34

CIDREE Brief

Fall 2008

CIDREE

Consortium of Institutions for Development and Research in Education in Europe

Foreword

Welcome to the 2008 CIDREE brief. This edition goes to press at a challenging time for Europe and for its global partners. Recent economic uncertainties have re-shaped existing challenges for education, and generated some new ones. The relationships between schooling and creativity, between learning and problem solving and between the structures of classrooms and the agility needed for the knowledge society – all of these have been forged in the rhetorical space of education futures.

Now, that relationship is being tested in real time, and by real and urgent problems. Our talk of the need for education to contribute to a citizenry that is informed, alert, critical, engaged, and empowered no longer sustains the policy – or the public – audience. Deliberation without delivery is a luxury we can no longer afford. Ironically, such pressures come at a time when there is less investment in education reform and where public monies are more restricted than in the past.

As a result education systems are finding themselves with a change agenda, and the challenge of finding new ways to bring about sustainable change and reform. For this reason, membership of CIDREE is now more important than ever, as institutions share their best practice, offer solutions, and work together towards European and national goals. CIDREE offers 'face-to-face' engagement with European colleagues, a chance to organise study visits and staff exchanges and to dig deeper, beyond published reports and on-line information.

This brief brings you up-to-date with the latest work of CIDREE and its member institutions. We are working on a new CIDREE website to support improved engagement between the members and a better interface with the policy-making community and the general public. Watch this space…..

Anne Looney
President of CIDREE
CEO National Council for Curriculum Assessment (NCCA), Ireland

President Anne Looney and Past President Gabor Hálasz (photo Jenne van der Velde)

FLASHBACK: CIDREE PRE-CONFERENCE AND GENERAL ASSEMBLY 2007
15th & 16th November 2007, Aarau, Switzerland.

The PRE-CONFERENCE was hosted by SKBF/CSRE, the Swiss member of CIDREE.

The main theme was the presentation of the Yearbook "The Education of 4- to 8-Year-Olds. Re-designing School Entrance Phase".

Dr. Stefan Wolter, director of SKBF (photo Jenne van der Velde)

Anne Looney (President) opened the General Assembly, welcomed participants and thanked hosts. The President welcomed **Jaroslav Faltyn**, representative of the applicant institute, **VUPPRAHA**, Research Institute of Education, Prague, Czech Republic. Jaroslav delivered a brief overview of the institute and answered questions.
The Assembly formally accepted VUPPRAHA as a CIDREE member.

Helmar Vyverman, Programme Director, gave an overview of the work of the Secretariat and a discussion ensued on CIDREE's relationship with Europe. It was decided that, among other things, the website would be upgraded.
Review of bye-laws: The President noted that changes approved at last GA were now enacted.

Gregor Mohorcic and **Tom Majer** from ZRSS gave a presentation in support of Slovenia's application to host GA 2008 and organise the pre-conference.
The application was approved.

Possible themes for the 2009 yearbook were discussed and it was agreed to focus on the school as a learning organisation site, connecting the innovative side of the curriculum to the evaluation side with each country taking one element (leadership, teaching, research….). It was agreed that this would tie in with the European Year theme for 2009: Innovation and Creativity.

What happens in the member institutions? Updates and projects.
The President acknowledged two written contributions, from INVALSI and CIDE, and introduced reports from Wales (DCELLS), Hungary (OKI) and Italy (INVALSI). All three contributors spoke of significant changes in their institutions since the General Assembly in 2006 and the challenges that these changes present. Each also outlined a current project.
• **David Kitchen** (DCELLS): 14 – 19 reforms.
• **Gabor Halász** (OKI): Adaptive learning project.
• **Donatella Poliandri** (INVALSI): National evaluation system.

'Showcases' and Finished Projects: Report and discussion
The President introduced progress reports on three curriculum projects, noting the change of focus to projects working well and still in progress.

Sharon O'Donnell presented the NFER report (c/f Pupil Assessment in Citizenship Education: Purposes, possibilities and practices) and noted that the lead researcher is in the process of writing out the final report, to be sent out at the end of December. She suggested that all CIDREE projects are best completed within 12 months to avoid the time-consuming process of updating.

