



**CIDREE**

Consortium of Institutions for Development  
and Research in Education in Europe

37

2011

# CIDREE Brief

## Foreword

In my first foreword as the new president of CIDREE, I would first of all like to say a few words about the *people* in the CIDREE family. CIDREE is a consortium of institutions, but these institutions have faces, and human beings - more than structures and anonymous institutions - are the vital key to the development of a consortium like CIDREE. Let me therefore start with a big thank you to my predecessor, *Jan van den Akker*, who has steered CIDREE so very well over the last two years and whose expertise will be invaluable to the CIDREE board, which he continues to serve as the past-president. I would also like to extend a very big thank you to the past-president who has left the board, *Anne Looney*. Anne has devoted six valuable years to the development of CIDREE and her guidance and advice have been critical in ensuring that CIDREE remains a strong consortium of leading European institutions in the field of educational development and research. Both Anne and Jan have contributed much (and will continue to contribute, I am sure) to the external visibility of CIDREE in Europe and elsewhere.

This year also marks two very important changes in the structure and administration of CIDREE. Roger Standaert, our long-standing Secretary General and Gerd Portocarero, the CIDREE administrator, will leave the consortium. For a very long time they have been the faces and spirits of CIDREE and, following their departure, we will have to reinvent CIDREE to some extent. We say farewell to them and a big thank you for their invaluable service towards the development of CIDREE. We also wish them all the best for the future.

Last but not least I am happy to welcome Gregor Mohorcic - as the incoming president - as a new member of the CIDREE Board.

The coming years, for which we are preparing CIDREE as a consortium, will lead us through rough and turbulent waters, as many of our member institutions will have to bear the consequences of tight fiscal budgets in their home countries. I am convinced that these difficult framework conditions will make the work of CIDREE not less relevant but, on the contrary, more important. CIDREE can help to achieve common goals much more efficiently and effectively than if it was left to each and every member to do the same on its own. But for this, we first need to establish the list of tasks and projects that are truly common to a great number of our member institutions and, from this, find out where we can achieve more through joint forces than alone. As a first step we initiated the member survey, carried out by our member institution NFER, to get a clearer understanding of the individual member institutions but also of the commonalities in interests and challenges. This survey was used successfully in the joint meeting of the CIDREE Board and contact persons in Brussels in May 2011 to further develop the plans for new CIDREE activities. It was rewarding to see the degree of enthusiasm with which all those present worked together during those two days in Brussels; a good sign for an active and lively organisation such as CIDREE.

Ahead of us lie the General Assembly and Conference in Lyon and a new Yearbook that promises interesting and new insights into the models of teacher induction across Europe – a topic that is central to the quality of education in Europe in a time when, due to demographic developments, substantial cohorts of the existing teaching workforce have to be replaced by new and beginning teachers.

In this spirit, I am proud to chair the Board of a vibrant and active consortium like CIDREE that has just started into the third decade of its existence, the “roaring twenties”!

**Stefan Wolter**

*Director Swiss Coordination Centre for Research in Education – SKBF*

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### FOR AULD LANG SYNE TO ROGER STANDAERT

**R**oger Standaert, current Secretary-General of CIDREE, has reached retirement age. This means that we will have to say goodbye to the ‘man with the nice bow-ties’!

Roger just missed being one of the founding fathers of CIDREE in 1990. Indeed, the Flemish CIDREE member, the Curriculum Division of the Ministry of Education, of which Roger was the first Director, was only founded in 1991. One of Roger’s important tasks in the department was the development of a “core curriculum” for education in the Flemish Community in Belgium.

The Flemish Curriculum Division promptly became a member of the newborn CIDREE consortium. At the time, the leading body of CIDREE was the Executive Committee (EC), consisting of five representatives of member institutions. The chairperson of this committee was the CIDREE president, who also chaired the General Assembly.

In 1993 Roger became a member of the Executive Committee and from 1997 to 1999 he was president of CIDREE.

With the 2003 changes to the CIDREE constitution, the Executive Committee was abolished and replaced by a board of three directors with a Secretary-General. Roger has been this Secretary-General from 2004 to the present day. Right from the start, Roger showed a strong commitment to CIDREE and, as Secretary-General, he was often a valued host at the premises of the Ministry of Education in Brussels.

One of Roger’s major interests has always been developments in education in Europe. This was reflected in the fact that, on top of his policy work, Roger also had a part-time appointment as a Professor of Comparative Education at the University of Ghent.

Roger has developed many ideas for CIDREE projects and initiatives during the 20 years that he has worked in the consortium. Those 20 years have made him perhaps the most long-standing member of CIDREE, and certainly one who has very much left his mark on the consortium. It is safe to say that CIDREE would not be what it is today if it had not been for Roger.

For those 20 years of dedication we cannot thank Roger enough. Much of what CIDREE is today, is thanks to him!

