | youth unemployment

Summary In his answers to the questionnaire and during the hearing on 1 October 2014 before the Committee for Culture and Education, commissioner-designate Tibor Navracsics made a number of commitments. Commitments relevant to the Committee on Culture are presented in this document.

Briefing [EN](#)

Commitments Made at the Hearing of Carlos Moedas - Commissioner-Designate

Publication type Briefing

Date 04-11-2014

Author GOUARDERES Frederic

Policy area Education | Employment | Energy | Environment | Industry | Intellectual Property Law | Regional Development | Research Policy | Social Policy

Keyword applied research | appointment of members | BUSINESS AND COMPETITION | business classification | economic geography | EU institutions and European civil service | EU research policy | Europe | European Commissioner | EUROPEAN UNION | FINANCE | financing and investment | Framework Programme for Research and Development | GEOGRAPHY | industry-research relations | innovation | interinstitutional cooperation (EU) | investment | parliamentary proceedings | political geography | POLITICS | Portugal | PRODUCTION, TECHNOLOGY AND RESEARCH | public hearing | research and intellectual property | small and medium-sized enterprises

Summary This note summarises the commitments made at the hearing of Carlos Moedas Commissioner designate for Research and Innovation.

Briefing [EN](#)

Focus on: Dual Education: A Bridge over Troubled Waters?

Publication type Briefing

Date 15-10-2014

Author NOGUEIRA Ana Maria

Policy area Education

Keyword comparative education | Czechia | economic geography | education | EDUCATION AND COMMUNICATIONS | educational reform | educational system | employment | EMPLOYMENT AND WORKING CONDITIONS | Europe | Finland | France | GEOGRAPHY | Germany | Greece | Italy | Netherlands | organisation of teaching | Poland | political geography | Portugal | school-working life relations | United Kingdom | vocational training

Summary Work experience is highly valued by firms, and lack of such experience therefore constitutes a major obstacle for first-time jobseekers. Many young people are trapped in a vicious circle: they cannot find a first job, but they cannot get a job because they do not have any work experience. Apprenticeships are proven to have a large-scale impact on youth employment promotion, and are a major reason for the low levels of youth unemployment in some European countries. In both the Rethinking Education communication and the 2013 youth unemployment communication, the European Commission called on the Member States to step up their efforts in developing world-class vocational education and training to raise the quality of vocational skills, and in promoting work-based learning, including quality traineeships, apprenticeships and dual systems. Similarly, the European Parliament (EP), following a request by the Culture and Education Committee (CULT), published a study which examines the strengths and weaknesses of dual education and explores policy developments in the EU-28 in relation to the introduction and/or improvement of this type of learning.

Briefing [BG](#), [CS](#), [DA](#), [EL](#), [EN](#), [ES](#), [FI](#), [HU](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

The EU's youth initiatives: focus on education and employment

Publication type Briefing

Date 10-10-2014

Author KATSAROVA Ivana

Policy area Education | Employment

Keyword demography and population | economic analysis | economic geography | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU initiative | EU Member State | EU programme | EU statistics | European construction | EUROPEAN UNION | European Union law | fight against unemployment | GEOGRAPHY | job access | labour market | open method of coordination | social affairs | SOCIAL QUESTIONS | vocational training | young person | youth employment | youth policy | youth unemployment

Summary Youth unemployment is an issue of major concern in EU, where more than 5 million young people (aged 15-24) do not have a job. Various initiatives specifically targeted at getting young people into work, education or training have been put in place at EU level.

Briefing [EN](#), [FR](#)

Teaching Teachers: Primary Teacher Training in Europe - State of Affairs and Outlook

Publication type Study

Date 15-07-2014

External author Johan Bokdam and Inge van den Ende (Panteia) ;
Simon Broek (Ockham IPS)

Policy area Education | Evaluation of Law and Policy in Practice

Keyword Austria | comparative education | continuing vocational training | economic geography | education | EDUCATION AND COMMUNICATIONS | educational reform | employment | EMPLOYMENT AND WORKING CONDITIONS | Europe | Finland | France | GEOGRAPHY | Italy | Lithuania | Netherlands | organisation of teaching | political geography | teacher training | teaching | teaching quality | university

Summary This study provides input to the European Parliament's Committee on Education and Culture on teacher quality in primary schools in Europe. It assesses the state of initial teacher training, early career support and continuous professional development in Europe from the perspective of individual teachers and teacher educators. We report on the extent to which these subsystems within the continuum of teacher education help teachers confront challenges in their classrooms, at school and system level. The report takes stock of reforms in the sector following previous recommendations. The study concludes with policy recommendations on how to further improve teaching quality through teacher education.

Study [DE](#), [EN](#), [FR](#), [PT](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Policy Departments' Monthly Highlights - July 2014

Publication type At a Glance

Date 07-07-2014

Policy area Budget | Democracy | Education | Foreign Affairs | Gender Issues, Equality and Diversity | Internal Market and Customs Union

Keyword bibliography | documentation | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | EU policy | European construction | European Parliament | EUROPEAN UNION | operation of the Institutions | scientific report

Summary The Monthly Highlights publication provides an overview, at a glance, of the on-going work of the policy departments, including a selection of the latest and forthcoming publications, and a list of future events.

At a Glance [EN](#)

Youth Employment Initiative

Publication type At a Glance

Date 17-06-2014

Author CLAROS GIMENO Eulalia

Policy area Education | Employment

Keyword economic analysis | economic geography | ECONOMICS | eligible region | employment | EMPLOYMENT AND WORKING CONDITIONS | employment statistics | EU employment policy | EU finance | EU initiative | EU Member State | European construction | European Social Fund | EUROPEAN UNION | fight against unemployment | geographical distribution | GEOGRAPHY | job access | job creation | labour market | regions and regional policy | vocational training | youth unemployment

Summary Since 2008, youth unemployment has increased rapidly. Moreover, the gap between the Member States with the highest and lowest rates of unemployed young people remains particularly high (see map 1). Today, there is a difference of more than 50 percentage points between Germany – the Member State with the lowest rate of youth unemployment (7.7% in 2013) – and Greece, with the highest (58.1%).

At a Glance [EN](#)

Dual Education: A Bridge over Troubled Waters?

Publication type Study

Date 16-06-2014

External author Stelina Chatzichristou, Daniela Ulicna, Ilona Murphy and Anette Curth (ICF International)

Policy area Education | Evaluation of Law and Policy in Practice

Keyword comparative education | Czechia | economic geography | education | EDUCATION AND COMMUNICATIONS | education costs | educational reform | educational system | employment | EMPLOYMENT AND WORKING CONDITIONS | Europe | Finland | France | GEOGRAPHY | Germany | Greece | Italy | Netherlands | organisation of teaching | Poland | political geography | Portugal | United Kingdom | vocational training

Summary This study examines the strengths and weaknesses of dual education/apprenticeships and explores policy developments in the EU- 28 in relation to the introduction and/or improvement of apprenticeship schemes. The study is based on data from a variety of sources, including academic literature and in-depth research in 10 EU countries. It identifies the characteristics of four main forms of VET delivery in relation to the role of work-based learning and suggests ways that countries could promote apprenticeships within the context of their educational, social and economic frameworks. It also provides recommendations to country and European policy makers that may be used to improve the vocational and training offer across Europe.

Study [DE](#), [EN](#), [FR](#), [PT](#)

Executive summary [EN](#), [IT](#)

Higher Education Entrance Qualifications and Exams in Europe: A Comparison

Publication type Study

Date 15-05-2014

External author Cecile Hoareau McGrath, Marie Louise Henham, Anne Corbett, Niccolo Durazzi, Michael Frearson, Barbara Janta, Bregtje W. Kamphuis, Eriko Katashiro, Nina Brankovic, Benoit Guerin, Catriona Manville, Inga Schwartz and Daniel Schweppenstedde

Policy area Area of Freedom, Security and Justice | Education

Keyword access to education | America | Asia and Oceania | Australia | comparative education | economic geography | education | EDUCATION AND COMMUNICATIONS | education statistics | equal treatment | Europe | France | GEOGRAPHY | Germany | higher education | Italy | Japan | LAW | organisation of teaching | organisation of teaching | political geography | rights and freedoms | school fees | selection of pupils | Slovenia | student mobility | Sweden | teaching | Türkiye | United Kingdom | United States

Summary The study analyses admission systems to higher education across ten countries, covering some countries of the European Union (France, Germany, Italy, Slovenia, Sweden and the United Kingdom), a candidate country (Turkey) as well as commonly used international comparators (Australia, Japan and the US). These countries are compared on three axes: the equity of admissions, their quality and their ability to encourage students' mobility. On this basis, recommendations are provided with regard to admission to higher education in Europe.

Study [DE](#), [EN](#), [FR](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

New technologies and open educational resources

Publication type At a Glance

Date 10-04-2014

Author KATSAROVA Ivana

Policy area Education

Keyword digital divide | digital literacy | distance learning | education | EDUCATION AND COMMUNICATIONS | education budget | EU initiative | European construction | EUROPEAN UNION | impact of information technology | information and information processing | information technology and data processing | organisation of teaching | teaching materials

Summary New technologies for digital and online learning are driving changes to mainstream models of traditional education. The use of open educational resources (OERs) is growing in the EU, but digital infrastructure and access to online learning still varies widely between Member States.

At a Glance [EN](#)

[Success Stories in the Field of Education](#)

Publication type In-Depth Analysis

Date 09-04-2014

Author BEUGELINK Annemieke

Policy area Budget | Education

Keyword continuing education | cooperation in the field of education | cooperation policy | distance learning | education | EDUCATION AND COMMUNICATIONS | education budget | education grant | educational exchange | EU budget | EU finance | EU institutions and European civil service | EU programme | European construction | EUROPEAN UNION | INTERNATIONAL RELATIONS | organisation of teaching | powers of the EP | recognition of diplomas | school abroad | teaching

Summary This note summarises the results achieved from EU budget resources 2007-2013 devoted to policies in the field of Education.

In-Depth Analysis [EN](#)

[Digital opportunities for education in the EU](#)

Publication type At a Glance

Date 31-03-2014

Author KATSAROVA Ivana

Policy area Education

Keyword communications | distance learning | education | EDUCATION AND COMMUNICATIONS | education costs | educational reform | higher education | impact of information technology | information technology and data processing | Internet | new educational methods | organisation of teaching | teacher training | teaching | teaching materials

Summary The world of education is currently undergoing massive transformation as a result of the digital revolution. In the European Union (EU), children become active online from the age of 7, and 76% of EU households have access to broadband Internet. However, research shows that early use of digital technologies is not necessarily linked to good digital competencies. As jobs are becoming more 'knowledge and digital skills-intensive', continued investment in upgrading education and training systems will be instrumental to maintaining the EU's competitiveness and attractiveness.

At a Glance [EN](#)

[Youth Employment Initiative](#)

Publication type At a Glance

Date 27-03-2014

Author CLAROS GIMENO Eulalia

Policy area Education | Employment

Keyword ECONOMICS | eligible region | employment | EMPLOYMENT AND WORKING CONDITIONS | EU finance | EU financing | EU initiative | European construction | EUROPEAN UNION | integration into employment | regions and regional policy | youth unemployment

Summary The European Youth Initiative is a tool set up to help regions that had youth unemployment rates of more than 25% in 2012, and regions with youth unemployment rates of more than 20% in 2012 in Member States where youth unemployment rate had increased by more than 30% in 2012.

At a Glance [EN](#)

[New global interactive strategies for teaching and learning](#)

Publication type Briefing

Date 27-03-2014

Author KATSAROVA Ivana

Policy area Education

Keyword communications | digital literacy | distance learning | education | EDUCATION AND COMMUNICATIONS | education budget | education costs | educational reform | higher education | impact of information technology | information and information processing | information technology and data processing | Internet | organisation of teaching | programmed learning | teaching | teaching materials

Summary The world of education is currently undergoing a massive transformation as a result of the digital revolution, which has created new opportunities and challenges both for governments and educational establishments. In 2013, the European Commission published a communication on innovative teaching and learning through digital technologies in the EU, to encourage high-quality education.

Briefing [EN](#)

Social media in election campaigning

Publication type Briefing

Date 21-03-2014

Author DAVIES Ron

Policy area Education | EU Democracy, Institutional and Parliamentary Law

Keyword communications | EDUCATION AND COMMUNICATIONS | election campaign | electoral procedure and voting | impact of information technology | information technology and data processing | political figure | political involvement | political propaganda | POLITICS | politics and public safety | turnout of voters | virtual community

Summary With the EU facing an apparent democratic deficit, social media may provide a way of countering declining voter turnout. Social media allow political actors to bypass mass-media filters, influence journalists, and target messages to the young, the largest group of social media users. They can be used to organise participation in 'offline' events, and to transmit political messages through social connections. Nevertheless, whilst social media are increasingly used in elections, it may be that they have only a limited effect on getting otherwise disengaged citizens to engage – even just to go out to vote.

Briefing [EN](#)

Seafarers: Initial Appraisal of the Commission's Impact Assessment

Publication type Briefing

Date 11-02-2014

Author MANIAKI-GRIVA Alexia

Policy area Education | Ex-ante Impact Assessment

Keyword BUSINESS AND COMPETITION | business organisation | competitiveness | crew | drafting of EU law | economic analysis | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | EUROPEAN UNION | European Union law | impact study | job creation | job security | labour law | labour law and labour relations | maritime and inland waterway transport | merchant fleet | organisation of transport | organisation of work and working conditions | TRANSPORT | worker consultation | worker participation | working conditions

Summary This note seeks to provide an initial analysis of the strengths and weaknesses of the European Commission's Impact Assessment (IA) accompanying the proposal for a Directive for the inclusion of seafaring workers in the EU labour law Directives, submitted on 18 November 2013. It analyses whether the principal criteria laid down in the Commission's own Impact Assessment Guidelines, as well as additional factors identified by the Parliament in its Impact Assessment Handbook, appear to be met by the IA. It does not attempt to deal with the substance of the proposal. It is drafted for informational and background purposes to assist the relevant parliamentary committee and Members more widely in their work.

Briefing [EN](#)

Quality traineeships: Facilitating young people's transition to employment

Publication type Briefing

Date 19-12-2013

Author DAVIES Ron

Policy area Education | Employment

Keyword economic analysis | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU statistics | integration into employment | job access | labour market | organisation of work and working conditions | pay | personnel management and staff remuneration | professional experience | professional qualifications | traineeship | working conditions | youth employment | youth unemployment

Summary By providing opportunities in a real work situation to acquire valuable skills and learn appropriate behaviour, traineeships can help young people make the transition from education or unemployment to permanent work. However traineeships often suffer from poor quality. A proposed Recommendation aims to increase transparency and encourage mobility.

Briefing [EN](#)

Promoting entrepreneurship through education

Publication type Briefing

Date 03-12-2013

Author DEBYSER Ariane

Policy area Education | Employment | Industry

Keyword BUSINESS AND COMPETITION | business organisation | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | entrepreneur | entrepreneurship | EU programme | European construction | EUROPEAN UNION | labour market | organisation of teaching | professional qualifications | school-working life relations | teaching curriculum | vocational training

Summary Presented as an individual's ability to turn ideas into actions, entrepreneurship has evolved over time to embrace creativity, innovation and risk taking, as well as the ability to set-up and run a business. Entrepreneurship is now considered as a key competence for all which should be promoted at all levels of education (from primary school to university) as well as through lifelong learning.

Briefing [EN](#)

[Focus on: The Implementation of the Common European Framework for Languages](#)

Publication type Briefing

Date 15-11-2013

Author GYORFFI Miklos Laszlo

Policy area Education

Keyword assessment | education | EDUCATION AND COMMUNICATIONS | education policy | evaluation method | humanities | language teaching | multilingualism | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | SCIENCE | teaching

Summary Multilingualism and language learning is an important policy area fostered by the European Union. One tool used in order to assess learners' performance in language learning is the Common European Framework of Reference for Languages (CEFR). The CEFR was developed by the Council of Europe to provide unity in educational and cultural matters among its member states with regard to foreign language learning. After a pilot scheme involving extensive field consultation, the framework was officially published in 2001. The CEFR marked a major turning point in describing specifications of language learning targets, which are divided into six levels. It has now become a common reference instrument for organising language teaching and certification in many European Union Member States.

