

European Education Area (EEA) interim evaluation - open public consultation

Fields marked with * are mandatory.

Introduction

European Education Area

Education and training play a crucial role so that everyone can flourish in society. To build more resilient and inclusive education and training systems in Europe and help address the common challenges that they face, the strategic framework for European cooperation in education and training was put in place. This framework was outlined in the [Council Resolution](#) of February 2021 and has as an overarching objective of building the European Education Area (EEA).

European cooperation to build the European Education Area focuses on:

- improving quality, equity, inclusion and success for all,
- making lifelong learning and mobility a reality for all,
- supporting the green and digital transitions in and through education and training,
- enhancing competences and motivation in the education profession,
- strengthening European higher education.

It also helps to make Europe stronger in the world.

To provide insights into what has been achieved within the EEA, an evaluation is being conducted and the results of this public consultation will be added to the evidence base.

About you

* Language of my contribution

- Bulgarian
- Croatian
- Czech
- Danish
- Dutch
- English
- Estonian

- Finnish
- French
- German
- Greek
- Hungarian
- Irish
- Italian
- Latvian
- Lithuanian
- Maltese
- Polish
- Portuguese
- Romanian
- Slovak
- Slovenian
- Spanish
- Swedish

* I am giving my contribution as

- Academic/research institution
- Business association
- Company/business
- Consumer organisation
- EU citizen
- Environmental organisation
- Non-EU citizen
- Non-governmental organisation (NGO)
- Public authority
- Trade union
- Other

* First name

Agnes

* Surname

ROMAN

* Email (this won't be published)

agnes.roman@csee-etuice.org

* Organisation name

255 character(s) maximum

European Trade Union Committee for Education

* Organisation size

- Micro (1 to 9 employees)
- Small (10 to 49 employees)
- Medium (50 to 249 employees)
- Large (250 or more)

Transparency register number

Check if your organisation is on the transparency register. It's a voluntary database for organisations seeking to influence EU decision-making.

72197913011-06

* Country of origin

Please add your country of origin, or that of your organisation.

This list does not represent the official position of the European institutions with regard to the legal status or policy of the entities mentioned. It is a harmonisation of often divergent lists and practices.

- Afghanistan
- Åland Islands
- Albania
- Algeria
- American Samoa
- Andorra
- Angola
- Djibouti
- Dominica
- Dominican Republic
- Ecuador
- Egypt
- El Salvador
- Equatorial Guinea
- Libya
- Liechtenstein
- Lithuania
- Luxembourg
- Macau
- Madagascar
- Malawi
- Saint Martin
- Saint Pierre and Miquelon
- Saint Vincent and the Grenadines
- Samoa
- San Marino
- São Tomé and Príncipe
- Saudi Arabia

- Anguilla
- Antarctica
- Antigua and Barbuda
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bermuda
- Bhutan
- Bolivia
- Bonaire Saint Eustatius and Saba
- Bosnia and Herzegovina
- Botswana
- Bouvet Island
- Brazil
- British Indian Ocean Territory
- Eritrea
- Estonia
- Eswatini
- Ethiopia
- Falkland Islands
- Faroe Islands
- Fiji
- Finland
- France
- French Guiana
- French Polynesia
- French Southern and Antarctic Lands
- Gabon
- Georgia
- Germany
- Ghana
- Gibraltar
- Greece
- Greenland
- Grenada
- Guadeloupe
- Guam
- Guatemala
- Guernsey
- Guinea
- Guinea-Bissau
- Malaysia
- Maldives
- Mali
- Malta
- Marshall Islands
- Martinique
- Mauritania
- Mauritius
- Mayotte
- Mexico
- Micronesia
- Moldova
- Monaco
- Mongolia
- Montenegro
- Montserrat
- Morocco
- Mozambique
- Myanmar/Burma
- Namibia
- Nauru
- Nepal
- Netherlands
- New Caledonia
- New Zealand
- Nicaragua
- Senegal
- Serbia
- Seychelles
- Sierra Leone
- Singapore
- Sint Maarten
- Slovakia
- Slovenia
- Solomon Islands
- Somalia
- South Africa
- South Georgia and the South Sandwich Islands
- South Korea
- South Sudan
- Spain
- Sri Lanka
- Sudan
- Suriname
- Svalbard and Jan Mayen
- Sweden
- Switzerland
- Syria
- Taiwan
- Tajikistan
- Tanzania
- Thailand

