

The Activity Report 2005



30th Anniversary of the EIESP

The European Institute of Education and Social Policy celebrated its 30th anniversary in 2005 with the **Futures of Learning** seminar in November which provided an excellent opportunity to bring the many and varied experiences of the last three decades to a reflection on the new challenges facing learning in the coming years.

[E-Education Europe](#)

During 2005, two major aspects of the work of the EIESP were the support provided to the Directorate General for Education and Culture to draft the Commission's contribution to the 2006 Joint Report on the implementation of the "Education and Training 2010" work programme, and the organisation of 'Futures of Learning' seminars in Glasgow (June 2005) and in Paris (November 2005). Work with the European Training Foundation focused on developing strategies for national qualifications frameworks in the Balkans, Russia, Ukraine and five countries of the MEDA region. Dissemination activities were continued through the journals and the REDCOM project, developing a network of comparative education journals in Europe, as well as through the on-line observatory on education and training policies in Europe (www.e-education-europe.org). In 2005, the EIESP became a partner to Universal Education Foundation.

The Activity Report 2005 presents the portfolio of activities undertaken by the Institute organised under the four pillars of main activities, as follows:

1. Strategy development projects
2. Programme and project evaluations
3. Dissemination and publications
4. Futures of Learning

1. Strategy Development Projects

1.1. 2006 Joint Report on the implementation of the "Education and Training 2010" work programme

The Institute provided support to the Directorate General for Education and Culture for the Commission contribution to the 2006 Joint Report on the implementation of the "Education and Training 2010" work programme (2005). We were responsible for three thematic areas: the reforms higher education, making VET more attractive, mobility and the European dimension. We brought together a European team of colleagues to produce the country fiches for the 32 countries included in the report, the thematic cross-country analysis and reporting and an assessment of progress and weak areas. The cross-country analysis is available on the website of DG Education <http://www.europa.eu.int/comm/education/policies/2010/doc/report06staff.pdf>.

1.2. Strategies for National Qualifications Frameworks

The Institute provided expertise to the European Training Foundation on their regional programmes implemented in the Western Balkans, in Russia and Ukraine and in five MEDA countries. The approach taken with the ETF colleagues is to emphasise that there is no single model; the issues are about improving coherence, connectivity, quality and access for individuals in education and training systems; and it is essential to start from the existing national qualifications systems and to work in partnership with a broad group of key institutions and actors to ensure that the content is local, appropriate and usable.

In 2005, work in the Balkans consisted in a four-day country seminar in Croatia and a final regional seminar for the six countries summarising progress made since 2003 and action plans for the coming period. Most of the countries have moved forward in clarifying their strategies and building partnerships to support them. Country seminars were held in Russia and Ukraine. The overall objective of the new MEDA project was to support the development of national strategies with regard to developing a national qualifications framework in Algeria, Egypt, Jordan, Tunisia and Palestine. In the MEDA region, the interest for qualifications frameworks is high, although each country is at a different stage of awareness. So far, no country has yet developed and implemented an overall NQF but some interesting experiences are underway. The project will have an overall duration of three years of which 2005 was a preparatory period aiming firstly at taking stock of the situation in the five countries concerning the existing qualifications and secondly at creating mutual understanding and agenda. The focus was on examining levels of access, progression, flexibility, quality and relevance in the different systems.

1.3. CARDS Montenegro

The EIESP provided technical assistance to the CARDS project, Support to Vocational Education and Training, in Montenegro, for the component aiming to improve the certification of adult learning outside the formal system and establish a basis for developing a strategy for a national qualifications framework. The main activities included firstly an assessment of the current situation focusing on: progression routes, relevance of qualifications to employment, levels, recognition and accreditation. The assessment was based on interviews with key actors and all available documentation. A working group of key actors from the beneficiary ministries and major partner organisations was set up, objectives defined jointly and a work plan agreed. Experience was brought in from two other European countries (Romania & France) to assist in the process of thinking through the issues. A perspectives paper was written by the group and draft legislation produced for the purpose of establishing nationally-recognised vocational qualifications. The work lasted for 12 months, from March 2005 to March 2006.

