



Éducation européenne

Interview with M. K. Kivinen General Secretary of the European Schools

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GUDEE

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Mr Kari Kivinen, Secretary-General of the European schools, accepted to give an interview to "European Education".

We met Mr Kivinen in his office, in Brussels, on a grey afternoon in late June.

His 2nd floor office is vast and functional, overlooking the rather dreary vista on rue Joseph II.

We asked first for his views on the crisis facing the European schools : more pupils, (overpopulation), budgetary restrictions, reluctance of the Member States to send teachers (for example, the UK), reduction of the salaries of the teachers etc.

Mr Kivinen said that indeed we are confronted with a lot of challenges and they make changes and reforms necessary. Reforms on the other hand, even dictated by necessity, can be a useful tool leading to better governance and education.

Despite all the problems, the European schools are working hard to offer a better education of the children. The numerous

syllabuses have been revised; already new harmonised syllabuses exist for the early education, and in Primary the Mathematics and the French, English and German second language syllabuses have been very recently revised. Up to now, the budgetary and other constraints have not affected the primary in a significant way.

Important developments are foreseen for the secondary. The reform of the European Baccalaureate is already in implementation and an important number of syllabuses have been harmonised eg. for Mathematics and Language III.

There is a proposal to modify the marking system profoundly starting on September 2014. Instead of the current system, which is considered by many education experts as "old fashioned" , a new system based on the principle of "European credit transfer system (ECTS) grading scale", will be introduced. ECTS inspired grading scale has been developed to provide a common

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Cost Sharing, un problème urgent qui demande une solution appropriée

Depuis l'an dernier le débat sur le "Rééquilibrage de la charge financière dans les Ecoles européennes" ("Cost sharing") prend de l'ampleur.

Pour les non-initiés, ce terme a pour origine le fait que certains pays (essentiellement le Royaume Uni) se plaignent de devoir détacher dans les écoles européennes un nombre trop élevé d'enseignants des suites du "surpeuplement" que connaît la section linguistique anglophone. Ainsi, leur participation financière au fonctionnement des écoles est jugée plus élevée que si la section n'était peuplée que des seuls ressortissants britanniques.

En effet, le "surpeuplement" en question (disons plutôt le succès de cette section linguis-

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Les écoles européennes ont-elles encore un avenir ?



Les écoles européennes ont été fondées il y a près de 60 ans. La première école, créée par des parents fonctionnaires des institutions, se trouvait au Luxembourg. Aujourd'hui, il y a 13 écoles européennes dont cinq en Belgique, deux en Allemagne comme au Luxembourg, régies par une convention intergouvernementale et financées par le budget européen (rubrique 5).

Malheureusement il n'y a pas d'école européenne hors de l'Union. C'est dommage, car imaginons un instant comment l'Union se donnerait à voir si elle unissait ses élèves dans des écoles européennes en lieu et place des écoles nationales que certains de ses états membres ouvrent à l'étranger. Voilà comment on ferait prospérer notre devise de "*l'unité dans la diversité*".

A leur âge d'or, ces écoles ont constitué de formidables laboratoires pédagogiques par l'ampleur des choix des options pouvant être faites par leurs élèves, par l'apprentissage des langues et cultures européennes. Elles ont constitué et constituent encore un puissant facteur d'intégration au niveau européen. Leurs élèves restent en contact, constituent une véritable communauté comme l'atteste dans ce numéro le compte rendu de leur association *Alumni Europae*.

Malgré cela, aujourd'hui, ces écoles ne permettent de scolariser qu'à peine la moitié des enfants du personnel communautaire. Et encore, dans des conditions de surpeuplement préoccupantes. A Bruxelles et Luxembourg, les parents ne peuvent choisir leur école. En outre, les choix pédagogiques offerts sont de plus en plus restreints. Pour certaines sections, les enseignements en première ou en seconde langue, paraissent menacés. Enfin, l'ouverture de ces écoles à des enfants d'autres catégories sociales se fait de plus en plus restreinte, ce qui est très regrettable.

Pour pallier ces faiblesses, le Conseil Supérieur, soutenu par la Commission et un nombre significatif de parents, ont accepté le principe d'une différenciation des écoles européennes. A côté des écoles "traditionnelles" de type 1, financées essentiellement par le budget européen, ont été créées des écoles européennes de type 2, délivrant sous contrôle le baccalauréat européen, financées par le budget européen au prorata du nombre d'élèves dont les parents font partie du personnel des institutions communautaires, et, finalement des écoles de type 3, qui se financent toutes seules. Il y a aujourd'hui 10 écoles de type 2 - la première ouverte en France à Strasbourg, puis vinrent Parme, Héraklion, Helsinki, La Haye etc. - et une école de type 3, à Frankfort.

Ces écoles connaissent aussi des difficultés financières et pédagogiques. Une évaluation de leur activité doit être faite au terme de 3 ou 4 ans d'existence mais on peut d'ores et déjà dire que leur offre pédagogique est moindre par rapport à celle offerte par les écoles de type 1.

