



*European Institute of Education and Social Policy*



*Institut Européen d'Éducation et de Politique Sociale*

## **Activity Report May 2014 -May 2015**

The report presents brief summaries of the main activities in which the EIESP was involved from May 2014 to May 2015. Following a brief overview, EIESP's work related to the policy design and implementation of lifelong learning and wellbeing are described. Section two highlights EIESP team's outreach activities. Section three presents highlights of Volume 50 of the European Journal of Education. Section four briefly summarises project development activities and areas for further strategic development of the EIESP strategic priorities.

### **1 Overview**

In 2014, we presented the Board with a framework to address four strategic areas that link with lifelong learning (LLL). The four areas are: learning in formal institutions, learning in communities, learning in the workplace, and learning in families. Our work this year has focused primarily on the first two of these priorities – indeed, there has been some overlap across these two dimensions in studies that cover several dimensions of lifelong learning (i.e., our studies on learning outcomes for Cedefop, and on literacy, for the European Literacy Network).

One of the key aspects of the work of the EIESP is to build bridges as well as an iterative process across the content and partners in different projects and activities with a view to building a multidimensional response to the different issues and themes we address. Making meaning and building coherence between the overarching goals of our work and the specific activities is important for the institute in order to make a contribution to the "bigger picture" reflection on education and its systemic development, putting learners (children, young people and adults) at the centre of all developments.

### **2 Lifelong Learning strategy**

Projects and activities for May 2014 to May 2014 contributing to this work have included:

- Key competence development in Europe - KeyCoNet (2012 - 2014)
- The application of learning outcomes approaches across Europe – a comparative perspective (2013 - 2015)
- European Literacy Network (ELINET) (2014 – 2015)
- Evaluation externe de l'Initiative pour la Formation A Distance des Maîtres dans le cadre de l'accord cadre entre l'OIF, l'AUF et l'AFD (fevrier – aout 2015)
- Case study on validation of informal and non-formal learning in France (VAE) (Bertelsmann Foundation)
- Mentoring Technology-Enhanced Pedagogy (MENTEP) (2015 – 2018),
- Futuribles (2015)
- OECD – Northern Ireland Public Governance Review – Case study on Children in Care (2015)
- Learning for Well-being

Each one is developed briefly below.

### **2.1 KeyCoNet: key competence development** <http://keyconet.eun.org/>

The EIESP was a partner of the **European Policy Network on Key Competences in School Education** (<http://keyconet.eun.org/>) led by European Schoolnet (EUN - <http://www.eun.org/>). The overall aim of this programme, which concluded in December 2014, was to establish a Europe-wide network of relevant organisations in participating countries to develop policy advice for the implementation of the 2006 EU Recommendation on key competences for lifelong learning in schools. In 2012 the network brought together partners from 10 countries as well as researchers, stakeholders and groups whose areas of interest and expertise on school curriculum development, teacher education, assessment and evaluation, learning support, etc. are all crucial for the development of a coherent policy for the promotion of key competences. In 2013 the network expanded to 16 partners and 35 associate partners.

The network undertook a systematic mapping and collection of information about initiatives (policies, pilot projects, experiments, classroom practice, engagement with communities, etc.) and evidence from research in the area of key competence development. The network activities included face-to-face meetings at European level, and national networking events to engage more stakeholders (teachers' professional associations, teacher training organisations, etc.) and enlarge network influence. The web portal gives public access to the results of all network meetings and activities, including the case studies, case notes and literature review and films. KeyCoNet also developed a MOOC for teachers implementing key competences (Janet Looney participated in the KeyCoNet MOOC lessons related to assessment of key competences).

Two meetings took place in 2014, the first in Malta attended and the second (and final conference) in Brussels. In 2014 the EIESP (Janet Looney and Alain Michel) was involved in designing an online stakeholder consultation and developing final recommendations for policy and practice which were presented policy at the final conference in Brussels ("KeyCoNet's Conclusions and Recommendations for Strengthening Key Competence Development in Policy and Practice"). These recommendations were based on the case studies, case notes and previous network meetings, the literature reviews and results of the stakeholder consultation. The presentation was made by Janet Looney.

