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GUDEE

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A European School in Taipei (Taiwan)

In our last issue, we described a European School in China, which is not a school under the Convention governing the European Schools, but which looks very similar. (The Convention considers, among many other things, as European Schools, only the schools which are situated on European Union soil).

In Taiwan, there is another very interesting school that differs from our “Convention Based” concept but is called (in my opinion rightfully) a European School, demonstrating the attractiveness of this concept among students, parents and teachers in a unique achievement, many thousands of kilometers from the “old Continent”. Indeed Taipei European School (TES) is one of a kind, being the first school in Taiwan to have French, German and British curricula running parallel and intertwining. TES allows students to also experience and embrace the culture and history of the host country, enabling them to think globally.

The school has chosen as a mission not only to develop the academic potential of its students but also to teach a sense of community, school spirit, compassion and cultural awareness.

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Interview de M. Bruno Boissière, Représentant à Bruxelles du CIFE, Centre International de Formation Européenne.

M. Bruno BOISSIERE est le Directeur de la Représentation du CIFE à Bruxelles (Centre international de formation européenne, www.cife.eu). Il a accepté de donner à notre périodique une interview concernant l’historique, le rôle et les activités du CIFE.

Nous avons rencontré Bruno, le 9 Janvier 2015, dans un cosy salon du « Club de la Fondation Universitaire » où se trouve le bureau bruxellois du CIFE, à la rue d’Egmont. Malgré un mauvais rhume, il n’a pas voulu ajourner notre rencontre et nous l’avons vivement remercié pour cela.

M. Boissière est de nationalité française, il a 58 ans, et habite à Genval. Dès son adolescence, il s’est intéressé à la politique, puis à la construction européenne et à l’écologie. Il a notamment été élu Député au Parlement européen avec les « Verts » (1989-94). Il a auparavant travaillé comme Assistant du Secrétaire général dans un centre européen de formation des dirigeants du monde agricole puis comme Secrétaire général de l’Union des fédé-

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Face à l'essor des diasporas, favoriser une insertion dans la diversité grâce à la culture et au développement des systèmes éducatifs européens



La commission culture, science, éducation, média du Conseil de l'Europe a été mandatée pour réfléchir sur le soutien à apporter aux réseaux culturels et éducatifs en Europe. La demande est fondée sur un double constat : d'une part, l'accroissement numérique des diasporas – c'est-à-dire des communautés vivant dans un pays mais ayant des liens et des rapports réguliers avec un autre – y compris entre pays d'Europe, et d'autre part, la perception que ces communautés, dans le cadre européen, sont une richesse pour le pays d'origine et pour le pays d'accueil. La question se pose désormais non plus d'une assimilation complète mais d'une insertion de ces migrants dans les différents espaces des pays européens, en respectant leur culture d'origine.

S'il existe peu de statistiques dans les 47 états membres du Conseil de l'Europe – notons toutefois qu'en Suisse, près de 30% des nouveaux nés ont une double nationalité – en revanche, les données disponibles pour les pays de l'Union européenne montrent que près de 15 millions de citoyens de l'Union européenne vivent dans un autre pays de l'Union que le leur, soit près de 2,5% de la population totale. 15% des mariages contractés dans l'UE sont des mariages mixtes. De surcroît, ces chiffres ne tiennent pas compte des mouvements à courte durée d'étudiants ou des travailleurs.

De fait, dans le contexte de la construction européenne et de la mondialisation, ce phénomène a tendance à se développer et changer de forme au profit d'un « nomadisme » plus systématique tout au long de la vie, y compris, de plus en plus, à la retraite. La présence de différentes communautés de différentes origines pose la question de leur insertion, sinon de leur intégration. La possibilité de voter – voire d'être élu – aux municipales et aux européennes dans

le pays d'accueil joue de ce point de vue un rôle positif. De même la possibilité, dans notre espace démocratique, de créer des associations culturelles permet de conjuguer insertion et valorisation de la « différence ».

Ces avancées au niveau associatif et politique sont paradoxalement nettement moins importantes dans le domaine éducatif où la diversité est moins valorisée. En Belgique, trois communautés linguistiques refusent d'occuper le même espace éducatif. Paradoxalement, car l'UE dispose d'un système d'éducation européenne, riche d'une vingtaine d'écoles où l'on cultive les cultures nationales mais aussi leur mélange dans des activités communes. En un mot, ces écoles font vivre concrètement l'unité dans la diversité, notre devise commune.