### GERD PORTOCARERO: GOODBYE AND THANK YOU



**W**hen the Curriculum Development Unit at the Flemish Ministry of Education was entrusted with the CIDREE Secretariat in 2004, the Secretary-General of CIDREE, Roger Standaert, was looking for an administrative director. At the time, Paul Aerts was already working as the CIDREE Programme Director in collaboration with the CIDREE Secretariat, which was provided by SLO in the Netherlands; CIDREE network hosts before the transfer to Brussels.

In asking Gerd Portocarero to take on the key role of administrative director, Roger really demonstrated his visionary capability. Gerd had just retired as the principal of a prestigious school in Antwerp, where she had gained a strong reputation as an organisational wizard, and acquired a keen interest in international relations. Before she became principal, she was a French teacher, very active in the organisation of international exchanges and contacts in her school. Her knowledge of English and Spanish, in addition to her native command of French, came to be very useful. The fact that she had been involved in the large scale introduction of comprehensive education in Flanders, along with Roger, was an additional reason for her to accept this unpaid job. Call it community service if you like.

Gerd has been in charge of the CIDREE administration ever since, with her legendary punctuality and correctness. She has also set up a strict system of transparent accountancy to ensure that every CIDREE penny is well spent. Gerd has built a reputation for leaving nothing to chance and has made a very significant contribution to the transformation of CIDREE into the well-oiled organisation it is today. Although she has been travelling extensively throughout her CIDREE years, Gerd has always managed to secure the smooth running of the CIDREE administration from whichever continent she has happened to be in at the time. She has always spent many more hours on CIDREE work than has been expected of her, and yet still manages to find the time for her other ‘hobby horse’, a large heritage project that she is managing together with her husband Paul.

Gerd has now decided, along with Roger, who has reached retirement as director of the Flemish CIDREE member organisation, to end her commitment. But, as ever, by establishing a close working relationship with her successors, Christine Stadnick and Andrea Jossen, she has ensured the smooth and efficient transfer of the Secretariat from Brussels to Switzerland.

On the occasion of her retirement, CIDREE wants to express its gratitude to Gerd for her unselfish dedication. We wish her all the best with the heritage project and much pleasure in traveling and exploring the world together with her husband Paul.

## CIDREE MEMBER SURVEYS 2011

In early 2011, CIDREE network member in England, the National Foundation for Educational Research (NFER) was commissioned by the CIDREE Board to undertake a survey of network members. The survey results:

- Will be published on the CIDREE website to provide visitors to the website with an overview of the key areas of work/range of activities of CIDREE member organisations.
- Provide information to the CIDREE Board to enable the Board to develop an appropriate strategy for CIDREE from 2011 onwards.
- Aim to enable CIDREE members to identify suitable partners from within the consortium for joint initiatives, projects, the exchange of expertise etc.

The survey results were presented at a meeting of the CIDREE contact persons in May 2011 in Brussels. They allowed NFER to identify, analyse and summarise the key areas of commonality across member organisations, with a view to enabling network members to begin to more clearly identify areas for potential collaboration and new projects.

Of the 18 CIDREE members, 16 responded to the survey and, from the results, it is clear that all of these organisations have a target audience/key client group of educational policy makers and educational practitioners/teachers. Members have particularly strong track records in areas including school improvement; assessment/e-assessment; cross-curricular competencies and key competences; science education; citizenship/global citizenship; and inclusive education, and are keen to work together on projects involving international comparisons, capacity building, the use of new technologies and social media, evaluations, design and development research, and benchmarking and sharing expertise.

The survey results were the focus of workshop discussions at the contact persons' meeting, by the end of which members present had identified six key thematic areas for collaboration in the short- to medium-term. These are assessment/e-assessment; key competences and cross-curricular competences; early school leaving/drop-out; science education; inclusive education (in its broadest sense); and school improvement.

Following the May contact persons' meeting, NFER circulated a further survey to the 15 active member organisations who had responded to the initial questionnaire. The aim of this questionnaire is to further refine these six areas, and to identify which member organisations wish to work with which others, in which areas, on what types of projects over the coming months. The results of this second survey will be discussed at an 'extraordinary' meeting of the CIDREE contact persons meeting in advance of the General Assembly in Lyon in November 2011; at which point we hope to kick start some projects.

In the interim, the results of the initial survey will be published on the CIDREE website, to give those visiting the website a 'fuller flavour' not only of the range of skills and expertise within and across the CIDREE member organisations, but also of the strengths and merits of membership of the CIDREE network as identified by the types of collaborative work the network engages in.

**Sharon O'Donnell**  
NFER UK  
NFER, September 2011

## BRUSSELS Contact Persons' meeting May 26 – 27 2011

This year's annual CP meeting took place in Brussels. It was attended by representatives of 12 CIDREE member institutions. As it ran parallel to the annual Board meeting, the CP meeting also included time slots that enabled the contact persons to consult with and report to the Board.

As both the president's and the programme manager's presence was required at the Board meeting, Alan Armstrong was asked to chair the meeting, which he did with great animation, competence and efficiency.