### **2.2 The application of learning outcomes approaches across Europe – a comparative perspective (2013 - 2015)**

This study was commissioned by CEDEFOP to examine the application of learning outcomes in education and training systems in 33 countries in Europe. It builds on the earlier study: The Shift to Learning Outcomes (See: <http://www.eiesp.org/site/pages/view/7-the-shift-to-learning-outcomes-policies-and-practices-in-europe-.html>). The study, which was finalised and accepted by CEDEFOP in May 2015, was led by ECORYS Poland; Jerzy Wisniewski was the team leader. The senior experts included Jean Gordon, Janet Looney and Alain Michel (EIESP, France) and Gabor Halasz (ELTE University, Hungary). The team was supported by an advisory panel and country experts.

This study was designed to respond to two key questions:

- To what extent and how is the shift to learning outcomes influencing education and training policies at national level?

- To what extent and how is the political priority given to learning outcomes influencing the institutions and practices of teaching and training professionals?

This study collected data from 33 countries through desk research and interviews with selected informants and undertook ten case studies in five countries focusing on teacher education and training. The study found that countries are making progress in implementing learning outcomes policies and practices, although that progress is uneven.

Learning outcomes are intended to catalyse stronger links between the education and employment sectors and community stakeholders in order to improve the relevance and quality of learning. The primary focus of this study was on formal institutions, but the study also touched on validation of non-formal and informal learning. Links between learning in formal institutions and the community and workplace – three of the four priority areas for EIESP – are important for learning outcomes strategies.

The study started in November 2013. The final report has been approved and will be available later in 2015.

### **2.3 European Literacy Network (ELINET) (2014 – 2015)**

The European Literacy Network (ELINET), led by the University of Cologne, brings together 78 partner organisations from 28 European countries engaged in literacy policy-making and reading promotion in Europe. The goal is to provide a European Framework of Good Practice in Literacy Policies (EFGP) covering all age groups, best practice examples, 30 country reports of literacy performance and good practices in our network, a common European literacy communication platform, fundraising tools, awareness raising tools, and indicators of success

EIESP is participating on the core team on indicator development. We have contributed to a literature review of indicators used to measure the impact of awareness and fundraising activities, are conducting case studies of best practices on this topic (literacy organisations in Cluj Napoca in Romania, Dubrovnik, Stockholm and London), and is evaluating pilot organisation's experiences with the toolkit developed to support NGOs with these activities.

This year, ELINET has hosted network meetings in Hoecsht (6 – 9 October 2014) and Budapest (20 – 22 April 2015).

### **2.4 “Recognition of informal and non-formal learning”, Bertelsmann Foundation**

Alain Michel and Janet Looney developed a case study on validation of informal and non-formal learning (VINFL) in France for a Bertelsmann Foundation project on "learning for all".

The aim of the study was to identify a range models of VINFL, particularly targeted to individuals with low formal qualifications, from different European countries that could serve as good examples for Germany, which will face significant demographic shifts in the coming decades. Other country case studies were from Finland, the Netherlands, Switzerland, and UK. The full report will be published in 2015.

### **2.5 Evaluation externe de l'Initiative pour la Formation A Distance des Maîtres dans le cadre de l'accord cadre entre l'OIF, l'AUF et l'AFD (fevrier – aout 2015)**

Qualitative and quantitative evaluation of the contribution of SFM to IFADEM, covering three countries (Burundi, DRC and Niger) and endeavoring to draw lessons on education, institutions and governance. The EIESP participated in this submission, providing strong

references for the partnership, which also includes Cayambe Education (French consulting company based in the region of Brest) and Awadia (Senegalese design office based in Dakar) . The Head of Mission, Françoise CROS and Lorene Prigent, Cayambe education, are members of the EIESP. The management of the intervention was entrusted to CAYAMBE after a consortium agreement signed February 11, 2014

## **2.6 Mentoring Technology-Enhanced Pedagogy (MENTEP) (2015 – 2018),**

The core question for the MENTEP project, which is led by European SchoolNet (Patricia Wastiau), is: “What is the impact of using a self-assessment tool, in combination with an eco system, on teachers technology- enhanced teaching competence?”

The main output of the project will be a reliable, user-friendly and sustainable prototype tool for teachers to self-assess progress in Technology-Enhanced Teaching (TET) competence/ TET-SAT, the online self-assessment tool available in 12 languages and related to an eco-system of relevant existing support materials and functionalities on national portals.

Janet Looney is part of the Scientific Advisory Committee for this project, specifically focused on development of online tools for teacher self- (and peer-) assessment.