Les écoles européennes doivent s'adapter donc mais sans pourtant se renier. C'est une des raisons pour lesquelles le Conseil Supérieur engage une réflexion sur une possible réforme pédagogique, dont la trace sera trouvée dans l'entretien publié ici, que le secrétaire général du Conseil supérieur des écoles européennes a bien voulu nous accorder, ce dont nous lui sommes reconnaissants.

A cette publication, s'ajoutera la tenue d'une réunion publique que le GUDEE et Éducation européenne organiseront le 23 octobre prochain (voir en page 12).

Nous espérons qu'à cette publication et à cette réunion publique fera suite une réunion de réflexion avec les usagers et les professionnels des écoles, que nous organiserons avant les vacances de Noël.

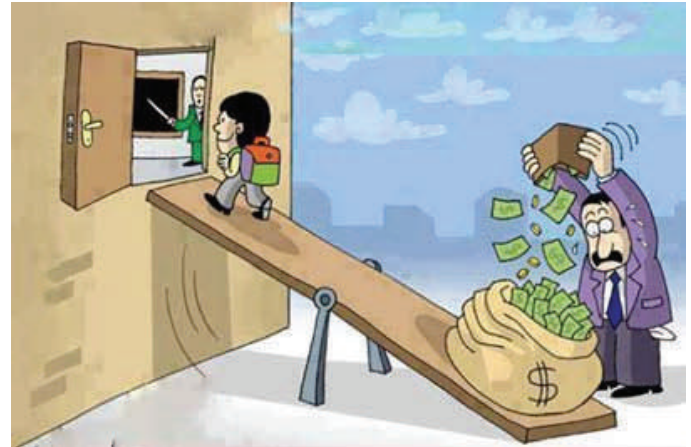
L'éducation, un avantage compétitif ?

Un slogan avait été lancé en France, après un choc pétrolier : "on n'a pas de pétrole, mais on a des idées". Ce slogan résumait bien le principe selon lequel l'innovation, la recherche, les produits à haute valeur ajoutée permettraient à l'Europe de garder un avantage compétitif. L'éducation de masse et de haut niveau, dans cette stratégie, était cruciale. Après tout, dans les secteurs ouverts à la concurrence mondialisée, un travailleur européen ne peut espérer conserver durablement son emploi que si sa productivité, due à ses compétences, est supérieure à celle des travailleurs ayant, eux, un coût du travail plus faible.

Mais voilà, avec la crise économique, l'éducation a été plus que jamais vue comme un coût. La faible efficacité des systèmes éducatifs européens laisse sur le carreau des milliers de jeunes sans aucune compétence. D'autres qui ont pu acquérir un certain niveau n'ont en réalité pas eu la chance de pouvoir progresser plus, surtout dans les enseignements scientifiques ou techniques, jugés trop coûteux à maintenir. Les aides individuelles, les modulations de programme adaptées aux compétences personnelles sont systématiquement réduites ou abandonnées, pour des raisons budgétaires.

Le résultat ne se fait pas attendre, d'autant plus que certains pays émergents ont bien compris l'intérêt de l'excellence dans le domaine éducatif. Par exemple, en septembre 2013, à propos de la délocalisation d'un Call center de Molenbeek, Dirk De Block, un conseiller communal du PTB, déclare : "les emplois dans un call center sont importants pour les jeunes Bruxellois peu qualifiés". En effet. La question étant de savoir si qualifier ces jeunes n'aurait pas été plus rentable, en définitive, que de devoir gérer leur échec professionnel.

L'Europe ne sortira pas du chômage de longue durée sans une révision fondamentale de ses systèmes éducatifs et sans une réévaluation des budgets à y consacrer. L'éducation ne sera un avantage compétitif qu'après que l'on y aura sérieusement investi.



L'éducation comme un coût : le préjugé à combattre d'urgence !

Les écoles européennes ont constitué et constituent encore un laboratoire pédagogique qui fournit des réponses à l'éducation dont nos enfants ont besoin dans un contexte d'europanisation et de mondialisation soutenues. Au lieu d'assurer leur essor, ces écoles sont étouffées petit à petit. Aujourd'hui, ces écoles n'arrivent même pas à satisfaire les besoins de scolarisation des enfants des agents des institutions européennes puisque plus d'un sur deux de leurs n'est plus scolarisé dans ces écoles. En même temps, un des principes fondateurs des écoles européennes – l'ouverture aux enfants dont les parents ne sont pas membres des institutions – est maintenant impossible, au moins dans les grandes écoles de Bruxelles et de Luxembourg.

Hands off my Erasmus!

