



EUNEC-newsletter 4 June 2005

1 EUNEC conference Implementing change through Education and Training 2010 (Malta 9-10 May 2005)

On 9-10 May 2005, EUNEC organised, in cooperation with the National Curriculum Council (Malta), a conference on **implementation** of educational change. The core issue of the conference was the question how Member States can realise and implement the ambitious European programme 'Education and Training 2010'. EUNEC wanted to think and discuss on the opportunities and the conditions of this implementation.

Tom Leney (QCA – UK) described in his opening paper the issue. **Sebastian Volkers** (European Commission) explained the new phase in the work plan 'Education and Training 2010'. After identifying priorities and benchmarks and after conducting benchmarking exercises to gauge the progress of EU Member States towards the identified benchmarks, the Commission plans now the identification of good and best practice. Through peer learning activities, they want to find effective and practical ways to share best practice.

Afterwards, the participants were confronted with three case studies on implementation. **Mary Darmanin** (University of Malta) analysed the implementation of ICT in the Maltese primary education, **Viive Riine Ruus** (Estonian Education Forum) explained the educational reforms in Estonia since the perestroika period and **Carmel Borg** (University of Malta) commented the national curriculum reform in Malta. These explanations gave the participants a clear view on the complexity of educational reforms.

Within a few days, you will be able to download the report of the conference on our website: www.eunec.org, Conferences, Conference Malta.

At the end of the conference, the General Assembly of EUNEC formulated clear **statements** on educational change. EUNEC will send these statements to the European Commission. EUNEC hopes that they can be an important contribution to the debate on the concrete implementation of the new stage in the European education policy. You can download the statements on our website: www.eunec.org, Advices, Advice 6.

2 Executive Committee and General Assembly

The **Executive Committee** of EUNEC met in Malta on Sunday 8 May. It approved the action plan 2005. The Executive Committee also discussed a state of affairs of the European education policy. You can find these two documents on the website (Action plan, Action plan 2005).

The **General Assembly**, with representatives of all the EUNEC members, gathered on Tuesday 10 May. The Assembly approved the statements on implementation. Jacques Perquy, general secretary of EUNEC, presented the annual report 2004. There was also a presentation of the EUNEC publication on transparency of qualifications. Finally, the member councils presented their activities and priorities. In the newsletter, we will present a short overview of these presentations.

3 Priorities and activities of EUNEC member councils

Qualifications and Curriculum Authority (UK). QCA's main role is to advise the government on curriculum and qualification matters. It is a statutory, regulatory body.
www.qca.org.uk

Priorities include:

- developing a series of new, school- or college- based diplomas for IVET and modernising 14-19 qualifications
- review the key stage 3 curriculum (11-14 year olds)
- developing assessment regimes that are learner-centred, fit for purpose and formative
- modernising workplace vocational qualifications, significantly through developing the National Qualifications Framework into a credit based Framework for Achievement
- maximise use of ICT and engage fully in the international dimension

Onderwijsraad (NL). The Education Council is an independent governmental advisory body, which advises the Minister, Parliament and local authorities. The Council provides advice, both solicited and unsolicited, to the Minister of Education, Sciences and Cultural Affairs and the Minister of Agriculture, Nature Management and Food Quality. Moreover, the Council may be asked for advice by the Dutch upper and lower chambers of parliament. Local authorities can call on the Education Council in special cases of local education policy.

www.onderwijsraad.nl

Actual priorities:

- the consequences of raising of the participation in higher education (VET)
- research on varieties in financing education and training
- teacher training programmes: content, teacher skills
- a countercyclical personnel policy in education

The **Haut Comité Education - Economie - Emploi (F)** is an institution situated near to the Ministry of Education in France. The aim of the HCEEE is to organise permanent consultation between the national education system and its economic partners in order to assure a prospective reflection on the links between education, economy and labour and to clarify the decisions taken by the different actors in these domains.

