



European Institute of Education and Social Policy



Institut Européen d'Éducation et de Politique Sociale

### Selected Recent Projects

The EIESP aims to provide an interface between conceptual analysis, implementation and reflection as its specific contribution to the development of strategies for lifelong learning at all levels. The results and outcomes of innovative initiatives and action-research projects to which the EIESP contributes as evaluator, partner or coordinator provide material for reflection which is fed into the broader policy analyses and comparisons in the *European Journal of Education*.

The EIESP methodology can be described as:

- Holistic and systemic, i.e. ensuring moves between reflection on overall goals and values, and actions on specific programmes and initiatives to achieve these goals. It combines theory and practice in evaluating policies, systems, programmes and projects.
- Linking conceptual knowledge with policy and practice, with the aim of building up a solid basis of knowledge and understanding in the field of education/training to serve as an operational tool in support of decision-making.
- Comparative and European , i.e. setting programmes, problems and trends in a comparative perspective to help position the client among a number of policy criteria and cultures.
- Formative , i.e. helping partners and clients to come to grips with the concepts, frameworks and terminology in current use on the European scene in order to make sense of the process of change in education and thus enable them to intervene in a reflective manner.
- Participative, i.e. providing for a continuous dialogue with relevant stakeholders throughout the life of a project and ensuring appropriate dissemination of results.

### Education and Training 2010:

2008 - 2009	<b>Cross-curricular Key competences</b> Study undertaken for the European Commission	This study focused on the development, conceptualisation and implementation of key competences in the 27 member states at the different levels of decision-making, of practice in the field including for teacher education. The EIESP drafted chapters of the final report. <a href="http://ec.europa.eu/education/more-information/moreinformation139_en.htm">http://ec.europa.eu/education/more-information/moreinformation139_en.htm</a>
2007 - 2008	<b>The Shift to Learning Outcomes: Policies and Practices in Europe</b>  (Lead by Qualifications and Curriculum Authority, UK)	This study was an exploration of the developing role of learning outcomes on qualifications, curriculum and programmes of study, assessment, recognition of prior learning and qualification frameworks in European countries. The study focused predominantly on vocational education and training (VET) but with the intention of understanding the VET developments in comparison to developments in secondary general education and higher education as well as against the broader context of lifelong learning. It is part of a European peer learning initiative coordinated by CEDEFOP and covered 32 European countries. <a href="http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=525">http://www.cedefop.europa.eu/etv/Information_resources/Bookshop/publication_details.asp?pub_id=525</a>
2006-2007	<b>Trend scouting to underpin VET policy-making.</b>	<b>Improving the attractiveness and image of VET, Johanna Lasonen, Jean Gordon (Preparation of the 4<sup>th</sup> Report on VET research in Europe.)</b>

	Study undertaken for <b>CEDEFOP</b> with the Institute for Educational Research, University of Jyväskylä, Finland	Study for Cedefop's 4 <sup>th</sup> research report on vocational education and training and contribution to the background analysis for the review of the Maastricht priorities. <ul style="list-style-type: none"> <li>- assess the policies determined and mechanisms implemented to improve the image and the attractiveness of VET: formal, non-formal and informal;</li> <li>- build on previous work in order to identify new strategies, assess implementation and results and explore reasons for failure or unexpected results.</li> </ul> <a href="http://www.cedefop.europa.eu/etv/Projects_Networks/ResearchLab/forthcoming.asp">http://www.cedefop.europa.eu/etv/Projects_Networks/ResearchLab/forthcoming.asp</a>
2005	<b>2006 Joint Report on the implementation of the "Education and training 2010" work programme.</b>  European Commission DG Education and Culture	Support to the Commission on drafting the Staff Working Document for the Joint Report. EIESP contribution: <ul style="list-style-type: none"> <li>- coordination of the European team for three thematic areas</li> <li>- coordination of the production of country fiches for 32 countries focusing on the reforms higher education, making VET more attractive, mobility and the European dimension</li> <li>- thematic analysis and reporting</li> <li>- assessment of progress and weak areas</li> </ul> <a href="http://ec.europa.eu/education/policies/2010/doc/report06staff.pdf">http://ec.europa.eu/education/policies/2010/doc/report06staff.pdf</a>