INVITATION SPINELLI GROUP-JEF DEBATE

**16.10.2013 18:30hrs at the
European Parliament Brussels PSH3C50**

Pauline Gessant, President of JEF-Europe
Simona Pronckute, ICE "Fraternité 2020"
Sylvie Goulard, Spinelli MEP
Giuseppe Porcaro, Secretary-General of the European Youth Forum
Welcome speech by Guy Verhofstadt

On-line registration :

<http://www.spinelligroup.eu/content/registration>

Over the past twenty-five years, about three million students have benefited from Erasmus grants and the programme is undoubtedly one of the major successes of the European Union. Today the Erasmus programme, which is celebrating its 25th anniversary, is affected by a lack of resources; while the number of young people participating in the programme increases year after year.

At a time when European integration is threatened by the rise of populism, it is more necessary than ever to foster active European citizenship and a European identity amongst young citizens.

Interview with M. Kivinen...

(Continued from page 1)

measure and facilitate the transfer of students and their grades between European education institution. It is already used by Denmark, Sweden and Czech Republic and many of the European Universities.

Regarding the size of the classes and groups, there is an obligation to rationalise; in the current budgetary context, it is not possible to continue to have a high amount of groups and classes organised for only 1 to 3 pupils. At present the secondary students in the s4 and s5 study 12 or 13 obligatory subjects at a high academic level. In the s6 pupils can drop some of these subjects. According to the statistics, S5 is a delicate year, with too many pupils repeating. The system should be able to give a proper basic schooling for nearly all pupils up to the age of 16 and at the same time provide appropriate preparation for those pupils who wish to go on to higher education.

The Reform Working Group has discussed about the possibility to concentrate the option offer in the s6 and s7 to the subjects, which are essentially required for University entrance. Lots of work has been done to analyse the different “streams” (“Filières” in French). As an example, a Science / engineering « filière », a Medical science « filière », a Legal / economics « filière » etc. It is necessary for the European Schools to offer all the needed “filières” so that our bachelors can enter to the Universities without problems.

For students not wishing or not able to go to University, the schools should offer the a credible “certificate” attesting and indicating the level of the pupils’ academic outcome in each subject. With this, a student could continue in technical or other education. This would be an important progress compared to the current situation, where the student who fails S5 has sometimes difficulties to enroll in the national vocational or technical schools.

We asked Mr Kivinen why this possibility to offer such a certificate is not organised today, and why there is a plan to modify the Convention governing the schools in order to limit the obligation to offer “obligatory schooling” only up to S5 only. According to him there is not any proposal to modify the Convention. He said that the objective is not only to focus to the needs of the pupils going for Universities, but attention should be also given to the needs of the students who have other kind of orientation wishes.

We raised the question of the refusal of the UK authorities to send new teachers (The UK Ministry of Education considers that the current demand for English-speaking teachers is so high because other nationalities are opting to put their children in the Anglophone section and has asked for a better “cost sharing”, and for now the UK Ministry will send no teachers since the other MS refuse to foot the bill of the additional cost).

The schools need to recruit in total 50 new locally recruited Anglophone teachers for the school year 2013-2014. 10 of these posts are in the Woluwe (Brussels II) school. Other schools are missing 2- 3 Anglophone teaches each. Since the UK government will send no teachers this September, the Woluwe School made a call for candidates, and received 230 applications from UK and Ireland. This high interest is explained by the relatively high unemployment of teachers in these two countries. The school will select the most appropriate candidates, but they should be paid by the school budget.

As a rule, when a school hires a locally recruited teacher, it always looks for native teachers. There can be exceptions to this rule depending on the availability of teachers for the specific subject. The contracts of the locally recruited teachers are at present limited for one year only but an idea of full time "chargés de cours" for 5 year (a 3+2 years) contracts is under scrutiny.

Mr Kivinen said that the issue is serious; the matter will be discussed in the Autumn in an extraordinary meeting of the Board of Governors on the 23rd of September.

We raised the question of the recognition of the European Baccalaureate. Indeed after 60 years of existence of the European schools, many authorities and Universities of Member States use “conversion tables” effectively adapting the marks of the students to local norms.

Mr Kivinen said that the European Baccalaureate is broadly accepted. There are some problems here and there, though. The present conversion table used in Spain is indeed lowering the marks and therefore there is a request addressed to the Spanish Ministry of Education to improve the situation. The European Baccalaureate Unit knows the conversion tables used in different countries and can help the students who encounter recognition difficulties.

Regarding the cooperation between teachers /schools, he said that the level of cooperation between teachers of the same subject could be improved but there is rather little interest from the side of the teachers. The “Learning gateway” website was created with this in view, but it is not broadly used for the exchange of material and experience.

Training organisation for teachers is about to change. Every teacher, regardless of his/her status, should be given the possibility to attend training sessions. New type of decentralised trainings have become more and more popular: groups of trainers are going directly to the schools reaching every teacher of the subject for a better diffusion of good practices and new teaching methods.

Regarding the further development of the European schools as a model for education in Europe, he said that the general attitude is encouraging, and new “Accredited

European Schools” (previously called type II and III) have been created and there are several projects in the pipeline.