Briefing [EN](#)

[Proceedings of the Workshop on "The Training of Legal Practitioners: Teaching EU Law and Judgecraft - Improving Mutual Trust" \(Session II\)](#)

Publication type Study

Date 15-11-2013

External author John PHILLIPS, Gracieuse LACOSTE and Guido NEPPI MODONA

Policy area Education | EU Law: Legal System and Acts

Keyword continuing vocational training | cooperation policy | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU law | European judicial area | EUROPEAN UNION | European Union law | independence of the judiciary | INTERNATIONAL RELATIONS | judge | labour law and labour relations | LAW | organisation of teaching | organisation of the legal system | professional ethics | teaching curriculum

Summary Proceedings of the Workshop on "The Training of Legal Practitioners: Teaching EU Law and Judgecraft - Improving Mutual Trust" (Session II), held on 28 November 2013 in Brussels.

Study [EN](#)

[Trademark law in the European Union: Current legal framework and proposals for reform](#)

Publication type Briefing

Date 27-09-2013

Author MAŃKO Rafał

Policy area Education | Industry | Intellectual Property Law | Research Policy

Keyword approximation of laws | brand name | BUSINESS AND COMPETITION | case law (EU) | comparative advertising | competition | consumer behaviour | consumer protection | consumption | EU institutions and European civil service | EU trade mark | EUROPEAN UNION | European Union Intellectual Property Office | European Union law | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | TRADE | trademark law

Summary The legal framework for trademarks in the EU is based on the coexistence of national trademarks systems, harmonised by a Directive since 1988, and a unitary Community Trademark, introduced in 1994 by a Regulation. In March 2013 the Commission adopted a reform package for EU trademark law.

Briefing [EN](#)

[Overview of Progress Made by Member States to Reach Their EU2020 Objectives Based on Commission Assessment of May 2013](#)

Publication type Study

Date 19-09-2013

Author HAGELSTAM Kajus

Policy area Education | Employment | Energy | Environment | European Semester | Research Policy | Social Policy

Keyword economic analysis | economic analysis | economic geography | ECONOMICS | EU Member State | EU statistics | FINANCE | GEOGRAPHY | public finance and budget policy | stability programme

Summary Overview of the progress of the Member States to achieve the EU2020 objectives as decided by European Council in June 2010, particular focus is on the progress made during the last year(s) to reach the EU2020 goals.

Study [EN](#)

[Focus on: European Qualifications Framework](#)

Publication type Briefing

Date 16-09-2013

Author NOGUEIRA Ana Maria

Policy area Economics and Monetary Issues | Education | Employment

Keyword BUSINESS AND COMPETITION | comparative analysis | economic structure | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | knowledge economy | knowledge management | labour market | labour mobility | management | non-formal education | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | professional qualifications | recognition of vocational training qualifications | research and intellectual property | school-industry relations | vocational training

Summary The EQF is a translation grid for qualifications around Europe and at its core are eight reference levels, covering basic to most advanced qualifications. Each country is expected to classify its national qualifications into the eight EQF levels by means of its National Qualifications Framework (NQF) or the levels of its national qualifications system. The EQF is a concrete instrument to promote lifelong learning, mobility, skills and jobs of citizens throughout Europe, indispensable for achieving more and better jobs and growth, as Europe faces the challenges of becoming an advanced, knowledge-based economy.

Briefing [EN](#)

[Endangered languages in the EU](#)

Publication type At a Glance

Date 05-09-2013

Author SHEIL Sarah

Policy area Education

Keyword cultural pluralism | culture and religion | EU action | European construction | EUROPEAN UNION | humanities | language policy | minority language | multilingualism | regional language | SCIENCE | SOCIAL QUESTIONS

Summary In line with wider global trends, many languages currently spoken in Europe are endangered and some are at imminent risk of extinction.

At a Glance [EN](#)

[Erasmus for Young Entrepreneurs](#)

Publication type In-Depth Analysis

Date 08-07-2013

Author DUARTE GOMES Catarina

Policy area Budget | Education

Keyword BUSINESS AND COMPETITION | business organisation | EDUCATION AND COMMUNICATIONS | education grant | entrepreneur | entrepreneurship | EU finance | EU financing arrangements | EU programme | European construction | EUROPEAN UNION | management | organisation of teaching | project evaluation | student mobility

Summary Briefing Note for the Hearing on "Erasmus for Young Entrepreneurs" held on 11 July 2013.

In-Depth Analysis [EN](#)

[Country Report on Sweden - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Agnes Said (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | Sweden | UN convention

Summary This study looks at the situation of children with disabilities in Sweden to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [SV](#)

[Country Report on Spain - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Marta Ballesteros (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | Spain | UN convention

Summary This study looks at the situation of children with disabilities in Spain to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study (see under PE 474.416) which analyses 18 Member States. Based on a comparative analysis of the country studies, the overall report provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [ES](#)

[Country Report on Romania - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Daniela-Anca Deteseanu (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | political geography | right to health | rights and freedoms | Romania | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Romania to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [RO](#)

[Country Report on Slovenia - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Neža Kogovšek Šalamon (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | political geography | rights and freedoms | Slovenia | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Slovenia to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [SL](#)

[Country Report on Malta - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Anne-Marie Callus and Ruth Farrugia (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | Malta | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Malta to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [MT](#)

[Country Report on the Czech Republic - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Jiří Kopal (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | Czechia | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in the Czech Republic to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [CS](#), [EN](#)

[Country Report on Belgium - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Nathalie Meurens (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | Belgium | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Belgium to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [FR](#), [NL](#)

[Country Report on Hungary - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Julianna Béndek (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | Hungary | international affairs | INTERNATIONAL RELATIONS | LAW | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Hungary to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [HU](#)

[Child poverty and social exclusion: A framework for European action](#)

Publication type Briefing

Date 14-06-2013

Author DAVIES Ron

Policy area Education | Social Policy

Keyword child | demography and population | economic analysis | ECONOMICS | EU statistics | family | family benefit | family policy | marginalisation | national accounts | poverty | social affairs | social protection | SOCIAL QUESTIONS

Summary More than one child in four in the European Union is at risk of poverty and social exclusion. The poverty rate for children is higher than that for any other age group and has been edging up in most developed countries. A new Recommendation builds on a consensus between the EU, Member States and civil society concerning many aspects of the combat against child poverty.

Briefing [EN](#)

[Country Report on Finland - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Tiina Saaresranta (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | Finland | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Finland to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [FI](#)

[Country Report on France - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Armelle Gouritin (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | France | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in France to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [FR](#)

[Country Report on Estonia - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Merle Haruoja and Marianne Meiorg (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Estonia | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Estonia to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [ET](#)

[Country Report on Greece - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Styliani Kaltsouni (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | Greece | international affairs | INTERNATIONAL RELATIONS | LAW | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Greece to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EL](#), [EN](#)

[The Implementation of the Common European Framework for Languages in European Education Systems](#)

Publication type Study

Date 14-06-2013

External author Simon Broek, Inge van den Ende (Panteia)

Policy area Education

Keyword assessment | continuing education | education | EDUCATION AND COMMUNICATIONS | education policy | EU programme | European construction | European standard | EUROPEAN UNION | foreign language | harmonisation of standards | humanities | language policy | multilingualism | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | SCIENCE | teaching | teaching curriculum | technology and technical regulations

Summary This study aims at analysing way the compulsory school system approaches foreign language learning. It analyses the use of the CEFR in examination, curriculum development, schoolbooks and teacher training. The study concludes that although links between exams and CEFR are often not supported, the general approach to language learning of the CEFR is implemented; curricula and schoolbooks take notice of contextual language use and the related 'can-do' statements; and teacher training includes referenced to the CEFR. However, the CEFR could use a renewed impetus to increase its effect.

Study [DE](#), [EN](#), [FR](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Annex 1 [EN](#)

[Country Report on Ireland - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Aisling Parkes (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | Ireland | LAW | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Ireland to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#)

[Country Report on Italy - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Emanuela Canetta and Marilena Verbari (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | Italy | LAW | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Italy to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [IT](#)

[Country Report on Poland - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Patrycja Pogodzińska (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | Poland | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Poland to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [PL](#)

[Country Report on the Netherlands - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Caroline de Waal and Nathalie Meurens (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | Netherlands | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in the Netherlands to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#), [NL](#)

[Country Report on Germany - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Julia Mall (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | GEOGRAPHY | Germany | international affairs | INTERNATIONAL RELATIONS | LAW | political geography | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention

Summary This study looks at the situation of children with disabilities in Germany to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [DE](#), [EN](#)

[Country Report on England, Wales and Northern Ireland - for the Study on "Member States' Policies for Children with Disabilities"](#)

Publication type Study

Date 14-06-2013

External author Gavin McBride (under the supervision of Milieu Ltd., Belgium , Project Managers: Marta Ballesteros and Nathalie Meurens)

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword access to education | application of the law | child | children's rights | demography and population | disabled person | discrimination based on disability | education | EDUCATION AND COMMUNICATIONS | England | Europe | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | LAW | Northern Ireland | regions of EU Member States | rights and freedoms | social affairs | social framework | social legislation | SOCIAL QUESTIONS | social survey | sources and branches of the law | UN convention | Wales

Summary This study looks at the situation of children with disabilities in England, Wales and Northern Ireland to identify the gaps in the legal frameworks and its implementation, the obstacles faced by children with disabilities and best practices. This country study is part of a larger study which analyses 18 Member States. Based on a comparative analysis of the country studies, the report 'Study on Member States' Policies for Children with Disabilities' (see under PE 474.416) provides some recommendations for EU action to enhance the situation of children with disabilities.

Study [EN](#)

Quality in Early Childhood Education and Care

Publication type Study

Date 15-05-2013

External author Gert-Jan Lindeboom and Bert-Jan Buiskool (Panteia)

Policy area Education

Keyword access to education | child care | demography and population | early childhood | education | EDUCATION AND COMMUNICATIONS | education budget | EMPLOYMENT AND WORKING CONDITIONS | equal treatment | EUROPEAN UNION | European Union law | labour market | LAW | open method of coordination | organisation of teaching | pre-school education | professional qualifications | rights and freedoms | social affairs | SOCIAL QUESTIONS | teaching | teaching curriculum | teaching quality

Summary This study examines policy developments throughout Europe on the issue of early childhood education and care (ECEC). Recent EU policy developments are developed to offer a structure and context for policy developments on the national level. Bundling together existing data from diverse sources and conducting additional in-depth country studies, this study proposes constitutive pillars for quality ECEC. In addition, based on an in-depth investigation of good-practices throughout the EU, this document provides suggestions and recommendations for developing quality ECEC throughout the EU.

Study [DE](#), [EN](#), [FR](#), [PT](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [MT](#), [PL](#), [SK](#), [SL](#)

Annex 1 [EN](#)

Focus on: Early School Leaving in the European Union

Publication type Briefing

Date 15-04-2013

Author NOGUEIRA Ana Maria

Policy area Education | Employment

Keyword dropout | education | EDUCATION AND COMMUNICATIONS | educational system | employment | EMPLOYMENT AND WORKING CONDITIONS | EU growth strategy | European construction | EUROPEAN UNION | organisation of teaching | social affairs | social integration | SOCIAL QUESTIONS | youth policy | youth unemployment

Summary Investment in education and training contributes significantly to economic growth and is pivotal to the EU's current and future competitiveness, while enhancing active citizenship, personal development and well-being. Still, many young Europeans are currently lacking a perspective for their future. Some of them leave the education system without having the skills or qualifications which are now seen as necessary to make a successful transition to the labour market and for active participation in today's knowledge-based economy.

Briefing [EN](#)

Background Note on Some Objectives, Financial Needs and Financial Means with Regard to Youth and Education

Publication type In-Depth Analysis

Date 20-03-2013

Author BEUGELINK Annemieke

Policy area Budget | Education

Keyword education | EDUCATION AND COMMUNICATIONS | education costs | employment | EMPLOYMENT AND WORKING CONDITIONS | EU employment policy | EU finance | EU growth strategy | EU programme | European construction | EUROPEAN UNION | European Union law | multiannual financial framework | proposal (EU) | resolution (EU) | social affairs | SOCIAL QUESTIONS | youth employment | youth policy

Summary This note forms part of a series of notes that have been prepared to accompany the negotiations on the Multiannual Financial Framework (MFF) 2014-2020 with the aim of providing an overview of:
- the positions by the European Council, the European Parliament and the Commission on some policy objectives, together with their estimated financial needs,
- some data on the financial means made available under the MFF 2007-2013 and proposed for the MFF 2014-2020 in relation to such policy objectives.

In-Depth Analysis [EN](#)

Member States' Policies for Children with Disabilities

Publication type Study

Date 15-03-2013

External author Marta Ballesteros, Karolina Jurkiewicz and Nathalie Meurens

Policy area Area of Freedom, Security and Justice | Education | EU Law: Legal System and Acts | Social Policy

Keyword child protection | children's rights | comparative study | disabled person | discrimination based on disability | documentation | economic geography | EDUCATION AND COMMUNICATIONS | equal treatment | EU Member State | GEOGRAPHY | international affairs | INTERNATIONAL RELATIONS | judicial proceedings | justice | LAW | right to education | rights and freedoms | social affairs | SOCIAL QUESTIONS | special education | teaching | UN convention

Summary This study presents the comparative analysis of case studies conducted in 18 Member States regarding their policy for children with disabilities. Member States' and the Union's legal frameworks were examined in relation to the obligations arising from the United Nations Conventions on the Rights of the Child and on the Rights of Persons with Disabilities. The research identified a broad recognition of the rights of children with disabilities under national legal systems either through general or specific legislation. However, their practical implementation revealed to be problematic in most Member States resulting in obstacles faced by children with disabilities in their day to day life. This led to a set of recommendations for EU action to enhance the situation of children with disabilities. The 18 country reports are made available separately.

Study [EN](#)

Endangered Languages and Linguistic Diversity in the European Union

Publication type Study

Date 15-03-2013

External author Meirion Prys Jones

Policy area Culture | Education

Keyword cultural heritage | cultural pluralism | culture and religion | EDUCATION AND COMMUNICATIONS | EU action | European construction | European language | EUROPEAN UNION | humanities | language policy | language teaching | linguistic group | minority language | multilingualism | regional language | SCIENCE | social framework | SOCIAL QUESTIONS | teaching

Summary In the context of the rich diversity of languages that exist in Europe, this paper considers the possible implications of the disappearance of some of these languages and considers what steps need be planned to safeguard their existence and their future.

Study [DE](#), [EN](#), [FR](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [MT](#), [PL](#), [SK](#), [SL](#)

Policies for Sexuality Education in the European Union

Publication type Study

Date 15-01-2013

Author MAGUIRE Marcia

Policy area Education | Public Health

Keyword EDUCATION AND COMMUNICATIONS | EUROPEAN UNION | European Union law | health | health care profession | humanities | legal basis | POLITICS | politics and public safety | public awareness campaign | reproductive health | SCIENCE | sex education | sexuality | social affairs | SOCIAL QUESTIONS | teacher training | teaching | youth policy

Summary Sexuality education is a critical area of education and social policy. According to the definition issued by the Safe Project (IPPF European Network) in 2007, sexuality education aims at "disseminating general and technical information, facts and issues which create awareness and provide young people with the essential knowledge and training in communication and decision making skills they need to determine and enjoy sexuality both physically and emotionally, individually as well as in relationships"¹. It provides information to children, teenagers and young adults about sexuality and its possible negative consequences.

Study [EN](#)

The Single Market: 20th anniversary

Publication type Briefing

Date 19-10-2012

Author SABBATI Giulio

Policy area Economics and Monetary Issues | Education | Employment | Internal Market and Customs Union | International Trade

Keyword Community migration | economic analysis | economic statistics | ECONOMICS | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | employment statistics | EU statistics | European construction | EUROPEAN UNION | free movement of workers | intra-EU trade | labour market | migrant worker | migration | organisation of teaching | single market | SOCIAL QUESTIONS | student mobility | TRADE | trade policy | worker (EU)

Summary The European Single Market celebrates its 20th anniversary this year. On 1 January 1993 the then 12 Member States abolished the border controls between them, launching free movement of people, goods, services and capital. This spotlight aims to celebrate the Single Market's anniversary, looking at the history of the European Union (EU) in terms of macro-economic indicators as the number of Member States has grown. It shows exports of goods, services and investments and movement of people within the EU to live, study or work.

