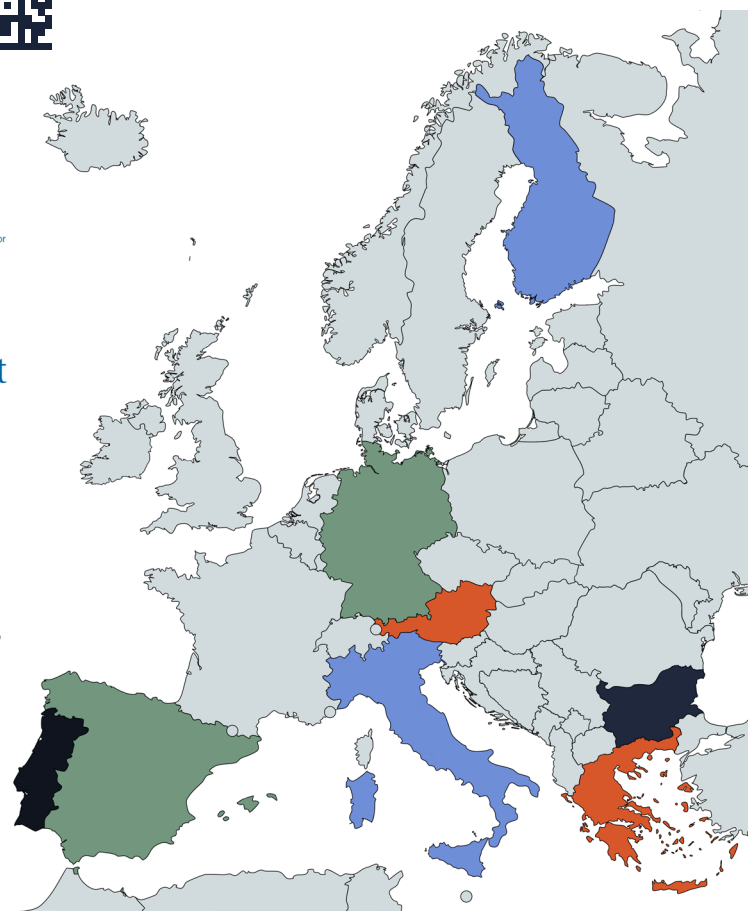
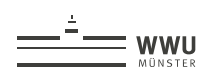


CLEAR is committed to better understanding the factors that affect the quality and the construction of learning outcomes in Europe.

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CONSTRUCTING LEARNING OUTCOMES IN EUROPE

A MULTI-LEVEL ANALYSIS OF (UNDER)ACHIEVEMENT IN THE LIFE COURSE

2022 – 2025

Austria, Bulgaria, Finland, Germany, Greece, Italy, Portugal, Spain



This project has received funding from the European Union's Horizon Europe research and innovation funding programme under Grant Agreement No. 101061155.

Issues & Objectives

Education is central for building prosperous and resilient societies and ensuring that everyone can unlock their full potential. Across Europe, however, alarming levels of educational poverty are reported and young people face many difficulties in pursuing their goals. One issue is the division of groups according to their learning outcomes, which creates a separation between “achievers” and “under-achievers”, passive and active learners, promising students and school dropouts.

CLEAR reconceptualises the construction of learning outcomes as resulting from manifold intersecting factors and actors: institutional arrangements, spatial and socio-economic determinants, discursive and socio-cultural influences, as well as individual experiences, dispositions, and cognitive and psycho-emotional abilities.

CLEAR aims at better understanding the factors that affect the quality of learning outcomes in order to tap on the potential of young people, especially those in vulnerable and multi-disadvantaged positions, promoting their ability to achieve meaningful goals in their life courses.



- enhances extant knowledge bases with data and evidence from multiple perspectives, sites, and levels at national, regional and local levels;
- conducts policy reviews and expert surveys, identifying key elements in decision-making and coordination;
- designs and implements participatory approaches, giving voice to groups multi-disadvantaged and/or in vulnerable situations, while at the same time sparking innovative policy solutions.

How we proceed

CLEAR adopts dynamic and relational concepts – *Life Course*, *Intersectionality*, *Spatial Justice*.

CLEAR examines educational (under) achievement among groups that are multi-disadvantaged and/or in vulnerable situations through five intersecting analytical dimensions – *institutional*, *individual*, *spatial*, *structural*, *relational*.

CLEAR integrates a *transversal participatory approach* to give voice to young people, policy experts and policy practitioners; it also runs *Innovation Forums* with various audiences.

CLEAR uses a mixed-methods design: quantitative and institutional analyses, expert surveys, qualitative analyses and innovative participatory strategies to *spark innovative policy solutions* by identifying sparse or missing data at various governance levels and enhancing the data quality of relevant bodies at local, regional, and national levels.