In September 2012 new Accredited European Schools were opened in Den Haag, and in Bad Vilbel, near Frankfurt. The European Schooling in Helsinki and Manosque will have its first “Baccalaureate” students in 2013. Next year there are bachelors coming also from Strasbourg.

Mr Kivinen has several requests for the creation of new schools. On the other hand, the development of the new schools must remain under control in order to have the possibility to guarantee the quality of the new schools (thanks to the accreditation overseen by our inspectors). Next September there will be a new Accredited European School in Tallinn, Estonia and year after in Copenhagen, Denmark.

Indeed, the current quality of the education provided by the European schools is very high and must remain so. An

OECD study available on the Culham (Oxford) school web site shows that the level is as good as (and even better) than the better private schools of the United Kingdom.

We finished the meeting late in the afternoon.

The European schools represent a great achievement, and if their model can be developed throughout Europe, this will be a big step towards the European integration.

In this sense, we recalled the "MEET" (*) initiative and we considered that we need more information of the public and publicity in order to make it a success.

(*) MEET : European Citizens' Initiative for A High Quality European Education for All <http://euroedtrust.eu>

(interview made on 19.06.2013)

Cost-Sharing, un problème urgent ...

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tique) est dû au fait qu'un nombre élevé de parents inscrivent leurs enfants dans la section anglophone soit parce qu'il n'y a pas de section dans leur langue nationale, soit parce qu'ils estiment (et nombreux sont ceux qui pensent ainsi) que l'éducation en anglais donne à leurs enfants un avantage pour leur future carrière et leur mobilité. Mais d'autres raisons encore peuvent être invoquées: familles mixtes, probabilité de départ dans des pays anglophones, etc.. En outre, plusieurs élèves des autres sections linguistiques choisissent l'anglais comme « Langue II » ce qui augmente encore davantage le besoin d'enseignants anglophones.

Un pays comme le Royaume Uni (RU), qui dépense chaque année de grosses sommes pour disséminer sa langue et sa culture comme par exemple via le British Council, ou la BBC, devrait se réjouir du choix fait par les parents et les élèves. Mais il n'en est rien, les temps sont durs. Quand bien même ce pays est une puissance économique mondiale, membre du G7 et membre permanent du Conseil de sécurité de l'UN, il compte ses sous au point d'en arriver à remettre en question les Conventions qu'il a signées.

Le Ministère compétant du RU ayant décidé qu'il n'enverrait plus d'enseignants pour remplacer ceux qui partent, a ranimé le débat sur le rééquilibrage de la contribution Britannique. En résumé, le RU demande que les autres Etats membres (EM) participent aux frais nécessaires pour enseigner en anglais leurs ressortissants. Comme c'est souvent le cas, d'autres Etats ont saisi la balle au vol et estimé qu'ils sont dans le même cas. En conséquence, une discussion

plus large a été ouverte visant l'ensemble de l'équilibre de la charge financière que représentent les enseignants détachés (La partie qui est à charge des EM).

La question est loin d'être résolue et un groupe ad hoc "Groupe de travail Cost Sharing" a été mis en place en vue de faire des propositions. Parmi celles-ci, l'idée de communautariser le budget a été avancée.

La proposition qui a la plus grande côte pour le moment est le "modèle (de financement) de Munich modifié". C'est assez compliqué à expliquer, mais en bref il s'agit de payer (rembourser) à tous les Etats membres la partie des salaires des enseignants détachés aux écoles européennes qui reste à la charge des Etats. Cela semble simple mais représente malgré tout 55 millions d'euros ! La question se pose toutefois toujours de savoir qui paiera cette somme, et comment.

Des propositions de répartition de cette somme entre les Etats membres ont été élaborées, chacune avec ses avantages et ses inconvénients, mais aucune n'étant parfaite ni pleinement acceptable par tous.

Une des solutions les plus plausibles (soutenue d'ailleurs par Interparents) serait de "distribuer" cette somme sur la base du PNB des Etats membres. Cette méthode, qui a le mérite d'être simple et objective, est déjà utilisée pour d'autres catégories de dépenses. Mais il y aurait là aussi des objections.

En attendant la solution miracle acceptable par tous, cer-

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Alumni Europae

What would you think about a worldwide network of over 50.000 people, with diverse social backgrounds, of different age groups, with a higher education and a common European culture of tolerance, solidarity and cooperation? First and foremost that it would have an enormous potential. It is what *Alumni Europae*, the association of European School alumni for young European school graduates is setting up, connecting all who once went to the school and share the EU and European School values – whoever they are, wherever they live, whatever they do.

Alumni Europae (AE) brings together young graduates and older alumni, parents, teachers and staff from the fourteen European Schools. It also offers students and young graduates a precious opportunity: to research university and career options, based on other members' broad experiences.

The variety and size of the network means that Alumni Europae can offer a wealth of knowledge across different subject areas almost anywhere in the world.