Briefing [EN](#)

2013 European Year of Citizens

Publication type **At a Glance**

Date **18-10-2012**

Author **FERRARO Francesca**

Policy area **Area of Freedom, Security and Justice | Consumer Protection | Education | EU Democracy, Institutional and Parliamentary Law**

Keyword **citizens' Europe | civil society | EU action | EU finance | EU financing arrangements | European construction | EUROPEAN UNION | freedom of movement | LAW | POLITICS | politics and public safety | promotion of the European idea | public awareness campaign | rights and freedoms**

Summary **The Commission has proposed to make 2013 the Year of Citizens in order to raise awareness of their rights and responsibilities. Particular attention will be devoted to the right to move and reside freely in another Member State and to non-discrimination.**

At a Glance [EN](#)

Europe for Citizens (2014-2020)

Publication type **Study**

Date **10-09-2012**

Author **PRUTSCH Markus Josef**

Policy area **Culture | Education**

Keyword **BUSINESS AND COMPETITION | civil society | culture and religion | EU action | EU finance | EU financing arrangements | European citizenship | European construction | European identity | EUROPEAN UNION | management | political involvement | POLITICS | politics and public safety | project management | promotion of the European idea | public awareness campaign | SOCIAL QUESTIONS**

Summary **This note seeks to provide a concise overview and critical assessment of the proposed Europe for Citizens programme 2014-2020, which aims to enhance remembrance and civic participation in Europe. Based on an outline of past "active citizenship" initiatives on a European level and the Europe for Citizens programme currently in force, the genesis of the Commission's new proposal, its content, and its reception by other EU-institutions and stakeholders are analysed. The respective strengths and weaknesses are also examined, followed by a series of recommendations to revise the legislative proposal.**

Study [DE](#), [EN](#), [FR](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [HR](#), [MT](#), [PL](#), [SK](#), [SL](#)

Women in ICT

Publication type **In-Depth Analysis**

Date **16-07-2012**

Author **GENTA Claire | SCHULZE Erika**

Policy area **Education | Employment | Gender Issues, Equality and Diversity | Industry**

Keyword **EDUCATION AND COMMUNICATIONS | EMPLOYMENT AND WORKING CONDITIONS | female worker | higher education | information technology and data processing | information technology industry | labour market | organisation of work and working conditions | personnel management and staff remuneration | POLITICS | politics and public safety | position of women | PRODUCTION, TECHNOLOGY AND RESEARCH | public awareness campaign | recruitment | scientific education | skilled worker | social affairs | SOCIAL QUESTIONS | teaching | technology | technology and technical regulations | working conditions**

Summary **The information and communication technologies sector is of increasing importance to virtually every sector of the economy. There is a high demand for highly-qualified workers to fill the increasing demand of this expanding sector and women, due to their currently low presence in ICT, constitute a pool of potential candidates. This briefing paper presents a brief overview of selected literature and best-practice cases proposed by the European Commission on the issue of how to attract more women into ICT-related courses and consequently to a career in ICT. Two approaches are thus taken: firstly, an analysis of the presence of girls and young women in ICT-related courses and best practices on how to encourage them to pursue such academic path; secondly, an overview of the obstacles female workers face in their work and progression in ICT companies, and best-practice cases on how to attract more female qualified workers into the sector, how to ensure there is fair progression in their careers, and a good work-life balance.**

In-Depth Analysis [EN](#)

Executive summary [DE](#), [FR](#)

[The Role of Knowledge and Innovation Communities in the EU Research and Innovation Landscape](#)

Publication type [Study](#)

Date 12-06-2012

External author Kimmo Halme, Tarmo Lemola, Kimmo Viljamaa and Katri Haila

Policy area Education | Intellectual Property Law | Research Policy

Keyword economic structure | ECONOMICS | EDUCATION AND COMMUNICATIONS | EU research policy | executive power and public service | higher education | innovation | intellectual property | knowledge economy | POLITICS | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | research and intellectual property | research programme | research staff | scientific progress | teaching

Summary Knowledge and Innovation Communities (KICs) are highly integrated excellence driven partnerships consisting of business, academic and public sector partners. The KICs are an independent but operational part of the EIT with the aim to deliver economic growth through innovation. The combination of substantial autonomy and high quality partners provide KICs with good potential to become world class centres of excellence.

[Study](#) [EN](#)

[Executive summary](#) [DE](#), [FR](#)

[Consumer access to online content](#)

Publication type [Briefing](#)

Date 30-05-2012

Author ZIBOLD Franziska

Policy area Consumer Protection | Education | Intellectual Property Law | Research Policy

Keyword audiovisual production | communications | computer piracy | copyright | culture and religion | data collection | data protection | EDUCATION AND COMMUNICATIONS | exchange of information | information and information processing | information technology and data processing | literary and artistic property | music | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | SOCIAL QUESTIONS | web surfer

Summary Practically every day, new devices, platforms and providers for accessing, downloading, streaming and creating internet content emerge around the world. But the copyrights, which protect a large part of that content, are mostly governed on a national basis. Private users are lost in the maze of different rules and restrictions and have difficulty in accessing and using content in a legal manner. In addition, unlicensed sites continually emerge, with content just a click away. Attempts have been made by the US with their "fair use" doctrine and by the EU with the Copyright Directive, to provide exceptions for private users. But many issues including usage restrictions, data protection and up-to-date remuneration systems for authors have yet to be resolved. Policy-makers and stakeholders promote different solutions, such as a legal regime with more flexibility for private use or a global database for music works, or different kinds of subscription models, some of which have already proven successful. The EU is in favour of global solutions and wants to facilitate consumer access.

[Briefing](#) [EN](#)

[Open data for growth, jobs and transparency: Creating value from public sector information](#)

Publication type [Briefing](#)

Date 11-05-2012

Author ERBACH Gregor

Policy area Education | Research Policy

Keyword access to EU information | BUSINESS AND COMPETITION | business classification | communications | data protection | digital archiving | digital technology | documentation | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | EUROPEAN UNION | information and information processing | information technology and data processing | LAW | open access publishing | PRODUCTION, TECHNOLOGY AND RESEARCH | protection of privacy | public sector | rights and freedoms | technology and technical regulations

Summary The public sector collects and maintains large amounts of data. The re-use of such public sector information is expected to lead to substantial economic benefits.

[Briefing](#) [EN](#)

[Youth unemployment: EU policies to tackle unemployment](#)

Publication type [Briefing](#)

Date 11-05-2012

Author AMAND-EECKHOUT Laurence

Policy area Education | Employment

Keyword continuing education | dropout | economic conditions | economic recovery | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | employment statistics | EU employment policy | EU growth strategy | European construction | EUROPEAN UNION | FINANCE | financing and investment | investment promotion | job creation | labour market | teaching | vocational education | youth unemployment

Summary More than 5.5 million young people (under 25 year old) are currently unemployed in the EU. The unprecedented high level of youth unemployment (EU average 22.6%) exacerbated with widespread precarious forms of work has put the issue of youth employment on the top of EU priorities.

[Briefing](#) [EN](#)

Erasmus for All (2014-2020)

Publication type Study

Date 16-04-2012

External author Guy Haug and Bernd Wächter

Policy area Education

Keyword adult education | continuing education | culture and religion | distribution of EU funding | education | EDUCATION AND COMMUNICATIONS | education grant | educational exchange | employment | EMPLOYMENT AND WORKING CONDITIONS | EU action | EU finance | European construction | EUROPEAN UNION | higher education | organisation of teaching | SOCIAL QUESTIONS | teaching | vocational training | youth exchange scheme

Summary The proposed Erasmus for All programme (2014-2020) envisions bringing together a wide range of EU activities in higher, school, vocational and adult education, youth policy and grassroots sports. This briefing note presents and reviews the proposed context, architecture, content, and management structure. Further, it makes ten recommendations to ensure that the proposed programme not only seeks to streamline management efficiency but also pays sufficient attention to the individual policy needs of the various sectors. Finally, it gives a detailed outline of the planned action and budget allocation.

Study [DE](#), [EN](#), [FR](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [MT](#), [PL](#), [SK](#), [SL](#)

State of Play of the European Qualifications Framework Implementation

Publication type Study

Date 15-03-2012

External author Simon Broek, Bert-Jan Buiskool, Marcia van Oploo and Suzanne de Visser (Panteia/Research voor Beleid)

Policy area Education | EU Law: Legal System and Acts

Keyword application of EU law | BUSINESS AND COMPETITION | continuing education | continuing vocational training | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EUROPEAN UNION | European Union law | labour market | management | mutual recognition principle | open method of coordination | organisation of teaching | professional qualifications | project evaluation | recognition of diplomas | recognition of studies | student mobility

Summary The EQF is an instrument aimed at promoting workers' and learners' mobility and lifelong learning through referencing national qualifications systems. Analysing the relevance, implementation and first outcomes, one can conclude that although the implementation of the EQF could be assessed as successful, some important issues can be identified, that form a serious test to the full and trustworthy implementation of the EQF. Nevertheless, there is a call for continuation of the EQF implementation provided that the right conditions have been met.

Study [DE](#), [EN](#), [FR](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [MT](#), [PL](#), [SK](#), [SL](#)

Sexuality Education in the EU: "Sex education" in a broader social context

Publication type Briefing

Date 03-02-2012

Author STULL Graham

Policy area Area of Freedom, Security and Justice | Education | Gender Issues, Equality and Diversity

Keyword EDUCATION AND COMMUNICATIONS | health | health care profession | humanities | POLITICS | politics and public safety | public awareness campaign | reproductive health | SCIENCE | sex education | sexuality | social affairs | SOCIAL QUESTIONS | teacher training | teaching | youth policy

Summary Against the background of a vibrant, mobile EU, in which young Europeans are exposed to many sexual health risks, the issue of how to give young people the tools to make informed sexual choices remains both crucial and hotly debated.

Briefing [EN](#)

Youth programmes and policies in the EU

Publication type Briefing

Date 09-12-2011

Author COPELAND Nicholas

Policy area Education

Keyword continuing education | Council of Europe fund | culture and religion | economic geography | education | EDUCATION AND COMMUNICATIONS | educational exchange | EU Member State | European organisations | GEOGRAPHY | INTERNATIONAL ORGANISATIONS | social affairs | SOCIAL QUESTIONS | youth exchange scheme | youth policy

Summary Whilst commonly understood, "youth" is a difficult concept to define from a policy-making perspective. Nevertheless in the eyes of national governments and European leaders, youth policy has grown increasingly important in recent years.

Briefing [EN](#)

The EU and multilingualism

Publication type Briefing

Date 21-11-2011

Author KATSAROVA Ivana

Policy area Education

Keyword administration of the Institutions | continuing education | cultural pluralism | culture and religion | education | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | EUROPEAN UNION | foreign language | higher education | humanities | language policy | minority language | multilingualism | organisation of teaching | SCIENCE | SOCIAL QUESTIONS | student mobility | teaching

Summary Democracy, transparency and the commitment to promote cultural and linguistic diversity account for the EU's unique multilingual structure based on 23 official languages. As a result of successive enlargements, the multilingual challenge has reached a completely new dimension – in terms of size, complexity, and policy relevance.

Briefing [EN](#)

Structural and Cohesion Policies for 2020 : Tools to Overcome the Crisis

Publication type Study

Date 15-11-2011

Author KRAMER Esther | MASSOT MARTI Albert | NOGUEIRA Ana Maria | POPESCU Irina | SOAVE Piero | THOMAS Marc

Policy area Agriculture and Rural Development | Culture | Education | Fisheries | Regional Development | Tourism | Transport

Keyword agricultural policy | AGRICULTURE, FORESTRY AND FISHERIES | common agricultural policy | common fisheries policy | economic and social cohesion | economic conditions | economic recession | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education policy | EU finance | EU growth strategy | European construction | EUROPEAN UNION | fisheries | multiannual financial framework | organisation of transport | regional policy | regions and regional policy | social affairs | SOCIAL QUESTIONS | tourism policy | TRANSPORT | transport network

Summary This note illustrates the crucial contribution of structural and cohesion policies to the "Europe 2020" strategy. It also highlights the role that the Parliament could play in strengthening these policies, which are all subject to the ordinary legislative procedure and will all undergo a far-reaching reform by 2014.

Study [DE](#), [EN](#), [FR](#)

Professional qualifications - Statistical background to the Green Paper

Publication type Briefing

Date 13-10-2011

Author SABBATI Giulio

Policy area Education | Employment | Internal Market and Customs Union

Keyword economic analysis | economic structure | ECONOMICS | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU national | EU statistics | foreign language | foreign national | foreign student | free movement of workers | higher education | international law | labour market | LAW | migrant worker | organisation of teaching | professional qualifications | recognition of vocational training qualifications | teaching | tertiary sector

Summary A Green Paper on "Modernising the Professional Qualifications Directive" was published by the European Commission (EC) on 22 June 2011. The Directive aims to facilitate the free movement of professionals within the EU, regardless of the Member State in which they acquired their professional qualification. Updating the Directive is one of the twelve projects for 2012 in the Single Market Act, a series of measures adopted by the EC to boost the European economy and create jobs.

Briefing [EN](#)

Chess teaching in schools in the European Union

Publication type Briefing

Date 06-10-2011

Author RAGONNAUD Guillaume

Policy area Education

Keyword education | EDUCATION AND COMMUNICATIONS | education policy | gaming | non-formal education | primary education | social affairs | SOCIAL QUESTIONS | teaching

Summary In some countries around the world, pupils follow compulsory chess classes during school time. The stated aim, claimed by chess promoters, is for children to benefit from the educational merits of this game.

Briefing [EN](#)

Youth participation in EP elections

Publication type Briefing

Date 19-08-2011

Author BAKOWSKI Piotr

Policy area Education | EU Democracy, Institutional and Parliamentary Law

Keyword civics | disaffection of young people | EDUCATION AND COMMUNICATIONS | election campaign | election monitoring | electoral procedure and voting | European election | political involvement | POLITICS | politics and public safety | social affairs | SOCIAL QUESTIONS | teaching | turnout of voters

Summary Young people have been among the least likely voters to turn out in European Parliament (EP) elections. Moreover, the electoral turnout of 18–24 year olds has continued to decrease, as evidenced by survey data from the 2009 elections.

Briefing [EN](#)

Reducing Early School Leaving in the EU

Publication type Study

Date 15-06-2011

External author Anne-Mari Nevala (GHK Consulting Ltd) and Jo Hawley (GHK Consulting Ltd) in collaboration with Dermot Stokes, Katie Slater, Manuel Souto Otero, Ruth Santos, Claire Duchemin and Anna Manoudi

Policy area Education

Keyword access to education | education | EDUCATION AND COMMUNICATIONS | educational planning | elimination of illiteracy | marginalisation | organisation of teaching | re-integration into school | school attendance | school environment | school-working life relations | social affairs | social cost | SOCIAL QUESTIONS | youth policy

Summary This study reviews the scale and nature of the problem of early school leaving in the EU. It examines in detail how countries are trying to tackle this problem and identifies characteristics of effective policies, leading to a range of recommendations for European and national level actors in the future. The study is based on in-depth country research in nine Member States, as well as analysis of international and national literature.

Study [DE](#), [EN](#), [FR](#), [PT](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [MT](#), [PL](#), [SK](#), [SL](#)

Structural and Cohesion Policies and the Fight against Poverty

Publication type Study

Date 14-01-2011

Author ADINOLFI Felice | IBORRA MARTIN Jesus | MACEDO Goncalo | RUDOLF Kathrin Maria

Policy area Agriculture and Rural Development | Culture | Education | Fisheries | Regional Development | Transport

Keyword agricultural policy | AGRICULTURE, FORESTRY AND FISHERIES | common agricultural policy | common fisheries policy | common transport policy | cultural policy | culture and religion | economic and social cohesion | economic conditions | economic recession | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education policy | EU regional policy | European construction | EUROPEAN UNION | fisheries | national accounts | poverty | regions and regional policy | social affairs | social integration | SOCIAL QUESTIONS | TRANSPORT | transport policy

Summary This note examines what role, if any, the EU's 'structural policies' play in fighting poverty and social exclusion. The latter include regional policy, the Common Agricultural Policy, the Common Fisheries Policy, the Common Transport Policy and education/culture policies. It also analyses these policies and sectors against the background of the economic and financial crisis.