Jan Van den Akker from SLO (The Netherlands) introduced an SLO project in which CIDREE has the opportunity to participate. He gave a presentation on The Role of Teaching in Curriculum Development – a workshop attended by Scotland, Croatia, Switzerland, Sweden, Belgium, Netherlands.

New activity proposals
The President noted that the project has to be something that the lead organisation is already engaged in and to which CIDREE could add an extra dimension.
New projects were identified as follows:

Expert meetings – to identify texts to be elaborated on, and responded to, by CIDREE members. Helmar will be issuing an invitation to an expert meeting on Schools for the 21st Century, to meet before 15th December. Improving the Quality of Teacher Education.
An expert meeting about the COE text on multilingualism was proposed and it was suggested that the secretariat could take the initiative to organise a meeting.

SLO is to host a seminar/workshop with COE at the end of January/beginning of February to focus on curriculum[v] development for plurilingual education. It was agreed that CIDREE members could send representatives.

Gifted and talented. NCCA (Ireland) will lead this project which will look at cultural issues across countries in dealing with gifted and talented students. It will seek to identify practical tools for teachers and outline some broad general guidelines for policy makers across Europe.

Assessment of soft skills. Proposed by NFER. Ireland indicated an interest. The President suggested that more time be allocated to feedback from projects at the next General Assembly. When specification has been generated, institutions may recognise them as part of their work and come on board.

Alan Armstrong (LTScotland) spoke about ICT developments in learning and teaching in Scotland, particularly the new intranet. He suggested two options to showcase the work:

- He could arrange a demo at another meeting.
- LTS could host a demonstration in Scotland.

CIDREE'S EXPERT MEETINGS

Expert Meetings are meetings of a limited number of specialists from the different institutions about a specific subject. There were two Expert Meetings this year.

A. SCHOOLS FOR THE 21ST CENTURY
CIDREE was asked to contribute to this draft text from the Council of the European Union. Eight questions had to be answered.

1. How can schools be organised in such a way as to provide all students with the full range of key competences?
- The middle management should exist of good teachers, who are free for about 10 h/week to sustain their colleagues when they have problems. It is very important that they remain teachers and belong to the group of teachers, not to the management;
- The key skills have to be embedded in the curriculum. Teaching should be organised to make this possible, e.g. with lessons of up to 1:30h.;
- We should have the courage to rethink what 'schooling' is.
- Teacher networking (within the school and among schools) is important. There should be more coordination, more flexibility and teachers should be more available;
- The key competences should be taught in a cross-curricular way, in multidisciplinary groups. In fact we should go from key competences to cross-curricular discussions;
- The organisation should support giving and asking feedback (one of the conditions of the 'learning school');
- The key competences should be connected with the conditions of 'The Learning School'. Time tables should be more flexible and other forms of grouping teachers and students should be made possible;
- When formulating the goals of the school, teachers should be involved;
- Because all schools are different, the goals should be flexible, which leads to a flexible organisation;
- During in-service training, teachers should be trained in creativity and inter-active teaching;
- A culture of discussion should be sustained, rather than a culture of punishment;
- The focus of the school is on the student, not on the teacher;
- The curriculum should be limited, flexible and broad. A minimum curriculum gives the opportunity to a flexible organisation and a broad curriculum prevents students from specialising at a too young age.

2. How can schools equip young people with the competences and motivation to make learning a lifelong activity?

- Schools should be learning networks (tangible learning), learning spaces, where more use is made of the student's knowledge and skills. All students should have their learning space;
- There is a difference between knowledge and skills;
- Students should be helped to find their way in the information stream. 'Medialiteracy' should be promoted;
- Teachers should formulate questions instead of giving answers. This teaches students to be critical;
- Informal learning should be integrated in formal learning and peer learning by students should be encouraged;
- Continuous and exaggerated testing should be avoided in the general curriculum: it discourages students. They should get positive experiences from learning;
- Key competences are process objectives and should be assessed in a different way. E.g. learn to learn is a process and students should be encouraged to assess themselves. More formative assessment is necessary;
- Students' creativity should be developed;
- The content should be engaging, relevant, useful (in connection with reality) and applicable.