Un dernier paradoxe, ces écoles qui fournissent une réponse éducative et culturelle originale et adaptée aux évolutions sociétales modernes sont peu valorisées par les états membres. Ceux-ci ne cherchent pas à les « exporter » à l'international, malgré les besoins évidents. Et encore moins à ouvrir systématiquement de telles écoles dans les grands centres économiques de l'UE, malgré l'essor des diasporas, due à une mobilité accrue des travailleurs, qui souhaitent s'insérer dans leur pays d'accueil mais sans renier leur culture d'origine.

Ce manque de vision de l'UE est heureusement contrecarré par des initiatives de collectivités territoriales ou du secteur privé, qui répond ainsi à des besoins concrets, initiatives évoquées dans le précédent numéro d'Education européenne et encore dans celui-ci. Les diasporas jouent dans ce contexte un rôle positif d'accélérateur de l'innovation culturelle et éducative. Les différentes autorités éducatives de l'UE sauront-elles accompagner cette évolution ?

Call on Erasmus+ VET Mobility Charter

The Work Programme for Erasmus+ foresees a " Vocational Education and training (VET) Mobility Charter" for the accreditation of bodies with a strong record of successfully organising high-quality mobility for VET learners and staff.

The acquisition of VET Mobility Charter constitutes certification of competence and capacity of the Institution/ VET Consortium for implementation of exemplary projects of transnational mobility and is especially suited for VET Institutions and Organizations that submit annually applications for mobility. It also guarantees the quality of mobility projects submitted in terms of organization, management and achievement of expected results and objectives.

From 2016 a simplified submission procedure, allows the holders of Mobility Charter to submit their application.

Applications for the VET Mobility Charter can be submitted either by a single VET organisation or by a national mobility consortium comprised by at least 3 members. To apply, an organization/consortium must:

- Have completed at least 3 VET mobility projects through the Lifelong Learning Programme 2007-2013 and/or Erasmus+ programme -2013. The same applies to all organizations / institutions VET which are members of a Consortium.
- The funding from each of these projects must have absorbed by at least 80% of the project's funding.

Applications must be submitted to the Erasmus+ National Agencies, with a deadline of 14 May 2015.

More information:

http://ec.europa.eu/education/calls/0514_en.htm

Le programme Erasmus a le mérite d'exister, mais il est ridiculement sous-doté (2 milliards d'euros par an, contre 200 milliards d'euros consacrés aux intérêts de la dette), alors que l'Europe devrait investir massivement dans l'innovation, dans la jeunesse et dans ses universités.

Thomas PIKETTY

La mort administrative de la 5ème Ecole européenne de Bruxelles (BERKENDAEL) ?

Depuis des années, le projet de la création d'une cinquième école Européenne à Bruxelles a été sur la table. Suite à de longues discussions, le « Conseil Supérieur (Board of Governors) » et la Commission ont demandé officiellement à l'Etat Belge son ouverture.

Selon des informations officieuses, les autorités Belges auraient répondu par la négative. Simultanément certains Etats Membres et notamment le Royaume Uni se sont opposés à l'ouverture d'une section Anglophone à la nouvelle école, les Irlandais s'abstenant et l'Estonie ne montrant pas un grand enthousiasme pour y loger sa future section.

Rappelons que les troisième et quatrième écoles n'ont ouvert qu'au moins dix ans après que le besoin ne s'en soit fait sentir, en imposant aux élèves déjà scolarisés des contraintes inadmissibles pendant les périodes transitoires. Ni le Conseil Supérieur ni l'Etat belge n'ont montré une capacité réelle à gérer les besoins de scolarisation des enfants de l'Europe.

« Education européenne » regrette profondément cette situation, qui est sans doute une grande déception pour tous ceux qui ont peiné pour mettre en chantier ce projet.

Elle regrette également que la Commission n'ait pas jugé utile d'informer de ces développements son personnel ni directement ni via la représentation du personnel.

Bientôt nos quatre écoles surpeuplées devront refuser encore plus d'élèves tandis qu'en même temps l'offre des écoles Belges est limitée, les trois écoles dites « internationales » pratiquent des prix prohibitifs et pas tout le monde peut suivre un enseignement tout en DE. Il est visible que l'attitude de certains Etats membres par rapport aux écoles Européennes laisse fortement à désirer et que malheureusement elle ne semble pas prête d'être modifiée dans un futur proche.