## **2.7 Futuribles**

Prospective study commissioned by Futuribles: Education in 2030 (May to July 2015)

The EIESP (Alain Michel, Janet Looney, Lorène Prigent) are participating in a working group to write an outlook report 'Education / Training' (about 25 pages) with François de Jovenel, and Paul Bernard Hugonnier Santelmann. EIESP regularly partners with Futuribles.

## **2.8 OECD – Northern Ireland Public Governance Review – Case study on Improving Education Outcomes for Children in Care (May - October 2015)**

The OECD Governance Directorate is conducting a Public Governance Review of Northern Ireland. The overall review is focused on a range of barriers to efficient public service delivery. The government of Northern Ireland requested the study as educational outcomes for children in care (also referred to as looked-after children). The case study is focused on horizontal relationships among the key actors (Department of Education, Department of Social Services and Health, numerous NGOs, carers, and so on), and whether and how to improve the effectiveness and efficiency of their work, and improve children’s learning outcomes.

## **3 Learning for Well-being**

Our partnership with UEF and the Learning for Well-being (L4WB) network continued with our participation in a L4WB retreat at Caux, Switzerland. The themes of L4WB have been relevant to our work with KeyCoNet, particularly in regard to new approaches to teaching and assessing transversal competences (e.g. creativity, risk-assessment, and to the new work with the OECD on improving educational outcomes for children in care in Northern Ireland.

EIESP will undertake new work for the World Innovation Summit for Education (WISE) exploring how we define, measure and promote learning for well-being across cultures and contexts. This work will be led by Marwan Awartani, Secretary General, Universal Education Foundation and Chair of Elham Palestine, and in partnership with Sir Richard Layard, London School of Economics Director of the Well-Being Programme at LSE’s Centre for Economic Performance.

EIESP and UEF are also participating in international conference, on Integrating Health & Social Programs Within Education Systems: A Global Dialogue/European Discussion (1 – 3 June).

#### **4 EIESP outreach**

This has been a year of transition with the retirement of EIESP's long-time director, Jean Gordon, and the introduction of Janet Looney as the new director. Our outreach activities have therefore been particularly important to maintain ties with current partners and build new relationships, which are vital to our work.

EIESP has been represented at the following events over the past year:

- **7 – 10 July, 11th International Conference on Excellence in Education: The Creativity – Innovation Challenge, Paris**

EIESP was a core partner of this international event, with partners from The International Centre for Innovation in Education (ICIE), the University of Paris Descartes and the Paris School of Art. The event, which featured sessions on education challenges in the 21<sup>st</sup> century, was attended by educators from around the world. During the conference, EIESP with support from UEF and ESCP, hosted a symposium entitled "Innovations in Learning/Teaching Organisation for Boosting Creativity of Learners". The symposium was organized by Alain Michel. EIESP was also represented by Jean Gordon, Janet Looney and Jean-Michel Saussois who all made presentations during the symposium. Our partners from the European School Net, Patricia Wastiau and Caroline Kearney attended the event and organized a poster display to disseminate the work of KeyCoNet.

- **4– 6 November, World Innovation Summit for Education (WISE), "Imagine, Create, Learn – Creativity at the Heart of Education", Doha**

This annual three-day Summit draws a range of education stakeholders from over 100 countries, and features research and development in innovation in education. Janet Looney, with colleague Markus Stainmayr of Duisburg-Essen University Centre for Higher Education Development and Quality Enhancement (CHEDQE), led a workshop entitled "Assessing the Quality of Creative Work" at the Doha Summit.

- **29 October, Workshop on "Recognition of informal and non-formal learning", Berlin**

Alain Michel and Janet Looney participated in this workshop, presenting the initial results of their case study on recognition of informal and non-formal learning in France conducted for a Bertelsmann study.

- **18 November, Senate Debate – Petit déjeuner débat sur l'évaluation (<http://petitsdejedebatapel-evaluation.tumblr.com>)**

APEL hosted this event, with Pierre Merle and Janet Looney debating on the subject of "Des notes pour quoi faire?". This debate was moderated by Sophie Aurenche of RTL and included interventions by students and parent organisations.