### Education and Well-being:

2005 - 2009 on-going	<b>Universal Education Foundation</b>	<ul style="list-style-type: none"> <li>- Support on the design, planning, implementation and communication of pilot activities and overall development of the foundation and its programme of activity building a movement towards 'Education by All for the Well-being of Children'.</li> <li>- Coordination of European Operations</li> <li>- Coordination with European Foundations Centre</li> <li>- Development with UEF of a consortium of foundations in Europe (Robert Bosch Stiftung, Bertelsmann Stiftung, Guerrand-Hermès Foundation for Peace, Freudenberg Stiftung, Evens Foundations, etc.). Secretariat undertaken by EIESP.</li> <li>- Participation in external activities for UEF (e.g. DG EAC's Stakeholder consultation [Feb. 2009], OECD consultation on children's well-being [May 2009])</li> <li>- Secretariat of UEF housed in the EIESP.</li> </ul>
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### Lifelong learning: access, equity, recognition and quality in EU partner countries:

2008-2009	<b>Croatia CARDS 2004: Adult Learning</b>  (led by Aarhus Technical College) 2007-2009	The EIESP provided a key expert for this project to lead Component 4 focusing on improving the quality and accreditation procedures for adult learning in Croatia and developing a competence and learning outcomes based methodology for designing short labour market oriented courses for adult training.
2003 - 2008	<b>Strategies for National Qualification Frameworks – expertise to European Training Foundation:</b>	<p>EIESP provided expertise to ETF for projects in:</p> <ul style="list-style-type: none"> <li>- <u>MEDA</u>: Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Tunisia, Turkey, Syria and West Bank/Gaza.</li> <li>- <u>Western Balkans</u>: Albania, Bosnia &amp; Herzegovina, Croatia, Macedonia, Montenegro, Serbia.</li> <li>- Russia and Ukraine.</li> </ul> <p>EIESP contribution:</p> <ul style="list-style-type: none"> <li>- System and needs analysis. Design of conceptual framework &amp; investigation tools and carrying out field work.</li> <li>- Development of guidelines for country assessments and a common report outline. Synthesis report for MEDA.</li> <li>- Four-day Workshop in Croatia for key actors: clarification of key ideas and concepts, reference levels, identification of options, etc.</li> <li>- Organisation, design &amp; running of focus groups on social partnership in Montenegro, Macedonia and Bosnia &amp; Herzegovina. Assistance to the local experts in finalising assessments and drawing out issues</li> <li>- Participation in several regional &amp; country workshops for key actors: clarification of key ideas and concepts, reference levels, identification of options, occupational standards, credit transfer, local strategies, etc.</li> <li>- Participation in study visits for MEDA country experts</li> <li>- Support to the Croatian NQF Operational Team: input to workshops with a focus on tools, issues and European experiences and design of workshops</li> </ul>

## Monitoring and evaluation of projects and programmes

A key strength of the EIESP is its capacity and experience in evaluation of European education and training systems, programmes, innovative projects and reforms. It is essential for all innovative and development activities and systems to be able to reflect on results, outcomes and impacts, evaluate progress made and the process implemented with a view drawing conclusions for future strategies, adjusting and/or re-defining objectives, activities or specific targets where and when necessary. It is part of a policy cycle of formulation, determination, implementation and evaluation and thus an essential ingredient of reform, transition and innovation.

The EIESP is committed to providing high quality contributions to those processes through the design, development and analysis of monitoring and evaluation frameworks for systems, programmes and projects. Evaluations have been carried out for many education and training programmes, working with sectoral, regional, national and European partnerships. The approach is essentially formative, focusing on:

- Design of evaluation briefs and development of terms of reference for monitoring and evaluation.
- Design and development of monitoring and evaluation frameworks, criteria and proposals, methodologies and tools specific to the project, programme, context under consideration. Tools include self-evaluation approaches, web-based surveys and tools for project teams, etc.
- Evaluations which combine quantitative and qualitative criteria examining processes and impacts in order to draw out key outcomes, recommendations where appropriate and future action. The EIESP can organise training in evaluation for European projects.