Alumni Europae ASBL was founded in Brussels at the end of 2011 by a group of young graduates from European Schools who find they share a unique and invaluable experience that crosses social, cultural, linguistic and national barriers. The launch coincided with the dissolution of the previous alumni association Euresco, many members of which joined AE. Since then, AE has been growing steadily, with an average of 50 new members per month, thanks to its website, newsletter, networking efforts and events.

Membership is free for recent graduates and students, others pay a small fee. Those who have registered, have access to the archive of other members' university experiences, professional know how, local knowledge of the places where they lived and live - a permanently growing network of information and support.

With connectivity being the driving force behind the association, AE has created the 'Linked in'-style website www.alumnieuropae.org. Here one can look for old classmates, a place to stay, or catch up with a friend over a cup of coffee. Prospective university students can search for programmes that match their interests and then get in touch with alumni who did the same studies, to learn from their experience. Former students who are pursuing their careers can make their profile available on the website for those who are looking for university or career guidance, or who want to connect on a professional level.

As well as helping bring alumni of different backgrounds and ages together, share their experience and knowledge, support and collaborate with each other, the website is a **source of European School-related information**. Ulti-

mately, AE aims to become an important source for European School-related information, be it for the association's members, for scholars doing research on European Schools, or for policymakers promoting the European ideals.

Alumni Europae also organises and publicises European School events, such as ceremonies and reunions as well as general campaigns related to the promotion of European school values, particularly within the run-up to the 60th anniversary of the European school system. AE feels this is particularly important in a time in which Europe is suffering from an identity crisis in the midst of economic difficulties. The association also provides space on its website for individual alumni to advertise their personal events, and encourage as many people to get in contact with each other.

Alumni Europae edits a **newsletter** featuring news from the association and its partners, interviews with alumni and information on events and campaigns relating to the promotion of European values and the European School system. The publication also gathers alumni's personal experiences at school, copies of class photos, before/after comparisons of how the school sites have progressed, documents and reports containing statistics on where or what alumni end up doing, as well as testimonials from individual alumni, and any other relevant documentation that trace the history of the schools.

The association is **promoting** itself at the 'baccalauréat' ceremonies, school fairs, jubilees and other commemorations. AE is working actively at setting up networks of contact points in all 14 European Schools and of local chapters in any country where ex European School students, parents or teachers are interested to be part of the initiative. Ideas and contacts in this sense are always very much appreciated.

Other associations are closely cooperating with the alumni, starting with Interparents, the Association of the European Schools' Parents' Associations and their member associations, several of which already support AE. But there also are regular contacts with CoSup (High Council of European school students), Meet (Movement towards a European Education Trust) and Gudee (Groupe Unitaire pour le Développement des écoles Européennes), that groups the parents' associations, staff committees and trade unions of the European institutions, student committees, administrative staff of the European Schools.

To conclude, a word of AE's president and co-founder, Thomas Fairhurst (Baccalaureat 2006): "From the idea of creating an alumni network to what you see before you has taken a lot of work, dedication and cups of coffee. So far

we have been working with a small group on a day-to-day basis, and lots of lovely team members who contribute when time permits. We would love to see Alumni Europae grow across Europe and beyond, having a real presence in all European Schools and anywhere where many alumni live, but we can't do this on our own! None of us get paid in cash, but we have plenty of love to go around. We would love to have your contributions as much or as little as time allows.

So please do not hesitate to contact me: thomas.fairhurst@alumniuropae.org

Why *Alumni Europae* ?

- be part of a large high value and permanently renewed international network
- foster and spread EU and European School values
- stay in touch with fellow European School graduates – classmates or new acquaintances
- exchange valuable contacts and knowledge between generations
- share experiences on higher education, living abroad and starting a career

MEET, the Movement towards a European Education Trust

**EU-wide campaign
to gather a million signatures for a
High Quality European Education for All.**

<http://www.euroedtrust.eu/>

A European Citizens Initiative using new powers under the EU's Lisbon Treaty which give citizens the right to demand new laws directly from the European Commission – provided they can gather enough signatures.

Demand a say in the future of education, in and for, Europe

The MEET proposal calls for the creation of an Education platform to stimulate debate on how to improve schools and boost the European dimension of education in line with the EU's 2020 strategy.

Europe is a highly diverse yet uniquely spirited continent. With so many languages and cultures and such a rich history it plays a leading role in today's world affairs. In order to sustain its wealth of ideas and keep up with ever changing challenges of globalization it needs to establish a strong innovative educational system for all.

It is easily realized that certain localities excel in educational institutions from primary to tertiary level. At the same time, poorest areas have inferior educational programs. This way an uneven cognitive and knowledgeable population is created, which in turn creates discrepancies in the economics, politics and living standards.

To avoid this, it is necessary to create a path where every European has access to the best and latest schooling and

collegiate methods that promote a common European identity. MEET is an initiative that calls for action so as to finally found and establish a quality European education for all its citizens, delivered by public or private national education systems.