- **13 – 14 November, Eminent Conference, European School Network, Zurich**

The Experts Meeting in Education Networking (EMINENT) is an annual event organised by European Schoolnet. Participants include Ministries of Education, industry partners and other

stakeholders involved in education. This year, the conference focused on innovation in education as well as assessment challenges Janet Looney participated in the first plenary round table on “Trends and Challenges in Assessment”, along with Morrten Sjøby, Head of Department, Norwegian Centre for ICT in education, Ministry of Education and Research

- **25-26 November, KeyCoNet Final Conference, Brussels**

This was the final conference of the 3-year KeyCoNet programme. Alain Michel served as rapporteur for a working group session on the implications of KeyCoNet’s Recommendations for implementation within national contexts and Jean Gordon chaired a session on Stakeholder’s reactions to KeyCoNet’s recommendations from diverse professional and national perspectives. Janet Looney presented the final recommendations for this project: “What steps may policy makers and school leaders take to improve the implementation of competence-based learning in schools across Europe?”

- **11 December, ‘VNFIL in Europe: Learning from the Best’, EUCIS-LLL, Brussels**

This panel discussion was sponsored by the Bertelsmann Foundation as part of EUCIS-LLL’s lifelong learning week. It brought together contributors to a Foundation study on the main concepts of Validation of Non-formal and Informal Learning (e.g. VAE), legal regulations, how recognition works in practice and in how far these processes benefit people with low formal qualifications in 5 European countries, and whether and how elements of the different systems may be transferred to the German context. Janet Looney presented results of the case study on France written with Alain Michel.

- **14 – 15 December, National Conference on “Innovative Education, from Policies to Practice”, Palestine Technical University Kadoorie (PTUK), Tulkarm, Palestine**

PTUK recently established the Kadoorie Center for Learning and Teaching Innovation (KCLTI). The conference involved participants from various Palestinian universities and a number of guest speakers from the Commonwealth of Learning, Queensland University of Australia, Northwestern University, Columbia University, Millersville University, Cornell University and the American University in Cairo. Janet Looney made a presentation on “Assessment and Creativity” EIESP Board Member Daniel Kropf and chair of the Universal Education Foundation/Learning for Wellbeing network, also attended the event. Marwan Awartani, the president of PTUK and a core member of the L4WB network was the host of the event.

- **7 – 9 janvier Colloque «Interactions recherches, innovations, sciences, sociétés», Paris Colloque Forum ALISS**

Jean-Claude Ruano Barbalon was among the main organizers. Alain Michel and Janet Looney intervened in the workshop "Does society need educational research?" and Janet Looney participated in a plenary session on the topic "Recognizing new territories of knowledge ". The event was organized by a consortium of research institutions, universities and civil society organisations (education associations, educational and youth movements, etc). The aim was to foster a discussion on the nature and quality of research and science-society relations.

- **23 – 26 January, Learning for Well-being Community (L4WB) Meeting, Caux**

In 2014 - 15 EIESP has continued to participate as a partner in the Learning for Well-being network led by the Universal Education Foundation. EIESP was represented at UEF's annual retreat in Caux, Switzerland by Janet Looney and Jean Gordon (former EIESP director, EIESP associate expert and a member of the UEF core team).

Various members of the L4WB network met in Caux to review their current and ongoing activities, consider the L4WB Framework, and find ways to work together as a community. Janet Looney and Jean Gordon (for UEF) attended this retreat.

- **29 January, Wiley's Copenhagen Executive Seminar, Copenhagen**

Wiley is the publisher of the European Journal of Education. The one-day seminar focused on key areas such as digital solutions, open access and data policy, and reflected on the challenges and opportunities for associations in today's rapidly changing society. European and Scandinavian society representatives across similar and different fields attended the seminar.

- **11 May, Le temps de l'éducation, Institut des Hautes Études pour la Science et la Technologie" (IHEST)**

This seminar focused on the two major challenges for education : What knowledge should be taught, and how should it be transmitted? Jean-Claude Ruano Barbalon and Janet Looney made two complementary interventions: on the learner and the knowledge society in a techno - scientific (JCRB) and Pedagogical Innovation: international peer learning (JL)

- **1 June Integrating Health & Social Programs Within Education Systems: A Global Dialogue/European Discussion, Paris**

This conference brings together all of the UN agencies and many of the 50+ global non-governmental organizations that promote health, equity, safety, social, economic and sustainable development through schools. The focus is on how to develop better long-term, realistic, strategic and incremental systems thinking and analysis. Janet Looney and Jean Gordon (on behalf of UEF and EIESP) are presenting at this event.

#### **4 2015 – 2016 Work Programme**

EIESP is participating in several proposals for projects sponsored by the European Commission. In addition to the current DG-EAC Framework Contract, we are also participating with Ecorys in a bid for an additional DG-EAC framework focused on evaluation, and with the Centre for Strategy and Evaluation Services on a bid for a European Parliament framework contract.