Study [EN](#), [FR](#)

The Bologna Process : Stocktaking and Prospects

Publication type Study

Date 14-01-2011

External author German Academic Exchange Service (DAAD), Academic Cooperation Association (ACA) Siegbert Wuttig, Bernd Wächter, Nicole Rohde, Queenie Lam, Irina Lungu and Laura E. Rumbley

Policy area Education

Keyword cooperation in the field of education | cooperation policy | education | EDUCATION AND COMMUNICATIONS | educational exchange | European standard | higher education | INTERNATIONAL RELATIONS | organisation of teaching | PRODUCTION, TECHNOLOGY AND RESEARCH | recognition of diplomas | school-working life relations | student mobility | teaching | teaching curriculum | technology and technical regulations

Summary The Bologna Process has led to fundamental changes in higher education across Europe. The launch of the EHEA in 2010 marked an important milestone on the way to an open area of higher learning with greater compatibility and comparability as well as increased international attractiveness and competitiveness of the European higher education systems. Good progress has been made in many fields, but much remains to be done in order to ensure full achievement of all Bologna goals in the next decade.

Study [DE](#), [EN](#), [FR](#)

Executive summary [BG](#), [CS](#), [DA](#), [EL](#), [EN](#), [ES](#), [FI](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [MT](#), [PL](#), [SK](#), [SL](#)

[Recognition of professional qualifications](#)

Publication type Study

Date 25-10-2010

External author Mrs Janne Sylvest, Mrs Karin Gros Pedersen and Mrs Martha Bird

Policy area Education | Employment | EU Law: Legal System and Acts

Keyword education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EUROPEAN UNION | European Union law | exchange of information | free movement of workers | freedom to provide services | information and information processing | labour market | labour mobility | mutual recognition principle | recognition of diplomas | recognition of vocational training qualifications

Summary This study follows up on the implementation of Directive 2005/36/EC on recognition of professional qualifications. It analyses the challenges to the recognition of qualifications for four 'mobile' professions where problems are reported most regularly: Nurses, Architects (both automatic recognition) and Civil Engineer and Tourist Guides (mutual recognition or general system). Recommendations on how to overcome the identified challenges include including more professions and functionalities in the IML system and considering to make the use of it mandatory, working to ensure mutual recognition even if the profession is not regulated in the home MS, developing best practices for processes to develop compensation measures, and assisting the MS in overcoming problems related to the requirement to document two years work experience in cases of written declarations in advance for provision of temporary services.

Study [EN](#)

[The European's Parliaments role after Lisbon](#)

Publication type Briefing

Date 25-10-2010

Author COPELAND Nicholas

Policy area Budget | Education | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts

Keyword budget | budgetary control | comitology | EU institutions and European civil service | EUROPEAN UNION | European Union law | FINANCE | ordinary legislative procedure | parliament | parliamentary scrutiny | POLITICS | powers of the EP | Treaty of Lisbon

Summary The Lisbon Treaty represents a significant step in the evolution of the EP. It brings the EP closer to more familiar national models and potentially enhances both its democratic legitimacy and popular acceptance. The EP's legislative power has risen appreciably and it is now an equal co-legislator with the Council over the vast majority of areas of EU internal policy. In addition it has already shown the willingness and ability to extend its new competences in external policy to the fullest extent of the Treaty provisions. The Treaty also provides for more Parliamentary oversight, particularly in regard to the Commission. Early indications suggest that the EP will seek to maximise and even extend these powers where possible. The budgetary procedure sees the EP become an equal partner with the Council, and with that it gains the final word on the whole budget's adoption. Questions, however, remain as to the value of these changes in real terms. A truer picture may emerge on the completion of the first new budgetary cycle.

Briefing [EN](#)

[Forces of Reform and Education Systems of GCC Countries](#)

Publication type In-Depth Analysis

Date 25-10-2010

External author Rym AYADI (Senior Research Fellow, CEPS)

Policy area Education | Employment | Foreign Affairs

Keyword access to education | cooperation policy | cultural cooperation | democratisation | economic geography | economic reform | economic structure | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | executive power and public service | extra-European organisations | GCC countries | GEOGRAPHY | Gulf Cooperation Council | INTERNATIONAL ORGANISATIONS | INTERNATIONAL RELATIONS | participation of women | political reform | POLITICS | politics and public safety | social affairs | social development | SOCIAL QUESTIONS | teaching quality | youth unemployment

Summary Social change and transformation in the GCC countries is only possible with the active internal involvement of citizens in political and social dialogue, leading to a coordinated and gradual "change from within". However, having been led by autocratic rulers for centuries, the region's citizens lack the resources and understanding of political mobilisation and responsibility. An educational system that delivers real outcomes can broaden the economic and social opportunities of its citizens, empowering and preparing them to assume their role as "agents of change" while reinforcing their social and intellectual development. Although the GCC countries have come a long way in enhancing enrolment and literacy rates, the region's educational systems still suffer from low quality, misaligned incentives, lack of public accountability, inability to provide the skills needed in the market, and equipping pupils with critical thinking capacities. The EU has to take a more active role in providing assistance and sharing its know-how, instead of narrowly focusing on venues of cooperation in higher education, typically oriented for industrialised nations.

In-Depth Analysis [EN](#)

The Inter-Relationship between the Structural Funds and the Provision of Services of General (Economic) Interest and the Potential for Cross-Border Service Delivery

Publication type Study

Date 15-10-2010

External author DEAS, Department of Economics, Business and Statistics, University of Milan (Milan, Italy) ; CIRIEC International (Liège, Belgium) ; CSIL, Centre for Industrial Studies (Milan, Italy) and PPMI, Public Policy and Management Institute (Vilnius, Lithuania)

Policy area Education | Public Health | Regional Development | Social Policy

Keyword communications | compulsory education | construction and town planning | consumption | economic and social cohesion | EDUCATION AND COMMUNICATIONS | EU finance | European construction | EUROPEAN UNION | executive power and public service | health | health service | POLITICS | public administration | services of general interest | social protection | SOCIAL QUESTIONS | social services | sociocultural facilities | Structural Funds | teaching | telecommunications | TRADE | TRANSPORT | transport infrastructure | transport policy

Summary This study aims to provide a detailed and critical analysis of Services of General (Economic) Interest in the 27 Member States and their regions and the scope of EU regional policy in their financing. In particular, the study discusses the different definitions and traditions in place, the main issues at stake in the policy debate, the levels of provision in the different countries and regions and the scope and use of Structural Funds to support the provision of those services.

Study [DE](#), [EN](#), [FR](#)

Annex 1 [EN](#)

The role and impact of the European Social Fund

Publication type In-Depth Analysis

Date 15-10-2010

Author ANDREANELLI Moira

Policy area Education | Employment | Social Policy

Keyword continuing education | economic and social cohesion | economic policy | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU employment policy | EU finance | European construction | European Social Fund | EUROPEAN UNION | fight against unemployment | globalisation | job creation | labour market | labour mobility | social affairs | social integration | SOCIAL QUESTIONS

Summary The briefing note provides background information on the role and functioning of the European Social Fund for the hearing on "The role and impact of the European Social Fund" organised by the European Parliament's Committee on Employment and Social Affairs on 9 November 2010. The note gives an overview of the key developments which have marked the ESF since its set up at the origin of the European Economic Community up to the present.

In-Depth Analysis [EN](#)

The Lisbon Treaty and EU Sports Policy

Publication type Study

Date 28-09-2010

External author Prof. Dr. Richard Parrish (Edge Hill University, United Kingdom) ; Dr. Borja García García (Loughborough University, United Kingdom) ; Samuli Miettinen (Edge Hill University) ; Prof. Dr. Robert Siekmann (T.M.C. Asser Institute, The Netherlands) (project manager)

Policy area Area of Freedom, Security and Justice | Education | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts

Keyword BUSINESS AND COMPETITION | competition | competition law | EUROPEAN UNION | European Union law | foreign national | free movement of persons | international law | LAW | performance drugs | professional sport | social affairs | SOCIAL QUESTIONS | Treaty of Lisbon

Summary A study providing a panorama of the possibilities of EU sports policy at a time when these are being reviewed after the approval of the Lisbon Treaty. In particular, the study assesses from a legal point of view, the potential of the new TFEU to enable the EU to attain the objectives of greater fairness and openness in sporting competitions and greater protection of the moral and physical integrity of sports practitioners whilst taking account of the specific nature of sport.

Study [DE](#), [EN](#), [FR](#)

Improving the Participation in the ERASMUS Programme

Publication type Study

Date 15-07-2010

External author Hans Vossensteyn, Maarja Beerkens, Leon Cremonini - CHEPS, University of Twente (NL) - Barbara Besançon, Noor Focken, Bart Leurs, AEF (NL) - Andrew McCoshan, Neringa Mozuraityte, ECOTEC (UK) - Jeroen Huisman, Manuel Souto Otero, Paulo Charles Pimentel Bótas - ICHEM, University of Bath (UK) - Hans de Wit, University of Applied Sciences, Amsterdam (NL)

Policy area Area of Freedom, Security and Justice | Education

Keyword education | EDUCATION AND COMMUNICATIONS | education grant | educational exchange | EU action | European construction | EUROPEAN UNION | foreign language | higher education | organisation of teaching | recognition of studies | social affairs | social development | SOCIAL QUESTIONS | student mobility | teaching

Summary This study explores the extent to which European students experience financial and other barriers to participation in the ERASMUS programme. The evidence indicates that the main barriers to participation vary significantly between countries, with the exception of financial issues, which are an important concern for students everywhere. ERASMUS participation is associated with students' socio-economic background, primarily influenced by individual preferences and cost-benefit considerations rather than questions of affordability. Other barriers to ERASMUS participation include problems with study credit recognition, as well as insufficient language skills and existing personal commitments.

Study [DE](#), [EN](#), [FR](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [MT](#), [PL](#), [SK](#), [SL](#)

Les rythmes scolaires dans l'UE

Publication type Briefing

Date 29-06-2010

Author RAGONNAUD Guillaume

Policy area Education

Summary Optimiser l'utilisation du temps scolaire représente un enjeu majeur pour les politiques de l'éducation. Les États membres de l'UE sont responsables de l'organisation de leur système éducatif, et donc des rythmes scolaires. Ces rythmes varient considérablement au sein de l'UE, que ce soit à l'échelle de l'année, de la semaine ou de la journée scolaire. Les États membres qui imposent le plus d'heures de cours obligatoires ne sont pas ceux qui obtiennent les meilleurs résultats dans les comparaisons internationales. Les scientifiques soulignent que des rythmes scolaires adaptés aux caractéristiques des élèves peuvent améliorer leur capacité d'apprentissage, réduire leur fatigue et leurs tensions, et améliorer leur qualité de vie à l'école. Toutefois, l'intérêt des enfants n'est pas toujours celui qui prime lors de la fixation des rythmes scolaires. L'UE contribue à l'échange d'informations et d'expériences sur ces questions au niveau européen, notamment à travers le réseau Eurydice.

Briefing [FR](#)

The Link between Job Creation, Innovation, Education and Training: An Assessment of Policies Pursued at EU Level

Publication type Study

Date 14-05-2010

External author Holger Bonin (Centre for European Economic Research - ZEW) and Werner Hölzl (Austrian Institute for Economic Research - WIFO)

Policy area Education | Employment | Industry

Keyword economic conditions | economic growth | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | employment policy | innovation | labour market | labour market | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property

Summary The study analyses how EU cooperation strategies in the realms of employment, innovation and education and training interact in shaping labour market dynamics and influence the quantity and quality of new jobs. It attempts to give an assessment of whether the current policies pursued at the EU level are appropriate to reach the objectives of generating higher growth and more and better jobs.

Study [EN](#)

The Situation of Youth in the European Union

Publication type Study

Date 11-05-2010

External author Giorgio Brunello (University of Padova, Italy), Christoph Meng (Maastricht University, the Netherlands) and Thomas Zwick (Ludwig Maximilians University, Munich, Germany)

Policy area Education | Employment

Keyword apprenticeship | economic conditions | economic recession | ECONOMICS | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | employment statistics | integration into employment | job access | labour market | level of education | teaching | youth unemployment

Summary This compilation of briefing notes regroups experts' contributions prepared and presented as a background for a public hearing that took place in the Committee on Employment and Social Affairs (EMPL) of the European Parliament on 17 March 2010. The focus was put on analysing the main challenges in the field of youth employment, and identifying policy measures to tackle them.

Study [EN](#)

How Can Europe Create Jobs ?

Publication type In-Depth Analysis

Date 12-04-2010

External author Maria João Rodrigues (Lisbon University Institute - IUL-ISCTE ; Institute of European Studies of the Université Libre de Bruxelles - ULB)

Policy area Education | Employment | Financial and Banking Issues

Keyword continuing vocational training | economic structure | ECONOMICS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU action | EU employment policy | European construction | EUROPEAN UNION | job creation | job mobility | knowledge economy | labour market

Summary The scale of the employment challenge requires the following changes in the political priorities for the next period, which should be particularly considered in the framework of the European Recovery Plan and the EU2020 Strategy :
a/ It is not enough to activate the labour supply, it is necessary to activate the labour demand. This means avoiding a premature withdrawal of the fiscal stimulus and re-directing it to support investment and job creation. A new pro-active approach is necessary in this public support, by a better combination between innovation and employment policies focusing on new activities, jobs and skills. Finally, new financial means should be developed and the financial system should be reformed in order to work for sustainable growth, productive investment and job creation;
b/ A major process of re-skilling the European labour force should be organized creating a permanent and inclusive system for lifelong learning at European scale;
c/ Only under these conditions, it is possible to develop flexicurity principles in order to support the vast professional transitions which will take place in the European labour market over the next years.

In-Depth Analysis [EN](#)

The Bologna process

Publication type Briefing

Date 16-03-2010

Author RAGONNAUD Guillaume

Policy area Education

Keyword cooperation policy | cultural cooperation | education | EDUCATION AND COMMUNICATIONS | educational exchange | EU action | European construction | EUROPEAN UNION | European Union law | executive power and public service | Framework Programme for Research and Development | governance | higher education | INTERNATIONAL RELATIONS | mutual recognition principle | non-formal education | POLITICS | PRODUCTION, TECHNOLOGY AND RESEARCH | recognition of diplomas | recognition of studies | research and intellectual property | teaching

Summary The Bologna Process provides the general framework for the reform of European higher education in 47 countries. Its objective is to establish a European Higher Education Area by 2010. The Bologna Process particularly aims at improving the compatibility and comparability of higher education systems. Its purpose is also to increase learners' mobility and universities' attractiveness.

Briefing [EN](#)

The EU and sport

Publication type Briefing

Date 18-02-2010

Author RAGONNAUD Guillaume

Policy area Education | EU Law: Legal System and Acts

Keyword economic policy | ECONOMICS | EDUCATION AND COMMUNICATIONS | EU action | EU aid | European construction | EUROPEAN UNION | performance drugs | physical education | professional sport | social affairs | SOCIAL QUESTIONS | sporting event | sports body | teaching

Summary Sport is very popular among EU citizens, not only as an activity, but also as entertainment. However, the growing commercialisation of sport has challenged its social, educational and cultural dimensions. Until 1st December 2009, sport was not mentioned in the Treaties. The Community's involvement in sport has thus been based on existing policies (e.g. audiovisual or health). Moreover, the case law of the Court of Justice (e.g. Bosman) has played a major role in clarifying the impact on sport of the provisions on both the free movement of workers and on competition. The Lisbon Treaty gives explicit powers to the EU to carry out actions to support, coordinate or supplement the actions of the Member States in the field of sport.