La conclusion naturelle de ces faits et des autres problèmes bien connus qui empêchent le bon fonctionnement et le développement des Ecoles Européennes est que la gestion intergouvernementale de nos écoles – régie par une Convention interétatique à 28 Etats (et bientôt à 29 ou 30) – est arrivée à ses limites. Il serait grand temps de repenser ce système à partir de zéro et de réviser cette Convention en la communautarisant.

De cette manière, les Ecoles Européennes seront financées par le budget de l'Union, sortiront des misères du carcan interétatique et auront un avenir.

A European School in Taipei (Taiwan)

(Continued from page 1)

Every year this school grows in numbers. It is based in a large campus built in three phases and improving every year. The beginning of its creation started when the Taipei British School (TBS), l'Ecole Française de Taipei (EFT); and Deutsche Schule Taipei (DST) have been created around 1990 mainly for the needs of expatriate families, living in Taipei. The schools realized that there was much to be gained by joining forces to establish a combined European campus. The integration was realized step by step and currently a single European entity is operating through a non-profit Foundation. The four sections of TES (German, British, French and High school Sections), comprise now over 1.450 students from 50 countries.

The School has excellent accreditations, among many others is fully accredited by the Council of International Schools (CIS) based in Europe and the Western Association of Schools.

Educationally, TES has a dual approach of retaining the national curricula sections from the ages of 3 to 14 years, yet creating combined classes for certain subjects such as: physical education; music; art and some language instruction. These integrated lessons are in line with the spirit of

the mission of the School to promote "Educational excellence and European culture and values within the context of Taiwanese society". By mixing the students at appropriate times within the timetable, including breaks, lunch and extra-curricular activities, as well as certain lessons, the children learn to communicate and co-operate in a multicultural and multilingual context.

The teaching of languages is very important. English, French and German are the medium of instruction for the respective national curricula. Where the need arises, for example in the High School IGCSE and IB programs, other languages may also be taught, subject to demand, for example: Spanish and Japanese. All students follow courses in Chinese (Mandarin) language and culture. In order to facilitate the return to the Dutch-speaking educational systems after these children leave Taiwan, there is a program of Dutch language and culture lessons for primary and secondary students at TES, focusing on aspects of the Dutch language curriculum as recommended by the Dutch Ministry of Education. The Swedish Language program is supported by the Swedish Ministry of Schools (Skolverhet) and the Taipei Swedish school association.

The school charges fees and their amount varies depending on the level (primary, secondary etc.). The order of magnitude of these fees is around 16.500 Euro per year (Please visit TES website (*) for more detailed information regarding the school, the sections, the exact amounts of the fees per section etc.).

We hope that this brilliant achievement could become an example and see the day in other countries. Possibly the Board of Governors of our Schools could come in contact with TES for some fruitful cooperation so this school is not only preparing the kids for the International Baccalaureate or other qualifications, but could also become part of the system of the European Baccalaureate.

(*) <http://www.taipeieuropeanschool.com>



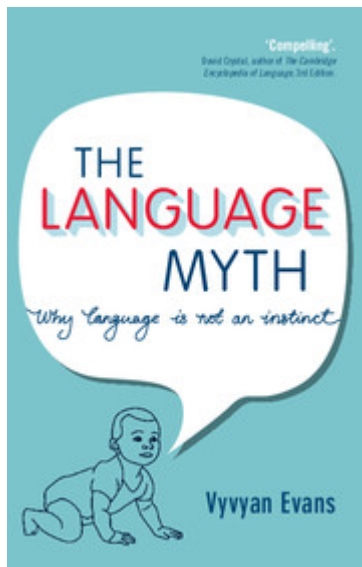
(A glimpse of the campus and the students)



Is the idea of “language instinct” completely wrong?

Vyvyan Evans is Professor of Linguistics at Bangor University in Wales, UK. His latest book is *The Language Myth: Why Language Is Not an Instinct* (2014).

Our ability to learn, at an early age, complex languages has puzzled mankind for centuries. The first recorded attempt to understand the origin of languages goes back to events mentioned by Herodotus. Some scientists have argued that language is innate, a type of unique human 'instinct' pre-programmed in our brain from birth.



NB: Needless to say that “Education Europ.” has no vested interests regarding the commercial promotion of the books we present).