1.4. Student mobility in secondary and tertiary level education and in vocational training (NATMOB)

This project was carried out with the University of Kassel for the European Parliament. It built on previous work undertaken by both the University of Kassel and the EIESP. The main objective of the study was to take a comprehensive and integrative perspective on mobility and to treat it with respect to different education sectors, but also to consider European level and national level activities undertaken to promote mobility. The study was required to take into account the volume of mobility and the activities to improve international mobility in education. Through this

comprehensive approach, the study offered an important opportunity to bring the level of knowledge on student mobility in the different education sectors into line. Until this study, research had tended to focus on the statistical recording of student mobility. The study structured and analysed the available information on the extent of student mobility into and out of individual EU Member States and the measures taken by individual EU Member States to promote student mobility in the three education sectors under study.

1.5. AduEdu

This Grundtvig project started in 2004. The Institute is a partner and the project is coordinated from Lithuania with partners from Latvia, Denmark, Norway, Sweden, Romania, Malta and France. The main goal is to develop among participating countries a Framework of Qualifications for adult educators.

2. Evaluations

Extensive experience of monitoring and evaluating projects funded under EQUAL, LEONARDO and previously under ADAPT, EMPLOYMENT and SOCRATES has played a major role in strengthening the Institute's capacity for monitoring and evaluation of innovative projects and programmes. The portfolio in 2005 included the contracts carried out for the EQUAL projects, all of which were in their final phases, having started in 2002 or 2003. These are presented on the Institute's website <http://www.eiesp.org/uk/rubriques/projects/01.asp>.

They covered thematic areas such as combating exclusion, labour market integration and equal opportunities (work-life balance) - all of which are core elements of the European Employment Strategy enlargement and reducing regional disparities.

The external and European perspective provided are intended to contribute to the work of the teams in the field. The specificity of the Institute is a European experience of monitoring and evaluation through which we can bring added-value to our clients' projects by being able to situate them in a broader context than the immediate objectives and implementation.

3. Dissemination and publications

3.1. REDCOM / educationeurope

The REDCOM project ran from June 2003 to September 2005, funded by a DG Research grant and the partners' co-funding. There was a change of partners approved during 2004 when the Wissenschaftliches Zentrum für Berufs- und Hochschulforschung – WZ1, Universität Kassel and the Institut Européen pour la Promotion des Innovations et de la Culture dans l'Education - Institut-EPICE entered the project.

Building a European knowledge society requires profound changes in education and training. Hence the need also for appropriate information on education research, policies and practice which

is readily accessible to researchers, policy-makers and practitioners across the EU Member States and in the accession and neighbourhood countries. REDCOM aimed to pilot an open, multilingual and multimedia network to support the dissemination of research and policies resulting from international comparisons in education among the European research community, policy-makers, professional associations and practitioners, and a wider audience of actors in the educational field. The network consisted firstly of academic journals which are specialised in comparisons of education and training policies and the evaluation of good practice in a European perspective and which are published in different EU languages. They are supported by an on-line observatory on education and training policies and practice, designed to provide a resource base for policy-makers and practitioners across Europe. (See Annex 1: Editorial for the joint issues of the journals)

The main project activities were:

- The development of the website (www.e-education-europe.org) which was launched in February 2004 and is in English and French. It is an on-line observatory that is specialised in European education and training research and policies, and which aims to take stock of current developments in education research, to identify new issues and propose thematic dossiers. Currently, the pilot website includes pages on European Perspectives (Mapping the Europe of Education and the Lisbon Process); thematic dossiers on the Bologna Process and lifelong learning; and a first thematic dossier on research on higher education.
- A seminar focusing on ‘Creating a European Knowledge Base on Education – The potential of European Union-supported research in the field of non-school education’ was held in March 2005 in Kassel. It tackled key issues with respect to the generation and use of European knowledge on education, focusing on the field of non-school education (vocational education and training, higher education and adult education). It brought together the ‘producers’ (researchers involved in European Union-supported projects) and the ‘users’ of European knowledge (policy-makers from European and national levels, as well as people holding leadership positions in education institutions) and centred on the following three topics:
 - Stocktaking and perspectives with respect to the European knowledge base on non-school education;
 - Transferability of research findings and dissemination;
 - Best practice in the design and implementation of transnational research projects in the field of non-school education.