Lately, we have witnessed a daze from Europe's part in world affairs. Without a common voice there is confusion as to how things work, who makes decisions, based on what grounds and what is the action that should take place. On the contrary, other powers -more uniform – like the US, Russia and China – take a leading role and are the ones that shape the future.

So, what does MEET want?

It is vital to create an educational system that is of high quality, uniform and accessible. Let's examine these parameters one by one:

- The system must be well thought and well centered. Teachers shall be selected by merit. The target is to generate active citizens with solid qualifications, independent and creative yet close to the industry, organizations and employment centers.
- At the same time a platform that will ensure uniqueness in learning principles and methods shall be in place. While maintaining diversity, the system must smooth down differences and bring about a common curriculum. Ministries of Education and other authoritative bodies must sit together to build a framework.

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MEET . . .

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• Then, all member states shall participate by allowing institutions in their jurisdictions to participate. Gradually this will become more refined and wider accepted.

Where are we now ?

It has been a year since the Commission accepted our European Citizens' initiative "A High Quality European Education for All" and, to be honest, it has been a steep learning curve for us all. What is very exciting and interesting, and at the heart of MEET, is the process of building up our network, interacting with new partners, bringing-on-board campaign coordinators throughout Europe. People full of enthusiasm, ideas, a belief in Europe and above all, the wish to change the education dynamic in Europe. All willing to invest their time and energy on a voluntary basis. It is a long, ongoing process, which is very rewarding and which will continue long after the deadline date of 1st November 2013.

We have the autumn to sharpen our message, accelerate the campaign, social networking and outreach to citizens so as to get them to better understand our message and sign the initiative.

Raising awareness on the role of education and the added-value of European education through MEET is not only a great exercise in democracy but a way of eventually feeding our ideas into policy and advocacy processes, a cause MEET will remain committed to beyond the timeframe of the ECI.

How can you help ?

Answer to our appeal for fund raising

The GUDEE is a pledge partner of MEET. Help us to raise funds !

http://www.gudee.eu/documents/meet_af.htm

Spread the word !

Help us to raise one million signatures. You can send to your network (friends, colleagues, facebook...) this message or, better, relay our e-mails and announce our events.

Subscribe to our newsletter here :

<http://www.euroedtrust.eu/contact-form/>

Sign the Citizens' Initiative !

You can sign here :

<https://ec.europa.eu/citizens-initiative/ECI-2012-000008/public/?lang=en>

Host our events !

Would you like MEET to come to you ?

We might participate to your own events or to a special event. Please contact us : meet@euroedtrust.eu

Thank you !

MEET Team

Alliances for Inclusion: The NESET Analytic report

An interesting report was published recently by NESET (Network of Experts on Social Aspects on Education and Training). The central idea of this report is that Education policies alone cannot tackle educational disadvantage. Cross-sector synergies are required, to link what schools can do with what employment, finance, youth, health, justice, housing, welfare and other services can offer.

In order to study this approach, an independent report was authored for the European Commission by Professor Anne Edwards (University of Oxford) and Dr. Paul Downes (St Patrick's College, Dublin City University). This report shows examples of how this objective might be achieved in practice.

<http://www.nesetweb.eu/sites/default/files/CROSS-SECTOR%20SYNERGIES-FINAL-WEB.pdf>



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Alliances for Inclusion: The NESET Analytic report

The main points made by this report are (Summary):

1. Schools cannot work alone to disrupt inter-generational cycles of deprivation and tackle educational disadvantage. A combination of factors beyond schools limits educational opportunities and life chances.

2. This means that cross-sector strategies are required, to link what schools can do with what other sectors such as employment, health, finance, justice, housing, youth and welfare can offer.

3. The complexity of vulnerability calls for more systemic, "ecological" responses which involve interventions in families and communities alongside help for children and young people.

4. Difficult as they may be for policy makers, coordinated, multi-strand approaches sustained consistently over time may offer the best approach to preventing or mitigating the impact of multiple and cumulative disadvantage on people's educational experiences and life chances.

5. That these responses should be closely linked to schools, the only universal service where the wellbeing of children and young people can be regularly monitored would seem a wise step towards achieving universal inclusion.

6. Preventative multi-service interventions in and around schools are easiest to achieve if backed by national policies that promote inter-sectoral synergies from policy, through implementation to delivery. These synergies need to overcome strong historical boundaries between different services and professions.

7. Policy-led co-location of the different services is not sufficient. Efforts are needed to support genuine inter-professional collaborations at the point of service delivery.

8. Some EU Member States have moved some way towards such an approach, often as part of their early school leaving prevention strategies, or overall lifelong learning strategies, and have established multi-service collaborations where professionals with different areas of responsibility work together to support disadvantaged children and adults.

9. This review has examined synergies across policy fields and in multi-professional partnerships, at local and regional levels in Europe, which aim at articulating interventions with education and training. It has attempted to:

a) identify examples of multi-service interventions where there is robust evidence of successful outcomes for disadvantaged children and young people; and

b) reveal the conditions for success.

10. The LSB teams (Learning and Behavioural Support Teams) in the Netherlands, the "Team around the Child" initiative in the UK and the "Social Workers in Schools" in Sweden are successful, innovative examples of such multi-professional synergies created in and around education. These all focus primarily on helping children to be prepared to take advantage of schooling.

11. Other interventions such as the Bildungsoffensive Elbinseln (Elbe Island Training Offensive) in Hamburg, the One Square Kilometre of Education in Berlin or On-Track in England, include schools as important partners in wider "ecological" attacks on deprivation. Others, such as some extended or community schools in Belgium and England are based in schools and offer enrichment experiences to children and families.

12. Cross-sectoral approaches are likely to make their greatest contribution within the context of a holistic and equitable view of education as being about holistic and equitable learner development.

13. Cross-sectoral approaches and inter-professional collaborations are easier to establish with statist or directive forms of governance (in which services are provided directly by the state, national and/or local) than with more delegated modes which rely mainly on monitoring.

14. Such approaches do not necessarily demand additional resources so much as that existing resources are used in a different way. Therefore, they can either save costs or free up existing resources for dealing with a wider range of issues thus contributing to "smart spending".

15. Funding for cross-sectoral approaches should be considered a priority in the effort to reach the Europe 2020 target of 10% early school leaving across the EU.

16. Such multi-faceted approaches must not be sacrificed simply because they are harder to evaluate. They need national or regional support and funding commitment and take time before outcomes can be produced as evidence of success.

17. Single-service and longer-term systemic multi-strand approaches can be complementary. The "Familiscope" in Ireland (<http://www.familiscope.ie/>) is a good example.

18. Responsive changes in practices in and around schools are necessarily sensitive to local conditions, making simple generalisations from interventions about what works difficult. Attention should therefore be paid to the principles

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The NESET Analytic report ...

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and values underpinning interventions.

19. A robust overarching conceptual framework is urgently needed to help shape the development of national policies for active inclusion. Such a framework can usefully guide the work of schools with vulnerable young people: it can

bring national policies from different sectors into alignment, facilitate cross-sectorial work at local level, and help monitor its outcomes in appropriate ways. Such a framework cannot and should not be over-prescriptive, but it can give administrations and practitioners in Member States a set of conceptual tools for thinking about how cross-sectorial approaches might be developed in their contexts.

The European Investment Bank Institute, its role in the education landscape.

A large number of citizens in Europe are aware of the existence of the European Investment Bank (EIB). A smaller number understand its role on the European financial scene, but very few are aware that this organism is active also on the field of Education and Culture.

Indeed EIB created in 2012 the EIB Institute, which supports social, cultural, educational and research activities directed towards economic and social development in the EU Member States, Candidate and Potential Candidate Countries, and EEA Countries. The institute works under the supervision of a “board”. The Dean of the institute is the Director General of the BEI, Mr Rémy Jacob (French) and the chairperson of the supervisory board is Ms Magdalena Alvarez Arza (Spanish, Vice-President of the EIB).

The EIB Institute divides its actions into three strategic programmes: the Knowledge Programme; the Social Programme and the Arts and Culture Programme.

Knowledge

The Knowledge Programme is the most important and aims at channelling support, mainly through grants or sponsorship, to universities and research centres, particularly in the field of applied economics within Europe. The Institute supports a good number of actions.

Social

The Social Innovation Tournament established by the EIB Institute in 2012 is the flagship initiative of the Social Programme. The Tournament seeks to promote the generation of innovative ideas and identify/reward opportunities promising substantial societal benefits or demonstrating best practice with tangible, measurable outcomes. In another domain and within its social action, the institute offers

also old IT material to selected NGOs and a number of small grants.

Arts & Culture

The EIB Institute takes a number of initiatives on this field. Recently (June 2013) it decided to participate in cooperation with “Europa Nostra” in the measures for the preservation of seven important monuments and sites in Europe:

- The Roman amphitheatre of Durres in Albania
- The Buffer zone in the historic centre of Nicosia in Cyprus
- The Vauban’s 17th century fortifications in Briançon in France
- The Renaissance monastery of San Benedetto Po in Italy
- The 15th Century monastery in Setúbal in Portugal
- The Historic mining landscape of Rosia Montana in Romania
- The Armenian Church of St. George in Mardin in Turkey.

These seven projects have been selected from a shortlist of 14 established by an advisory panel. Among the remaining projects was also the former Royal Palace of “Tatoi” near Athens in Greece.

As always, it is not easy to describe the work of a vast institution in so few words. Interested readers are invited to explore the website of the Institute or to write to the EIB institute 98-100, boulevard Konrad Adenauer L-2950 Luxembourg Tel : (+352) 43 79 75000.

<http://institute.eib.org/>

Cost-Sharing, un problème urgent ...