3. How can school systems contribute to supporting long-term sustainable economic growth in Europe?

- This paragraph starts from a narrow economic view, which has wrong premises and conclusions (see references below*);
- The link between a strong economy (what economy?) and education (in what country, in what part of the world?) is not obvious. This link should be seen in a different context: it is true for some (mostly developed) countries and not true in some other (mostly underdeveloped) countries. When you reach a certain economic level (USA), you can buy an education level (50 excellent universities). The presence of some strong universities give a wrong overall image.
- Education should be about the labour market, citizenship and well-being;
- There should be a broad education for all. Economics is only a part of it;
- When you get better education, you can indirect get a better pay. This link is not a direct one. Better education does not necessary equal better pay;
- Having work is the first condition for you well-being.

* **Ramirez, O.,** *Beyond achievement and attainment studies.* Comparative Education, 2006 (42), n°3, 431-451.
* **Robinson, P.,** *The Tyranny of League Tables.* In: R. Alexander et al. (Eds), *Learning for comparing (Vol I).* Oxford, Symposium Books, 1999.
* **CIDREE Yearbook 2007,** *The Education of 4- to 8-Year-Olds – Red-designing School Entrance Phase,* CIDREE, Landgoed – Abdijsite Roosendael, 2007.

4. How can school systems best respond to the need to promote equity, to respond to cultural diversity and to reduce early school leaving?

- Schools should promote equity actively;
- Schools have to be 'inclusive;
- We should get rid of the difference in achievement between migrant boys (who perform worse than girls) and girls;
- The system, with more women teachers, favours girls, who are better at memorizing and communicating;
- 'Male' values and 'female' values should be treated equally;
- Parents should be included more directly;
- Focus should be on literacy, especially with students of immigrant background. Special training of headmasters and teachers is required;
- The link between school and community should be strengthened. Schools should be embedded in the community;
- Schools should be community centres or so-called 'extended schools';
- Migrants should be involved in the schools as e.g. assistants. They do so in Slovenia with the Roma people;
- Migrant schools should be better financed;
- To prevent early school leaving we need more flexible learning pathways, work-place learning, newer forms of apprenticeship, modular systems, …
- Students should experience as much success as possible.

5. If schools are to respond to each student's individual learning needs, what can be done as regards curricula, school organisation and the roles of teachers?

- A less prescriptive, more open curriculum is needed, accessible and understandable for both students and parents;
- The curriculum should define what is needed and should have more flexible pathways;
- Schools should be able (or made able) to define what is needed;
- If teachers are not educated for this vision, they should get (in-service) training in using different methods of teaching;
- Students should generally be included in daily school life. Pilots projects could be very useful in the introduction of new elements which go beyond the limits of current legislation;
- There is a need to increase 'learning by doing' and progressive evaluation;
- Class-groups should be heterogeneous and work in groups/pairs should be encouraged;
- Individual learning needs require individual targets;
- The idea of a 'minimum curriculum' should be defined;
- Thinking about this problem should start from the students needs in cooperation with their parents;
- The use of diagnostic tools should not be rigid; it should be as flexible as possible;
- The idea 'special needs' should be specified. Maybe the expression 'individual needs' is more suitable;
- Teachers and students should have a better idea of what

'learning' and 'teaching' is. How do we teach to promote 'learning'?
• Leadership in class is based upon personal interest, humour, a broad interest.

6. How can school communities help to prepare young people to be responsible citizens, in the line with fundamental values such as peace and tolerance of diversity?
• You can't teach democracy. Example is the best lesson model. Democracy is being learnt by practicing it;
• Respect the dignity of the student and want him to respect yours. Students and teachers are human beings;
• Information about democracy is needed (why is democracy good? 'If you think democracy is bad, try dictatorship');
• We are educating a global student citizen for a global society;
• Make students feel that at school there is also 'tolerance of diversity';
• Encourage exchange programs with different countries. It is useful for language learning (i.e. also to express oneself clear and understandable), networking, communication (listening and asking questions) and working together;

7. How can school staff be trained and supported to meet the challenges they face?
• The school culture must be favourable: in pre-service training teachers need new ideas, in in-service training they need teacher networking, during their professional development they have too little satisfaction;
• The school must be a learning school with all its characteristics such as constant feedback;
• People should have the feeling that they are not alone;
• 'Intervision' (talking regularly about the way you do your job with colleagues) should be installed;
• Leadership should be innovative and inspiring. It should have vision;
• Leadership should be shared. A team is better than a lonely leader;
• Leadership should never be top-down, but bottom-up and power should be devolved and shared;
• Communication should be clear.