Briefing [EN](#)

[Establishing the Knowledge Base of a Smart Power : a Blue Print for an EU Institute for Peace](#)

Publication type [In-Depth Analysis](#)

Date [12-02-2010](#)

External author [Gunilla HEROLF \(SIPRI\)](#)

Policy area [Education](#) | [EU Democracy, Institutional and Parliamentary Law](#) | [Foreign Affairs](#) | [Research Policy](#)

Keyword [common security and defence policy](#) | [education](#) | [EDUCATION AND COMMUNICATIONS](#) | [education policy](#) | [EU institutions and European civil service](#) | [EU office or agency](#) | [European construction](#) | [EUROPEAN UNION](#) | [foreign policy](#) | [High Representative of the Union for Foreign Affairs and Security Policy](#) | [INTERNATIONAL RELATIONS](#) | [international security](#) | [peace](#) | [PRODUCTION, TECHNOLOGY AND RESEARCH](#) | [research and intellectual property](#) | [scientific research](#)

Summary The purpose of this report is to present a view on whether there is an added value in establishing an “EU Institute for Peace”, and, if so, to make a suggestion on how it can be organized. The background is the fact that as the Lisbon Treaty has now come into force the Union should be capable to carry out the role of a global actor in the pursuit of peace as set up by the Treaty. The world as it looks today with the challenges and threats described in the European Security Strategy has given the Union a vast and complex task in its ambitions to create security and work for peace also on a global level. The challenge for the Union at this stage is to acquire the capabilities needed in analysis, knowledge and training based on a common strategic vision to pursue this. Suggestions for an EU Institute for Peace have been made by former Finnish President, Martti Ahtisaari, and Swedish Minister for Foreign Affairs, Carl Bildt, referring to the need to fulfill EU's goals in a better way. It seems clear already at this stage that the EU is in need of strengthened capabilities and the purpose of this standard briefing is to suggest a structure for this in the form of an EU institute for peace.

[In-Depth Analysis](#) [EN](#)

[Further Developing the University-Business Dialogue](#)

Publication type [Study](#)

Date [15-01-2010](#)

External author [Axelle Devaux \(Deloitte\)](#)

Policy area [Education](#) | [Industry](#)

Keyword [communications](#) | [EDUCATION AND COMMUNICATIONS](#) | [EMPLOYMENT AND WORKING CONDITIONS](#) | [forum](#) | [information and information processing](#) | [information network](#) | [labour market](#) | [labour market](#) | [skilled worker](#) | [teaching](#) | [university](#)

Summary The EC Communication “A new partnership for the modernisation of universities: the EU Forum for University-Business Dialogue” was published in April 2009. It is an important move in building bridges between the academic and business worlds in Europe. It takes stock of past activities and proposes the next steps of the University-Business Dialogue. This study presents Deloitte's analysis of the University-Business cooperation in Europe and provides recommendations on how to further develop the existing dialogue at European level.

[Study](#) [DE](#), [EN](#), [FR](#)

[Executive summary](#) [BG](#), [CS](#), [DA](#), [EL](#), [ES](#), [FI](#), [HU](#), [IT](#), [LT](#), [LV](#), [PT](#), [RO](#), [SV](#), [ET](#), [MT](#), [PL](#), [SK](#), [SL](#)

[The Future Orientation of EU Youth Policy](#)

Publication type [Study](#)

Date [15-12-2009](#)

External author [Deloitte Consulting, Belgium](#)

Policy area [Education](#) | [Employment](#)

Keyword [data collection](#) | [demography and population](#) | [education](#) | [EDUCATION AND COMMUNICATIONS](#) | [education policy](#) | [employment](#) | [EMPLOYMENT AND WORKING CONDITIONS](#) | [EU employment policy](#) | [EU policy](#) | [European construction](#) | [EUROPEAN UNION](#) | [European Union law](#) | [information technology and data processing](#) | [open method of coordination](#) | [social affairs](#) | [social participation](#) | [SOCIAL QUESTIONS](#) | [voluntary work](#) | [young person](#) | [youth policy](#)

Summary The EC Communication “A EU Strategy for Youth – Investing and Empowering”, published in April 2009, presents the Commission's strategy for the future of policies for youth in Europe. It anticipated the adoption of a new framework of cooperation in the field of youth by the Council in November 2009. This study presents Deloitte's analysis of the EU Youth Policy and provides recommendations for the next steps of its development.

[Study](#) [DE](#), [EN](#), [FR](#)

[Study on Transposition of the Directive on the Recognition of Professional Qualifications](#)

Publication type Study

Date 15-09-2009

External author Benita Kidmose Rytz, Janne Sylvest and Karin Gros Pedersen (Ramboll Management Consulting, Aarhus, Denmark)

Policy area Education | Employment | EU Democracy, Institutional and Parliamentary Law | EU Law: Legal System and Acts | Transposition and Implementation of Law

Keyword application of EU law | education | EDUCATION AND COMMUNICATIONS | educational system | employment | EMPLOYMENT AND WORKING CONDITIONS | EUROPEAN UNION | European Union law | labour market | labour mobility | mutual recognition principle | organisation of teaching | professional qualifications | recognition of diplomas | recognition of vocational training qualifications

Summary The study showed that all MS but one have transposed and implemented the Directive, albeit with severe delays, which have had implications for the enforcement of the Directive in all MS. The MS lack trust in each other's educational systems, and it is important to establish this trust if Directive is to work properly. Frequent meetings, common use of IMI, communication from Commission on how to interpret the Directive and assistance from industry organisations are all tools to improve this.

Study [EN](#)

[The situation of women on EU islands](#)

Publication type Study

Date 15-05-2009

External author Terry Ward (team director), Nicole Fondeville-Gaoui (coordinator), Nirina Rabemiarafara and Fadila Sanoussi ; Maria Stratigaki (comments)

Policy area Education | Gender Issues, Equality and Diversity | Public Health | Social Policy

Keyword access to education | economic and social cohesion | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | employment structure | European construction | EUROPEAN UNION | health | island region | job creation | organisation of health care | position of women | regions and regional policy | social affairs | SOCIAL QUESTIONS | vocational training

Summary This study aims to provide an analysis of the situation of women living on EU islands focusing on the situation of women in fifteen island regions belonging to six member States (Greece, Spain, France, Italy, Portugal and Finland) and on three specific areas: the access to employment, education and healthcare. The objective of the study is to identify whether the situation of women living on islands is more difficult than that of women living on the mainland or than that of men living on islands.

Study [EN](#), [FR](#)

[Practical Guide](#)

Publication type Study

Date 15-04-2009

Author MACEDO Goncalo

Policy area Culture | Education

Keyword audiovisual communications policy | communications | communications policy | cooperation policy | cultural policy | culture and religion | education | EDUCATION AND COMMUNICATIONS | education policy | EU finance | EU financing | EU institutions and European civil service | European Parliament | EUROPEAN UNION | humanities | international cooperation | INTERNATIONAL RELATIONS | multilingualism | SCIENCE | social affairs | SOCIAL QUESTIONS | sport | youth policy

Summary This practical guide provides an overview of the legal background to the respective policy, of its achievements during the 6th term and of the challenges that still remain to be tackled. Additionally, it contains concise information about the activities of Policy Department B and of the services it can provide.

Study [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [MT](#), [PL](#), [SK](#), [SL](#)

[Youth Policy and Participation in the EU](#)

Publication type In-Depth Analysis

Date 16-03-2009

Author MACEDO Goncalo

Policy area Education | Social Policy

Keyword demography and population | education | EDUCATION AND COMMUNICATIONS | educational exchange | European citizenship | European construction | EUROPEAN UNION | organisation of teaching | participatory democracy | political framework | POLITICS | politics and public safety | social affairs | SOCIAL QUESTIONS | student mobility | voluntary work | young person | youth movement | youth policy

Summary This note provides an introduction to the current status of the European Union's Youth Policy, in the context of the debate over its reform. It focuses in particular on the theme of the political and civic participation of young people.

In-Depth Analysis [DE](#), [EN](#), [FR](#)

Issues where Parliament Made a Difference in Structural and Cohesion Policies

Publication type Study

Date 15-01-2009

Author DANKLEFSEN Nils | IBORRA MARTIN Jesus | ITZEL Constanze | KATSAROVA Ivana | MASSOT MARTI Albert

Policy area Agriculture and Rural Development | Culture | Education | EU Democracy, Institutional and Parliamentary Law | Fisheries | Regional Development | Transport

Keyword agricultural policy | AGRICULTURE, FORESTRY AND FISHERIES | common agricultural policy | common fisheries policy | common transport policy | economic and social cohesion | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education policy | EU institutions and European civil service | EU regional policy | European construction | EUROPEAN UNION | fisheries | powers of the EP | regions and regional policy | social affairs | SOCIAL QUESTIONS | TRANSPORT | transport policy | youth policy

Summary This note provides information on issues where the European Parliament has played an important role in the current legislature, starting in 2004. It is structured following a committee-by-committee approach and covers the fields of transport, regional development, agriculture, fisheries, and culture and education.

Study [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [PL](#), [SK](#), [SL](#)

Mobility of School Teachers in the European Union

Publication type Study

Date 15-12-2008

External author Gavan Conlon, Charlotte Duke and Pau Salsas (London Economics)

Policy area Education | Employment

Keyword administrative formalities | democratisation of education | education | EDUCATION AND COMMUNICATIONS | education statistics | employment | EMPLOYMENT AND WORKING CONDITIONS | executive power and public service | free movement of workers | job mobility | labour market | organisation of teaching | POLITICS | teacher | teacher training | teaching

Summary This study undertakes a quantitative and qualitative analysis of teacher mobility across the European Union Member States where information exists. It explores the relative benefits, costs, strengths and weaknesses of the various mobility programmes. On the basis of case studies the authors identify mobility practices that have been successful but also look at areas where some improvements may be made. The study provides policy recommendations for European, national and school decision-making levels that might be useful to improve the design and the implementation of mobility programmes.

Study [DE](#), [EN](#), [FR](#)

Executive summary [XL](#)

Implementation of the Four Common Spaces - Space on Research, Education and Culture

Publication type In-Depth Analysis

Date 25-11-2008

External author Krassimir Y. Nikolov (Varna Free University "Chernorizets Hrabar", Bulgaria)

Policy area Culture | Education | Foreign Affairs | Research Policy

Keyword BUSINESS AND COMPETITION | business organisation | competitiveness | cooperation agreement (EU) | cooperation in the field of education | cooperation policy | cultural cooperation | economic geography | EDUCATION AND COMMUNICATIONS | Europe | European construction | EUROPEAN UNION | GEOGRAPHY | higher education | INTERNATIONAL RELATIONS | political geography | PRODUCTION, TECHNOLOGY AND RESEARCH | Russia | scientific cooperation | social affairs | SOCIAL QUESTIONS | teaching | technology | technology and technical regulations | youth policy

In-Depth Analysis [EN](#)

The Social Situation of the Roma and their Improved Access to the Labour Market in the EU

Publication type Study

Date 15-10-2008

External author Chiara Crepaldi (coordinator), Paolo Boccagni, Marzia Barbera and Sandra Naaf (Istituto per la Ricerca Sociale - IRS, Milano, Italy) (authors) ; Paolo Boccagni (Spain and Latvia), Simone Scarpa (Finland), Flavia Pesce (Italy) and Marieta Radu (Romania) (authors of the case studies)

Policy area Education | Employment | Human Rights | Social Policy

Keyword access to education | anti-discriminatory measure | education | EDUCATION AND COMMUNICATIONS | EMPLOYMENT AND WORKING CONDITIONS | equal treatment | job access | labour market | LAW | rights and freedoms | Roma | social affairs | social framework | social integration | social protection | SOCIAL QUESTIONS | social security | socioeconomic conditions

Summary The study provides an
i) analysis of the status and legal definition of the Roma Community in each of the 27 Member States;
ii) assessment whether directives adopted under Article 13 ECT are appropriate in order to address the needs and to improve the integration of Roma in the fields of education, employment, social inclusion, (vocational) training;
iii) general overview of specific cases of best practices throughout Europe on access to the labour market, education system, decent housing, financial services (Finland, Romania, Spain, Latvia and Italy);
iv) existing financial instruments supporting the inclusion of Roma in the field of employment, social inclusion, (vocational) training, the role of pensions, working poor and access to micro-credit schemes.

Study [EN](#)

[Analysis of the academic and professional careers of the european schools' graduates](#)

Publication type Study

Date 15-10-2008

External author van Dijk Management Consultants (Brussels) and University of Liège

Policy area Education | Employment

Keyword education | EDUCATION AND COMMUNICATIONS | educational system | EMPLOYMENT AND WORKING CONDITIONS | organisation of teaching | personnel management and staff remuneration | professional career | schooling | teaching curriculum

Summary This report contains quantitative and qualitative data on the academic and professional careers of the European Schools' graduates and on the European Schools' curriculum. It is based primarily on the answers to an electronic survey from roughly 3,000 graduates. The study examines, among other things, which subjects former European Schools pupils tend to study at university and where they go, and in which sectors they later work. The results of the survey are analyzed taking into account the particularities of the European Schools' curriculum. Information is also provided on the satisfaction of former pupils with the education received.

Study [DE](#), [EN](#), [FR](#)

Executive summary [BG](#), [CS](#), [DA](#), [DE](#), [EL](#), [EN](#), [ES](#), [FI](#), [FR](#), [HU](#), [IT](#), [LT](#), [LV](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [MT](#), [PL](#), [SK](#), [SL](#)

[Multilingualism : Between Policy Objectives and Implementation \(Volume 1 : Study ; Volume 2 : Annexes\)](#)

Publication type Study

Date 15-09-2008

External author Joe Cullen, Clare Cullen, Véronique Maes and Gigliola Paviotti (MENON Network EEIG)

Policy area Education

Keyword continuing education | cultural pluralism | culture and religion | education | EDUCATION AND COMMUNICATIONS | foreign language | higher education | humanities | language policy | minority language | multilingualism | organisation of teaching | SCIENCE | SOCIAL QUESTIONS | student mobility | teaching

Summary This document provides the results of a study on 'multilingualism and linguistic diversity'. It presents what has been done in the study with regard to its objectives and workplan, and provides key findings and recommendations. The main focus of the study is on assessing how agencies and other stakeholders of the European Union and member states have supported policies aimed at promoting language learning and cultural diversity over the period 2004 to the present within the context of the Commission Communication 'Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006' and the 'European Charter for Regional or Minority Languages of the Council of Europe'

Study [DE](#), [EN](#), [FR](#), [IT](#)

Annex 1 [EN](#)

[Assessment of programmes funded under the Instrument for Pre-accession Assistance \(IPA\)](#)

Publication type In-Depth Analysis

Date 30-07-2008

External author Burcu Gültekin-Punsmann (coordinating editor and author), Tomislav Maršić, Dušan Reljić and Florian Trauner (co-authors)

Policy area Area of Freedom, Security and Justice | Development and Humanitarian Aid | Education | EU Democracy, Institutional and Parliamentary Law

Keyword civil society | cooperation policy | democratisation | economic geography | education | education | EDUCATION AND COMMUNICATIONS | EU visa policy | European construction | EUROPEAN UNION | executive power and public service | GEOGRAPHY | international law | INTERNATIONAL RELATIONS | LAW | parliament | POLITICS | politics and public safety | pre-accession aid | regional cooperation | regional parliament | Western Balkans

Summary Executive summary
The European Union supports the efforts of the Western Balkan countries for reform and regional cooperation through its Instrument for Pre-accession Assistance. Good neighbourly relations and regional cooperation remain key factors for advancing reforms in the countries with a view to EU membership. This briefing focuses on four dimensions: Interparliamentary cooperation, the free movement of people, civil society development and education. The general findings of each of the sections are summarized below: Parliaments, being legislators and most important bodies of representative democracies, play a crucial role in promoting and implementing relevant reforms as well as in increasing the efficiency and transparency of the governing structures of the region. Enhanced parliamentary cooperation and parliamentary diplomacy would contribute to democratisation. The importance of parliamentary diplomacy has been acknowledged by regional organisations. The European Commission in its communication of 5 March 2008 'Western Balkans: Enhancing the European Perspective' highlights the importance of parliamentary cooperation and considers the active involvement of the national parliaments a key determinant for progress for the countries' EU integration. Most surprisingly, none of the programming documents under scrutiny is dedicated to the issue of parliamentary cooperation. Among the 9 programming documents analysed in this briefing, only the 'Programme to support in 2007 the Special Coordinator of the Stability Pact for South Eastern Europe and the Secretary General of the Regional Cooperation Council Secretariat' addresses the issue of interparliamentary cooperation. The Regional Secretariat in Sofia is the main tool for the development of interparliamentary cooperation. The Regional Secretariat is acting as a liaison office for the regional parliaments and has become the main interlocutor of the European Parliament. It enables a more effective, co

In-Depth Analysis [EN](#)

[Doping in Professional Sport](#)

Publication type Study

Date 26-06-2008

External author Christophe Brissonneau, CERSES UMR 8137 CNRS, Université Paris Descartes.

