



European
Commission

EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

EENEE and NESET II Conference - Brussels, 23 November 2017



Education
and Culture



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Welcome by EENEE – the European Expert Network on Economics of Education

Ludger Woessmann
(ifo Institute, University of Munich)



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Empowering Schools: Evidence-Informed Policies for Quality Education

- **Schools** and their role in improving education
 - Forefront topic of high importance in EU
 - Role of schools in preventing poverty and unemployment, boosting innovation, creating prosperity, fostering personal development and active citizenship, promoting inclusive and resilient societies
 - Challenges: economic crisis, demographic change, immigration, digitalisation
 - Adapt to new challenges → school reform as pressing issue for Member States
- 2nd EENEE and NESET II **Conference**
 - Aims to encourage broad dialogue between EU and national policy makers and researchers
 - Opportunity to discuss the evidence on effective policies and practices gathered by the networks, implications for stakeholders, and generate feedback



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EENEE: European Expert Network on Economics of Education

- EU Think Tank sponsored by DG EAC
- EENEE aims to contribute to the improvement of education policy development in Europe by advising and supporting the European Commission in the analysis of economic aspects of educational policies and reforms
- **21 Senior Experts** from across Europe
- **Administrative** Coordinator:
 -  • Centre for European Policy Studies (**CEPS**), Brussels
 - Jobs & Skills Unit (Miroslav Beblavý, Head)
- **Scientific** Coordinator:
 -  • **ifo** Institute – Leibniz-Institute for Economic Research at the University of Munich
 - ifo Center for the Economics of Education (Ludger Woessmann, Director)



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Topics of EENEE Analytical Reports (AR) Published in 2017

- **Public Opinion** and the Acceptance and Feasibility of Educational Reforms
 - AR 28 by Marius Busemeyer, Philipp Lergetporer and Ludger Woessmann
- The Use of **Nudges** and other Behavioural Approaches in Education
 - AR 29 by Mette Trier Damgaard and Helena Skyt Nielsen
- School **Segregation** of **Immigrants** and its Effects on Educational Outcomes in Europe
 - AR 30 by Giorgio Brunello and Maria De Paola
- The Potential Economic **Benefits** of Education of **Migrants** in the EU
 - AR 31 by Holger Bonin



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Topics of Analytical Reports Currently under Review

- Benefits of **Early Childhood Education** and Care and the Conditions under Which They Can Be Obtained
 - By Michel Vandebroek, Karolien Lenaerts and Miroslav Beblavý
- **Class Size** and Student Outcomes in Europe
 - By Edwin Leuven and Hessel Oosterbeek
- Education **Externalities** – What They Are and What We Know
 - By Daniel Munich and George Psacharopoulos





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EENEE Website: www.eenee.org

← → ↻ ⓘ www.eenee.de/eeneeHome/EENEE/Policy-Briefs.html

Economics of Education in Europe

Home > EENEE > Policy Briefs

Policy Briefs

EENEE Policy Briefs condense important research findings on key policy issues into easily accessible two-page briefs that disseminate knowledge from the economics of education to the policy debate.

EENEE Policy Brief 4/2017 (May 2017)

What We Know about Public Opinion on Educational Reforms
Marius R. Busemeyer, Philipp Lergetporer and Ludger Woessmann

Based on: EENEE Analytical Report No. 28

Download (PDF, 753 KB)

EENEE Policy Brief 3/2017 (May 2017)

Education of Migrants: A Social Investment
Holger Bonin

Based on: EENEE Analytical Report No. 31

Download (PDF, 180 KB)

EENEE Policy Brief 2/2017 (May 2017)

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Empowering Schools: Combine Autonomy with Accountability

- Give schools **autonomy** to find best way to achieve high outcomes
- At the same time, test achievement of outcomes with **external exams**