8. How can school communities best receive the leadership and motivation they need to succeed? How can they be empowered to develop in response to changing needs and demands?
• Schools need autonomy, but they need the skills to use it;
• Schools need to be trusted;
• The inspectorate plays an important role: they allow differences within and between schools and motivate schools;
• We need well-educated leaders who can deal with complexity;
• A headmaster should not necessarily be a former teacher;
• Headmasters need a network, among others to broaden their minds, to visit other schools, to reflect upon what they

do (intervision),;
• Headmasters need to be trained in auto reflection;
• In-service training for headmasters and staff should be encouraged;
• Headmasters should be encouraged to do the things they can, rather than discouraged about the things they can't.

The Commission staff working document 'Improving competences for the 21st Century: An Agenda for European Cooperation on Schools' publishes an extract of a CIDREE Report: Cross-curricular themes in secondary education. See page 16, table 2.1: Summary of occurrence and respective status of cross-curricular themes in 27 European countries/communities included in the survey (Maes et al., 2001).

B. CURRICULUM DESIGN IN THE EVERYDAY CLASSROOM FOR EXCEPTIONALLY ABLE (GIFTED AND TALENTED) STUDENTS.

The first meeting of this expert group took place on the 2nd and 3rd of October 2008, at the NCCA headquarters in Dublin. Representatives from the NCCA (Ireland), SLO (the Netherlands) and SKBF/CSRE (Switzerland) attended. Prior to the meeting, participants provided background information on their institution's work in this area. Participants then had the opportunity at the meeting to elaborate on this information and to highlight possible project outcomes that were of particular interest to them. It was agreed as an initial step to begin the recording of case studies which will provide examples of good practice from each county in their provision for exceptionally able students at four different levels:
• the classroom level
• the whole-school level
• the regional (school networks) level
• the national level.
Agreement was reached on a provisional timeline for completing the work, dates for submitting the interim tasks and for the next expert group meeting in May 2009.

CONTACT PERSONS' MEETING – 11th APRIL 2008, CORK, IRELAND

Programme Director Helmar Vyverman opened the meeting on behalf of Anne Looney who was delayed and welcomed all participants. In particular he mentioned **Julius Hauser and Adriana Mesarosova** who were attending as observers on behalf of SK, Slovakia.

ICT Demonstration – 'Glow' by **Marie Dougan and Alan Armstrong** – Educational benefits (LTS)

Alan introduced the session by posing three types of questions regarding the benefits of 'Glow'; the technical, the financial and the educational benefits. Marie presented the key features of 'Glow' and outlined two case studies describing how schools are using 'Glow', i.e. Aberdeenshire MYST which is based on teachers supporting each other and East Dunbartonshire which has four primary schools using 'Glow' to discuss the book Kensuke's Kingdom. For further details on 'Glow' see www.glowscotland.org.uk.

A study visit is planned for 27th and 28th November. The ppt-presentation can be found at www.cidree.org.

Status report on projects discussed during GA in Aarau:

Exceptionally Able Students (NCCA)

Susan Dennison gave a brief background to the recently NCCA published *Exceptionally Able Students: Draft Guidelines for Teachers.* The purpose of this project (proposal circulated earlier) is to look at curriculum design that offers more advanced levels of complexity and builds on creative teaching and learning, leading to greater personalised learning. It is intended that this project will identify key elements of successful initiatives and this information will be presented as guidelines to share on the CIDREE website. For further details on the guidelines see www.ncca.ie.

The guidelines were developed in collaboration with the NCCA's counterparts in Northern Ireland, the Council for Curriculum Examination and Assessment (CCEA). Although not a CIDREE member an invitation to participate in this project will be extended to CCEA.