Policy area Education | Public Health

Keyword drug addiction | ethics | health | health risk | humanities | performance drugs | POLITICS | politics and public safety | professional sport | public awareness campaign | SCIENCE | social affairs | SOCIAL QUESTIONS

Summary This study examines the current and future ways in which doping can be detected by reviewing the various practices and sporting disciplines. Going beyond a simple description, the study takes a wider look at the reasons behind the fight against doping, illustrating models which vary in how they address this important issue. Suggestions are also made on how the EU should tackle doping in future, based on the various models described.

Study [DE](#), [EN](#), [FR](#)

Executive summary [CS](#), [DA](#), [EL](#), [ES](#), [FI](#), [HU](#), [IT](#), [LT](#), [NL](#), [PT](#), [RO](#), [SV](#), [ET](#), [PL](#), [SK](#), [SL](#)

[Intercultural Education in Schools](#)

Publication type Study

Date 11-06-2008

External author Prof. Cristina Allemann-Ghionda, University of Cologne with Deloitte Consulting.

Policy area Culture | Education

Keyword cultural pluralism | culture and religion | education | EDUCATION AND COMMUNICATIONS | educational exchange | educational system | organisation of teaching | SOCIAL QUESTIONS | student mobility | teaching curriculum

Summary "Intercultural Education" is a pedagogic approach aimed at fomenting a tolerant and sensitive attitude to ethnic, cultural and religious differences between individuals. This study examines how Intercultural Education is provided for in the classrooms of selected EU countries, including France, Germany, Hungary, Italy and the UK. It finds that - in spite of the increased diversity of EU societies - political discourse is becoming less attentive to Intercultural Education in some countries.

Study [DE](#), [EN](#), [FR](#)

[Briefing Notes on Consumer Financial Education](#)

Publication type Study

Date 29-05-2008

External author Associated Prof. Mrs. Zita Čėponytė (Lithuanian Consumer Institute)
Dr. Wilhelm Ruprecht (Senior Economist GDV European Office)
Assistant Professor Christos Vl. Gortsos (Panteion University of Athens)
Ms Jane Welch, (British Institute of International and Comparative Law)
Mr. Manfred Westphal (Head of Financial Services Department, Verbraucherzentrale Bundesverband, vzbv)

Policy area Consumer Protection | Education | Financial and Banking Issues

Keyword advertising | consumer information | consumption | dissemination of information | documentation | EDUCATION AND COMMUNICATIONS | market research | marketing | POLITICS | politics and public safety | public awareness campaign | TRADE

Study [EN](#)

[The Bologna Process: Member States' Achievements to Date](#)

Publication type Study

Date 17-04-2008

Author BROWN Jacqueline

Policy area Education | EU Law: Legal System and Acts | Financial and Banking Issues

Keyword application of EU law | education | EDUCATION AND COMMUNICATIONS | educational exchange | equivalence of diplomas | EU finance | EU financing | EUROPEAN UNION | European Union law | higher education | organisation of teaching | recognition of diplomas | recognition of studies | student mobility | teaching

Summary The purpose of this note is to provide Members of the Committee on Culture and Education with an update on the achievements of EU Member States towards the implementation of the Bologna Process. This is an initiative for the modernisation and reform of the higher education sector in Europe, involving 46 countries, leading to the creation of a European Higher Education Area by 2010.

Study [DE](#), [EN](#), [FR](#)

[An Overview of Media Literacy](#)

Publication type In-Depth Analysis

Date 08-04-2008

Author MACEDO Goncalo

Policy area Culture | Education

Keyword access to information | communications | education | EDUCATION AND COMMUNICATIONS | information and information processing | information society | mass education | mass media | telecommunications

Summary This note serves as an introduction to the concept of "media literacy", exploring its various meanings and why its political profile has become increasingly high in recent years. It summarises some general trends in media literacy in the EU over recent decades, as well as recent EU policy initiatives, including the Communication on "A European approach to media literacy" published by the European Commission in December 2007.

In-Depth Analysis [DE](#), [EN](#), [FR](#)

[Content and Quality of Teacher Education Across the European Union](#)

Publication type Study

Date 17-03-2008

Author MACEDO Goncalo

Policy area Education | Employment

Keyword continuing vocational training | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | labour market | organisation of teaching | primary education | teacher | teacher training | teaching | teaching quality

Summary This study provides an overview of primary teacher education systems in the EU, highlighting common features and differences and presenting specific information for all Member States. It argues, based on the small amount of research evidence available, that the quality of teacher training has a strong influence on pupils' performance in school. The authors identify training practices that have been successful in some Member States and warrant being applied in others and provide policy recommendations to MEPs, including on induction and continuous training for teachers.

Study [DE](#), [EN](#), [FR](#)

[Gender Aspects in Lifelong Learning](#)

Publication type Study

Date 31-10-2007

External author European Association for the Education of Adults (EAEA),
Brussels, Belgium

Policy area Education | Gender Issues, Equality and Diversity

Keyword continuing education | continuing vocational training | economic geography | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU Member State | female work | gender equality | GEOGRAPHY | LAW | participation of women | position of women | rights and freedoms | social affairs | SOCIAL QUESTIONS

Summary The objective of this study is to contribute to the gathering of data available on women's participation in lifelong learning and to make recommendations concerning non-academic lifelong learning, in particular adult education, for women. The relationship of learning for access to, and promotion in, the labour market has also been considered.

Study [EN](#)

[Interactions between New Technologies and the Job Market, Flexicurity and Training / Vocational Training](#)

Publication type Study

Date 01-10-2007

External author ETAG (European Technology Assessment Group) ;
Institute for Technology Assessment and Systems Analysis (ITAS), Karlsruhe ; Danish Board of Technology (DBT), Copenhagen ;
Flemish Institute for Science and Technology Assessment (viWTA), Brussels ; Parliamentary Office of Science and Technology (POST), London ;
Rathenau Institute, The Hague ;
Bettina-Johanna Krings and Anna Muellner (Institute for Technology Assessment and Systems Analysis - ITAS)

Policy area Education | Employment | Industry

Keyword continuing education | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | EU employment policy | fight against unemployment | job creation | labour flexibility | labour market | new technology | new type of employment | PRODUCTION, TECHNOLOGY AND RESEARCH | skilled worker | social affairs | social integration | SOCIAL QUESTIONS | technology and technical regulations | vocational training

Summary The following report provides a conceptual framework for the interaction between new technologies and job markets. It focuses on the importance of vocational training in these processes and on integrating the flexicurity concept as a policy instrument which is gaining more and more importance in public debate.

Study [EN](#)

[The Increase in Kurdish Women Committing Suicide](#)

Publication type Study

Date 04-06-2007

External author Projet kurde des droits de l'homme, Dublin

Policy area Education | Gender Issues, Equality and Diversity | Public Health | Social Policy

Keyword access to education | Afghanistan | Asia and Oceania | domestic violence | economic geography | education | EDUCATION AND COMMUNICATIONS | Europe | family | forced marriage | GEOGRAPHY | government violence | INTERNATIONAL RELATIONS | international security | Iraq | Kurdistan question | political geography | POLITICS | politics and public safety | position of women | social affairs | SOCIAL QUESTIONS | suicide | Türkiye

Summary This study provides an in-depth analysis of the root causes of the increase in female suicides in the Kurdish community in Turkey and Iraq. It analyses the factors dominating women's lives in those Kurdish regions which as such may be contributory factors to the suicide rate. Such factors include their socio-economic situation, their particular geo-political situation, the impact of long-term conflict, and the social and institutional obstacles to gender equality and Kurdish women's rights. It also compares the situation of Kurdish women to that of Afghani women.

Study [EN](#), [FR](#)

[Efficiency and Equity in](#)

[European education and training systems](#)

Publication type Study

Date 15-05-2007

External author Prof. Marc Demeuse
Institut d'Administration scolaire
Université de Mons-Hainaut (Belgium)

Policy area Education

Keyword access to education | education | EDUCATION AND COMMUNICATIONS | educational system | employment | EMPLOYMENT AND WORKING CONDITIONS | equal treatment | higher education | LAW | organisation of teaching | pre-school education | primary education | rights and freedoms | secondary education | teaching | vocational education | vocational training

Summary The note gives a critical analysis of the Communication from the Commission to the Council and the European Parliament entitled "Efficiency and Equity in European education and training systems" (COM(2006) 481 final). On the basis of this analysis, the Commission's recommendations are examined and further recommendations for action are made.

Study [EN](#)

[Islam in the European Union: what's at stake in the future?](#)

Publication type Study

Date 14-05-2007

External author Felice Dassetto (Cismoc/Ciscow - Louvain-la-Neuve University)
Silvio Ferrari (University of Milano)
Brigitte Maréchal (Cismoc/Ciscow - Louvain-la-Neuve University)

Policy area Culture | Education | Human Rights

Keyword associative movement | cultural pluralism | culture and religion | democratisation of education | education | EDUCATION AND COMMUNICATIONS | Islam | LAW | Muslim | POLITICS | politics and public safety | rights and freedoms | rights of minorities | social affairs | social framework | social integration | SOCIAL QUESTIONS

Summary This report presents the current stakes concerning the Muslim presence in Europe. It addresses four main areas: organizational processes underway within Muslim communities; the questions of education and leadership; the juridical profiles and political management of Muslim's; cohabitation as a decision to live together. Based on the findings of the study, proposals are made.

Study [DE](#), [EN](#), [FR](#), [IT](#), [XL](#)

[Promoting Professionalism and Best Practice in Public Procurement Policies](#)

Publication type Study

Date 16-04-2007

External author Annette Rosenkötter and Aline Fritz (FPS FRITZE PAUL SEELIG, Frankfurt am Main, Germany)

Policy area Contract Law, Commercial Law and Company Law | Education | Internal Market and Customs Union | Transposition and Implementation of Law

Keyword application of EU law | data collection | EDUCATION AND COMMUNICATIONS | EMPLOYMENT AND WORKING CONDITIONS | EUROPEAN UNION | European Union law | exchange of information | information and information processing | information technology and data processing | labour market | professional qualifications | public contract | teaching | TRADE | trade policy | vocational education

Summary Introduction
The following note is the summary of an European Parliament Workshop "Promoting professionalism and best practice in public procurement", held in Brussels on March 20th 2007 bringing together public procurement experts from a variety of Member States and institutions.
The aim of EU public procurement law is to open public markets in EU Member States to cross border competition creating a level playing field for providers. The new public sector Directive (2004/18/EC) as well as the new utilities Directive (2004/17/EC) set out a simplified and modernised framework which aims to ensure that public contracts are awarded in an open, fair and transparent manner. [...]

Study [EN](#)

Assessment of the feasibility and possible impact of the establishment of a European Institute of Technology

Publication type Study

Date 02-03-2007

External author Dr. Peter Tindemans
Prof. Luc Soete

Policy area Education | Industry | Research Policy

Keyword civil law | economic analysis | economic analysis | ECONOMICS | EDUCATION AND COMMUNICATIONS | EU institutions and European civil service | EU office or agency | EU research policy | EUROPEAN UNION | executive power and public service | higher education | industrial structures and policy | INDUSTRY | innovation | LAW | legal status | POLITICS | PRODUCTION, TECHNOLOGY AND RESEARCH | public-private partnership | research and development | research and intellectual property | research body | teaching | technology park

Study [EN](#)

Current Situation and Prospects for Physical Education in the European Union

Publication type Study

Date 12-02-2007

External author Professor Ken Hardman, University of Worcester, UK.

Policy area Education

Keyword education | EDUCATION AND COMMUNICATIONS | education statistics | educational planning | personal development | physical education | social affairs | SOCIAL QUESTIONS | sport | teacher training | teaching | teaching quality

Summary The study reviews the present state of school physical education by addressing curriculum time allocation, status of the subject, curriculum thematic aims and content, resources (material and human) and gender, disability and ethnic minority issues. Particular attention is paid to physical education, sport and health partnership pathways through references to national case studies. The author provides templates of principles for quality physical education and physical education teacher education programmes of study. His recommendations for EU policy makers focus on identification of 'Basic Needs' models, physical education curriculum re-appraisal, recognition of quality physical education features, occupational designation of physical education teachers, continuing professional development of teachers, quality assurance measures, partnership pathway links, inclusion (disability and ethnic groups), and finally establishment of national physical education monitoring centres.

Study [EN](#)

Executive summary [XL](#)

Active Labour Market Policies - Delivering Lisbon

Publication type Study

Date 06-11-2006

External author Professor Bent Greve
University of Roskilde
Denmark

Policy area Education | Employment | Gender Issues, Equality and Diversity

Keyword accounting | BUSINESS AND COMPETITION | business organisation | business start-up | continuing education | cost-effectiveness analysis | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | fight against unemployment | integration of the disabled | job creation | labour market | labour market | social affairs | SOCIAL QUESTIONS | vocational training

Study [EN](#)

Follow-Up of Non-Legislative Parliamentary Resolutions on Culture and Education 2000-2005

Publication type Study

Date 07-09-2006

Author ITZEL Constanze

Policy area Culture | Education

Keyword audiovisual industry | communications | communications policy | cultural pluralism | culture and religion | education | EDUCATION AND COMMUNICATIONS | education policy | EU institutions and European civil service | European Parliament | EUROPEAN UNION | humanities | multilingualism | SCIENCE | social affairs | SOCIAL QUESTIONS | sport | youth policy

Summary The document provides information on the European Commission's follow-up of parliamentary texts in the field of competence of the Committee on Culture and Education. Its field of competence focus is on non-legislative texts. It covers the period from 2000 to 2005.

The report consists of a compilation of 'SP' documents, produced by the European Commission in order to inform about action taken following a text adopted in Parliament. The compilation is based on a list of the European Commission's followup, provided by the European Parliament's Plenary Organisation and Follow-up Unit.

Study [EN](#)

[Le développement du langage chez le jeune enfant](#)

Publication type In-Depth Analysis

Date 01-09-2006

External author Sophie Kern, Laboratoire Dynamique du Langage, Lyon, France.

Policy area Education

Summary L'étude examine le développement langagier chez les jeunes enfants de 0 à 3 ans, et plus particulièrement le développement des divers stades linguistiques, tel la perception auditive, la compréhension de situations, de mots isolés et de phrases, et la communication pré-langagière et enfin langagière.

Dans le contexte actuel d'un bilinguisme de plus en plus fréquent, l'étude démontre que le bilinguisme précoce n'a pas d'effets négatifs sur le développement linguistique d'un enfant. Au contraire, l'éducation bilingue présente non seulement des avantages considérables dans le domaine des langues mais a également des répercussions positives sur d'autres domaines cognitifs et socioculturels.

In-Depth Analysis [DE](#), [FR](#)

[Citizenship & Education Policies – Value for Money?](#)

Publication type In-Depth Analysis

Date 01-08-2006

External author Centre for European Policy Studies (CEPS), Brussels.

Policy area Budget | Education

Keyword accounting | BUSINESS AND COMPETITION | civics | continuing education | cost-effectiveness analysis | education | EDUCATION AND COMMUNICATIONS | educational exchange | European citizenship | European construction | EUROPEAN UNION | management | organisation of teaching | project evaluation | student mobility | teacher training | teaching | vocational education

Summary Evaluation of activities in the area of citizenship and education financed under the community budget during the period 2000-05 & orientations for future activities.