- British Virgin Islands
- Brunei
- Bulgaria
- Burkina Faso
- Burundi
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Cayman Islands
- Central African Republic
- Chad
- Chile
- China
- Christmas Island
- Clipperton
- Cocos (Keeling) Islands
- Colombia
- Comoros
- Congo
- Cook Islands
- Costa Rica
- Côte d'Ivoire
- Croatia
- Cuba
- Guyana
- Haiti
- Heard Island and McDonald Islands
- Honduras
- Hong Kong
- Hungary
- Iceland
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Isle of Man
- Israel
- Italy
- Jamaica
- Japan
- Jersey
- Jordan
- Kazakhstan
- Kenya
- Kiribati
- Kosovo
- Kuwait
- Kyrgyzstan
- Niger
- Nigeria
- Niue
- Norfolk Island
- Northern Mariana Islands
- North Korea
- North Macedonia
- Norway
- Oman
- Pakistan
- Palau
- Palestine
- Panama
- Papua New Guinea
- Paraguay
- Peru
- Philippines
- Pitcairn Islands
- Poland
- Portugal
- Puerto Rico
- Qatar
- Réunion
- Romania
- Russia
- The Gambia
- Timor-Leste
- Togo
- Tokelau
- Tonga
- Trinidad and Tobago
- Tunisia
- Türkiye
- Turkmenistan
- Turks and Caicos Islands
- Tuvalu
- Uganda
- Ukraine
- United Arab Emirates
- United Kingdom
- United States
- United States Minor Outlying Islands
- Uruguay
- US Virgin Islands
- Uzbekistan
- Vanuatu
- Vatican City
- Venezuela
- Vietnam
- Wallis and Futuna

- Curaçao
- Cyprus
- Czechia
- Democratic Republic of the Congo
- Denmark
- Laos
- Latvia
- Lebanon
- Lesotho
- Liberia
- Rwanda
- Saint Barthélemy
- Saint Helena
- Ascension and Tristan da Cunha
- Saint Kitts and Nevis
- Saint Lucia
- Western Sahara
- Yemen
- Zambia
- Zimbabwe

The Commission will publish all contributions to this public consultation. You can choose whether you would prefer to have your details published or to remain anonymous when your contribution is published. **For the purpose of transparency, the type of respondent (for example, 'business association', 'consumer association', 'EU citizen') country of origin, organisation name and size, and its transparency register number, are always published. Your e-mail address will never be published.** Opt in to select the privacy option that best suits you. Privacy options default based on the type of respondent selected

* Contribution publication privacy settings

The Commission will publish the responses to this public consultation. You can choose whether you would like your details to be made public or to remain anonymous.

Anonymous

Only organisation details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published as received. Your name will not be published. Please do not include any personal data in the contribution itself if you want to remain anonymous.

Public

Organisation details and respondent details are published: The type of respondent that you responded to this consultation as, the name of the organisation on whose behalf you reply as well as its transparency number, its size, its country of origin and your contribution will be published. Your name will also be published.

I agree with the [personal data protection provisions](#)

General questions

*** Which of the following best describes you?**

- Learner in general education
- Learner in vocational education and training
- Learner in higher education
- Learner in non-formal education
- Adult learner
- Early childhood education and care professional
- Teacher
- Trainer
- Educator
- Educational support staff
- Education institution leader
- Researcher / Scholar
- Policymaker
- Social partner (employers)
- Social partner (employees)
- International organisation
- NGO
- Other

Are you a member of any of the following groups / formations?

Please select all that apply.

- Education Committee of the Council
- High Level Group on Education and Training
- Directors-General formations (for school education, vocational education and training, higher education)
- Advisory Committee on Vocational Training
- European Education Area Strategic Framework Working Groups (Early childhood education and care, Schools, Higher education, Vocational education and training and the green transition, Adult learning: opening up opportunities for all, Digital education: learning, training and assessment, Equality and values in education and training)
- Standing Group on Indicators and Benchmarks
- Other European Commission expert groups
- Other

Please specify:

400 character(s) maximum

Graduate tracking

*** Which of the education and training levels do you work with / in?**

Please select all that apply.