2007 - 2008	<p><b>Evaluation of the CEJI "School Community Approach"</b></p> <p>Undertaken for the CEJI - <i>A Jewish Contribution to an Inclusive Europe</i>.</p>	<p>Qualitative, formative evaluation of the "School Community Approach" as part of the portfolio of CEJI which delivers diversity education and training programmes that develop respect and skills for an inclusive Europe.</p> <p>Evaluation undertaken in four countries (Belgium, France, Italy &amp; the Netherlands).</p> <ul style="list-style-type: none"> <li>- Development of the evaluation proposal and indicators</li> <li>- Design of the tools for qualitative survey</li> <li>- Implementation of the survey</li> <li>- Analysis and reporting</li> </ul> <p>Discussion of the outcomes with the CEJI and its international team of coordinators and board. Link to the Executive Summary: <a href="http://www.ceji.org/SCA_Evaluation.pdf">http://www.ceji.org/SCA_Evaluation.pdf</a></p>
2004 - 2005	<p><b>Evaluation of the Outcomes of the ETF Peer Reviews of the Implementation of Vocational Training in South Eastern Europe</b></p> <p><b>European Training Foundation</b></p>	<p>Management of the evaluation</p> <ul style="list-style-type: none"> <li>- design of the evaluation and the evaluation tools</li> <li>- field visits</li> <li>- electronic questionnaires: design, administration and analysis</li> <li>- overall analysis of findings</li> <li>- final report</li> <li>- management of the team and coordination with ETF</li> </ul>
2003 - 2004	<p><b>Evaluation of the SOCRATES/ERASMUS Curriculum Development projects</b></p> <p><b>(Contract undertaken for DG Education and Culture as part of a consortium)</b></p>	<p>External study and a evaluation seminar on higher education curriculum development projects. EIESP contribution:</p> <ul style="list-style-type: none"> <li>- design of the evaluation programme</li> <li>- selection of consultants</li> <li>- tools design (on-line questionnaire)</li> <li>- implementation of the on-line questionnaire and analysis</li> <li>- database analysis</li> <li>- overall analysis and report writing</li> <li>- coordination with DG EAC</li> <li>- presentation of the results to the Socrates Committee</li> </ul>
1999 - 2000	<p><b>Global Evaluation 2000 of the Socrates I Programme</b></p>	<p>EIESP contribution:</p> <ul style="list-style-type: none"> <li>- -designed, implemented and managed the evaluation for</li> </ul>

	<p><b>Commissioned by the DG Education &amp; Culture. Carried out in collaboration with the University of Kassel.</b></p>	<p>Comenius, Lingua, Open and Distance Learning and Adult Education.</p> <ul style="list-style-type: none"> <li>- design of the evaluation programme and budget</li> <li>- selection of consultants</li> <li>- tools design</li> <li>- implementation of surveys and interviews</li> <li>- coordination of implementation (with Kassel)</li> <li>- analysis and report writing</li> <li>- reporting to Socrates Committee</li> </ul>
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### Organisation of study visits

The EIESP has 20 years experience in the design and organisation of study visits as an integral part of reform programmes. We have organised visits for small groups of Directors-General and/or Vice Ministers of different ministries from the same country, as well as for groups of 25 to 45 participants involved in the formulation and implementation of education and training policies in one or two countries. One recent example is given below:

2007	<p><b>Organisation of a study visit for Romanian officials</b></p> <p>Project: Improvement of region specific TVET system in Romania</p>	<p>Design and organisation of a one-week study visit to France focusing on:</p> <ul style="list-style-type: none"> <li>- collection and use of labour market information,</li> <li>- determining training standards,</li> <li>- transparency in pathways from vocational training to university</li> <li>- quality assurance</li> </ul>
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### Dissemination:

2003- 2005	<p><b>REDCOM - Réseau Européen de Dissémination en éducation Comparée</b></p> <p>EU Directorate General for Research, 6th Framework Programme in Social Sciences.</p>	<p>Project led by EIESP:</p> <ul style="list-style-type: none"> <li>- Creation of a multilingual/multimedia dissemination network of three academic journals specialised in comparative education, published in three EU languages and supported by an on-line observatory (<a href="http://www.e-education-europe.org">www.e-education-europe.org</a>)</li> <li>- Creation of an on-line Observatory specialised in European education research and policies - a multilingual, interactive website designed to provide a resource base for policy-makers and practitioners across Europe.</li> <li>- Preparation of a joint issue of four at the end of 2005 (European Journal of Education, Politiques d'éducation et de formation, Die Hochschule and the European Journal of Vocational Training)</li> <li>- Organisation of a joint seminar on the theme "Comparative approaches in education, a key sector of the European Research Area" (March 2005).</li> </ul>
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<p><b>Coordonnées :</b>  EIESP, Université de Paris-Dauphine,  Place du Maréchal de Lattre de Tassigny, 75775 Paris Cedex 16, France  Telephone: 33 (0)1 44 05 40 01 – Fax: 33 (0)1 44 05 40 02  E-mail: <a href="mailto:ieeps@dauphine.fr">ieeps@dauphine.fr</a> - Website: <a href="http://www.eiesp.org">www.eiesp.org</a></p>
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