The main point on the agenda was the *Member Survey* (for details see elsewhere in this Brief), which had been carried out by NFER in a highly professional manner. The outcomes of the Survey were presented by Sharon O'Donnell, whose presentation was followed by a brainstorming on possible areas of cooperation between CIDREE member institutions. The ensuing exchange of ideas led to the development of a *Key Priority Areas Analysis* for future cooperation programmes between CIDREE members. The results of this analysis are to serve as a further basis for discussion at the extra Contact Persons' meeting that will be taking place on November 8 in Lyon, as part of the annual CIDREE conference and General Assembly.

On November 10, the General assembly will ultimately decide on which of these joint activities and projects CIDREE members will actually engage in during the months and years to come.

## 2011 CIDREE YEARBOOK

### Beginning teachers: a challenge for educational systems

*Edited by Patrick Picard and Luc Ria*



Education is at the forefront of international discussions aimed at building resources to improve countries' economic performances and combat inequalities. Despite this, many countries have noted that teaching professions appear to be seen as unattractive, and are striving to devise ways to counteracting this.

In this context, training and supporting novice teachers would seem to be a vital driver of teachers' professionalism and effectiveness. All countries seek both to increase basic training levels and ensure that teachers get backing from wider support services, which are set out in competency-based systems of references: mastering disciplinary and ethical knowledge, being able to ensure all pupils make progress despite their diversity, working in teams within the institution, building capacity to innovate, assessing competency-based learning, making use of ICT, and so on.

The 2011 Yearbook addresses this issue by asking its various members to discuss how they believe the issue is dealt with in their countries. The Yearbook includes the reforms under way, the experiences with training or support mechanisms for novice teachers, teacher profiles, etc.

Is it possible to teach 'key competencies' to teachers? Is it a priority to develop appropriate mental frameworks? How should disciplinary knowledge and pedagogic knowledge be connected? What urgent choices are novice teachers expected to make? What dilemmas are they faced with? Do trainers need to be provided with resources for handling the main professional controversies, or should "best practice" guidelines be disseminated? Who are the various partners who should be involved (local schools, universities, central government or local government authorities, professional bodies, etc.) and what should be their respective roles? What challenges are education systems faced with depending on their path dependency? What sort of continuous training tools should be put in place? How should existing training and support tools be assessed?

These are these very challenging issues that authors seek to answer from their own points of view and institutional positions, contributing to a stimulating and crucial debate.

## A SCOTTISH STUDY VISIT TO THE NETHERLANDS

Stephen Edgar, Research and Innovation Manager at Learning and Teaching Scotland, spent one and a half days at SLO, the Netherlands' curriculum institute, between the 2<sup>nd</sup> and the 4<sup>th</sup> March 2011. The purpose of the study visit was to explore how SLO uses research, evaluation and intelligence to inform its work and the policy advice it provides. Following a programme prepared by SLO, during the visit Stephen interviewed a number of key staff members, including Jan van den Akker (director) and members of the research and consultancy team. The following topics were explored during the study visit:

- SLO as an organisation and the background to research work at SLO;
- Changes implemented since 2005 at SLO in relation to research and evaluation;
- Uses of formative evaluation within SLO (including approaches to formative evaluation; internal professional development in this area and organisational processes to support this work);
- Other research work carried out at SLO (including developing a shared organisational culture and knowledge base and supporting cross-organisation working);
- How research supports the provision of policy advice given by SLO;
- Insights into successful integration of research and evaluation within SLO and
- Areas of future development (including monitoring the external landscape, for instance the work of key international educational organisations).

The study visit highlighted that the integration of research and evaluation within SLO has been a powerful tool to improve quality, develop the professionalism of staff and enhance the organisation's reputation with external stakeholders.

Information gathered during the study visit will now be considered in the context of the new agency, which will support quality and improvement in Scottish education. The priorities of the new agency will include: leading and supporting the implementation of Curriculum for Excellence; increasing the capacity for self-evaluation and self-improvement amongst education providers and practitioners, and identifying and stimulating innovation, sharing successful approaches widely with others. More detailed information about the new agency can be found here: [<http://www.scotland.gov.uk/Topics/Education/Schools/Latest/SEQIAremit>]

Overall, the study visit format was an extremely useful way of gathering and considering a large amount of information about elements of the host organisation's work in a focused, time effective way. It also provided an opportunity to share information on the work of LTS, and for reflection within both the host and the visiting organisation. All such information should prove very useful in considering developments or improvements in both organisations. Such visits may therefore be an effective approach for other organisations within CIDREE to consider in the future.



## EDUCATIONAL CENTRES AT THE SERVICE OF TEACHER EDUCATION AND SCHOOL IMPROVEMENT

**CIDREE Expert Meeting, Tallinn, September 9, 2011.**

The meeting was attended by 11 experts from 5 different countries: they included experts from IFÉ – ENSL (France), ES (Scotland), Skolverket (Sweden), SLO (the Netherlands), UT (Estonia). The group also included experts from Tallinn University (Estonia) and from the Archimedes Foundation (Estonia).