In-Depth Analysis [EN](#)

[Social Measures: Integrating Civil Society in Kaliningrad](#)

Publication type In-Depth Analysis

Date 18-06-2006

External author Volkmar WULF
Europa Consultant
Birkenstrasse 3
D-63505 Langenselb

Policy area Area of Freedom, Security and Justice | Education | Social Policy

Keyword border control | civil society | cooperation policy | customs transit | economic conditions | economic geography | economic situation | ECONOMICS | EU visa policy | Europe | external border of the EU | GEOGRAPHY | international law | INTERNATIONAL RELATIONS | international security | Kaliningrad question | LAW | political geography | POLITICS | politics and public safety | regional cooperation | Russia | social affairs | SOCIAL QUESTIONS | street children | tariff policy | TRADE

Summary The main target of the Study analyses the Kaliningrad Area of the Russian Federation through the eyes of a regular visitor to Kaliningrad since 1993 as well as advising on EU subjects at the Kaliningrad Oblast Duma and acting as Instructor on EU/WTO Subjects at the International University in Moscow - Kaliningrad Branch. These duties result in giving me experience in all three sectors referred to in the Study.

In-Depth Analysis [EN](#)

[Education and Mobility](#)

Publication type In-Depth Analysis

Date 12-04-2006

Author ITZEL Constanze

Policy area Education

Keyword communications | continuing education | cooperation policy | cultural cooperation | education | EDUCATION AND COMMUNICATIONS | educational exchange | employment | EMPLOYMENT AND WORKING CONDITIONS | higher education | information technology | INTERNATIONAL RELATIONS | language teaching | mass education | recognition of studies | scientific exchange | teaching | vocational training

Summary In view of a delegation to the Inter-parliamentary conference ASEP-IV (Asia-Europe Parliamentary Partnership), which took place on 4-5 May 2005 in Helsinki, the Directorate General of External Policies asked for a briefing note on the subject of "Education and Mobility". This note provides essential information on the main EU policies and outputs in the fields of education and training. A special focus will be on mobility. The note concludes with an overview over EU-Asia co-operation in higher education, as well as on student and scholar mobility between the two regions.

In-Depth Analysis [DE](#), [EN](#), [FR](#)

Student Mobility

Publication type Study

Date 09-09-2005

External author Dr. Ute Lanzendorf and Prof. Dr. Ulrich Teichler, Centre for Research on Higher Education and Work, University of Kassel, Germany, in collaboration with Dr. Jake Murdoch, European Institute of Education and Social Policy, Paris, France.

Policy area Education

Keyword continuing education | education | EDUCATION AND COMMUNICATIONS | education statistics | educational exchange | foreign student | higher education | organisation of teaching | recognition of studies | secondary education | student mobility | teaching | vocational education

Summary European policy papers stress the need to further improve the quantity and quality of overall international mobility in education. In this context, the study aims at providing up to date information on student mobility in secondary and tertiary level education and in vocational training. The study evaluates the extent of student mobility into and out of individual EU Member States. National measures to promote student mobility are analysed and compared with regard to their effectiveness and efficiency. Benchmarks for the assessment of national measures are supplied. Finally, the study formulates recommendations for an efficiency-oriented strategy to promote mobility.

Study [DE](#), [EL](#), [EN](#), [FR](#), [PL](#)

Executive summary [XL](#)

Professional Sport in the Internal Market

Publication type Study

Date 01-09-2005

External author T. C. M. Asser Instituut, The Hague, Netherlands, in cooperation with Edge Hill College, Lancaster University, United Kingdom and Sport2B, Netherlands.

Policy area Education | Employment | Internal Market and Customs Union

Keyword BUSINESS AND COMPETITION | competition | competition law | employment | EMPLOYMENT AND WORKING CONDITIONS | European construction | EUROPEAN UNION | free movement of workers | labour law and labour relations | labour market | labour market | professional sport | promotion of the European idea | single market | social affairs | social dialogue (EU) | social partners | SOCIAL QUESTIONS

Study [EN](#)

Mid-Term Review of the Lisbon Strategy From the Gender Perspective

Publication type In-Depth Analysis

Date 01-04-2005

Author RECHARD Daniele

Policy area Education | Employment | Gender Issues, Equality and Diversity

Keyword economic and social cohesion | employment | EMPLOYMENT AND WORKING CONDITIONS | equal pay | EU employment policy | European construction | EUROPEAN UNION | family | family policy | female work | gender equality | labour market | LAW | maternity benefit | new type of employment | personnel management and staff remuneration | position of women | rights and freedoms | social affairs | social protection | SOCIAL QUESTIONS

Summary This note aims to assess what progress has been made towards achieving the Lisbon objectives in terms of gender equality

In-Depth Analysis [EN](#), [FR](#)

Travaux de la Commission de la Culture et de l'éducation 1999-2004

Publication type Study

Date 15-07-2004

Author BROWN Lisa | WINTHER Pernille

Policy area Culture | Education | EU Democracy, Institutional and Parliamentary Law

Summary Les travaux de la commission sont divisés en cinq chapitres. Chaque chapitre adopte la même présentation (références, nom du rapporteur, textes législatifs) suivie d'une brève synthèse de la première et/ou deuxième ou troisième lecture du document. Le rapport contient une liste de tous les documents mentionnés dans les chapitres thématiques.

Study [FR](#)

The European Union and Sport

Publication type Briefing

Date 15-06-2004

Author WINTHER Pernille

Policy area Education

Keyword audiovisual communications policy | communications | education | EDUCATION AND COMMUNICATIONS | free movement of persons | hooliganism | international law | LAW | performance drugs | physical education | professional sport | recognition of diplomas | social affairs | SOCIAL QUESTIONS | sporting event | teaching

Summary More than one third of Europe's citizens participate in sporting activities and many aspects of the Union's policies influence the sporting world in areas such as free movement of persons, competition policy, media policy and health policy. However, it was only after 1997, with the inclusion of a Declaration on Sport in the Amsterdam Treaty that the European Union started to deal with sport from angles which were not purely economic. The briefing deals with these topics in detail.

Briefing [EN](#)

Combining Sports and Education: Support for Athletes in the EU Member States

Publication type Study

Date 01-05-2004

Author WINTHER Pernille

Policy area Education

Keyword education | EDUCATION AND COMMUNICATIONS | education policy | pension scheme | professional sport | social affairs | social protection | SOCIAL QUESTIONS | teaching | university

Summary In recent years the number of professional and semi-professional athletes has grown significantly. Many of these athletes reach the end of their professional sports careers to find themselves without the necessary academic or other vocational qualifications to gain employment in other sectors. The aim of the study is to explore how the different EU Member States deal with this growing problem. It examines the following questions: provisions for the support of young athletes; quotas for the admission of athletes to universities; flexibility within the university system (i.e. regarding lecture timetables, assignment deadlines, exam schedules etc.); grants for retired professionals to study at universities; general support for athletes who wish to combine professional sports careers with study; long-term career prospects in both the public and private sector; special pension schemes for athletes.

Study [EN](#), [ES](#), [FR](#), [IT](#)

Education and Information & Communication Technologies in Developing Countries

Publication type Study

Date 01-02-2004

External author Maurizio Pedrelli (Pragmata, Italy)

Policy area Development and Humanitarian Aid | Education | Industry

Keyword access to education | communications | cooperation policy | developing countries | distance learning | economic conditions | ECONOMICS | education | education | EDUCATION AND COMMUNICATIONS | information technology | international cooperation | INTERNATIONAL RELATIONS | regional cooperation | teaching | teaching

Summary The objective of this project is to explore how the new technologies are changing, and can change, patterns of education and learning in developing countries.

Study [EN](#)

The Situation of the Circus in the EU Member States

Publication type Study

Date 01-11-2003

Policy area Area of Freedom, Security and Justice | Culture | Education | Employment

Keyword access to education | artistic profession | children's rights | cultural relations | culture and religion | culture industry | education | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | free movement of persons | international law | LAW | organisation of work and working conditions | performing arts | rights and freedoms | social protection | SOCIAL QUESTIONS | social security | vocational training | working conditions

Summary The paper is divided into three parts. Part I analyses the situation in the EU Member States with regard to the following questions: History and current situation, legislation on circus businesses, financial subsidies; vocational training in circus arts; legislation on circus artists and workers, working conditions, and health and safety issues; social security regulations; pre-school, primary and secondary education for the children from circus families; Current debates or future plans. Part II focuses on EU initiatives concerning free movement of circuses and artists, social security co-ordination and the education of children from circus families. Part III describes European co-operation and the networks within the circus sector.

Study [DE](#), [EN](#), [FR](#)

The European Dimension in Secondary Education in Europe

Publication type Study

Date 01-11-2003

Author BLONDIN Christiane | NICAISE Julien

Policy area Education

Keyword citizens' Europe | comparative education | dissemination of information | documentation | education | EDUCATION AND COMMUNICATIONS | educational exchange | European construction | EUROPEAN UNION | organisation of teaching | promotion of the European idea | secondary education | teacher training | teaching | teaching curriculum | teaching materials

Summary The study describes the place occupied by the European dimension in the European secondary education at the beginning of the new millenium and underlines the principal assets, but also the possible imperfections, currently met on this subject in the whole of the European education systems in the fifteen Member States of the European Union as well as in the Candidate countries. It also considers the role that the European institutions, and in particular the European Parliament, could play in the future in order to allow an increased training and information of the students of secondary education and young people in general in this field.

Study [EN](#), [FR](#)

Statistics on Student Mobility Within the European Union

Publication type Study

Date 01-04-2003

External author Ute Lanzendorf, Prof. Ulrich Teichler

Policy area Education

Keyword data collection | economic analysis | ECONOMICS | education | EDUCATION AND COMMUNICATIONS | education statistics | EU statistics | foreign national | higher education | information technology and data processing | international law | LAW | organisation of teaching | student mobility | teaching

Summary How to overcome shortcomings of the available comparative data on student mobility in Europe? Currently, inward student mobility in the EU Member States is measured by means of the criterion foreign citizenship. In the wake of changing social realities in Europe, however, foreign citizenship is steadily losing relevance as an indicator for student mobility. Based on an internationally comparative survey and an exemplary data request across individual EU Member States, the study suggests recommendations for new common criterion to be introduced into the European collection of student data in order to improve the common European reporting system. The study also discusses the issue of which categories mobile student totals should be split in future European mobility statistics. The main part of the study summarizes and analyses information and statistical data gathered during the project. It concludes with recommendations for future action. In the annex, four exemplary sets of improved student mobility data from three national authorities (the Flemish Community of Belgium, Germany and Spain) are presented.

Study [EN](#)

Les bibliothèques virtuelles et l'enseignement: évaluation de la technologie (actualisation de l'étude de 1998)

Publication type Study

Date 01-11-2002

External author Eric Sutter (Bureau Van Dijk, Paris, France)

Policy area Culture | Education

Summary L'objectif de la promotion des bibliothèques virtuelles comme source de données est d'une part de faciliter la création et le développement de ces bibliothèques et d'autre part d'encourager l'usage de ce nouvel outil dans l'enseignement secondaire, supérieur et à distance. Le but ultime sera de permettre aux enseignants et aux étudiants de tout niveau d'accéder à tout moment et en tout lieu aux données contenues dans ces ressources documentaires.

Study [FR](#)

[Information and Communication Technologies in Education and Training](#)

Publication type In-Depth Analysis

Date 16-09-2002

External author Robin Mason (The Open University, Walton Hall, Milton Keynes, the UK)

Policy area Education | Industry

Keyword communications | distance learning | education | EDUCATION AND COMMUNICATIONS | educational system | information technology | Internet | organisation of teaching | personal development | social affairs | SOCIAL QUESTIONS

Summary The impact of the Internet on learning has, if anything, been even more profound than the original report predicted, both in terms of what needs to be known and how it needs to be learned. The proliferation of information on the web has led to a greater emphasis on process - on learning how to e-learn - than on learning content. The connectivity of the web has led to the need for team-working skills and the ability to interact online with people, with resources and with ideas.
The present e-learning market is immature, moving from a command structure to a demand structure with all the discomfort, confusions and uncertainties that brings.
Whilst accreditation for learning and especially for e-learning is important and needs strengthening, there is also great demand for short, e-learning opportunities, which are just-in-time and just-the-right-amount. Training providers are working to establish standards which allow these learning objects to be interoperable.
The role of the teacher/trainer/tutor is changing rapidly. E-learning is empowering the individual learner so that the teacher is no longer the gatekeeper of knowledge. Technology facilitates continuous professional development for both learner and teacher. There is no evidence that the role is diminishing, but merely evolving.
There is a pressing need for organisations (schools, colleges, universities and training providers) to move to a more learner-centred approach to education which can be anywhere, anytime the student requires it.
Schools should be seen as opportunity centres, creating the habit of lifelong learning, reaching out to be a learning resource for the community.
E-learning has reinforced the importance of informal learning and helped to bring about a convergence between learning and working, between learning and communicating, and between learning and entertainment.
A robust and competent information advice and guidance system for individuals of all age groups and at all levels of learning

[In-Depth Analysis](#) [EN](#)

[The European Union and Less-Used Languages](#)

Publication type Study

Date 01-07-2002

External author Joan Becat, Dimitris Christopoulos, Jarmo Lainio, Marc Leprêtre, Peter Nelde, Padraig O Riagain, Antoni Strubell, Constantinos Tsitselikis, Jaume Vernet, Sergi Vilaró, Aina Vjllalonga, Nico Weber, Peter Weber and Glyn Williams (CIEMEN - Centre Internacional Escarré per a les Minories Ètniques i les Nacions)

Policy area Culture | Education

Keyword BUSINESS AND COMPETITION | cultural pluralism | culture and religion | EU action | European construction | EUROPEAN UNION | humanities | management | minority language | project evaluation | regional language | SCIENCE | SOCIAL QUESTIONS

Summary In many parts of the European Union there are indigenous groups who speak a language different to that of the majority of the population of the state. It is estimated that nearly 40 million citizens of the Union regularly use a regional or minority language that has been passed on from generation to generation. The study is divided into two parts. Part one describes the initiatives taken at EU level to support regional and minority languages over the last ten years as well as an evaluation of the projects funded by the EU. It also discusses which Articles in the Treaty can provide a legal basis for Community actions in this area following the ECJ judgement of 12 May 1998. Finally, it puts forward conclusions and recommendations concerning improvements. Part two contains a brief analysis of the present state of the minority language communities in the following seven of the EU Member States: Greece, Spain, Finland, France, Ireland, Luxembourg and the United Kingdom.

[Study](#) [EN](#)

[L'Union européenne et le sport](#)

Publication type In-Depth Analysis

Date 01-07-2002

Author WINTHER Pernille

Policy area Education

Summary Plus d'un citoyen européen sur trois participe à des activités sportives tandis que de nombreux aspects des politiques européennes telles que la libre circulation des personnes, la politique de concurrence, la politique médiatique et de santé ont un impact sur le monde du sport. Néanmoins, ce n'est qu'après 1997, avec l'inclusion d'une Déclaration sur le sport dans le traité d'Amsterdam, que l'Union européenne a commencé à envisager le sport sous des facettes autres que purement économiques. Le présent briefing aborde ces sujets dans le détail.

[In-Depth Analysis](#) [DE](#), [ES](#), [FR](#)

Work of the Committee on Culture, Youth, Education, the Media and Sport - 1999-2001

Publication type Study

Date 01-07-2002

Author SANTOS PEREZ Raquel | VAN WILSEM Alja

Policy area Culture | Education | EU Democracy, Institutional and Parliamentary Law

Keyword audiovisual communications policy | committee report | communications | cooperation in the field of education | cooperation policy | cultural cooperation | cultural policy | culture and religion | education | EDUCATION AND COMMUNICATIONS | education policy | EP Committee | EU action | EU institutions and European civil service | European construction | EUROPEAN UNION | interinstitutional relations (EU) | INTERNATIONAL RELATIONS | parliamentary proceedings | POLITICS | social affairs | SOCIAL QUESTIONS | youth policy

Summary The report is divided into five chapters: cultural affairs, youth, education, media and sport. Each chapter follows the same matrix, including document number, rapporteur, title of enactment, after which short summaries of the document's first and/or second or third reading are given. The report contains a table of all documents referred to in the thematic chapters.

Study [EN](#), [FR](#)

Nanotechnology Advances in Europe

Publication type In-Depth Analysis

Date 15-04-2002

External author S. Dunn and R.W. Whatmore (University of Cranfield, the UK)

Policy area Education | Research Policy

Keyword EDUCATION AND COMMUNICATIONS | higher education | innovation | nanotechnology | POLITICS | politics and public safety | PRODUCTION, TECHNOLOGY AND RESEARCH | public awareness campaign | research and development | research and intellectual property | research staff | teaching | technology and technical regulations

Summary Nanotechnology is currently an area of research focus in most developed nations. The effort in research and development in Europe is the largest, in terms of publications, in the world. The research conducted in Europe covers all of the main nanotechnology research areas and varies from country to country, due mainly to the historical manufacturing base.