- Early childhood education and care
- General education
- Vocational education and training
- Higher education
- Adult learning
- Non-formal education

To what extent do you agree that education and training systems in the EU have faced the following challenges in recent years?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Do not know / no opinion
Inequalities in education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low quality of education and training provision	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient opportunities for lifelong learning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient opportunities for learning mobility in another country	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Underachievement in basic skills	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low levels of digital skills	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low levels of competences for sustainability	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low levels of skills for civic, social and democratic participation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mismatch between supply of skills and labour market demand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teacher shortage / lack of attractiveness of the teaching profession	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of well-being in education and training institutions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited cooperation among higher education institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Low / inefficient investment in education and training, including in infrastructure	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Are you familiar with European cooperation in education and training?**

- Yes, I am familiar to a great extent
- Yes, I am familiar to some extent
- No, I am not familiar at all

Have you ever heard of the following activities associated with European cooperation in education and training?

	Yes, I have heard about it and know it very well	Yes, I have heard about it, but I do not know it very well	No, I have never heard about it
* Setting common European priorities in education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Mutual learning and exchange of good practices	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Work of the European Education Area Strategic Framework Working Groups	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Commission expert groups (such as, on supportive learning environments for groups at risk of underachievement and for supporting well-being at school)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Implementation of European Education Area via available EU funding and other instruments (such as Recovery and Resilience Facility, European Social Fund +, European Regional Development Fund, Technical Support Instrument)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* European Education Area Portal	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Events organised by the European Commission on education and training (e.g. European Education Summit)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Education and Training Monitor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* EU-level targets in education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Communities of practice (e.g. European School Education Platform , EPALE , eTwinning , etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Mobility and cooperation opportunities under Erasmus+	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Council Recommendations in the field of education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Studies and assessments for education and training reforms	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Country-specific recommendations under the European Semester linked to education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions for those familiar with European cooperation in education and training

To what extent is it important to continue to support European cooperation on the following priorities of education and training?

	Highly important	Somewhat important	Rather not important	Not important	Do not know / no opinion
* Quality, equity, inclusion and success for all in education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Making lifelong learning available for all	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Making learning mobility in another country available for all	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Support of the green transition in and through education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Support of the digital transition in and through education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Enhancement of competences and motivation in the education profession	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Strengthening of European higher education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Geopolitical dimension of education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there other areas where the EU should support cooperation in education and training?

- Yes
- No

Which ones?

400 character(s) maximum

Improving attractiveness of the teaching profession: strong recommendations to Member States to practice social dialogue with teachers' trade unions and to cooperate to learn how to raise the status, strengthen qualification requirements, and improve salary, working conditions and well-being of teachers, and to support novice teachers (housing, reducing tuition fees, paid teaching practice, etc).

Since 2021, to what extent has the European cooperation in education and training succeeded in supporting Member States in the following levels of education and training?

	Strongly successful	Successful	Rather unsuccessful	Not at all successful	Do not know / no opinion
* Early childhood education and care	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* School education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Vocational education and training	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Higher education	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
* Adult learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
* Non-formal education	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** What can be done to improve the effectiveness of European cooperation in education and training?**

400 character(s) maximum

DG EAC needs to support more social dialogue/partnership and to invite not only the Member States' representatives to events and policy groups, but oblige them to bring along their teachers' trade unions and to brainstorm together. It is not possible to make decisions about teachers and education without the teachers' involvement. European Sectoral Social Dialogue for Education can also contribute

Have you ever participated in or made use any of the following activities of European cooperation in education and training?

	Yes, I participated / made use of	No, I did not participate / make use of	I do not know
Setting common European priorities in education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mutual learning and exchange of good practices	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Making available funding and other instruments for national, regional and local measures and reforms in education and training (through Recovery and Resilience Facility, European Social Fund +, European Regional Development Fund, Technical Support Instrument)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Making information accessible through the EEA portal	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Events organised by the European Commission on education and training (e.g. European Education Summit)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education and Training Monitor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EU-level targets in education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communities of practice (e.g. European School Education Platform , EPALE , eTwinning , etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobility and cooperation opportunities under Erasmus+	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopting and implementing Council Recommendations in the field of education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivering evidence relevant for education and training reforms (e.g. studies, reports)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The EEA Strategic Framework Working Groups ' deliverables	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results of Commission expert groups	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country-specific recommendations under the European Semester linked to education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you observed any of the following results when participating in the activities you selected above?