Following points and questions for discussion were stated in the call for participation in the meeting.

*In many countries in Europe, e.g. Scotland, Sweden, Estonia, etc. new national curricula are in the process of implementation. As it was stated at the joint meeting of the Board and CP-s of CIDREE in Brussels, teacher education is a starting point in school improvement. In some cases it may mean the need for new strategies and approaches to teacher training. Together with significant changes in the curriculum as well as in the process of training future teachers, describing and creating a new learning environment is vitally important. In Estonia, for example, it is considered to improve contemporary infrastructure for teacher education by means of setting up educational centres within universities. The plan includes opening such innovative centres for 1) teacher education students, 2) teacher educators, 3) researchers, and 4) practising teachers. According to the initial plan, one centre will contain several rooms (e.g. for training pre-school, primary, basic school and secondary school teachers, teachers of special educational needs, technology, science, sports etc.) that are specifically designed for pre-service and in-service training as well as for research. The centre will operate like a public library where teachers and students can get acquainted with new technologies, learning materials, etc. It will also be possible to make high quality videos of various learning situations. Each room will contain learning resources from different countries and innovative equipment for different target groups. The centres will make an extensive cooperation with similar centres abroad. In addition, the centres will try to bridge the gap between theory and practice.*

*As it is important to share ideas with specialists from other countries as to what such centres might be like and how they function in different educational systems, the Centre for Educational Research and Curriculum Development of Tartu University hosted an expert meeting on educational centres in September in Tallinn. The following topics were provided for discussion:*

- 1) What are the good practices of applying educational centres in different countries?*
- 2) What are the main aims and working principles (standards) that should be taken into account in designing educational centres?*
- 3) How do the plans of Estonian educational centres meet the principles that other countries may have?*
- 4) How to build a network of cooperation for educational centres all over Europe?*

The experiences of five countries and teacher education systems were under discussion in the expert meeting. All represented member institutions gave a short overview of recent developments and changes in teacher education within school reforms, PISA results etc. in their countries.

From the presentations the conclusion can be drawn that although problems in teacher education differ between countries, the participants share common interests and concerns. For instance, in some countries there is a shortage of candidates for teacher training and the focus is mainly on the continuing education of teachers. At the same time, other countries have enough candidates but a limited number of places for graduates. Changes in teacher education can also be caused by PISA results. In some countries more attention is paid to subject teaching, whereas in other countries pedagogical aspects are born in mind.

The following points for the improvement of educational centres and international co-operation emerged from the expert meeting discussions:

- Estonian universities see educational centres as 'educational laboratories, where didactics and broadly all educational theories can be developed and practised (and analysed) in an innovative environment that provides student teachers, practising teachers, and researchers (and sometimes pupils interested in teacher education and/or educational research) with equipment and materials that can be potentially and effectively applied in schools (and kindergartens)'. The laboratories are supported and provide support through web-based environment.
- Examples from France show that using different video formats for analysing and reflecting on lessons has proved to be useful for both student and beginning teachers. In addition, research laboratories can be used for (international) co-operation in the analysis.
- It was suggested that the centres should have an outreach function, including schools and the wider community as its targets rather than focus predominantly on teacher education at universities. This is more in line with the activities outlined by the Governmental Agency (GR) in Sweden and the regional support centres in the Netherlands.
- Joint projects could be initiated to research the work of such centres including a systematic analysis of their context and needs as well as their development and further evaluation.
- The centres could exchange existing materials and other equipment as well as encourage both national and international cooperation between teachers and teacher students to share experience
- Joint courses could be developed (on the example of the Scottish partners) to achieve higher standards of teacher education and research and improve expertise.

**Anita Kärner, UT Estonia**

## MEETING OF THE CIDREE GENERAL ASSEMBLY

The Randolph Hotel, Oxford, England

12 November 2010 9.00 – 4.00

### Attendance

Tadita Abdurrahmani, Yilka Spahiu, Roger Standaert, Willy Sleurs, Stefan Wolter, Urs Vögelli-Mantovani, Jaroslav Faltyn, Anita Kärner, Natalia Gil, Hervé Tugaut, Jean-Marie Pincemin, Krisztina Csekö, Zsuzsa Nyiro, Anne Looney, John Halbert, Jan van den Akker, Jenne van der Velde, Ulla Lindqvist, Gregor Mohorcic, Brigita Zarkovic Adlesic, Sue Rossiter, Sharon O'Donnell, Mark Orrow-Whiting, Alan Armstrong, Gerd Portocarero, Rudi Schollaert.

### Apologies

Branislava Baranovic, Martina Prpic, Christos Doukas.

### Agenda

Jan van den Akker opened the 20th CIDREE General Assembly (GA). In particular he welcomed Tadita Abdurrahmani, Willy Sleurs, Christina Csekö and Anita Kärner to their first GA. The CIDREE membership address list was circulated for corrections.