An electronic reader was prepared on the basis of the seminar contributions and workshops. It is available on the website. http://www.e-education-europe.org/uk/rubriques/seminars/documents/Seminar_Kassel_Reader.pdf

- The third project activity concerned the journals directly. A first joint issue was published by the network in December 2005: *European Journal of Education*, *Politiques d'éducation et de formation*, *Die Hochschule* and the *European Journal of Vocational Training*. It presented an exploration of a jointly agreed theme in four journals published in five languages. The group of journals and the partners of REDCOM are convinced that this is a strong method for developing the dissemination of a European perspective on selected themes in education and training. REDCOM is therefore seeking to broaden and build up the network of journals in 2006. This joint issue was compiled and edited by an *ad hoc* editorial committee which included members of the editorial boards of each journal. The overall theme selected was one which is very much under discussion both at national and at

European levels - the problem of scientific studies in higher education in Europe examined from different points of view, including changes in enrolment patterns and the implications both for the European Research Area and the development of professional competences. Each of the journals took a specific focus, depending on readership. The titles are as follows:

- For the *European Journal of Education*: Scientific studies in Europe and the European Research Area (December 2005);
- For the *European Journal of Vocational Training*: Scientific studies in Europe: an issue for VET (September to December 2005);
- For *Politiques d'éducation et de formation*: Les études scientifiques en Europe: l'approche comparative (December 2005);
- For *Die Hochschule*: Naturwissenschaftliche Studien in Europa (October 2005).

One of the outcomes of the REDCOM project at this stage has been to underline the growing importance of working in networks to create synergies. Networking is much more reliant on ICT-based tools than before, hence the importance of linking journals to web-based tools for communication and interaction. A second outcome focuses on the need for methods and mechanisms to interpret research results in terms which address the decision-makers and practitioners. The central question posed is that of appropriate interfaces between the creation of new knowledge (research) and its interpretation, dissemination, vulgarisation for decision-makers, practitioners. The project has sought to respond in terms of networking of existing journals and teams as well as creating new web-based approaches to dissemination and establishing the links between the two approaches. The project has enabled the partners to undertake considerable reflection about major questions concerning research and to disseminate it to policy-makers and practitioners. Networking journals with comparable objectives and published in different languages presents a challenge for the dissemination of a European perspective and offers new challenges for web-based dissemination.

3.2. The European Journal of Education

The Chairperson of the journal was George Papadopoulos and the Joint Editors are Jean Gordon and Jean-Pierre Jallade. Roberto Carneiro took over as Chairperson at the editorial board meeting in November 2005. The editorial board is international and seeks to have good representation of members from different European countries, specialised in different areas of education policy development and research. The editorial assistant is Christina Keyes. (<http://www.e-education-europe.org/uk/rubriques/journal/eje/01.asp>)

The Themes of the issues in 2005:

- **The wider benefits of investment in education**, Volume 40/1, March 2005. Guest Editor: Jean-Pierre Jallade.
- **European Higher Education scrutinised by young researchers**, Volume 40/2, June 2005. Guest Editor: Christine Musselin.
- **Lifelong learning for all: Lisbon strategies in the global context**, Volume 40/3, September 2005. Guest Editor: Danielle Colardyn and Jean Gordon.

- **Scientific studies in Europe and the European Research Area**, Volume 40/4, December 2005. Guest Editor: Jean Gordon

3.3. Politiques d'éducation et de formation: analyses et comparaisons internationales

The journal is jointly edited by the EIESP and the Institut-EPICE. The Chairperson is Francine Vaniscotte and the Chief Editor is Françoise Cros. It is published by CECOEDUC (director André Philippart). The editorial board is international and seeks to have good representation of members from different European countries, specialised in different areas of education policy development and research. The editorial assistants were Aude Houguenague and Laurence Emin.
(<http://www.e-education-europe.org/uk/rubriques/journal/polef/01.asp>).