	To a significant extent	To some extent	To a limited extent	Not at all	Do not know / no opinion
Improved understanding of common European priorities in education and training	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved understanding of funds for supporting reforms and measures in education and training	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gained new knowledge from others' experiences in addressing common challenges	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased synergies with other policies	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creation of / awareness about new evidence to inform policy making	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent are the following activities of European cooperation in education and training successful in building the European Education Area?

	To a significant extent	To some extent	To a limited extent	Do not contribute	Do not know / no opinion
Setting common European priorities in education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mutual learning and exchange of good practices	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making available funding and other instruments for national, regional and local measures and reforms in education and training (through Recovery and Resilience Facility, European Social Fund +, European Regional Development Fund, Technical Support Instrument)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making information accessible through the EEA portal	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events organised by the European Commission on education and training (e.g. European Education Summit)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education and Training Monitor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EU-level targets in education and training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communities of practice (e.g. European School Education Platform , EPALE , eTwinning , etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobility and cooperation opportunities under Erasmus+	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopting and implementing Council Recommendations in the field of education and training	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivering evidence relevant for education and training reforms (e.g. studies, reports)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The EEA Strategic Framework Working Groups ' deliverables	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results of Commission expert groups	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country Specific Recommendations under the European Semester linked to education and training	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, do you think that the activities of European cooperation in education and training are successful?

- Yes
- Partly
- No

Please explain why:

400 character(s) maximum

National plans to implement the EEA goals in many countries were never consulted with trade unions; the plans are not clear and not adapted; the Council recommendations are not disseminated by the governments among schools (trade unions do this job) so it will not be evident that counterproductive reforms are not in line with agreed EU policies. Social dialogue on education policy needs more role

Has progress been achieved towards the EEA priorities?

- Yes
- No
- I do not know

To what extent do you consider that the resources (financial and human) allocated to European cooperation in education and training correspond to the results achieved?

- To a great extent
- To some extent
- Not at all
- Do not know / no opinion

To what extent is the EEA coherent with:

	Coherent	Somewhat coherent	Incoherent	Do not know
EU initiatives and funding?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National / regional / local initiatives and funding?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
International initiatives and funding?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any areas in which coherence should be improved? If yes, which ones?

400 character(s) maximum

More democratic governance is needed. European Semester should motivate more sustainable public financing is needed to schools and for teachers' salaries, working conditions, and CPD. There should be less EU targets and more continuous process (5-10 years) to reach the targets. Less reporting and more action. Teachers should be involved. Guaranteed social dialogue with teachers' trade unions.

How successful do you think EU cooperation towards the EEA has been in achieving the following effects beyond what Member States could accomplish individually?

	Strongly successful	Successful	Rather unsuccessful	Not at all successful	Do not know / no opinion
Putting education and training at the top of the policy agenda at the EU and national level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Exchanging of experience and effective practices to support national reforms	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Triggering the use of available EU funding to support national / regional / local and cross-border measures and reforms	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, what more could be done by the Commission, the Member States and other stakeholders to reinforce the European cooperation in the field of education and training to support the EEA?

400 character(s) maximum

Take more time to reach the goals. Involve more actors. Support local / national needs and cooperation. Involve teachers in European policy making and exchange. COM's WGs should develop guidelines which are presented at the Council (VET and AL WGs play too low key). Listen to national / local needs instead of allocating EU budget only by EU defined priorities. Support more democratic values.

Closing questions

If you have further comments on the topic of this questionnaire, please write them below:

400 character(s) maximum

Education is a human right a public good. It should support the personal development of each student. The European Pillar of Social Rights must remain a cornerstone of the EU education policy making. The European Commission should stop seeing education as a service of the labour market and companies and link it to "attracting talents", reducing "skills shortages/mismatches".

If you wish to upload any files supporting your replies, please do so below:

Only files of the type pdf,txt,doc,docx,odt,rtf are allowed

2d75f5e3-c507-4fae-ab4a-a23eb94d1

/2022_Policy_Paper_Attractiveness_of_the_Teaching_Profession.pdf

Thank you!

Contact

Petra.KRAJCAR@ec.europa.eu