The minutes of the CIDREE GA meeting 2009 (Doc.3) were approved. The INRP delegates put that an internal INRP meeting was erroneously mentioned as a CIDREE event. Lorraine Harbison was thanked for providing an excellent record of proceedings.

### Membership issues

#### • Withdrawal of BIFIE

As noted at the previous GA BIFIE, Austria, has withdrawn from membership; there have been no further withdrawals.

#### • Potential new members

The Board continue in their efforts to attract new members to secure the base of CIDREE and to add to its credibility.

Stefan Wolter has been in contact with the Luxembourg Ministry of Education and will meet with the General Secretary week commencing November 15. Jan van den Akker is encouraging membership from Germany and Portugal.

#### • Relevant changes in member institutions

QCDA, England: Mark Orrow-Whiting reported that the Government in England has stated that it wishes to close the organisation but legislation has to be passed before this can take place. It is anticipated that QCDA will close by March 2012; QCDA CIDREE membership subscriptions have been paid for next year (2011) as well as the current year. It is anticipated that areas of work covered by QCDA will be devolved as follows:

##### • *Testing and Assessment*

Will be managed by the Department for Education (DfE)

##### • *Qualifications*

Will be managed by Ofqual (the Office of Qualifications and Examinations Regulation)

##### • *Curriculum Research and Development*

Individual schools will be responsible for this.

In regard to continuity of membership, it was suggested that CIDREE should approach DfE via Steve Leman to discuss the possibility of continued support.

OFI, Hungary: Kristina Csekö reported that she had been in post as the new Director for six months. She confirmed that there had been no changes within the institute during the last three years and not much activity in the international arena but it was her intention to take this forward, particularly in view of Hungary's forthcoming presidency of the European Union.

IZHA, Albania: Tadita Abdurrahmani shared the history of IZHA and reported that there had been a change in scope; it would now be known as the Institute of Educational Development. Previously the organisation had worked within the pre-university area but would now include research and policy making for universities and technology and innovation.

INRP, France: Hervé Tugaut reported that INRP is changing rapidly. The Minister has recently announced that, from January, they will merge with the Ecole Normale Supérieure (ENS). The institute will undergo governmental change in late 2011 but the structure is not yet confirmed. INRP will host the next CIDREE Conference and General Assembly in Lyon in November 2011.

### Secretarial reports

#### • Activity report of the Secretariat (Doc 4)

Rudi Schollaert presented the activity report of the Secretariat. Delegates were reminded that all CIDREE activities are reported in CIDREE Brief. The Chairman thanked all participants for their contributions to this publication.

#### • Possible European funding

Rudi Schollaert reported on progress with obtaining European funding. Last year CIDREE applied for, and were successful, in securing funding under the Seventh Framework SECURE programme. SLO will take the lead in this project but many CIDREE member organisations are also involved in the project.

This may lead to additional opportunities and will add to the credibility of CIDREE.

Last year, the General Assembly considered the issue of possible European funding from the Jean Monnet fund which appeared to fit the definition of CIDREE. Details of the Programme, received in early November, advised that it provided structural support for European associations in the field of education and training and European integration, based on three year framework partnership agreements with annual operating grants. However, to meet the eligibility criteria European Associations must have a membership based structure and, in light of this, it appears unlikely that CIDREE would be successful with an application for funding.

An alternative source of funding could be the Lifelong Learning Transversal programme. Consortiums may apply through one of their members; this would require one institution to take the lead, seeking co-operation from other member institutes as appropriate.

Jenne van der Velde highlighted the difficulty in obtaining European funding and in order to gain experience in the area he suggested that one member institution take the lead in coordinating a small group of representatives from interested institutions who would meet on a regular basis to identify and put forward proposals. It was agreed that this was a positive initiative and Rudi Schollaert will contact interested parties.

Krisztina Csekö noted interest on behalf of OFI.

Mark Orrow-Whiting reminded delegates that, following Denis Crowley's presentation to the CIDREE Conference, there is now a contact with the European Commission which should be taken forward. CIDREE should be proactive in lobbying and demonstrate the skills available within the organisation.

- **Accounts 2009, follow-up budget 2010, proposed budget 2011 (Docs 5 and 6)**

Gerd Portocarero, Administrative Director of CIDREE presented this item. The documents were received and approved but it was noted that there will be changes in the future, particularly in light of changes in administrative expenses. future, particularly in light of changes in administrative expenses.

The meeting formally thanked Gerd for her hard work in preparing the accounts.

#### **Report and follow-up of CIDREE activities 2009 – 2010**

- **Brussels expert meeting , February 2010 (Doc 7)**

The outcomes of the Brussels expert meeting were received and noted.

- **Prague Seminar and Contact Persons meeting (Doc 8 and 9)**

Jaroslav Faltyn thanked the CIDREE Board on behalf of the Director of VUPPRAHA for a very successful seminar.

- **China conference, Beijing, April 2010 (Doc 10)**

The report of the China conference 2010 was received and noted. Jenne van der Velde informed members that the third China Conference will take place in November 2011. The end product from this conference will be a publication.