Plurilingual Education: Handbook (SLO)

Helmar Vyverman stated that the recent conference was successful with SLO, EC and LTS attending. However the minutes of the meeting were produced in French only. The Council of Europe set out to devise a set of guidelines to support plurilingism but this has proven to be a complex process.

Seminars (SLO)

The latest in a series of seminars will be held in September/ October in the Netherlands.

Bilateral discussions are currently taking place between the Netherlands and the Chinese Ministry of Education (MOE) with the view to inviting them to attend the SLO seminar

or to establish a separate conference. The Chinese Ministry of Education is interested in exploring basic education 6-18 years and the topic of school based curricular development. The invitation was extended to CIDREE members to participate in the conference with the Chinese representatives perhaps in May 2009.

Key Competencies Yearbook 2008 (EC)

Work is underway in reviewing the twelve abstracts received from participating agencies. Decisions will be made shortly on the format of the yearbook and how best to present the recommendations within each country. The 20th of April is the deadline for final contributions. It is intended to have the yearbook ready for the next General Assembly in November.

At the next Board meeting discussion will take place on the issues of implementing the European recommendations and the launch of the yearbook.

Assessment of Citizenship Education (NFER)

Sharon O'Donnell gave an update on the Assessment of Citizenship Education project. The final report will be ready shortly. An additional futures section is been complied.

It was felt that this publication would be of interest at European level and it would be a good idea to promote it at this level.

Publication format will be determined by the new publication policy.

Teacher Education: Expert Meeting May 2008 (EC)

It was suggested that it might be worthwhile changing the title of the project to 'Improving Teacher Education'.

Good Assessment on Soft Skills (NFER)

Shelia Stoney gave an update on this project. She stated that there the project was at an early stage of planning and she would be in a position to provide greater details later in the year.

A technical developmental project might be appropriate in this area especially to address issues concerning assessment of these skills. The NCCA, BIFIE and OFI expressed interest in participating in a project in this area.

A project leading to the development of assessment tools would be a first of its kind for CIDREE.

The project might be aimed at second level education and in particular focus on the transition into the world of work.

It was agreed to bring a proposal on establishing a project that will focus on assessment tools for addressing the issue of problem solving to the next General Assembly.

Yearbook 2009: Plurilingualism. Strategy for implementation in schools

Helmar Vyverman opened the discussion on this item. He suggested that such a yearbook might be best presented in the form of a series of case studies.

Some comments:

- In many countries the debate centres around the language needs of immigrants rather than on plurilingualism. NFER has recently started research into the implications of migration.
- The yearbook 2009 should take a different style than the 2008 yearbook; each country could offer a unique contribution. A broader language theme might include contributions on immigrant mobility nad regional bilingualism as well as plurilingualism.

Yearbook 2010: Learning School

Helmar Vyverman introduced this project resulting from a Lisbon European project which talked about the learning school.

In response to the question what is a learning school? it was suggested that a learning school is where students and teachers learn from each other and schools can share good practice amongst themselves. It was suggested while viewing the school as a site for evidence, it is equally important to look at how this evidence is used.

Given the budget cuts across Scotland the notion of sharing good practice as a form of CPD through learning schools is very attractive. 'Glow' could be useful in this capacity.

In 2010 CIDREE will celebrate its twenty birthday, this might be an opportunity to look back at what has been significant for CIDREE in the last twenty years and what will be significant for the next twenty years. It was suggested that former presidents of CIDREE could contribute to the yearbook. It might be possible to provide funding the editing of such a yearbook.

It was agreed to bring these ideas on the 2010 yearbook to be discussed at the next Board meeting.

The best way to inform CIDREE members about developments in the member institutions

Members gave brief updates on any changes within their institutions.

The situation with MSW-NRW will be raised at the next Board meeting.

Strength Chart: Define categories

Helmar Vyverman indicated that the Board requested that some of the categories need to be rephrased.

Upload the strength chart as a database on to the website. All agencies will have to ensure they keep their data updated. NFER will liaison with ZRSS to create a suitable glossary/taxonomy and Tom will re-adjust the chart in time for the General Assembly.

Publication Policy (NFER)

Sharon O' Donnell highlighted the main features of the publication policy, identifying two main categories. She pointed out that there is a need to establish which category a project may belong to before it proceeds. Any comments on the policy are required within the next two weeks.