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tains se réfugient dans l'attentisme et s'imaginent que "La Commission assumera tous les frais". On ne sait pas bien pourtant où la Commission trouvera cet argent au regard du maigre budget alloué aux Ecoles Européennes récemment décidé pour la période 2014-20 qui ne prévoit pas cette dépense et dont la révision semble tout à fait improbable.

Restent les parents, qui pourraient être sollicités pour payer tout ou partie de la somme en question. La Convention des écoles européennes ne semble pas interdire la contribution des parents. Certains représentants des EM ont rappelé dans des discussions privées que par exemple à Bruxelles certains parents payent déjà les 25.000 euros/an que demandent certaines écoles privées. La tentation de faire payer à tous les élèves des écoles Européennes une somme (disons) entre 2000 à 3.000 euros/an risque d'aller en grandissant dans le futur.

La question a été présentée à la réunion extraordinaire du "Conseil supérieur" qui a eu lieu le 23 Septembre. D'autres discussions suivront dans d'autres enceintes, comme dans le cadre du Comité Budgétaire, du Conseil des Ministres de l'Education en Novembre, etc.

La solution ne sera pas facile à trouver, car toutes les voies préconisées ont des avantages et des inconvénients et cer-

taines si toutefois elles sont adoptées, modifieraient les Conventions des écoles Européennes (et/ou le budget de l'Union?).

Pour le moment les écoles recrutent localement des enseignants (des "chargés de cours") pour remplacer notamment les enseignants du RU qui manquent à l'appel. Le faible budget des écoles ne peut pas soutenir à long terme cette solution qui s'applique au détriment d'autres dépenses nécessaires.

Dans un scénario catastrophe, on peut penser que si une solution n'est pas trouvée et que le RU persiste dans sa position, cela pourrait signifier que l'anglais ne serait plus proposé en tant que Langue II. On peut même imaginer à long terme l'abandon par les parents des sections anglophones (voire leur fermeture ?) dans certaines écoles européennes.

Un tel développement enthousiasmerait les eurosceptiques de tout bord, mais il nous semble inacceptable.

Une action pour sensibiliser parents, enseignants et politiciens avant le Conseil des Ministres de l'Education de Novembre nous semble nécessaire.

Voir le dossier complet :

<http://gudee.eu/Finance/2013-07-D-18-en-1.docx>

ERASMUS CONGRESS 2014

ERASMUS Congress and Exhibition 2014

ERACON 2014

28 April – 2 May 2014, Nicosia, Cyprus

- www.eaec.eu.com ■ www.eracon.info
- info@eaec.eu.com ■ eracon@ucy.ac.cy

The European Association of ERASMUS Coordinators (EAEC), has announced the 10th annual ERASMUS CONGRESS AND EXHIBITION 2014, which will be held in Nicosia, Cyprus from 28 April to 2 May 2014.

(The 5th annual CAREER-EU Conference 2014 will be held in parallel (www.career-eu.info, www.eacg.eu career.eu@ucy.ac.cy.)

The delegates are invited to participate in the 2014 Congress, to make presentations and submit written papers on their experiences in areas related to the ERASMUS Programme: ERASMUS Coordinators, Placement and Internships Managers, Career Officers, Researchers and Professionals with an interest in the ERASMUS Programme

and belong either to the academic or business world. Proposals for sessions and workshops within the Congress are also invited.

Highlights of the 2014 event will be a networking activity between EU and Non-EU Universities for the promotion of new exchanges.

The Registration Fees are 250 euros for on line registration. For registration please follow the on-line procedure (<http://www.eracon.info/index.php?id=169>) or contact the Executive Secretary, Elpida Christou at eracon@ucy.ac.cy or info@eaec.eu.com or tel. +357 22 89 4278, fax. +357 22 89 5015)

The previous congress took place in May 2013 in Poland, where the Commission presented the new programme "Erasmus for all". The speakers presented also topics such as lifelong learning, cooperation between the Universities and business, Internationalization and Networking etc.



Réunion publique

Mercredi 23 octobre de 12h45 à 14h15

Rue de la Loi, 80 – Grande salle du CCP

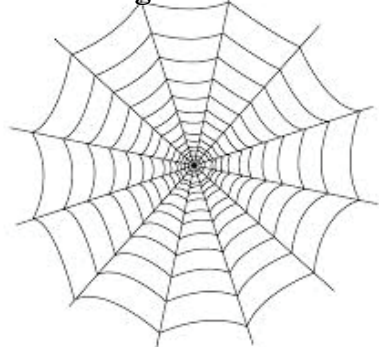
Quel avenir pour les écoles européennes à l'heure de leur réforme pédagogique ?

Avec M. Kivinen, Secrétaire général du Conseil supérieur des EE

Modérateur : Trémour Denigot

Entrée libre, vous êtes tous bienvenus

**We are on the web !
gudee.eu**



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<http://www.facebook.com/group.php?gid=133984266647113&ref=ts>*