- **Mathematics Education, CIDREE Expert meeting,**

Dublin, June 2010

This was a very successful meeting, a detailed report is included in CIDREE Brief.

- **CIDREE – OECD meeting, Paris, October 2010**

Rudi Schollaert provided a report of the initial meeting with OECD/CERI which was initiated by Stefan Wolter and which laid a foundation for further contact.

- **CIDREE Brief 2010**

It was agreed that the CIDREE Brief continues to be a useful outlet for news of outcomes of the various CIDREE initiatives.

Rudi Schollaert acknowledged the work of NFER staff in language editing the Brief.

- **CIDREE Year Book 2010**

The 20th Anniversary CIDREE Yearbook (2010) was

launched on 11 November, following the 2010 Conference.

The Publications

Department at NFER was formally thanked for their very helpful contribution to the publication of the Yearbook.

#### **Upcoming events**

- **Contact Persons meeting 2011**

The Contacts Persons meeting for 2011 will be hosted by OFI, Hungary and is currently planned to take place in Prague on 17 and 18 March; this will include a seminar. It was noted that, in light of other educational events which might be scheduled to take place during the Hungarian presidency of the EU, it might be necessary to reflect on the agreed dates for the event.

- **Yearbook 2011 – CIDREE Conference and GA 2011**

The 2011 CIDREE Conference and General Assembly will take place in Lyon, France, on 8, 9 and 10 November and will be hosted by INRP. The suggested theme is Continuing Teacher Professional Development.

- **Contact Persons meeting 2012**

IZHA, Albania, kindly offered to host the 2012 Contact Persons meeting. This will take place in the spring, probably in March. It was noted that when agreeing a date, 17 March should be avoided – this is a public holiday in Ireland.

- **CIDREE Conference and GA 2012**

The 2012 Conference and GA will take place in Stockholm, Sweden and will be hosted by Skolverket. Ulla Lindqvist confirmed that Skolverket will commence planning and put forward a suggestion for a theme. Suggested dates: November 7,8,9 or 14,15,16.

#### **Call for new projects or activities**

- **Spanish Conference**

At the Contacts Persons meeting in March Natalia Gil advised that a conference would take place in Spain in late autumn 2010; this has now been rescheduled for May 2011 (date to be decided). She invited attendance by the CIDREE Board and would welcome participation by CIDREE members. The provisional title for this event is Educational Research in the Society of Knowledge and Evolution of the Current Education System. The working language of the conference will be Spanish would welcome participation by CIDREE members. The provisional title for this event is Educational Research in the Society of Knowledge and Evolution of the Current Education System. The working language of the conference will be Spanish but a translation service will be provided.

- **UNESCO Conference**

Jenne van der Velde reported that he has been invited by UNESCO to attend a conference to consider what type of research development can be undertaken in Europe. He will report outcomes to CIDREE for future discussion.

- **CIDREE Academy**

Opportunities offered by the initiation of a CIDREE Academy will continue to be considered by members.

### • 2012 Seminar

Plans are in hand for an event/research conference in the Spring of 2012 but require further elaboration and detail. It is possible that this will take place in Portugal in collaboration with an institute of higher education. Jan van den Akker will inform members as soon as details are available.

### • NCCA Language Curriculum

John Halbert advised that colleagues at NCCA are beginning work to examine the language curriculum at Primary School (4- 12 years). This will look at

Curriculum for speakers of English

Curriculum for speakers of Irish

Curriculum for speakers of Irish as a second language

He would be very interested to hear from CIDREE members who have experience of developing a curriculum in language where dual languages are used, and who may have information on how these are combined, with a particular focus on structure and organisation of the curriculum.

### Organisational Issues

#### • Election of Incoming President

The meeting supported the election of Gregor Mohorčič, ZRSS,

Slovenia, as Incoming President. He thanked members for their support and looked forward to the challenge during a difficult time in Europe.

#### • Strategic Plan 2011-2015

It was agreed to consider the Strategic Plan during the plenary session. In order to prepare for this Jan van den Akker listed the major components of CIDREE:

- *Annual meeting (General Assembly and Conference)*
- *Board meetings*
- *Contact Persons meetings (plus thematic symposium)*
- *Yearbook*
- *Projects (internal and external)*
- *Focused expert meetings/workshops*
- *Mutual site visits/staff exchanges*
- *CIDREE Brief and website*
- *CIDREE input to external conferences*
- *Collaborative professional development (Academy)*

He asked colleagues to consider the following questions:

- *What substantive themes are you interested in?*
- *Suggest some topics to enable members to find some common ground?*
- *Do these activities meet your needs?*
- *What would you like to happen more?*
- *How wide should our ambitions be?*

Members discussed these questions in groups and the outcomes were summarised as follows:

- Overall a more pro-active approach is required
- Yearbooks should be more project-based/or a review of the year
- CIDREE should represent Europe elsewhere in the world

- Be more active in terms of projects (externally funded)
- Increase profile through concrete products, publications and external presentations
- Theme: Curriculum review
- Theme: Interactive curriculum development and inservice education
- Theme: contribution to educational policy
- Theme: research methodologies
- Only 0.5 of the day to be devoted to organisational matters at the GA
- More pro-active project preparation before and during the GA
- Offer courses with CIDREE certificates
- Theme: curriculum trends
- Theme: testing explosion
- Theme: stimulating creativity and innovation
- Four EU themes as inspiration
- Theme: external evaluation
- Theme: post-primary reform including vocational education
- Theme: literacy
- Theme: balance between central and local development
- Use of LinkedIn for CIDREE members/contact persons A list of the ideas suggested will be circulated and discussion will continue at the next Contact Persons meeting.

At the next Board meeting these issues will be taken up and proposals put forward to the 2011 GA 8.

### Any other business

NFER were formally thanked for hosting the 2010 CIDREE Conference and General Assembly.

#### Welcome to a new CIDREE member:

##### SCRIPT – Luxembourg:

*At the Lyon General assembly CIDREE will welcome a new member institution. SCRIPT is the Department of the Luxembourg Ministry of Education that has as its mission to promote and implement educational research and quality care. SCRIPT is also in charge of continuing professional development for educational staff. SCRIPT consists of three units: the department of pedagogical innovation, the agency for quality care and the institute for continuing professional development.*

*We extend a warm welcome to our new member institution. We are looking forward to an intensive and productive cooperation.*

**Jos.Bertemes@men.lu**

**www.men.lu**



## STEFAN WOLTER SUCCEEDS JAN VAN DEN AKKER AS CIDREE PRESIDENT



On January 1 2011, Jan Van den Akker stepped down as CIDREE president after two years of dynamic and inspiring leadership. He was succeeded by Stefan Wolter.

Stefan C. Wolter has been the Managing Director of the Swiss Coordination Centre for Research in Education (SKBF) since 1999. He has studied economics and psychology and is also Professor for the Economics of Education at the University of Berne, where he has simultaneously been heading the Centre for Research in the Economics of Education since 2000. Before moving into the field of educational research, Stefan occupied positions in the private company UBS and the Swiss Federal Administration (Federal Office for Industry and Labour). In his role at the SKBF he also represents Switzerland in various international functions and is currently, among others, Vice-President of the Education Policy Committee, member of the Governing Board of the Centre for Educational Research and Innovation (CERI), and chair of the expert group on vocational education, all of the OECD. His personal research interests centre particularly around questions relating to vocational and professional education, but also teacher training and other educational topics. To date, he has published more than 40 articles in academic, peer-reviewed journals in the fields of economics, sociology and educational sciences, and he is editor-in-chief of "Empirical Research in Vocational Education and Training" (ERVET).

### The new CIDREE secretariat: the Swiss Connection

As from January 1st 2012, the CIDREE secretariat will move to Switzerland. Secretarial support for CIDREE activities will be provided by the Swiss CIDREE member institution, the Swiss Coordination Centre for Research in Education (SCCRE).

The administrative tasks will be carried out jointly by Andrea Jossen and Christine Stadnick Fr  d  rickx.

Andrea has been a part-time secretary for the SCCRE since 1998 (60%), Wednesday to Friday. The focus of her work will be on bookkeeping and managing the CIDREE website. Her languages are German, French and English.

Christine is also a part-time secretary for SCCRE and has been with the organisation since November 2008. Christine also works 60%, Monday to Wednesday. She will be respon-

## THE NEW CIDREE INCOMING PRESIDENT, GREGOR MOHOR  I  , MSC



Now that Anne Looney (NCCA) has stepped down as a member of the Board after six years of highly energetic and efficient service – for which our sincere thanks - the hiatus she left is filled by Gregor Mohor  i   (NEI - SI)

A former secondary (grammar school) maths teacher, Gregor finished his Master's Degree at the Faculty of Mathematics and

Physics of the University in Ljubljana, Department of Educational Mathematics in 2004. Since 2006, he has been the Director of the National Education Institute of Slovenia. In this role, Gregor is a key member of a number of committees and working bodies at national level, responsible, for example, for monitoring and reviewing curricula/programmes of study; reviewing the grammar school (*gimnazija*) curriculum; E-education; National Examination Boards in general education and vocational training, etc. He is also involved in a number of international networks (ENSI, CIDREE, for example). Gregor's main areas of expertise are maths education, e-learning, e-materials, curriculum research and development, teacher education and school development.

The CIDREE Board extends a very warm welcome to Gregor.



sible for general administrative work, including the practical organisation of CIDREE events. She will also be the contact person on administrative matters. The fact that she is very proficient in languages (German, French, Italian and English) will be a real asset here.

Andrea and Christine will begin to play a far more prominent role within CIDREE as from now. We extend a very warm welcome to them on behalf of the CIDREE family.

Please note. The email address for the CIDREE secretariat will remain unchanged: [secretariat@cidree.org](mailto:secretariat@cidree.org).