The publication policy will be presented at the next Board meeting including a look at the stage a publication can become available to the general public.

Organisation for the 2008 pre-conference Key Competencies-ZRSS priorities

Tom Majer outlined the general format for the conference. The main theme is 'Innovation', will include lectures and workshops around the Key Competencies.

Eurydice programme 2008-inspiration for CIDREE projects

Sharon O' Donnell gave an update on the Eurydice programme for 2008. It was suggested that some items on the Eurydice programme for 2008 might be worth considering for CIDREE projects 2008/2009.

Working document on the testing of pupils

A draft document is coming through the latter half of 2008. Perhaps any product from a seminar on assessment could be linked to this work.

The meeting ended with miscellaneous information from the secretariat through the programme director.

INTRODUCING A NEW APPLICANT

The National Institute of Education (NIE), Bratislava, Slovakia is an institution mandated to advise the Ministry of Education in Slovakia. NIE is responsible for providing leadership, design and development of curricula for general education (from the ISCED 0 up to the ISCED 3 schools). NIE initiates and monitors change through research and innovation promotes innovative practices in the education system, including adaptation of technology for educational purposes, and promotes development of professional and general competence of personnel in the education system via in service training programmes.

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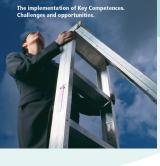e-mail: spu@statpedu.sk

YEARBOOK 8

The eighth CIDREE Yearbook has come off the press.
You can order it at:
cidree@roosendael.be

A toolkit for the European citizen
The implementation of Key Competences. Challenges and opportunities

Content:

Introduction
- *Chris van Woensel*

Key Competences for Lifelong Learning – A European Framework
- *Tapio Sääväla*

In the Middle of a Process. Key Competences in a Swedish Context
- *Ulla Lunqvist*

Key Skills in Senior Cycle: An approach to Embedding Key Skills in the Curriculum at Upper Secondary in Ireland
- *Anna Walsh*

The Integretion of Transversal Competences in Classroom Instruction at Secondary Level I
- *Erich Svecnik*

Hurdles to be taken in Developing Digital Abilities in Flanders
- *Karl Desloovere*

The Common Base for Knowledge and Skills in France: debates over the concept of "competence" and other obstacles
- *Maryline Coquidé, Hélène Godinet, Alain Pastor en Jean-Marie Pincemin*

Citizens' Competences and Education for the 21st Century
- *Rosario Sanchez Nunez-Arenas en Enrique Roca*

From the National Curriculum to Teaching Practice: "Unpacking" of Key Competences
- *Jaroslav Faltyn; Anna Valouchová*

Implementing Key Competences, Hungary
- *Katalin Falus, Màrta Hunya, Attila Varga*

Key competences
- *Ljudmila Ivsek*

Hellenic National Report on Key Competences
- *Christos Doukas en George Palios*

Key Competences in Vocational Education & Training. The Dutch Case
- *Gerd van den Brink*

Personal Column

The Board
Dr. Jan van den Akker (SLO) will be the new President as of January 1st 2009. He succeeds **Dr. Anne Looney**, who will have been President for two years. **Dr. Roger Standaert** stays Secretary-General. The President, the past-President and the incoming President (to be elected at the GA), are the CIDREE Board. **Dr. Gabor Hálasz** is now leaving the Board.

Jan van den Akker is Director General of SLO (Netherlands Expertise Centre for Curriculum Development).
Besides he is (part-time) professor at the University of Twente, Department of Curriculum Design & Educational Innovation.
He has a broad international orientation, including supervision and consultancy for many R&D projects in various continents, especially sub-Saharan Africa, and Asia.
Main areas of expertise: curriculum policy making; curriculum development in interaction with teacher learning and school development; methodology of design research in education.

The Contact Persons
Some Contact Persons are leaving us, some are new:
Sheila Stoney (NFER), who is retiring, will be replaced by Sharon O'Connor.
Angeles Diego (CIDE), who turned back to teaching, is not yet replaced.
Tom Majer, who no longer is with ZRSS, is not yet replaced.
Silvia Grossenbacher, who is now working in other sectors of SKBF/CSRE, is replaced by **Urs Vögeli-Mantovani** (SKBF/CSRE).

