



Department  
for Education

**Consultation Response Form**

**Consultation closing date: 30 June 2014**  
**Your comments must reach us by that date**

## **REVIEW OF THE BALANCE OF COMPETENCES**

### **CALL FOR EVIDENCE ON THE GOVERNMENT'S REVIEW OF THE BALANCE OF COMPETENCES BETWEEN THE UNITED KINGDOM AND THE EUROPEAN UNION**

### **EDUCATION, VOCATIONAL TRAINING AND YOUTH**

**If you would prefer to respond online to this consultation please use the following link: <https://www.education.gov.uk/consultations>**

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

<b>Please tick if you want us to keep your response confidential.</b>	<input checked="checked" type="checkbox"/>
Reason for confidentiality:	

Name:	
Please tick if you are responding on behalf of your organisation.	<input checked="checked" type="checkbox"/>
Name of Organisation (if applicable):	
Address:	

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the Ministerial and Public Communications Division by e-mail: [consultation.unit@education.gsi.gov.uk](mailto:consultation.unit@education.gsi.gov.uk) or by telephone: 0370 000 2288 or via the Department's '[Contact Us](#)' page.

## **EDUCATION AND TRAINING QUESTIONS**

### **General Issues**

1 Does EU action, as opposed to national government action, in the areas of education and vocational training generally benefit or disadvantage the UK? Can you point us to any published evidence or analysis in support of your view?

Comments: Benefit, I have been involved with a few projects involving youth in Action from the EU and more than 100 children from Tyrone and Derry have benefited from youth exchanges with other EU countries and they have learned strong lessons about tolerance and respect for others from different back grounds.

2 Are there any specific EU activities in the areas of education and training that you consider particularly beneficial or particularly disadvantageous to the UK?

Comments: beneficial – youth exchanges and training for leaders

3 Do you think the EU, as opposed to national government, should do more or less in relation to education and training? If so, where and why?

Comments: More as I think more can be learned through working with people from other nations, we can work with people from our own nations on a continuous basis but the exchanges with other nations offer a stronger learning experience from a shorter period of time and I think there is need for more emphasis on this type of funding and more marketing needed. Also it would be useful to run workshops in local areas to train people on the benefits available and on the possibilities, but mainly on how to tackle the forms. Many people think they can't get A European partner or that the form will be too difficult.

4 What other areas of EU competence or activity have an impact on education and training in your sector and how?

Comments:

5 What challenges or opportunities are there for the UK in further EU action on education?

Comments: Cultural education initiatives between the UK and the countries of immigrants.

6 What international bodies or arrangements other than the EU are important to education and training in the UK? How does your experience of dealing with them compare with the EU's activity in this sphere?

Comments:

### The Programmes

7 For the specific programmes which are funded and managed via the EU (such as Erasmus or Leonardo), what are the benefits or disadvantages of having EU rather than national responsibility and funding for these activities?

Comments: When managed from the EU level the people dealing with them have a better understanding of the benefits, if managed at a national level that could be lost and you may have programmes organised by people who really don't understand the scope and potential projects could and should have.

8 Can you point to evidence which shows that language learning has improved through participation in the programmes?

Comments: I was involved in the Erasmus programme in university and I attended university in Bilbao, Basque Country for a year. My Spanish improved immensely but more importantly my confidence to use Spanish improved meaning it became a living language for me to use as opposed to only ever feeling comfortable speaking it with learners/anglophones. After my experience I was comfortable setting up a bank account, buying groceries, looking for directions, booking flights/taxis/takeaway etc. It was also through this experience that I made contacts and then upon my return I was able to use Youth in Action and set up projects between my country and groups in the Basque Country. The main language of communication was Spanish and I wouldn't have been able to organise these exchanges without my newly acquired high level of spoken Spanish.

9 How would you describe the costs and benefits to your organisation of participating in the programmes?

Comments: Without the funding there is no way our organisations could have run these types of projects and our participants couldn't afford to pay to participate.

### Policy Coordination

10 Have you noticed any change in EU activity or emphasis since the 2009 Treaty of Lisbon and the introduction of Europe 2020, and, if so, where has this manifested itself and in what ways? Have these changes been helpful or unhelpful?