The Themes of the issues in 2005:

La direction des établissements scolaires (13/2005/1, mars 2005). Guest Editor : Francine Vaniscotte

Education et formation en Europe: converger sans harmoniser? Lisbonne à mi-parcours (14/2005/2, septembre 2005). Guest Editors : Danielle Colardyn and Jean Gordon

Les études scientifiques en Europe: l'approche comparative (15/2005/3, décembre 2005). Guest Editor : Gérard Vaysse

4. Futures of Learning

4.1. Futures of Learning Seminars

We stand at the start of a new century that promises complexity and no let up in the scale and pace of change. Learning how to understand, adapt to and prosper in these turbulent times has become an urgent matter and a critical competence. Hence the decision of a forum of respected bodies in the field of learning and futures thinking in Europe to collaborate to provide a space for decision-makers, policy thinkers, academics and practitioners to meet for an informed discussion of these issues. Two seminars were organised in 2005, one in Glasgow (24-25 June) organised by the International Futures Forum with the support and close involvement of the Scottish Executive and the second in Paris (25-26 November) aiming to provide a timely input to the debate about the broad direction of learning policy and practice in Europe.

The Paris seminar was organised by the European Institute of Education and Social Policy (editors of the *European Journal of Education*), with the support of the Fundação Calouste Gulbenkian, the Scottish Executive, the French group Futuribles, the International Futures Forum, the Ecole Supérieure de Commerce de Paris, the Association française des Administrateurs d'Education and the Université de Paris-Dauphine, as well as with the cooperation of OECD.

Over the two days, the seminar brought together a distinguished group of over 60 participants from 10 countries (France, Israel, Italy, Netherlands, Palestine, Portugal, Spain, Sweden, UK [Scotland & England] and the USA) and from European and international organisations (OECD, UNESCO,

European Training Foundation, Institute for Prospective Technological Studies). There were also representatives of government (with a strong delegation from the Scottish Executive), education, foundations, business, medicine, policy analysis and academia.

A series of questions ran through the different sessions of the seminar providing a “thread” to the discussion. They were:

- Can we foresee how a new generation of technologies and interfaces – ubiquitous, embedded and mobile – will reshape access to and the delivery of learning?
- Do we have the will to bridge effectively the digital divide?
- How will effective lifelong learning policies and practices change the supply-demand equation?
- Will the *locus* of learning move away from the traditional institutions of education? What will be the future roles of governments, enterprises and civil society when learning is taken out of the traditional institutions?
- If it is true that brain research remains in its infancy, then how will a better understanding of the human mind influence learning in the 21st century?
- Can we expect dramatic changes in the ways we organise and transmit knowledge between generations?
- Is the network society an enhanced learning society?

The seminars were organised as a series of plenary and working group sessions. The reports are available on [E-Education Europe](#).

4.2. Universal Education Foundation

The EIESP is providing support to the UEF for the design, planning, implementation and dissemination of specified activities in the work programme, including pilot research for the Voice of Children Initiative in the Middle East region, and for communication and publications. UEF is an international foundation established in the Netherlands and led by Marwan Awartani (Secretary General) and Daniel Kropf (Chairman). The focus is on “education by all for the well-being of children”, which emphasises engaging children and young people in shaping their learning environments (education, health, media and ICTs) and the role of multi-sectoral global and local networks in a society that is aware of its pedagogical responsibility. In 2005, the UEF launched the Voice of Children Initiative, in cooperation with its partners. One component of this activity will be periodic qualitative and quantitative surveys about the opinions, perceptions and attitudes of children and young people concerning the impact of school, media, health and ICTs on their well-being. The first surveys are being piloted in 2006 in Jordan, Lebanon and Palestine and planning will start for a European pilot.

The EIESP joined the partnership of the UEF in 2005. Other current members of the developing global partnership are the Academy for Educational Development (Washington), Education Development Centre (Boston), the International Partnership Network (London), Madariaga European Foundation (Brussels), World Education (Boston), The United Nations ICT Task Force (New York), the United National Fund for International Partnerships (New York). A regional partnership is being developed in the Middle East and includes ICT partners such as CISCO Systems.

5. Stages at the Institute

In 2005, the Institute provided *stages* for two post-graduate students:

- Laurence Tessière who was studying at the Université de Bourgogne, for a Master 2 "Appui aux personnels et aux établissements d'éducation". Her work at the Institute was for the student mobility project for the European Parliament.
- Daniela Kocanova from the Slovak Republic who was studying for the Master "Expertise et coopération en éducation et formation" at the Université de Paris V. She drafted a dossier on lifelong learning in four new member states for e-education-europe and contributed to country fiches for the Joint Report for DG Education. She subsequently undertook a five month *stage* at Cedefop.