## The CIDREE Board

*President*

**Mr Stefan C. Wolter**

Director

Swiss Coordination Centre for Research in Education - SKBF  
Aarau, Schweiz

*Past President*

**Mr J.J.H. van den Akker**

Director General

Curriculum Stichting Leerplanontwikkeling - SLO  
Enschede, Nederland

*Incoming President*

**Mr Gregor Mohorčič**

Director

Zavod Republike Slovenije za solstvo – ZRSS  
Ljubljana, Slovenia

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**Rudi Schollaert**

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CIDREE is a self managing network of institutions for development and research in the area of education, having strong links with Ministries of Education and playing a prominent role in the improvement of the quality of regional / national education systems.

For further information visit our website or contact:

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**CIDREE**

Consortium of Institutions for Development  
and Research in Education in Europe

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The administration acts as the single CIDREE contact point.

Please use the email to contact CIDREE.

CIDREE website: [www.cidree.org](http://www.cidree.org)

## CIDREE MEMBER INSTITUTIONS

1. **AL** **Instituti I Zhvillimit Te Arsimit - IZHA**  
Rr: "Naim Frashëri" Nr.37  
Tirana, ALBANIA • [www.izha.edu.al](http://www.izha.edu.al)
2. **BE** **Afdeling projecten: EVC, Curriculum en Kwalificaties - APECK**  
Agentschap voor Kwaliteitszorg in Onderwijs en Vorming  
Vlaams Ministerie van Onderwijs en Vorming  
Koning Albert II - laan 15, B-1210 Brussel • [www.ond.vlaanderen.be/dvo/english/index.htm](http://www.ond.vlaanderen.be/dvo/english/index.htm)
3. **CH** **Schweizerische Koordinationsstelle für Bildungsforschung - SKBF-CSRE**  
Entfelderstrasse 61, CH-5000 Aarau • [www.skbf-csre.ch](http://www.skbf-csre.ch)
4. **CZ** **Výzkumný ústav pedagogický v Praze - VÚP**  
Novodvorská 1010 /14, CZ-142 01 Praha 4. • [www.vuppraha.cz](http://www.vuppraha.cz)
5. **EE** **Tartu Ülikool - UT**  
Ülikooli 18, EE-50090 Tartu • [www.ut.ee/en](http://www.ut.ee/en)
6. **ES** **Instituto de Formación del Profesorado, Investigación e Innovación Educativa - IFIIE**  
Calle General Oraá 55, E-28006 Ma • [www.educacion.es/cide](http://www.educacion.es/cide)
7. **FR** **Ecole Normale Supérieure de Lyon**  
Institut Français de L'Education, Agence Qualité Education - IFE-ENS  
Siège social: 15 Parvis René Desartes, BP 7000 F-69342 Lyon Cedex  
Adresse physique de l'ENS:  
19 Allée de Fontenay, F-69007 Lyon • <http://ife.ens-Lyon.fr/ife>
8. **GR** **Pedagogical Institute - PI**  
396 Avenue Mesoghion, GR-15431 Agia Paraskevi Athens • [www.pi-schools.gr](http://www.pi-schools.gr)
9. **HR** **Centar za istražvanje i razvoj obrazovanja - CIRO**  
Amruseva 11, HR-10000 Zagreb • [www.idi.hr/cerd](http://www.idi.hr/cerd)
10. **HU** **Oktatáskutató és Fejlesztő Intézet - OFI**  
Dorottya u. 8, H-1051 Budapest • [www.ofi.hu](http://www.ofi.hu)
11. **IE** **National Council for Curriculum and Assessment - NCCA**  
24 Merrion Square, IRL-Dublin 2 • [www.ncca.ie](http://www.ncca.ie)
12. **IT** **Istituto Nazionale per la Valutazione del Sistema Educativo di Istruzione e di Formazione - INVALSI**  
Villa Falconieri - Via Borromini 5, I-00044 Frascati (Roma) • [www.invalsi.it](http://www.invalsi.it)
13. **LU** **Service de Coordination de la Recherche et de l'Innovation Technologique et Pédagogique - SCRIPT**  
Ministère de l'Education Nationale et de la Formation Professionnelle.  
29 Rue Aldringen, L-2926 Luxembourg • [www.men.lu](http://www.men.lu)
14. **NL** **Stichting Leerplanontwikkeling - SLO**  
PO Box 2041, NL 7500 CA Enschede • [www.slo.nl](http://www.slo.nl)
15. **SE** **Skolverket**  
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16. **SI** **Zavod Republike Slovenije za solstvo - ZRSS**  
Poljanska 28, SLO-1000 Ljubljana • [www.zrss.si](http://www.zrss.si)
17. **UK** **National Foundation for Educational Research - NFER**  
The Mere, Upton Park GB-Slough SL12DQ • [www.nfer.ac.uk](http://www.nfer.ac.uk)
18. **UK** **Education Scotland - ES**  
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