We would like to thank all the former Contact Persons for their valuable contributions to CIDREE and we give their successors a warm welcome.

NEW

English in Primary Education in The Netherlands, North-Rhine Westphalia and Norway.
Report of a CIDREE collaborative project.
By Gaby Engel, Bas Trimbos, Ion Drew, Berndt Groot-Wilken

Orders: cidree@roosendael.be

CIDREE MEMBER INSTITUTIONS

1. **AT** **Bundesinstitut für Bildungsforschung, Innovation und Entwicklung des Schulwesens - BIFIE**
    Centre for School Development, Hans Sachs Gasse 3/11, A-8010 Graz • www.bifie.at

2. **BE** **Entiteit Curriculum - EC**
    Curriculum Division
    Ministry of Education - Flemish Community, Koning Albert II - laan 15, B-1210 Brussels
    www.ond.vlaanderen.be/dvo/in_English/menuscreen.htm

3. **CH** **Schweizerische Koordinationsstelle für Bildungsforschung - SKBF-CSRE**
    Swiss Coordination Centre for Research in Education
    Entfelderstrasse 61, CH-5000 Aarau • www.skbf-csre.ch

4. **CZ** **Výzkumný ústav pedagogický v Praze - VUPPRAHA**
    Novodvoraska 1010 /14, CZ-142 01 Praha 4 • www.vuppraha.cz

5. **ES** **Centro de Investigación y Documentación Educativa - CIDE**
    Centre for Educational Research and Documentation
    Calle General Oraá 55, E-28006 Madrid • www.mec.es/cide

6. **FR** Institut National de Recherche Pédagogique - INRP
    National Institute for Research in Education
    19 Mail de Fontenay, BP 17424, F-69347 Lyon Cedex 07 • www.inrp.fr

7. **GR** **Pedagogical Institute - PI**
    396 Avenue Mesoghion, GR-15431 Agia Paraskevi Athens • www.pi-schools.gr

8. **HR** **Centar za istraživanje i razvoj obrazovanja - CIRO**
    Centre for Educational Research and Development
    Amruševa 11, HR-10000 Zagreb • www.idi.hr/cerd

9. **HU** **Oktatáskutató és Fejlestö Intézet - OFI**
    Hungarian Institute for Educational Research and Development
    Dorottya u. 8, H-1051 Budapest • www.ofi.hu

10. **IE** **National Council for Curriculum and Assessment - NCCA**
    24 Merrion Square, IRL-Dublin 2 • www.ncca.ie

11. **IT** **Istituto Nazionale per la Valutazione del Sistema Educativo di Istruzione e di Formazione - INVALSI**
    National Institute for the Evaluation of the Education System
    Villa Falconieri - Via Borromini 5, I-00044 Frascati (Roma) • www.invalsi.it

12. **NL** **Stichting Leerplanontwikkeling - SLO**
    Netherlands Institute for Curriculum Development
    PO-Box 2041, NL-7500 CA Enschede • www.slo.nl

13. **SE** **Skolverket**
    National Agency for Education, S-10620 Stockholm • www.skolverket.se

14. **SI** **Zavod Republike Slovenije za solstvo- ZRSS**
    The National Education Institute of Slovenia
    Poljanska 28, SLO-1000 Ljubljana • www.zrss.si

15. **UK** **National Foundation for Educational Research – NFER**
    The Mere, Upton Park, GB-Slough SL1 2DQ • www.nfer.ac.uk

16. **UK** **Qualifications and Curriculum Authority – QCA**
    83 Piccadilly, GB-London W1J 8QA • www.qca.org.uk

17. **UK** **Learning and Teaching Scotland – LTS**
    The Optima, 58 Robertson Street, GB-Glasgow G28DU Scotland • www.ltscotland.org.uk

18. **UK** **Department for Children Education, Lifelong Learning and Skills - CDELLS**
    Castle Buildings, Womanby Street, GB-Cardiff CF10 1 SX Wales
    http://new.wales.gov.uk/about/departments/dells

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