The issues raised concern the lack of availability of suitable staff and students, a lack of accessible information about networking possibilities (for those new to the field) and concerns over the public perception of nanotechnology. The movement to larger research grants also concerns many as this is seen as potentially a move from emphasis on fundamental research to more short term goals. The generation of large collaborative centers of excellence concerns those who are not involved as they foresee the danger of politicisation, more difficulties in getting funding and further difficulties in getting staff. Funding for networking opportunities was criticised as being spread too thinly, though networking was described as adequate, by those who have been in the research field for a number of years.

The lack of suitable staff and students from within Europe is a major concern. The development of undergraduate and postgraduate training packages directed at nanotechnology was seen as beneficial, but the lack of funding for these initiatives was a concern.

The perception of nanotechnology by the general public was seen as dangerous for those conducting the research. Too much emphasis was placed on sensational reporting of nanotechnology that is unlikely to impact on people's lives in the near future, while nanotechnology with direct impact on people's lives was left largely unreported. The gap between the awareness and reporting of science in the US and Europe was a concern for some who felt that although they are conducting first class work there is little publicity for it in Europe.

In-Depth Analysis [EN](#)

The European Union and Youth Policy

Publication type Briefing

Date 01-03-2002

Author WINTHER Pernille

Policy area Education

Keyword cooperation policy | culture and religion | education | EDUCATION AND COMMUNICATIONS | educational exchange | INTERNATIONAL ORGANISATIONS | INTERNATIONAL RELATIONS | non-governmental organisation | non-governmental organisations | social affairs | social participation | SOCIAL QUESTIONS | Union for the Mediterranean | voluntary organisation | youth exchange scheme | youth policy

Summary In the EU Member States there are more than 50 million young people aged between 15 and 25. It is the Member States which are mainly responsible for the area of youth. However, since its creation the European Community has supported the national measures, in particular by establishing different action programmes, such as the Youth for Europe Programme (1988), the European Voluntary Service for Young People (1996) and the current Youth Programme (2000). The European Community would like to further support young people, and in November 2001 the European Commission therefore presented a White Paper on Youth which deals with the following challenges: demographic and social change, the widening gap between young people and public affairs at national, European and international levels and the attendant risk of a 'citizenship deficit'.

Briefing [EN](#), [FR](#)

Less-Used Languages in States Applying for EU Membership (Cyprus, Czech Republic, Estonia, Hungary, Poland and Slovenia)

Publication type Study

Date 16-07-2001

External author Miquel Strubell (Institut de Sociolingüística Catalana, Generalitat de Catalunya, Spain)

Policy area Culture | Education

Keyword cultural heritage | culture and religion | enlargement of the Union | European construction | EUROPEAN UNION | humanities | LAW | linguistic group | minority language | protection of minorities | rights and freedoms | SCIENCE | social framework | SOCIAL QUESTIONS

Summary This report is a succinct description of the sociolinguistic situation of a number of minority language communities living in the following six European States applying for European Union membership: Cyprus, the Czech Republic, Estonia, Hungary, Poland and Slovenia.

Study [EN](#)

Executive summary [EN](#)

Linguistic Diversity on the Internet: Assessment of the Contribution of Machine Translation

Publication type Study

Date 01-05-2000

External author Tom Moring (European Bureau for Lesser Used Languages, Brussels, Belgium)

Policy area Consumer Protection | Education

Keyword access to information | BUSINESS AND COMPETITION | communications | EDUCATION AND COMMUNICATIONS | humanities | information and information processing | information technology | Internet | linguistic group | machine translation | management | minority language | multilingualism | project evaluation | SCIENCE | social framework | SOCIAL QUESTIONS

Summary The objectives of this study have been to assess both the problems created and the opportunities offered by the Internet for the smaller and minority languages of the European Union; to consider what measures might facilitate the maximal use by European citizens of their own languages for communication and the accessing and presentation of information on the Internet; and to consider in particular the role which machine translation might play. The study finds that the threat to linguistic diversity on the Internet will not in the future come from the dominance of one language but from a multilingualism limited to perhaps half a dozen main world languages between which machine translation will be fully developed to the exclusion of the great majority of languages. It argues that the development of language technology for all European languages is not only essential from the point of view of citizenship and avoiding social exclusion, but can give Europe an important technology cluster. The weakest language-groups in the EU, while found to be making enterprising use of the Internet, need a basic IT environment in their languages. A larger number of languages which lack the full array of language resources - linguistic corpora, electronic dictionaries etc - are in danger of being excluded not from the Internet as it is now, but from many of the processes, including machine translation and other language processing functions, that will increasingly be carried out over the Internet. There is a need for a much enhanced investment in language resources. Machine translation can only be understood in relation to the availability of the above-mentioned language resources. It is not one process which succeeds or fails by a single absolute standard, but a range of systems with different costs and advantages and suited to different user requirements. The study surveys the field, in respect of the uses of MT on the Internet, and particularly with the costs/benefits to the sm

Study [EN](#)

Women Professionals in the Media in the Context of New Technological Developments

Publication type Study

Date 01-02-2000

External author Mariagrazia Forcella (Teseo, Bergamo, Italy)

Policy area Education | Gender Issues, Equality and Diversity | Industry

Keyword communications | communications profession | EDUCATION AND COMMUNICATIONS | employment | EMPLOYMENT AND WORKING CONDITIONS | female worker | gender equality | labour market | LAW | mass media | new technology | position of women | PRODUCTION, TECHNOLOGY AND RESEARCH | rights and freedoms | social affairs | SOCIAL QUESTIONS | technology and technical regulations | vocational training

Summary This study, as well as the researches and statistics to which reference is made, demonstrate the gender imbalance is large in media professions. Not only women occupy fewer posts, but also they have lower pays, they are employed on precarious terms, they occupy decision-making positions only in exceptional cases. Moreover, they are suffering from invisible obstacles such as preconceived ideas on women-suitable jobs and stereotypes proposing only men at top-positions. Finally, the fact women generally remain responsible for the house and childcare not only discriminates them in the labour market, but also strongly affects the chances to advance in their careers.

Most of the new jobs created during the last years in the media sector have been taken by women. The reason is the offer for part-time, independent, temporary, sub-contracted work, homework and other forms of telework, is raising. The new posts in media are mostly of this type and women seem to be more prepared to accept and, in some cases, even to require these types of work settlements.

The impact of the ongoing changes in media sector has been estimated in this study as positive for women. Some of the trends in new media labour market seem to lean it in the direction of a conciliation with the characteristics of women labour.

Anyway, risks should not be ignored. To get the opportunities the new media can offer to the improvement of women professional situation, several measures need to be taken. Among all the fields requiring the attention of policy makers, the crucial ones are:

- 1) women education and training: if women will not catch up on ICT skills, the impact on their employment risks to be disastrous;
- 2) women participation to decision-making: women need not only to adapt to new technologies, but also to participate in their design, become media managers and entrepreneurs;
- 3) new social provisions, concerning work protection, taxation, remuneration: the current upheavals in the media prof

Study [EN](#)

Work of the Committee on Culture, Youth, Education and the Media 1994-1999

Publication type Study

Date 01-07-1999

External author Parthenia Avgeri, Cécile de Kervasdoue, Marius Toth

Policy area Culture | Education

Keyword communications | communications policy | cultural policy | culture and religion | education | EDUCATION AND COMMUNICATIONS | education policy | EP Committee | EU institutions and European civil service | EUROPEAN UNION | social affairs | SOCIAL QUESTIONS | sport | youth policy

Summary The Committee's work is divided into five chapters: cultural affairs, youth, education, media and sport. Each chapter follows the same matrix, including document number, rapporteur, title of enactment, after which short summaries of the document's first and/or second or third readings are given. The report contains a table of all documents referred to in the thematic chapters.

Study [DE](#), [EN](#), [FR](#)

Cultural Diversity in the New Media

Publication type Study

Date 01-05-1999

External author Mariagrazia Forcella (Bergamo, Italy)

Policy area Culture | Education | Industry

Keyword communications | communications systems | cultural heritage | cultural pluralism | culture and religion | digital technology | EDUCATION AND COMMUNICATIONS | humanities | mass media | minority language | new technology | PRODUCTION, TECHNOLOGY AND RESEARCH | SCIENCE | social framework | SOCIAL QUESTIONS | sociocultural group | technology and technical regulations

Summary Cultural identity has always been a continuous process where the cultures have been changed due to the influence of several factors, including technological changes. Within the information society, the European cultural diversity is going to face severe upheavals. The final impact is controversial. On one side the new technologies themselves can be a mean for the diffusion, valorization and safeguard of minority cultures, on the other there is a serious risk of a possible standardization of the cultures due to commercial reasons.

The information society can be considered both as a community or a market place. If the latter aspect will prevail and the majority of the services will be offered by large multinationals, interested in reaching scale economies, the risk of cultural standardization is evident. If, due to interactivity, the participating cultural model where the users have an active role, will prevail, the offer will be more personalized and the impact on cultural diversity will be positive.

The fact the new media will be not mass-media offers better opportunities to minority cultures to express themselves in an information arena tailored by the users, outside centralized control.

The de-localization promoted by the new media can constitute a push both to globalism (i.e. the reformulation of cultures outside their original context with the risk of loss of traditions and ways of living) and to "tribalism" (i.e. the identification only with a local community, without recognition of larger levels). Nevertheless, cohesion and safeguard of local cultures, traditionally regarded as diverging objectives, can be conciliated within the information society.

The dematerialization of the cultures makes the offer of information and communication explode and will have a large positive impact on the diffusion and on the memorization of the information, and therefore, of the cultural heritage.

The new communities emerging within the information society may have

Study [EN](#)

[The Teaching of Immigrants in the European Union](#)

Publication type Study

Date 01-01-1998

External author Léonce Bekemans and Yera Ortiz De Urbina, College of Europe, Bruges

Policy area Area of Freedom, Security and Justice | Culture | Education

Keyword access to education | children's rights | cooperation in the field of education | cooperation policy | cultural pluralism | culture and religion | education | EDUCATION AND COMMUNICATIONS | integration of migrants | INTERNATIONAL RELATIONS | LAW | migration | rights and freedoms | social affairs | social integration | SOCIAL QUESTIONS | teaching quality

Summary The study falls within a multicultural framework of EU education policies and hopes to contribute to the thinking on the education of the children of EU migrants in the specific cases of kindergarten, primary and secondary education. The aim of the study is to provide a reflection based on qualitative and quantitative data of measures taken by the EU and the Member States in the teaching of immigrants in the EU and is also an attempt to identify the problems, gaps and future possibilities for the teaching of immigrants in the EU.

Study [EN](#), [FR](#)

[Cultural Projects Eligible for Assistance From the European Union Structural Funds](#)

Publication type Study

Date 01-01-1998

External author Léonce Bekemans and Kristof Van Quathem, College of Europe, Bruges

Policy area Culture | Education | Regional Development

Keyword cultural heritage | cultural promotion | culture and religion | culture industry | economic and social cohesion | EU finance | European construction | EUROPEAN UNION | SOCIAL QUESTIONS | structural expenditure | Structural Funds

Summary The aim of this study is to give an overview and assessment of the cultural potential of Community programmes and actions which can provide financing for cultural projects in the European Union. The first part gives a brief summary and a quantitative and qualitative analysis of the programmes and structural funds. In the second part, which looks to the future, there is an attempt to put forward a manual with practical indications of possible sources of funding for different types of cultural projects, using the various EU cultural funds or programmes.

Study [EN](#), [FR](#)

[European Voluntary Service for Young People](#)

Publication type Study

Date 01-10-1997

External author Serena Foresi

Policy area Education

Keyword civil law | demography and population | EU action | European citizenship | European construction | EUROPEAN UNION | INTERNATIONAL ORGANISATIONS | LAW | legal status | non-governmental organisation | non-governmental organisations | POLITICS | politics and public safety | social affairs | SOCIAL QUESTIONS | voluntary organisation | voluntary work | young person | youth movement

Summary This study seeks to describe the implementation, aims and operation of the EVS programme and also outlines the obstacles encountered during implementation, in particular the lack of legal status for volunteers and organisation at Community level in this field. It also contains proposals and measures seeking to overcome these obstacles. Part of the study deals with voluntary service in general, in order to present an overall view of the voluntary sector at Community level. The second part of the document deals with relations between the EVS programme and the compulsory national service applicable in some Member States.

Study [EN](#), [FR](#), [IT](#)

[Lesser Used Languages in Austria, Finland and Sweden](#)

Publication type Study

Date 01-09-1997

External author European Office for Lesser Used Languages

Policy area Culture | Education

Keyword Austria | cultural pluralism | culture and religion | economic geography | Europe | Finland | GEOGRAPHY | humanities | minority language | political geography | regional language | SCIENCE | SOCIAL QUESTIONS | Sweden

Summary This study is an update of the study included in the report of the Committee on Culture, Youth, Education and the Media on linguistic and cultural minorities in the European Community: rapporteur Mr Mark Millilea (A3-43/92 of 28.1.1994 - PE 201.963), on the lesser used languages in Austria, Finland and Sweden. It is the result of research which, together with a questionnaire, was conducted with the assistance of the European office for lesser used languages on the basis of the definition of a lesser used language provided by the Council of Europe (European Charter of regional or minority languages - Strasbourg, 5 November 1992).

Study [EN](#), [FR](#)

[A Strategy for Life Sciences in the Baltic Area \(St. Petersburg Region\)](#)

Publication type Study

Date 01-07-1997

External author R.G. Price (PPR Diagnostics Ltd, London, the UK)

Policy area Education | Environment | Industry | Research Policy

Keyword Baltic States | biology | biotechnology | BUSINESS AND COMPETITION | business classification | education | EDUCATION AND COMMUNICATIONS | educational planning | Europe | GEOGRAPHY | industrial research | joint venture | natural and applied sciences | PRODUCTION, TECHNOLOGY AND RESEARCH | research and intellectual property | research project | SCIENCE | scientific research | technology and technical regulations

Summary This study considers what contribution 'newer biological life sciences' (including medical technology, biotechnology and molecular biology) can make to easing the environmental burden of the Baltic area (the St. Petersburg region and the Baltic States) in the widest sense.

Study [EN](#)

[L'enseignement des sciences économiques, sociales et politiques dans les universités en Europe](#)

Publication type Study

Date 01-05-1994

External author Collège d'Europe, Bruges, Belgique

Policy area Education

Summary Analysis seeking to contribute to the debate on the multi-dimensional Europe where teaching, research and teaching methods must respond to the challenges of European reality. This debate forms part of the discussion on the provisions of Articles 126 and 127 of the Treaty on European Union.

Study [FR](#)

[Etude socio-statistique sur les anciens élèves des Ecoles européennes](#)

Publication type Study

Date 01-03-1994

External author François Wathelet, Université Libre de Bruxelles, Belgique

Policy area Education

Summary This study answers the following questions: have the former pupils of the European schools made the same professional progress as other groups of the same age? What statistical description can be given for their academic career? The rate of success of these former pupils is assessed on a comparative basis

Study [FR](#)

[Changes Made by the Treaty on European Union with Regard to Education, Vocational Training and Culture](#)

Publication type Study

Date 01-04-1992

External author College of Europe (Bruges, Belgium)

Policy area Culture | Education

Keyword cultural heritage | cultural pluralism | culture and religion | education | EDUCATION AND COMMUNICATIONS | education policy | employment | EMPLOYMENT AND WORKING CONDITIONS | EU competence | EU employment policy | EUROPEAN UNION | European Union law | SOCIAL QUESTIONS | Treaty on European Union | vocational training

Summary The Maastricht Treaty contains three different articles on education, vocational training and culture. Articles 126 and 127 for the first two aspects are included in Title VIII, Article 128 forms Title X (Culture). With these articles the Union gives itself certain powers to achieve specific tasks while providing a framework and very precise implementation provisions.

Study [DA](#), [DE](#), [EN](#), [ES](#), [FR](#), [IT](#), [NL](#), [PT](#)