<http://cisad.adc.education.fr/hce3/default.html>

This year, the HCEEE constituted four working groups:

- Tertiary and industrial education and training: proposals for a better correspondence between the content of these courses and the requirements of the labour market.
- 50%: This group tries to describe the necessary conditions to allow that 50% of a generation obtains a certification of higher education.
- Initial and continuing education and training: this group considers and defines the links between this to types of education and training.
- Lifelong guidance. How can we provide effective lifelong guidance?

The HCEEE also launched a study on the decrease of students in scientific courses in secondary and higher education.

The **Consiglio Nazionale della Pubblica Istruzione (I)** is responsible for preparing an annual analysis of the general progress of school activity and proposals for the advancement of research and innovation. The 'Consiglio' gives, sometimes on its own initiative, opinions on proposed or draft legislation and takes positions on various problems within the education system.

This year the priorities are:

- the conclusion of the reform of upper secondary
- new programmes in higher education
- initial training and lifelong learning of teachers
- autonomy of schools (state guidance and local administration of professional training)
- revision of the participative boards (democratic representation of the school)
- the national service of school evaluation.

The **National Curriculum Council (Mt)** is set up as the organisational body within the Education Division in Malta. It acts as the instrument for ensuring transparency, participation and quality in compulsory education. The National Curriculum Council is composed of representatives of different partners in education.

The National Curriculum Council is currently working on two projects:

- the development of curricular projects at school level. Funding is offered to schools to carry out projects on science, citizenship and other areas.
- the possible introduction of a broad-based approach to science learning at Secondary School level.

The **Vlaamse Onderwijsraad (B)** has been operating at the central level since 1991. It can carry out studies, discuss and advice on educational matters, on its own initiative, at the request of the Minister of Education or of the Flemish Parliament. The Vlor gives advice on all draft acts and policy texts relating to education. www.vlor.be

During the last months, the Vlor has been working on:

- the enhancement of educational chances of pupils with behavioural problems and learning difficulties.
- the European recommendations on learning foreign languages.
- the autonomy of schools in relationship with the steering mechanisms of the government (regulation, financing mechanisms, minimum standards, inspection and quality assurance ...).
- financing mechanisms in education.

4 European news

You can download the **EUNEC state of affairs (May 2005)** on the European education policy on www.eunec.org , Action plan, Action plan 2005.

On 11 May 2005, the European Parliament discussed, as part of the co-decision procedure (second reading), the Council common position for adopting a directive on the **recognition of professional qualifications** (13781/2/2004 – C6 – 0008/2005 – 2002/0061 (COD)): www.europarl.eu.int/plenary/default_en.htm

Ministers responsible for higher education in 45 European countries met in **Bergen** on 19-20 May 2005 to take stock of the progress of the Bologna Process and to set directions for the further development towards the European Higher Education Area to be realised by 2010. You can find all the documents of the conference, including the **Bergen Communiqué**, on www.bologna-bergen2005.no.

The European Commission adopted on 30th May a Communication on "**European policies concerning youth**". This text is a follow-up to the adoption of the European Youth Pact by the European Council in March 2005, which made young people a key part of the renewed Lisbon partnership for growth and jobs. The pact proposed taking action for young people in the fields of employment, integration and social advancement, education and training, mobility, and reconciling family and work life. On 31st May 2005 in Brussels, young people met Commissioner Jan Figèl, responsible for Education, Training, Culture and Multilingualism, to discuss the Communication "Addressing the concerns of young people in Europe - implementing the European Youth Pact and promoting active citizenship" and the role of young people in shaping their future in the European Union. The debate was about issues such as active citizenship, education, training and mobility, social inclusion and employment, voluntary activities and entrepreneurship. This dialogue constituted the starting point of a large scale consultation of young people on the EU's activities in the area of youth. The young participants came from different national, social and economic backgrounds. www.europa.eu.int/youth/news/index_2278_en.html

5 Questions

You can send all questions and remarks on EUNEC and this newsletter to eunec@vlor.be