Comments:

11 Is it appropriate that Europe 2020 focusses on early school leaving and the completion of tertiary education?

Comments: I think language learning should also be a priority. The British Isles, Ireland and other anglophone areas are extremely bad at language learning and the national governments are not doing enough to promote it, they are actually decreasing the need by letting education departments take away the need to study a language to certain levels. Most young anglophones don't understand that the majority of Europeans on the mainland are bilingual or multilingual and I think school initiatives to promote language learning would be extremely beneficial. It would also lead to higher tolerance of immigrants who have good English but with strong traces of their native language through their English and on their accent.

12 Has the adoption of EU education policy frameworks or Council Recommendations had any impact on your sector?



Comments:

13 How does policy cooperation on education in the EU compare with other organisations, for example the OECD?

Comments:

14 Can you point to examples of reform in national policy which have resulted from EU co-operation in education and training?

Comments:

15 How would you assess the costs and benefits to policy makers of participation in education policy cooperation at EU level?

Comments:

## **YOUTH QUESTIONS**

### **General Issues**

16 What evidence is there that EU action in the area of Youth benefits or disadvantages the UK?

Comments: from my own experience with youth projects I can see how these projects have led to increased tolerance of people from other countries, increased tolerance of minority languages, more travel between the countries with the participants, etc.

17 Do you think the EU should do more, or less, in relation to Youth, and why?

Comments: more as if we train the youth through strong projects and informal learning of certain issues that are affecting the EU then we will have strong balanced informed adults.

18 Do you think the EU focuses on the right aims and priorities in the Youth field?

Comments: yes, I would like to see more emphasis on the promotion of the protection and use of minority language and culture as backed up by the European charter for regional and minority languages and more opportunities in this sector.

19 Have you noticed any change in EU activity or emphasis since the 2009 Treaty of Lisbon and the introduction of Europe 2020, and, if so, where has this manifested itself and in what ways? Have these changes been helpful or unhelpful?

Comments:

20 Has the adoption of the Structured Dialogue had any impact on your sector?

Comments:

21 What other areas of EU competence or activity have an impact on your sector and how?

Comments:

22 What international bodies or arrangements are important to your sector beyond the EU?

Comments:

23 Has the EU had an impact on young people's opportunities to have a voice in policy and decision making, or on organisations' work to involve young people in shaping services?

Comments:

24 Has the EU had an impact on young people's social inclusion in the UK?

Comments:

### Youth Programmes

25 What are the benefits or disadvantages of having EU rather than national funding for activities under the Youth Programme?

Comments:

26 What do you think about the criteria and conditions set by the EU for applying for and receiving funding?

Comments:

27 What do you think about the aims and activities of Erasmus+ in comparison to the Youth in Action programme?

Comments:

28 Any other comments?



Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

<b>Please acknowledge this reply.</b>	
E-mail address for acknowledgement:	

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, please confirm below if you would be willing to be contacted again from time to time either for research or to send through consultation documents?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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All DfE public consultations are required to meet the Cabinet Office [Principles on Consultation](#)

The key Consultation Principles are:

- departments will follow a range of timescales rather than defaulting to a 12-week period, particularly where extensive engagement has occurred before
- departments will need to give more thought to how they engage with and use real discussion with affected parties and experts as well as the expertise of civil service learning to make well informed decisions
- departments should explain what responses they have received and how these have been used in formulating policy

- consultation should be 'digital by default', but other forms should be used where these are needed to reach the groups affected by a policy
- the principles of the Compact between government and the voluntary and community sector will continue to be respected.

If you have any comments on how DfE consultations are conducted, please contact Aileen Shaw, DfE Consultation Coordinator, tel: 0370 000 2288 / email: [aileen.shaw@education.gsi.gov.uk](mailto:aileen.shaw@education.gsi.gov.uk)

**Thank you for taking time to respond to this consultation.**

Completed responses should be sent to the address shown below by 30 June 2014

Send by post to:

International Education Division, Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.

Send by e-mail to: [BalanceofCompetence.consultation@education.gsi.gov.uk](mailto:BalanceofCompetence.consultation@education.gsi.gov.uk).