The Language Myth sets out a well documented alternative to the received ideas and especially builds a new explanation as to how children learn their “mother tongue” as opposed to the theory of Noam Chomsky, who argued in the 1960s that children don't in fact learn their mother tongue but they must be born with a kind of rudimentary body of grammatical knowledge – a ‘Universal Grammar’, - “An instinct for language”.

Vyvyan Evans argues that this idea is, in fact, a myth. Evans demonstrates that language is related to other animal forms of communication; that languages exhibit staggering diversity; that we learn our mother tongue drawing on general properties and abilities of the human mind, rather than an inborn 'universal' grammar; that language is not autonomous but is closely related to other aspects of our mental lives; and that, ultimately, language and the mind reflect and draw upon the way we interact with others in the world.

David Crystal, author of *The Cambridge Encyclopaedia of Language* commented: “A much-needed, comprehensive critique of universal grammar. Vyvyan Evans builds a compelling case that will be difficult to refute.” We recommend this book to every person interested in the early learning of languages.

How long lasts an emotion? Researchers looked at 27 different emotions.

A study made by the University of Louvain claims that sadness lasts 120 hours, much longer than other emotions. As an example, joy lasts only an average of 35 hours. Researchers surveyed 233 young adults (112 women, 118 men, three no gender reported) from a Belgian high school with an average age of 17, and found emotions vary widely in duration.

Of the 27 emotions studied, (These included admiration, anger, anxiety, feeling touched, boredom, compassion, contentment, desperation, disappointment, disgust, enthusiasm, fear, gratitude, guilt, hatred, hope, humiliation, irritation, jealousy, joy, pride, relaxation, relief, sadness, shame, stress and surprise) sadness lasted the longest, whereas shame, surprise, fear, disgust, boredom, feeling touched, irritation and relief were the shortest-duration emotions.

Emotions that lasted longer were associated with more important event triggers, as well as more reflection about

the feelings and the consequences of the event that prompted the emotion. Anger, boredom and surprise are short lived, they last an average of 2 hours. Irritation needs 1,3 hours to recess, stress 3 hours and guilt 3,5 h.

While the study is very interesting, the sample size (233) was relatively small and was based on a relatively homogenous (similar) group of students.

Young students who are coming out of the emotional turmoil that is puberty, as well as facing exam stress, may be more likely to report feeling sad for longer periods than other groups. This means it is uncertain whether similar duration of different emotions would be seen in all other populations.

Source: <http://www.nhs.uk/news>

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ralistes européens (UEF) quand l'eurodéputé Jo Leinen en était le Président.

Il a rappelé que le Centre international de formation européenne existe depuis 60 ans (fondé en 1954 par des fédéralistes issus de l'UEF) parmi quelques centres fondés à la suite du Congrès de l'Europe à La Haye en 1948, avec une ambition proprement européenne. C'est un établissement privé d'enseignement supérieur et de recherche interdisciplinaire sur l'intégration européenne et les relations internationales. Il exerce son activité à partir de son siège de Nice et de ses bureaux à Berlin, Bruxelles et Istanbul.

Le CIFE est l'une des 6 institutions d'excellence à recevoir de l'Union européenne une subvention de fonctionnement dans le cadre des 'Activités Jean Monnet' (avec le Collège d'Europe à Bruges et Natolin, l'Institut universitaire européen à Florence, l'Institut européen d'administration publique à Maastricht 'EIPA', l'Académie de droit européen 'ERA' à Trèves, et une agence spécialisée à Odense au Danemark). Certains de ces établissements sont proprement européens, d'autres de nature intergouvernementale.

Le but originel du CIFE était de former des cadres fédéralistes militants. Aujourd'hui, devenu une institution – de droit français – habilitée à certifier des diplômes de niveau « Master », il offre toute une gamme de formations en études européennes. Depuis sa fondation environ 10.000 personnes ont reçu une formation par le CIFE (toutes formations confondues).

Le CIFE propose un programme d'études en trois langues FR/EN/DE ; l'anglais est devenu la langue commune de ses « Masters ».

Plus précisément, le CIFE propose des programmes de troisième cycle en études européennes et internationales:

- Depuis 1964, le Diplôme des Hautes Études Européennes et Internationales (Master in Advanced European and International Studies), programme trilingue avec des enseignements en français, allemand et anglais.
- Depuis 2005, le Master in Advanced European and International Studies, programme anglophone.

- