

CIDREE General Assembly 2022
11 November 2022 - Oslo, Norway



LIST OF PARTICIPANTS (list as of 1 November 2022)

Part.	Name	First Name	Institution	Country	Function
REPRESENTATIVES OF CIDREE INSTITUTES					
1	RAPTI	Dorina	QUAAPU	Albania	CNC
1	ZISI	Aurela	QUAAPU	Albania	author
1	VANHOREN	Ingrid	AHOVOKS	Belgium	M - Incoming President
1	FROYEN	Dries	AHOVOKS	Belgium	CNC
1	STOJKIC	Maja	APOSO	Bosnia-Herzegovina	M
1	NOVAK-JUKA	Adrijana	APOSO	Bosnia-Herzegovina	CNC
1	TIKERPUU	Mari	HM	Estonia	CNC
1	RAVEZ	Claire	IFE ENS Lyon	France	CNC online
1	IMRE	Anna	OH	Hungary	CNC online
1	CURRAN	Tracy	NCCA	Ireland	CNC
1	ZYLFIU	Haxhere	KPI	Kosovo	CNC
1	WEIS	Luc	SCRIPT	Luxembourg	M
1	HAU	Daniela	SCRIPT	Luxembourg	CNC
1	BOJANIC LALOVIC	Zoja	ZZS	Montenegro	M
1	CABRILO	Nevena	ZZS	Montenegro	CNC
1	DIVIS	Jindra	SLO	Netherlands	M - President
1	VAN ZANTEN	Marc	SLO	Netherlands	CNC
1	DAHLBERG	Bente	UDIR	Norway	M
1	HUSE	Hedda Birgitte	UDIR	Norway	CNC
1	BRAY	Ollie	ES	Scotland	M / CNC
1	DJUKIC	Danijela	IEQE	Serbia	CNC
1	PRESKAR	Stanka	ZRSS	Slovenia	M
1	ŽARKOVIČ - ADLEŠIČ	Brigita	ZRSS	Slovenia	CNC
1	WESTERHOLM	Anna	SKOLVERKET	Sweden	M
1	LARSSON	Karl	SKOLVERKET	Sweden	CNC
1	WOLTER	Stefan	SKBF / CSRE	Switzerland	M
1	OGGENFUSS	Chantal	SKBF / CSRE	Switzerland	CNC
1	NG	Mei Lin	WG-ED	Wales	CNC
1	MORGAN	Karen Wendy	WG-ED	Wales	
SECRETARIAT					
1	STADNICK	Christine	SKBF / CSRE	Switzerland	Secretariat / Reporter
30					
APOLOGIES					
	KLINGLMAIR	Robert	IQS	Austria	M
	SVECNİK	Erich	IQS	Austria	CNC
	MATSIN	Ülle	HM	Estonia	M
	GUYON	Régis	IFE ENS Lyon	France	M
	BRASSOI	Sándor	OH	Hungary	M
	FRASER	Arlene	NCCA	Ireland	M
	ÇOÇAJ	Nezir	KPI	Kosovo	M
	SIJARIC	Resad	ZZS	Montenegro	M
	RANDJELOVIC	Branislav	IEQE	Serbia	M
	LOGAJ	Vinko	ZRSS	Slovenia	M
	JANAQI	Gerti	QUAAPU	Albania	M
	LLOYD	Owain	WG-ED	Wales	M

CIDREE MEMBERSHIP LIST

updated: 21/09/2022 1

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MINUTES OF THE CIDREE GENERAL ASSEMBLY 2021

26 November 2021

Online by Teams, organized by SLO, the Netherlands

Present

CIDREE Board and Secretariat

Hege Nilssen - President

Luc Weis – Past President

Jindra Divis – Incoming President

Christine Stadnick – Secretariat / Reporter

CIDREE Members

Nevena Cabrilo; Tracy Curran; Henrik Dahl; Danijela Djukic; Arlene Forster; Dries Froyen; Hedda Birgitte Huse; Anna Imre; Jessy Medinger; Chantal Oggenfuss; László Ostorics; Branislav Randjelovic; Claire Ravez; Erich Svecnik; Marc van Zanten; Mari Tikerpuu; Ingrid Vanhoren; Anna Westerholm; Stefan Wolter; Brigita Žarkovič-Adlesič; Haxhere Zylfiu.

Apologies

Sophie Beaumont; Sandor Brasso; Ollie Bray; Nezir Cocaj; Gerti Janaqi; Robert Klinglmair; Vinko Logaj; Ülle Matsin; Mei Lin Ng; Adrijana Novak-Juka; Kevin Palmer; Stanka Preskar; Dorina Rapti; Resad Sijaric; Maja Stojkic.

Agenda

1. Introduction
 2. Membership issues
 3. Accounts and budget
 4. Reports and follow-up of CIDREE activities
 5. Amendment CIDREE Articles of Association and bye-laws
 6. Upcoming events and activities
 7. CIDREE grants:
 - Grants 2021 Reports and expert meeting evaluations
 - Knowledge Carousel
 - Grants 2022
 8. CIDREE Board
 9. Any other business and Closure
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1. Introduction

The President Hege Nilssen opened the digital General Assembly and welcomed all the participants. She thanked Jindra and Marc and their team for a wonderful and inspiring digital conference the day before, organised with the help of a professional studio. She expressed her regrets that once again the CIDREE family could not meet physically due to the pandemic.

Thereafter, there was a round of presentation, followed by the approval of the minutes of the digital General Assembly 2020 (attachment 3) organised by the Swiss member.

Then, the agenda of the GA 2021 was adopted without any changes.

Hege asked everyone to look through the address list (attachment 2) and communicate any necessary changes to the Secretariat.

2. Membership Issues

- ***Relevant changes in member institutions***

Estonia

Mari Tikerpuu, who is the new CNC for Estonia, successor of Einar Värä, apologised for the absence of the new CEO, Ülle Matsin, who replaces Heli Aru-Chabilan.

Mari reported that, due to a major restructuring, some functions of Harno were moved to the ministerial level. Ülle and her are the Estonian representatives now, both from the Ministry of Education and Research. She confirmed that they would be happy to cooperate in CIDREE.

Kosovo

Haxhere was happy to say that the status of her institute, after having had the status of civil servants since 2007, changed to a scientific research institution. This opens up more opportunities for them for collaboration and participation in international programmes.

Slovenia

Brigita reported that the separate institution School for Leadership had become part of their institute, so they now have a new department called leadership department. It is a new field of work for them, but from their point of view this is a positive matter.

- ***Update on potential new members (Denmark, Iceland)***

Hege regretted to not have been able to reach out to northern colleagues, as there had been no physical meetings in 2021. She hoped to be able to do so in the meetings in spring 2022.

3. Accounts and Budget

- ***Auditor's report 2020 with finalized financial statement 2020 / discharge of the Board***

Hege presented the auditor's report with the finalized financial statement.

The Auditor's report 2020 attests the accounts to be in order. The financial statement shows the annual result 2020 to be a profit of EUR 36'296.96. The equity as of 31 December 2020 shows a total of EUR 223'566.43.

Decision:

The auditor's report 2020 and the finalized financial statement 2020 were accepted unanimously. The GA was unanimous about discharging the board for 2020.

- **Proposal appropriation of profit 2020**

Decision:

The General Assembly unanimously accepted the appropriation of the profit 2020 as proposed in attachment 5, i.e. to refund half of each member country's 2020 annual membership fee via a correspondingly reduced invoice for the 2022 membership fee. This means that EUR 33'000 will be refunded to CIDREE members active in 2020, the remaining profit 2020 of EUR 3'296.96 will be added to the assets.

- **Current budget 2021 and proposed budget 2022 / adoption of budget 2022**

Hege continued in stating that with the acceptance of the refund the income in the proposed budget 2022 (attachment 6) would be reduced to EUR 34'000 which will result in a loss in 2022 amounting to EUR 54'000.

She further informed that, if the activities were to be as low in 2021 again, the Board would consider repeating this procedure and would bring this proposal before the GA 2022.

Decision:

The General Assembly unanimously adopted the budget 2022 as proposed for all the items, but with the reduced income of EUR 34'000.

Task for Christine:

Please adapt the income in the budget 2022.

Done.

4. Reports & Follow-up of CIDREE Activities

- **Secretariat Activity Report (attachment 7)**

Acknowledged.

- **Amersfoort online Conference – Yearbook 2021**

Hege thanked SLO again for their excellent work in preparing the events 2021 and the Yearbook.

The Yearbook 2021 exists in two formats: PDF and on E-Zine. At the conference the day before the PDF was shown, at the GA Marc showed how to access the Yearbook 2021 on the E-Zine platform.

Hege thanked Marc for demonstrating how to use the e-zine and SLO for the development work done to have this platform for future Yearbooks. The licence is there for the next 3 years.

To promote the Yearbook in the social media, use the link via the CIDREE website:

<https://magazines.cidree.org/magazine/cidree-yearbook-2021/home/>.

- **Mostar CNC meeting April 2021**

This meeting was held digitally due to the continued Covid-19 pandemic. Hege thanked Maja and Adrijana for having organised this digital meeting.

- **CEO Meeting Tartu June 2021**

This meeting was held digitally due to the continued Covid-19 pandemic as well. Hege thanked Heli and Einar for having organised this digital meeting.

She had attended both the CNC and the CEO meetings and underlined that in both meetings there were interesting and engaging discussions which she really appreciated.

5. Amendment CIDREE Articles of Association and Bye-laws

Christine informed that a second amendment to the Articles of Association (attachment 8) became necessary, as article 8 of the bye-laws contradicted article 7.3 of the Articles of Association. Article 8 of the bye-laws states that “the President is appointed by the General Assembly for a period of two years”, whereas article 7.3. of the Articles of Association states that “the chairman is called President and is appointed by means of this title”, which means for 6 years.

The Dutch notary public found a simple solution to solve this problem, namely to amend article 7.4 of the Articles of Association in adding the word “**maximum**” as follows: “Board members are appointed for a maximum period of six (6) years. The Board shall determine a retirement schedule. A retiring Board member may immediately be reappointed.”

Decision:

The General Assembly agreed to the proposal to amend article 7.4 of the Articles of Association, in accordance with the draft as drawn up by KienhuisHoving N.V. marked HHE/TBO/201750987.02.

15 of the 20 CIDREE members were present which represents more than two-thirds.

The 15 members present agreed to the proposal.

As Stefan Wolter’s and Christine Stadnick’s signatures had already been legalised in December 2020 for the first amendment of the Articles of Association, another legalisation will not be necessary.

Follow-up: The amendment was duly registered in Enschede on 15 December 2021.

After having resolved the issue with the Articles of Association, in a next step the Board asked the General Assembly to adopt the amended bye-laws (attachment 9), which are now in line with the Articles of Association and Dutch law, as confirmed by the Dutch notary public.

Hege confirmed that, as announced at the GA 2020 already, the major change was in article 8, which states that “a National Coordinator can participate at the meetings of the Board as an observer. The National Coordinator will be appointed for 2 years and has to be from a different organisation than the other Board Members.”

Further changes were made to

article 6.1 where “non-suspended” was added to be in accordance with article 15.3 of the Articles of Association

article 9.1 was changed from “The Board itself will agree upon the division of the tasks” to read: “The President is the Chairman, the Incoming President the Secretary, the Past President the Treasurer.”

article 10.1, that read as follows: “The Board may take decisions in a meeting that is attended by at least three members” was eliminated, because the Board should be able to function even if less than 3 people are present. Furthermore, article 7.2 of the Articles of Association stipulates that the Board shall be authorized if temporarily consisting of less than three persons.

Article 14. was added to clarify the hierarchy between the Articles of Association and the bye-laws. It reads: “The bye-laws may not be in conflict with the law or the Articles of Association. In case of a conflict, the text of the Articles of Association is leading.”

Decision:

The General Assembly unanimously adopted the amended bye-laws as in attachment 9.

6. Upcoming Events & Activities

- **CNC meeting in Brussels, Belgium on 21 – 22 April 2022**

The date is set, the hotel is booked (60 days' notice before arrival). Everyone hopes that it will be a physical meeting.

- **CEO meeting 2022 in Amersfoort, the Netherlands**

Jindra will host this meeting at the beginning of June 2022. The exact date will be set as soon as possible.

Follow-up: The date will be 9 June 2022 evening to 10 June 2022 noon. The CEOs were informed by mail on 14 January 2022.

- **CIDREE conference & GA 2022, Oslo, Norway on 10 – 11 November 2022**

Hege and her team are looking forward to hosting the 2022 conference and GA in November, hoping to be able to welcome everyone physically in Oslo.

- **CIDREE Yearbook 2022**

Hege informed that the invitation to participate in the Yearbook 2022 had gone out to everyone on 18 November 2021.

Hedda expressed her motivation to doing the next CIDREE yearbook and thanked Marc and Jos for already having shared some experiences with her. She was glad that UDIR could count on the support by SLO.

The proposed topic "Quality in Early Childhood Education and Care (0-6 years)" was discussed at previous CIDREE meetings, the Board supported it. Hedda assured that adjustments to the framing were still possible and invited comments and questions.

UDIR had put together an expert group for the yearbook, namely the editor Leah Aursand and her co-editors Camilla Vibe Lindgaard and Cecilie Langholm.

Leah presented the authors and the guidelines, the themes and the timeline. The presentation will be shared with everyone after the GA.

There are two possible strands:

1. Promoting quality via ECEC frameworks, guidelines, monitoring and organisation
2. Research about quality in ECEC

The first important deadline is 6 December 2021. By then confirmation of contribution should be sent to UDIR.

They will follow this year's model from the Netherlands, i.e. they will have an e-book as well. Leah asked contributors to make sure that the English in the drafts was at a level that would facilitate proof-reading for the editors, so it might be useful to have the article translated by a professional.

Stefan reported that he had asked the institute that is responsible for these topics in Switzerland whether they would be able to contribute. If so, he would contact Leah to clarify the focus of the article.

Arlene confirmed that Ireland would contribute for sure. They might want to submit two articles, one each for the two subthemes and wondered whether that would be possible.

Hege affirmed that this should be feasible.

Claire wanted to know whether a focus on 0-3 years or 3-6 years would be acceptable. Leah confirmed that this would be fine.

Anna was confident that Sweden would be able to contribute as well.

Brigita said to count Slovenia in. She will confirm by mail.

Ingrid was not sure whether Belgium would be able to contribute. She will check and let Leah know.

Jindra confirmed that the Netherlands would contribute.

Hege thanked everyone for their interest and positive feedback on the subject. She encouraged to contact Hedda or Leah in case there were questions.

- **CNC meeting 2023 in ?**

László promised to check whether Hungary could host either the CNC or the CEO meeting in 2023.

Luc volunteered Luxembourg to organise either the CNC or the CEO meeting in 2023.

Task for Christine:

Please follow up and make sure that there are hosts for both events.

Follow-up: Hungary volunteers to host one of the meetings, CNC or CEO meeting.

- **CEO meeting 2023 in ?**

See CNC meeting above.

- **CIDREE conference & GA 2023 in ?**

Ingrid volunteered for these two events including the Yearbook 2023. They had already talked to Christine about practical and financial matters. They hope to get the Minister to give a speech at the conference and to get the European Commission in Brussels to participate as well.

- **CIDREE Yearbook 2023: topic?**

Ingrid suggested a few possible topics: Core curriculum, curriculum overload, core task of teachers, evaluation of curriculum/national examinations.

Hege thanked Ingrid for the suggested topics and stated that in previous discussions curriculum and assessment had been possible topics.

Mari confirmed that Estonia might be able to contribute to both core curriculum/curriculum overload and national examinations.

Marc confirmed that core curriculum/curriculum overload was relevant for the Netherlands.

Claire was quite sure that France could contribute to national examinations.

Jessy confirmed that Luxembourg could contribute to both core curriculum/curriculum overload and central exams.

Tracy welcomed core curriculum/curriculum overload and confirmed that Ireland would contribute.

Hege added that Norway would probably be able to contribute to both subjects.

Ingrid was glad to have such positive reactions and will find out what the Minister's priority is.

Decision:

The subject will be further discussed at the CNC and the CEO meetings in spring 2022, a definite decision will be taken at the GA 2022.

7. CIDREE Grants

- **Grants 2021 Reports and Expert Meeting Evaluations**

Attachment 11 shows the three activities that took or are to take place yet in 2021.

Haxhere reported that a week ago they held a 2-day-conference in Kosovo on "Learning losses during the Covid-19 pandemic and opportunities for compensation". Dries from Belgium and two experts from ZRSS Slovenia took part digitally. Haxhere thanked them for their contributions which were very useful and important for them.

Haxhere confirmed planning to organise further activities in 2022. When details will be known, she will get in touch with everyone.

Jessy was sorry to say that the expert meeting planned in Luxembourg on 9-10 December 2021 was postponed to spring 2022.

Hege expressed her happiness about Kosovo already thinking about possible activities in 2022 as she considered resuming the collaboration between CIDREE countries essential.

- **Knowledge Carousel**

Marc showed a short presentation prepared by Brigita, Dries, Tracy and himself. He gave a short history of how the Carousel had evolved since the General Assembly 2020 up to a first Knowledge Carousel meeting on 20 October 2021 with 16 participating CNCs. Key characteristics are that it is online, open and informal, quickly organised without much work for host nor participants. The topics can be chosen by the CNCs or colleagues within CIDREE institutions and may lead to follow-up actions, e.g. an expert meeting. The goal is that it will eventually be self-running.

A Teams environment was set up by Andrea and Christine, all the CNCs have access to the platform. The summary of the first meeting (attachment 12.1) was placed in the Teams environment. The feedback on the first meeting was mostly positive, the evaluation made by the preparation group also.

In 2022, the preparation group intends to stimulate awareness of the possibilities of the Knowledge Carousel. If necessary, it will also take the lead in organising meetings. It plans to present the results of an evaluation of the meetings and procedures for the General Assembly 2022 so as to be able to advise on how to continue. Hege was pleased that the first meeting had been such a positive experience and thanked the preparation group for their precious work.

Decision:

The idea of the preparation group to develop an explanatory videoclip about CIDREE, for use within and by the CIDREE institutions, is approved.

The CNCs will talk about this at their meeting in April, at the CEO meeting in the Netherlands in June the videoclip will be realized.

- **Grants 2022**

Hege welcomed the proposal for a project having been submitted by Serbia the day before. It will be sent out to everyone shortly. Since projects need the approval of the General Assembly and the project had not been sent to the CIDREE family yet, Hege asked the GA if they would give the Board the mandate to take a decision for project proposals submitted in 2022.

She underlined how important it was to pick up CIDREE activities again in 2022, hopefully with physical meetings, or, if this was not possible yet, with online meetings as they had proven to work as well. She urged the CIDREE family to keep thinking about possible collaborations in 2022.

Decision:

The General Assembly agreed to give the Board the mandate to decide on projects submitted during 2022.

8. CIDREE Board

- **Incoming President**

Hege announced that the Board had asked Ingrid to be the new Incoming President. This met with the General Assembly's approval.

Ingrid expressed her interest and willingness to work on the Board, even more so as Belgium was a founding member of CIDREE and Belgium had not had a member on the Board for quite some time.

Hege affirmed to be looking forward to working with Ingrid on the Board.

- ***CNC on Board***

Hege further announced that the Board had chosen Tracy to be the CNC on the CIDREE Board as an observer in the Board for 2022 and 2023. Tracy will be the first CNC in this role. Tracy emphasised to be happy to represent the CNCs at the Board. Hege said to be looking forward to working together with her as well.

- ***Farewell to Luc as Past President***

Hege regretted to have to say goodbye to Luc as he was leaving the Board and sad she had to do this digitally. She would have much preferred doing this in a more personal way being physically in the same room. She thanked him for his participation in the CIDREE board for the last 6 years, acknowledging how important this continuity was. She underlined how much she had enjoyed working with him, how much she had appreciated his competence and his interest for detail which helped in many of the dealings of the Board. She accentuated that she would miss him in the Board, but was content to still have him as a colleague in CIDREE for many years to come.

Luc thanked Hege for her nice words. He emphasized what a pleasure it had been to work in the CIDREE Board with exceptional people: Alan, Catherine, Hege, Jindra and Christine from the Secretariat. CIDREE had given him many enriching experiences which made the work in the Board well worthwhile. He expressed his belief that CIDREE was somewhat like a family, which made it so special compared with other networks. He was glad that Ingrid would step in for him as he considered her a perfect match for CIDREE. He wished her a good start in the Board and thanked Hege for having made the work in the Board so enjoyable.

Thereafter, Hege handed over the Presidency to Jindra, being sure that it would be in capable hands. In stepping down as the President she thanked Christine for supporting her in her work as a President and was looking forward to continue working in the new Board for the next two years.

Jindra confirmed that working with Hege for the last two years had been an exceptional pleasure. He mentioned her skill in keeping the Board together and on course and expressed his happiness to have her on Board still for the next two years so as to be able to count on her experience.

Hege thanked everyone for their engagement and participation. She added that she had been the only fully digital President in CIDREE's history, hoping she would be the first and last. She was really looking forward to the physical CEO meeting in June 2022 in the Netherlands. In closing, she wished everyone nice preparations for Christmas with high hopes that the pandemic would remain under control.

9. Any other business and Closure

None

JOSSENTREUHAND

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Report of the statutory auditor on the voluntary limited examination to the General Assembly of

CIDREE
Consortium of Institutions for Development and Research in Educa-
tion in Europe

of the financial statements 2021

Report of the statutory auditor on the voluntary limited examination to the General Assembly of the

Consortium of Institutions for Development and Research in Education in Europe, Den Haag

As statutory auditor I have examined the financial statements (balance sheet and income statement) of CIDREE for the year ended 31 December 2021. These financial statements are the responsibility of the board of directors. My responsibility is to perform a limited statutory examination on these financial statements.

The annual result 2021 shows a profit of EUR 44'372.85. On 31 December 2021 the equity shows a total of EUR 234'939.28.

For 2021 CIDREE received membership payments of 19 countries. 6 payments were received in 2021 for 2022 and were deducted from the result 2021. One country is a silent member.

All necessary accruals were taken into consideration.

Two grants approved by the Board took place online in 2021 with no costs for CIDREE. One grant was postponed to 2022.

All invoices were signed by the current president.

The amendments to the Articles of Association and Bye-laws were approved by CIDREE's General Assembly 2021, the Amendment to the Articles of Association was entered accordingly in the Commercial Register on 15 December 2021.

Based on my limited statutory examination, nothing has come to my attention that causes me to believe that the accompanying financial statements do not comply with your Articles of Association and Bye-Laws.



Edith Jossen

Auditor, Swiss Certified Accountant

Jossen Treuhand, Brig

Brig, 24 April 2022

Enclosure

- Financial Statement (Balance Sheet and Income Statement)
- List of Activities 2021

CIDREE, Financial Statement 2021 in Euro

21.04.2022

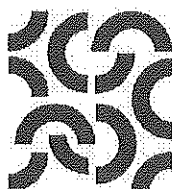


Income Statement	1.1. - 31.12.21	1.1. - 31.12.20	1.1. - 31.12.19
Income			
Members Contributions	72'000.00	71'000.00	67'000.00
Financial Income	-22.55	13.30	-104.06
Income	71'977.45	71'013.30	66'895.94
Total Income	71'977.45	71'013.30	66'895.94
Expenditure			
Administration SKBF	20'000.00	20'000.00	20'000.00
General Assembly	0.00	0.00	11'521.22
Board Meetings	0.00	0.00	1'768.38
National Coordinators Meetings	0.00	442.72	5'648.41
CEO Meetings	0.00	152.81	2'216.30
Yearbook	6'000.00	3'000.00	2'000.00
Internal Projects (Projects, Expert Meetings, Staff Exchanges)	0.00	7'097.13	19'507.12
Other expenditure (auditors report, web, bank charges etc.)	1'604.60	4'023.68 ¹	3'884.48
Total Expenditure	27'604.60	34'716.34	66'545.91
Annual result	44'372.85	36'296.96	350.03

Balance Sheet	31.12.2021	31.12.2020	31.12.2019
Current assets	286'407.66	256'456.46	228'716.82
Total Assets	286'407.66	256'456.46	228'716.82
Accruals	18'468.38	32'890.03	41'447.35
Provision from profit 2020 refund to CIDREE membership fee 21	33'000.00 ²	0.00	0.00
Capital	190'566.43	187'269.47	186'919.44
Annual result	44'372.85	36'296.96	350.03
Total Equity	234'939.28	223'566.43	187'269.47
Total Liability and Equity	286'407.66	256'456.46	228'716.82

¹ Deed of amendment articles € 2'505.02

24.4.22 



CIDREE

Consortium of Institutions for Development
and Research in Education in Europe

CIDREE Activities realized 2021

Topic of Activity	Lead	Participants	Date	Place
Conference: Learning losses learn during the COVID-19 pandemic and opportunities for compensation	Kosovo	Belgium, Slovenia, Wales (cancelled) (CIDREE 5)	17-18 November 2021	Pristina online
Expert Meeting: Post-COVID-19 – exchange: Strategies to cope with learning losses?	Luxembourg	Hungary, Kosovo, the Netherlands, Serbia (CIDREE 10)	9 -10 December 2021 postponed to spring 2022	Luxembourg
Project: Knowledge Carousel	the Netherlands	first meeting with CNCs (CIDREE 16)	20 October 2021	online

Proposal appropriation of profit 2021

The Board of CIDREE submits the following proposal to the General Assembly 2022:

The profit of 2021 will be appropriated as follows:

Profit 2021	EUR	44'372.85
Refund to CIDREE members	EUR	33'500.00
Remaining profit 2021 is added to the assets	EUR	10'872.85

Refund to CIDREE members:

The refund will be distributed to the members active in CIDREE in such a way that each member country will receive half of its 2021 annual membership fee back. This amounts to a total of EUR 33'500. This repayment will be made via a correspondingly reduced invoice for the 2023 membership fee.

Active membership in 2021 is a condition of this refund.

The remaining amount of the 2021 profit of EUR 10'872.85 will be added to the assets.



CIDREE, Proposal 2020-2023, Current Account 2022

02.11.22

	Proposal 2023	Provisional 2023	Proposal 2022	Provisional 2022	Proposal 2021	Final 2021	Proposal 2020	Final 2020
Income								
Members Contributions				33'500.00		72'000.00		71'000.00
Financial Income				122.05		-22.55		13.30
Other Income								
Income	33'500.00		34'000.00	33'622.05	71'000.00	71'977.45	67'000.00	71'013.30
Total Income in Euro	33'500.00		34'000.00	33'622.05	71'000.00	71'977.45	67'000.00	71'013.30
Expenditure								
Administration SKBF	21'000.00		20'000.00		20'000.00	20'000.00	20'000.00	20'000.00
General Assembly	27'000.00	2'510.88	18'000.00	222.00	18'000.00		18'000.00	0.00
Board Meetings	2'000.00		2'000.00		2'000.00		2'000.00	0.00
National Coordinators Meetings	4'000.00		6'000.00	3'204.24	4'000.00		4'000.00	442.72
CEO Meetings	3'000.00		3'000.00	3'116.00	3'000.00		3'000.00	152.81
Yearbook	6'000.00		6'000.00		3'000.00	6'000.00	3'000.00	3'000.00
Internal Projects (Grants, Projects, Expert Meetings, Staff Exchanges)	30'000.00		30'000.00	1'063.21	30'000.00		30'000.00	7'097.13
Other expenditure (auditor, web hosting, Heidkamp (2021 + 2020))	3'000.00		3'000.00	1'649.89	3'000.00	1'604.60	3'000.00	4'023.68
Total Expenditure in Euro	96'000.00		88'000.00	9'255.34	83'000.00	27'604.60	83'000.00	34'716.34
Annual Result in Euro	-62'500.00		-54'000.00	24'366.71	-12'000.00	44'372.85	-16'000.00	36'296.96
Equity						137'135.28		92'762.43
Accruals						18'468.38		32'890.03
Total Liability and Equity per 31.12. in Euro				292'305.99		286'407.66		256'456.46



CIDREE SECRETARIAT ACTIVITY REPORT 2022

The Secretariat

- was in close contact with the President and the Board
- kept up an ongoing email interaction with the CIDREE Board, the CIDREE members, the CIDREE NCs and third parties on logistic, administrative and financial matters. This included
 - forwarding information, answering questions, making suggestions and inquiries, reminding people of commitments and contributions
 - follow-up on invoices and membership fees
- provided administrative support for the CIDREE National Coordinators' meeting organised by AHOVOKS in Brussels on 21 - 22 April 2022, the CIDREE Board Meeting on 9 June 2022 and the CEO meeting on 9 – 10 June 2022, both organised by SLO in Amersfoort, the digital CIDREE Board meeting on 14 October 2022, the CIDREE Board Meeting on 9 November 2022, the CIDREE Yearbook Conference and General Assembly organised by UDIR in Oslo on 9 – 11 November 2022
- did the CIDREE accounting, including drawing up the budget and preparing the audit
- kept track of CIDREE grants 2022
- invited applications for CIDREE grants 2023
- kept the CIDREE website and the members only section up to date
- provided and elicited content for the CIDREE website and the members only section
- followed up on the Yearbook progress 2022
- gave CEOs access to the CIDREE Teams platform
- kept the internal documents up to date

CIDREE Yearbook 2023: the core curriculum

Society expects a lot from compulsory education. It is commonly accepted that topics like language, mathematics and sciences are necessary but not sufficient to prepare the next generation for the constantly changing society of tomorrow. The Council of the European Union adopted a recommendation with eight key competences that are essential for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion. These key competences include transversal competences like for example digital, entrepreneurship and citizenship competences.

At the same time, there is debate about what and how much can be included in a national/regional curriculum. Preconditions like resources, competences of teachers, learning capacity of students and infrastructure can limit what is implementable in schools. In some countries/regions freedom of education limits the amount of learning goals or the detail in the formulation of a learning goal. In some countries, the national curriculum leaves room for regions to add learning goals fitting with the regional context. This creates dilemmas about what a curriculum should minimally encompass. It brings us to the main question: what is a core curriculum and how is it designed?

In the yearbook 2023, we want to learn how governments, together with stakeholders, make choices when they encounter different, sometimes conflicting, expectations about which knowledge, skills and attitudes are minimal goals for learners. We are particularly interested in models and good practices that can inspire other organizations to improve the decision-making process during curriculum development. For example, how is the balance between different domains or between traditional subjects and transversal competences defined? The goal is to learn from each other in how to develop a core curriculum that is widely supported by the society and beneficial for the learners.

The following guiding questions can be used, depending on national/regional experiences with curriculum development:

- Which strategies are used to develop a core curriculum in times of increasing expectations of education as a result of new societal expectations and challenges? Which competencies are so essential that every student should be offered them and how is this decided?
- Can transversal competences/cross-curricular competences be given a place in a core curriculum? To what extent and in what way?
- Which approaches are used to maintain the balance between the breadth of a curriculum on the one hand and the depth of it on the other?
- Which strategies are used to monitor the feasibility of a core curriculum during curriculum reform? For example:
 - Measuring teaching time and learning time to avoid curriculum overload
 - Adapting to different student profiles: abstract-theoretical versus concrete-practice-oriented?
 - Avoiding a negative perception with regard to the reformed curriculum

Primary and/or secondary education are in scope, depending on recent developments in each nation/region.



CIDREE

Consortium of Institutions for Development
and Research in Education in Europe

CIDREE Activities (to be) realized 2022

Topic of Activity	Lead	Participants	Date	Place
Expert Meeting: Post-COVID-19 – exchange: Strategies to cope with learning losses?	Luxembourg	Hungary, Netherlands, Serbia (CIDREE 7)	12 – 13 May 2022 (postponed from December 2021)	Luxembourg
Project: Quality Assurance in education: Strategical Approach in Reading literacy	Serbia	Kosovo, Slovenia (CIDREE 9)	17 – 18 May 2022 – expert meeting 7 – 9 September 2022 – study visit October 2022 – expert meeting	Belgrade, Serbia Ljubljana, Slovenia digital event
Conference: Curriculum Overload – Impact on Student Achievement and Well-being of Teachers and Students (Aspects of implementation of education reform – curriculum)	Kosovo	Montenegro, Slovenia (CIDREE 6)	1 - 2 December 2022	Prishtina
Project: Knowledge Carousel	Netherlands		several meetings: 13 January 2022 29 March 2022 14 April 2022 8 June 2022	online

Strategies to cope with learning losses due to Covid-19

EXPERT MEETING LEADER'S UPDATE EVALUATION REPORT

Project leader: Daniela Hau

Country / Institute Workstream Leads: Luxembourg, SCRIPT

This form enables the CIDREE Leader of an Expert Meeting to update the Board and all CIDREE National Coordinators on the outcomes of discussions at an Expert Meeting.

NB:

This form together with a short background article for the website (showing the success of the meeting in considering the Topic and Key Issues) and a picture together with the invoice and the receipts will be sent to the Board for "sign-off".

Expert Meeting Topic (as specified in the CIDREE Activity Proposal Form)

Title: Strategies to cope with learning losses due to Covid-19

What key questions were considered at the Expert Meeting and what conclusions were reached?

1. Key Question – What do we understand by learning losses? And how do we assess them?

- Conclusion – The term “learning losses” seems to be too short-sighted. As education is about more than the acquisition and development of cognitive capabilities, the discussion of impacts and potential losses due to Covid-19 should also consider a variety of other dimensions. We differentiate between four main aspects: learning performance, psychological load, physical inactivity, and life skills. The discussions highlight that learning performance encompasses more than the “trinity” of mathematical, scientific-technical, and linguistic competences. It is stated that impacts on learning performance observed during the first lockdown might not be comparable to those observed in the wake of subsequent lockdowns or other sanitary measures taken.

Assessment of all these aspects is quite challenging as it should address and measure quantitative as well as qualitative impacts. In the participating countries this is done via national monitoring programs and tests, questionnaires, interviews and (classroom) observations. The interventions from UNICEF Luxembourg and Luxembourg’s National Observatory for School Quality offer practical insights into qualitative and quantitative methods to assess the multidimensional impacts of Covid-19.

The measures taken concerning evaluation and assessment raise essential questions about the importance of both curriculum content and structure: what is essential and what is “only” a nice-to-have?

2. Key Question – Which strategies and measures have been put in place to cope with these issues?

- Conclusion- Especially after the experiences during the first lockdown, most of the participating countries decided to keep schools open, albeit in a “safe” way. Digitalization of educational formats becomes a priority in all countries, proactively addressing both technological aspects (equipment, broadband, platforms) as well as pedagogical questions (distance or blended learning/teaching). In this respect, participants express the need for a holistic data literacy approach of schools, including training of school heads and teachers. Additional offers like psychological helplines, remedial programs, (at home) physical activity video tutorials or summer

schools have been put in place to cope with psychological load, physical inactivity and learning losses.

Participants welcome the rise in (scientific) studies on children and adolescents' well-being, mental health and life/school satisfaction.

3. Key Question – What are the lessons learned? What good practices can be shared?

- Conclusion – Covid-19 has put a renewed focus on already long-standing challenges in the educational system, such as self-oriented learning, evaluation, curriculum, professionalisation of teachers, role of parents and social inequalities. The role of digital technologies and their sound pedagogical use (e.g. data literacy) are considered to be crucial to build resilient educational systems. At the same time, having to work “digitally” meant added stress for teachers, students and parents alike, and the impact on all these stakeholders' well-being and mental health have to be monitored. Curriculum also plays a major role in coping with and/or preventing multidimensional impacts of pandemics: a unilateral focus on subject matter expertise is challenged by the concept of transversal competences and life skills. Socio-emotional learning as well as developing learning strategies and habits are further emerging topics when it comes to creating resilient educational systems.

What was the immediate outcome from your Expert Meeting? Do you expect further outcomes to develop from this in your institution? (e.g. the development of advice to schools or a research publication)

The meeting allowed participants to discuss the different approaches and in-situ measures taken in the respective countries. It was very fruitful to have an exchange on the measures and their implications and to discover similarities as well as differences with regard to the decisions taken. A key take-away for participants therefore was an overview of digital strategies and measures to cope with distance learning, comprising both technological and pedagogical insights. Furthermore, the extensive exchange on curriculum in times of pandemics led to a common understanding of the challenges lying ahead to build resilient educational systems. Participative approaches that take into consideration the voices of all stakeholders seem to be a promising road to follow for future developments in educational systems.

The interventions from the UNICEF Luxembourg and the National Observatory for School Quality were much appreciated by the participants, offering practical insights into qualitative and quantitative methods to assess multidimensional impacts of Covid-19.

Please outline briefly some of the impact that CIDREE Members gained for their own Institutions by attending the Expert Meeting. (e.g. learning from other experts; decision to start new developments)

Due to the pandemic, the long-lasting notion that school should provide “the same thing for every student at the same time” has been challenged further; which, in turn, opens up ways to rethink school. In this respect, participants agree on kick-starting and/or continuing national efforts to provide remedial programs to prevent the widening of learning gaps, to strengthen pupils and students to maintain their well-being and mental health as well as to professionalize education providers to pursue evidence-based decisions and pedagogical sound use of digital technologies.

What do you plan to do now that the Expert Meeting is finished?

- No further CIDREE activity required
- Application for another Expert Meeting- please specify the Topic: _____
- Application for a CIDREE Project will be considered
- Other – please specify: _____

Overall, how successful was your Expert Meeting? Which processes or activities in your Expert Meeting were most effective or required review?

All participants engage actively in the discussions which shows the importance of and interest in the topic. In an atmosphere of trust and mutual understanding in-depth discussions, also triggered by the interventions of UNICEF Luxembourg and the National Observatory for School Quality, a better understanding of the multidimensional impacts of the pandemic is developed and concrete experiences are shared.

Participants with their respective institutions:

Country	Participant	Institution
Hungary	Anna Imre	researcher at Oktatáskutató és Fejlesztő Intéze
	Ostorics László	
Kosovo	Haxhere Zyfiu	
	Luljeta Bajrami Shala	
Netherlands	Marc Van Zanten	Netherlands Institute for Curriculum Development SLO
Serbia	Branislav Randjelovic Katarina Aleksić	Education Technology Center Institute for Education Quality and Evaluation
	Danijela Djukić	Center for International, National and Development Research Institute for Education Quality and Evaluation
Luxembourg	Daniela Hau	SCRIPT
	Halldor Halldorsson	SCRIPT
	Elisabeth Kremer	SCRIPT
	Claude Reuter	SCRIPT
	Jean Hoffmann	SCRIPT

CIDREE EXPERT MEETING TITLE

EXPERT MEETING LEADER'S UPDATE EVALUATION REPORT

Project leader: PhD Branislav Randjelovic

Country / Institute Workstream Leads: Serbia, Institute for Education Quality and Evaluation, Belgrade

This form enables the CIDREE Leader of an Expert Meeting to update the Board and all CIDREE National Coordinators on the outcomes of discussions at an Expert Meeting.

NB:

This form together with a short background article for the website (showing the success of the meeting in considering the Topic and Key Issues) and a picture together with the invoice and the receipts will be sent to the Board for "sign-off".

Expert Meeting Topic (as specified in the CIDREE Activity Proposal Form)

Title: Official policies in countries in the Reading Literacy development

17-18 May 2022 in Belgrade

What key questions were considered at the Expert Meeting and what conclusions were reached?

1. Key Question - Official policies in the Reading Literacy development

- **Conclusion** - Improving reading literacy is one of the strategic goals in the educational systems of project participants. The development of all the potential of the child begins in preschool education. The partner's goal is to increase the coverage of children with preschool education. The preparatory preschool program is mandatory, but in none of the presented systems the coverage of children is 100%.

2. Key Question - Language/Reading Language/Reading Curriculum in primary education

- **Conclusion** - Curricular reforms have been ongoing since 2016 (Kosovo *), 2018 (Serbia) and 2019 (Slovenia). There is a competency-based approach to curricula and horizontal and vertical connections between subjects. The number of mother tongue classes varies from 6 hours per week to 4 hours per week in primary school. A common feature of the project participants is education in the languages of national minorities. Everyone tends for students up to 3rd grade to learn to read and write and use reading to learn. Slovenia has a Strategy for the Development of Reading Literacy until 2030.

3. Key Question - Professional Development Requirements and Programs

- **Conclusion** – Laws and bylaws regulate the professional development of teachers. The number of accredited training related to improving reading literacy varies and ranges from one training in Serbia, over 4 in Kosovo *, to 8 in Slovenia. A unique feature of Slovenia is the study groups in which all employees in pre-university education can participate free of charge.

4. Key Question - Special Reading Initiatives

- **Conclusion** – In the educational systems, participants mark Mother Language Day, Book Day, International Literacy Day, etc. In Serbia, there is a program initiated by Serbian language teachers and librarians with the desire to popularize reading, reading skills and reading comprehension. The program is realized in three forms: competition, forum and conference.

What was the immediate outcome from your Expert Meeting? Do you expect further outcomes to develop from this in your institution? (e.g. the development of advice to schools or a research publication)

In the coming period, we will prepare the concept of the Strategy for Improving Reading Literacy and Training for Primary School Teachers.

Please outline briefly some of the impact that CIDREE Members gained for their own Institutions by attending the Expert Meetings (e.g. learning from other experts; decision to start new developments)

Slovenia's impact on the realization of the project is significant because they already have a strategic framework for improving reading literacy.

What do you plan to do now that the Expert Meeting is finished?

- No further CIDREE activity required
- Application for another Expert Meeting- please specify the Topic: _____
- Application for a CIDREE Project will be considered
- Other – please specify:** In accordance with the project, a study visit/staff exchange to Slovenia is planned in September 2022.

Overall, how successful was your Expert Meeting? Which processes or activities in your Expert Meeting were most effective or required review?

The meeting was very successful, in the opinion of all present. The most valuable was peer learning and work.

We are of the opinion that the expert meeting was really efficient. Presentations of educational systems and strategies and activities in the educational system (which are within the planned topics) of the project partners contributed not only to the exchange of experiences but also to the recognition of concrete facts.

Similarities in educational policies, similar challenges and problems we have are a clear indication that it is possible to contribute to the preparation of guidelines and recommendations for improving students' reading competencies that would be equally useful not only for project partners but also for other members of the CIDREE community.

Participants with their respective institutions

Institute for Education Quality and Evaluation, representatives:

1. Branislav Randjelovic,
2. Elizabeta Karalić
3. Danijela Djukic
4. Kata Simic Mistic
5. Snežana Marković Ješić (Institute for Improvement in Education)

Kosovo Pedagogical Institute, representatives:

1. Haxhere Zylfiu -CNC
2. Ismet Potera
3. Luljeta Shala

National Education Institute of Slovenia, representatives:

1. Sanadra Mršnik
2. Nina Novak

CIDREE EXPERT MEETING TITLE
EXPERT MEETING LEADER'S UPDATE EVALUATION REPORT

Project leader: Branislav Randjelovic, PhD

Country / Institute Work stream Leads: Serbia, Institute for Education Quality and Evaluation

This form enables the CIDREE Leader of an Expert Meeting to update the Board and all CIDREE National Coordinators on the outcomes of discussions at an Expert Meeting.

NB:

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Expert Meeting Topic (as specified in the CIDREE Activity Proposal Form)

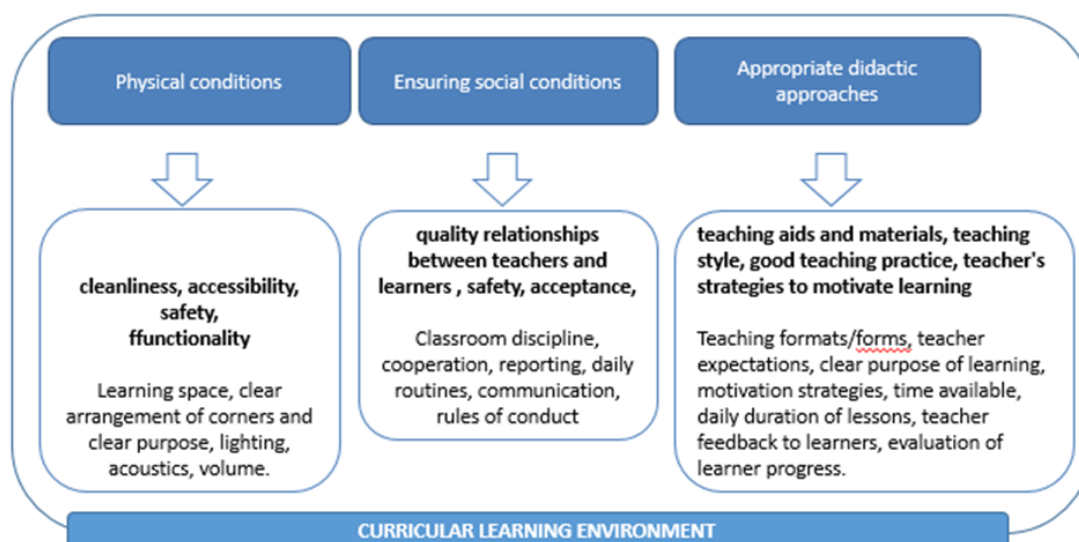
Title: Stimulating learning environment for developing reading literacy (Monitoring student progress in learning)

What key questions were considered at the Expert Meeting and what conclusions were reached?

Key Question - Stimulating learning environment for developing reading literacy

- Identify the key elements of the learning environment in your schools that have an impact on the development of reading literacy,
- Describe ways of encouraging cooperation between teachers for developing reading literacy.

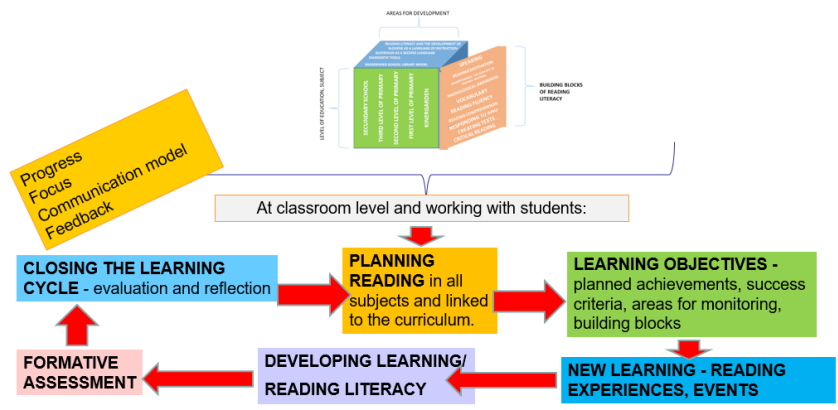
EFFECTIVE LEARNING ENVIRONMENT



Indicators for each area of the learning environment for encouraging reading literacy development:

1. Curricular learning environment
2. Social learning environment for encouraging reading literacy development
3. Didactic learning environment for encouraging reading literacy development
4. Social learning environment for encouraging reading literacy development
5. Physical learning environment for encouraging reading literacy development

A didactic model for developing reading literacy



Participating kindergarten, schools and school teams receive training on the effective use of formative assessments to support student in reading literacy by:

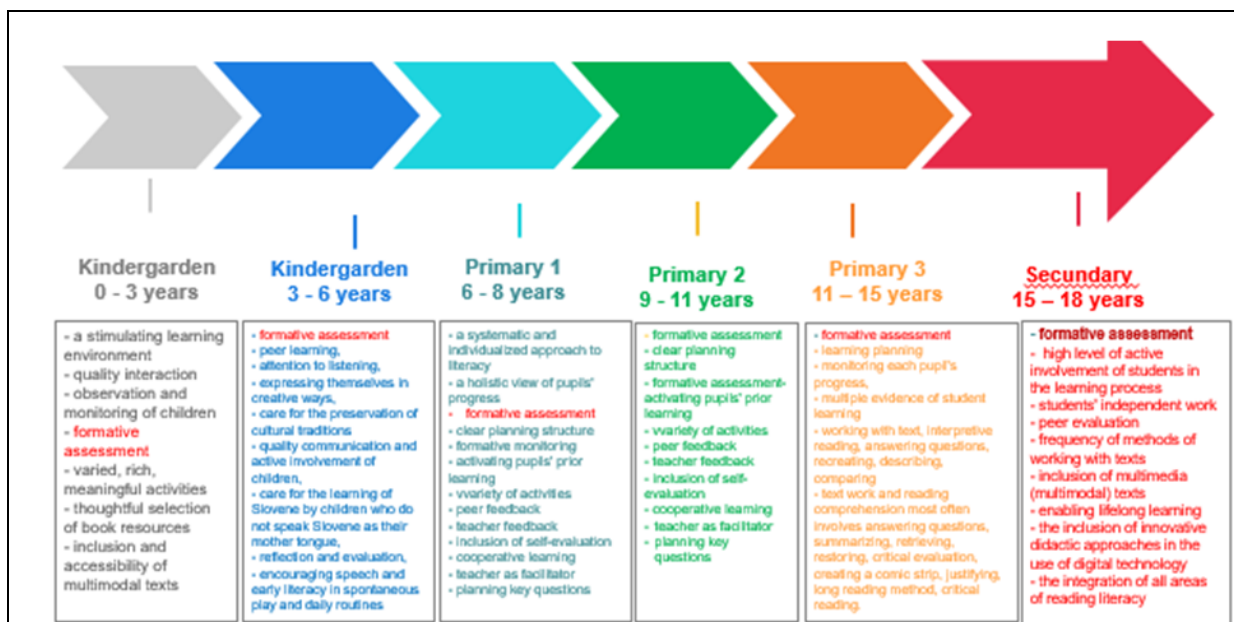
- implementing study groups for head teachers and teachers and making stronger connection between collaborative approaches for learning,
- implementing study groups for head teachers and teachers and making stronger connection between collaborative approaches for learning
- stimulating professional learning communities including head teachers and teachers of all levels of pre-university education in regional work sessions in which, colleagues support colleagues.

Conclusion – Key elements of effective learning environment should be aligned as much as possible with the motivation of the learners and the importance of their emotions. They facilitate social and collaborative learning, where learning is put at the centre; engagement in learning is encouraged; students are allowed to see themselves as learners, sensitive to individual differences, including previous knowledge; they promote horizontal links between objectives, include evaluation aligned to objectives, with a strong focus on formative feedback.

Key Question - Didactical approaches of reading literacy development

- Formative assessment as a key approach in developing reading literacy
- Describe key didactical approaches in schools
- Describe how you monitor/assess implementation of literacy development in school
- Highlight how you link the development of digital literacy and reading literacy

Didactical approaches – what works in developing reading literacy



Key Question - Discussion with primary school teachers on developing reading literacy

- Teachers present how they develop reading literacy in kindergarten and school.
- How they: systematically encourage speaking in kindergarten, teach in such a way that the learner is active, evaluate didactic approaches through a large-scale classroom pilot, work on recommendations for raising reading literacy levels, systematically take care of vocabulary development, have time to build communication skills, adapt the language of instruction, ensure the integration of the school library.

Conclusion - Observations after the lecture by Dr Ada Holcar, Didactical approaches of reading literacy development and presentations by two teachers, were:

- effectiveness of didactic approaches for the development of reading literacy is conditioned by the role of quality feedback;
- development of reading literacy is strongly influenced by teacher-student relationships and class discussion.

On the basis of the above, we have concluded that ensuring the sustainability of the effects of literacy development is:

- keeping schools and kindergartens development-oriented even after the projects have finished ensures that children, pupils and students leave kindergarten, primary and secondary school with a strong background in reading.

At the level of kindergartens and schools, the development orientation will continue:

- through thoughtful planning of activities in line with the vision of each school/kindergarten
- by integrating the content, examples and experiences generated during the lifetime of the projects into the development plan
- by constantly fostering positive relationships among the professional staff,
- by monitoring and evaluating the activities carried out at the end of the school year and in the intervening period.

Key Question - Conclusions and future activities

- Making conclusions
- Creating an action plan
- Agreeing on future activities
- Agreeing on creating materials for further work

Danijela D. will prepare a proposal to continue the project activities.

What was the immediate outcome from your Expert Meeting? Do you expect further outcomes to develop from this in your institution? (e.g. the development of advice to schools or a research publication)

At the expert meeting, we gathered the materials presented by individual members. The materials have been collected in a shared folder. These were the cues for discussion, for presentation of the project members' views and the practical presentations of teachers' experiences.

No additional materials were planned. We propose that at the next videoconference expert meeting each member presents a reflection on his or her participation and insights.

Please outline briefly some of the impact that CIDREE Members gained for their own Institutions by attending the Expert Meeting. (e.g. learning from other experts; decision to start new developments)

The project work and the work of the expert meeting had an impact in the following areas:

- Reflection on the inclusion of the building blocks of reading literacy in curriculum standards,
- confirming the need for curriculum renovation,
- the inclusion of the "Voice of the Learner" in curriculum documents,
- new ways how to support policy level on the basis of findings.

What do you plan to do now that the Expert Meeting is finished?

- No further CIDREE activity required
- Application for another Expert Meeting- please specify the Topic: _____
- Application for a CIDREE Project will be considered
- Other – please specify:

Overall, how successful was your Expert Meeting? Which processes or activities in your Expert Meeting were most effective or required review?

The meeting was very successful, according to the opinion of all project partners. The most valuable was peer learning and mutual learning activities.

In the expert meeting, we shared views and experiences on how to support schools and the system as a whole. We found out that the nature of work of the three institutions involved is quite different. The Director of the NEIS, Dr Vinko Logaj, presented the challenges of the Slovenian school system, and we found out that they were quite similar. In the final part of the meeting, we agreed on possibilities for further cooperation.

Participants with their respective institutions:

Institute for Education Quality and Evaluation, representatives:

1. Branislav Randjelovic,
2. Elizabeta Karalić
3. Danijela Djukic
4. Kata Simic Mistic

Kosovo Pedagogical Institute, representatives:

1. Haxhere Zylfiu -CNC
2. Ismet Potera
3. Luljeta Shala

National Education Institute of Slovenia, representatives:

1. Sandra Mršnik
2. Nina Novak
3. Brigita Žarkovič - Adlešič
4. Ada Holcar

Teachers from schools

1. Andreja Sever, Primary School Franceta Prešerna Črenšovci – Kindergarten Unit
2. Ana Canzzuti, Primary School Dornberk



CIDREE

Consortium of Institutions for Development
and Research in Education in Europe

CIDREE Activity Proposal Form

This form has a double function:

- to find activity partners among CIDREE members
- to submit the activity proposal to the CIDREE secretariat

Please mail the completed form and all relevant documents to the CIDREE Secretariat (secretariat@cidree.org).

1. Kind of activity

Expert meeting (minimum 4 members, maximum 2 days)

Study visit (minimum 4 partners, maximum 3 days)

Staff exchange (2 countries, maximum 7 days)

A proposal for these three activities can be submitted all year round. The maximum amount for a study visit, a staff exchange or an expert meeting is EUR 150 per person per day. No travel costs are admitted. Cost for non-members should be covered from host member or "sending" member.

Conference, seminar, season school (minimum 3 members)

Project (minimum 3 members)

A proposal for these activities can be submitted on a yearly basis. If a proposed activity is planned to last for more than a year, then a new proposal for the follow-up will have to be submitted the following year.

*The **maximum amount** for such a grant is **EUR 5'000 per proposal per year**. Basically the same rules as for the all year round proposals apply.*

2. Title of the proposed activity

Conference: CURRICULAR OVERLOAD - IMPACT ON THE ACHIEVEMENT AND WELL-BEING OF STUDENTS AND TEACHERS

3. Submitting institution

Institute: Kosovo Pedagogical Institute

Lead person: Nezir Çoçaj

E-mail: nezir.cocaj@rks-gov.net

Other member institutions participating in this proposed activity (see minimum number of required partners above):

a. Institute: Zavod Republike Slovenije za šolstvo – ZRSS
National Coordinator: Ms Brigita Žarkovič Adlešič
E-mail: brigita.zarkovic@zrss.si

b. Institute: ZZS - Bureau for Education Services
National Coordinator: Nevena Čabrilo
E-mail: nevena.cabrilo@zss.gov.me

4. Description of the proposed activity

Estimated duration of the activity:

Day(s) 1 **2** 3 4 5 6 7

Topic: CURRICULAR OVERLOAD - IMPACT ON THE ACHIEVEMENT AND WELL-BEING OF STUDENTS AND TEACHERS

Addressing curricular overload and its impact on student achievement, student and teacher well-being, in various thematic, practical and theoretical aspects, providing scientific evidence and opening professional and scientific debate on strategies and opportunities to influence the determination of the following policies on this issue.

1 – 2 December 2022 in Prishtina

5. Rationale: What key questions does your Conference seek to answer? (list up to three)

- What are the experiences of other countries in relation to curricular overloads, in this case experiences of Slovenia and Montenegro?
- What are the dominant factors that have influenced curriculum overloads and has this affected the students' achievements?
- What are the best practices of overcoming, without harming the well-being and student achievement in schools?

6. Expected immediate outcome / product you wish to achieve from the Conference (including dissemination procedures)

- Presentation and the possibility of direct discussion and reflection of aspects regarding conference topic.
- Identification of common points where further cooperation can be done to mutually support for more efficiently overcoming.

7. Expected impact and added value for your institution and other CIDREE institutions

- Sharing these practices within other CIDREE member countries, through publishing of papers in Conference Book, through discussions at joint meeting, expert meetings, etc.

8. Tentative budget with amount requested from CIDREE

Please adhere to the attached "CIDREE Grants Policy".

4 Representatives (2 from Slovenia and 2 from Montenegro) x 2 nights x 150 Euro per night = 1200 Euro

9. Are there possible sources of external funding (e.g. from your own institute or another organization)?

No

Knowledge Carousel- DRAFT Summary Note - 130122

CIDREE Knowledge Carousel
Title Computer-Based Assessment
Date Thursday 13 th January 2021 9:00am to 10:30am UTC+0
<p>Host Paul Behan, NCCA, Ireland.</p> <p>Participants Colleagues from Sweden, Flanders, The Netherlands, and from the State Examinations Commission in Ireland.</p> <p>Apologies Scotland, Hungary.</p>
<p>Guiding Questions for discussion</p> <ul style="list-style-type: none"> • What developments have taken place in your country in relation to computer-based assessments. • What are the thoughts of the members on paper-based examinations vs computer-based examinations? <p>Input for discussion lccs_cbe_factorstoconsider_lehane2019-for-ncca-website.pdf</p>
<p>Summary of some Emerging Points</p> <p>Some countries are making partial transitions to computer-based assessments and others are making full transitions over a designated time period.</p> <p>One of the key additional questions to emerge from the KC: What is the optimum path for your country to follow? In general, participants see the transition as an inevitable destination. The difficulties are in when and how to reach this destination. This discussion explored some of the navigation skills required and raised awareness of some of the key issues countries may face in making their transition.</p> <p>Partial transitions and Strategic dissection of the curriculum</p> <p>In some cases, certain subjects, or certain aspects of subjects, may be highly suited to a CBE. This can be done on a subject-by-subject basis or perhaps a specific programme could be more suited to digital assessment. A transition to a Computer-Based Examination (CBE) often makes most sense where the authenticity of the assessment can be improved and where the CBE enhances alignment of the learning and assessment.</p> <p>Policy decision for a full transition</p> <p>When a full transition to CBE is a policy initiative, it seems that system capacity for digital assessment is a more significant determinant in the rate of progress than people had anticipated. It can be very difficult to safeguard the integrity of the test for a CBE when it is undertaken centrally, unless the examination setting is centrally controlled. Where the school setting is also the testing centre, the digital and technical infrastructure must be in place to meet the demands of the digital assessment. This has significant complexities for successful deployment of a CBE. When schools are expected to have a role as guardians of the integrity of a centralised system, staff need to be trusted and highly supported in their roles.</p> <p>The nature of the testing</p>

Moving to a CBE requires a move to a new mindset in how the examination is constructed. Reliability and validity continue to be central. Given the potential for a CBE to broaden the form of test items and responses, provision must be made for those sitting the test to ensure they are equipped to manage the broader variety of constructs. Testing of subjects that use a technical language or need students to express themselves in a freeform fashion (diagrams, schematics) could potentially be done using sketch pads or technically suitable writing pads.

Some notes of caution

GDPR has real implications for the cloud services used in any deployment. Issues or tensions that may exist in the current system tend to remain.

Summary template

CIDREE Knowledge Carousel summary
Title: Curriculum provision for newly-arrived Ukrainian children.
Date: 29 th March 2022
Host: Patrick Sullivan (NCCA, Ireland) patrick.sullivan@ncca.ie
<p>A brief description of the topic or question(s) discussed:</p> <p>This meeting explored appropriate curriculum responses to support the newly-arrived children in our schools. Points of discussion included:</p> <ul style="list-style-type: none"> • What curriculum supports are being put in place to support children through their home language; • What measures are being put in place to support children to acquire the language of instruction in schools; • What curriculum supports are being put in place to support children's sense of identity and heritage. <p>It was also discussed as to whether children attending foreign schools should be undertaking the national curriculum, their home (Ukrainian) curriculum, or some form of hybrid or bridging curriculum.</p>
<p>Participants:</p> <p>Mari Tikerpuu (Estonia) Mari.Tikerpuu@hm.ee</p> <p>Karl Larsson (Sweden) karl.larsson@skolverket.se</p> <p>Jenny Lindblom (Sweden) jenny.lindblom@skolverket.se</p>
<p>Summarizing notes:</p> <p>The Knowledge Carousel was most useful in exploring further appropriate curriculum provision for children who arrive to the host-country. Many factors impacting on decision-making, include (but are not limited to):</p> <ul style="list-style-type: none"> • The learning needs of the child – their proficiency in the language of the host-country, and the need to maintain their proficiency in their home language • The timeframe for refugees staying in the host-country (what are the short-, medium-, and long-term needs) • The structure of the host-country's education system vis-a-vie that of Ukraine's • The availability of previous supports developed to support refugee children • The socio-cultural and historical experience of the country – particularly their historical relationship with the home country of the refugees • The coordination of stakeholders in education to support provisions. <p>The efforts of the Ukrainian government to support children's learning during these times is an important consideration for how a host country considers its response. As reported on the 15th March, the Ukrainian government is working closely with international partners through the UNICEF Global Education Cluster to keep education going as the war continues. Its mission is to avoid educational gaps, prevent fragmentation, and ensure education is delivered safely during crises.</p>

Further it has been reported that Ukraine’s strong education response to Covid-19 has given the country a solid distance-learning infrastructure. Unusual for humanitarian crises, this means that distance-learning tools developed during the pandemic have limited the need for physical learning spaces in refugee and internal displacement camps. The country has several private service providers for distance-learning and the Ukrainian school system is continuing online. Ukrainian TV channels are working with the government to develop educational TV programmes for five to eleven year-olds, called *Learning without Borders*. The programmes will focus on a separate subject each day.

The [Council of Europe’s website](#) draws attention to the, the Office of the Ukrainian Parliament Commissioner for Human Rights information guide for parents, children and teachers on current web resources and portals that provide Ukrainian children with the opportunity to continue the educational process as they have been displaced as a result of the war. The information guide with links to educational resources is available in [Ukrainian](#) and in [English](#), and can be shared to facilitate the continuous education process for the displaced children of Ukraine. Promotion and circulation of this information guide on their official websites to schools and families may support continued engagement of Ukrainian children with their home language and aspects of curriculum.

The opportunities and challenges of each model of curriculum provision were detailed. **Overall, the sense from the group was that in the medium-term it is appropriate to provide the national curriculum of the host country, alongside extensive language supports – both in the instruction of the school and in maintaining their own language, heritage and culture.**

Some additional points of note include:

- Integration into the education system at the earliest opportunity;
- The use of assessment data to support the successful placement of the child and in development of their individual learning plan;
- A focus on providing supports for children whom English is an additional language;
- A focus on providing an inclusive and welcoming learning environment;
- A focus on supporting the social and emotional wellbeing of the child;
- A focus on supporting the sense of identity and belonging (social cohesion) children have with the school and peer groups;
- Providing supports and, potentially, tuition in the child’s home language, literature, heritage and culture.

Links or titles of resources shared: (If applicable)

Conclusions: (If applicable)

Follow-up actions: (If applicable)

A follow-up meeting will be hosted by NCCA in the coming weeks. This invitation will be extended to the full membership group.