Other proposals under Horizon 2020 and Erasmus Plus have also been submitted, and we anticipate that we will receive decisions around September.

## 5 Dissemination and publications

### The European Journal of Education

The European Journal of Education (EJE) continued to develop in 2014. EJE is now available in more than 12,500 institutions across the world through different types of subscriptions, data bases such as JSTOR and EBSCO and through special subscriptions for institutions (e.g. universities) in countries where budgets are not sufficient to allow for costly full price subscriptions.

The journal continued to grow in 2014 in terms of its circulation, with over 125,000 full-texts downloads of articles from the Wiley-Blackwell web portal:

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1465-3435](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1465-3435)

The trends regarding EJE readership are good. For 2013, there were around 118,000 article downloads; for 2014, there were 124,788 full article downloads, a 5.7% increase. While there was a small drop in the number of institutional subscriptions (from 227 in 2012 to 211 in 2013 and to 207 in 2014), more institutions are accessing the journal through the EBSCO database (3,623 in 2012; 3,673 in 2013; and 3,861 in 2014).

In 2015, we are celebrating the 50<sup>th</sup> anniversary of EJE. This anniversary volume also introduces an innovative new feature. In addition to the academic articles, there is a selection of "thought pieces" by significant thinkers and actors in education who are all invited to answer the same question. The question for Issue 1 was: "What is Learning For?"

#### Volume 50:

**Issue 1:** What is Learning For? Guest Editors: Roberto Carneiro, Richard Desjardins, Jean Gordon and Janet Looney.

**Issue 2:** Learning to Be. Guest Editor: David Istance (online June 2015)

**Issue 3:** Education and Social Transformation. Guest Editor: Richard Desjardins (online September 2015)

**Issue 4** explores the challenges of learning in a changing world. The second part of the issue will draw together key debates explored in Volume 50 looking forward to emerging challenges. Guest editors: Edith Hooge and Jean Gordon (online December 2015)

#### Issues planned for Volume 51 in 2016 include:

**Issue 1:** University-Business Cooperation, Guest Editors: Samo Pavlin and Tobias Kesting

**Issue 2:** Lifelong Learning, PIAAC and complex problem solving, Guest Editor: Richard Desjardins

**Issue 3:** Governance in Complex Education Systems, Guest Editor: Edith Hooge

**Issue 4:** The impact of PISA on education policy, Guest Editor: Alain Michel

#### Additional Publications

Carneiro, R., R. Desjardins, J. Gordon and J. Looney, Editorial: What is Learning For?, *European Journal of Education*, Vol. 50, No. 1, pp. 1 – 9.

Collard, P. and J. Looney (2014), "Nurturing Creativity in Education", *European Journal of Education*, Vol. 49, No. 3, pp. 348 – 364.

KeyCoNet Final Recommendations – European Schoolnet - Bruxelles (J. Looney & A. Michel)

Learning Outcomes report (J. Gordon, J. Looney, A. Michel, et al) – CEDEFOP (forthcoming 2016)

Recognition of Informal and Non-formal Learning in France, Bertelsmann (forthcoming 2015) (J. Looney & A. Michel)

Indicators on the Impact of Awareness- and Fundraising, ELINET (J. Looney et al).

Rapport pour Futuribles 'L'Education en 2030 (prévu pour septembre 2015) (J. Looney, A. Michel & L. Prigent)

'Les atouts de la mobilité des jeunes hors des frontières', Actualité prospective, *Futuribles*, n°404, janvier /février 2015 (Lorène Prigent).

Looney, J.. book reviews on *Education on Vulnerable Children: Global Challenges in Education, Health, Well-Being and Child Rights* and *Happiness in Children: Measurement, Correlates and Enhancement of Positive Subjective Well-Being*, for *The Cambridge Journal of Education* (forthcoming 2015).

## **5 Governance and staff**

### **Management Board:**

Chair: Jean-Claude Ruano-Borbalan

Vice Chair: Michèle Sellier

Treasurer: Jacques Bessières

Members: Janet Looney, Daniel Kropf, Alain Michel (Scientific Advisor), Michel Saussois

### **Staff:**

Janet Looney, Director and Joint Editor of the European Journal of Education

Gloria Arjomand, Project Coordinator (on maternal leave)

Christina Keyes, Assistant Editor of the European Journal of Education

Laëtitia Morel, Administrative and Financial Assistant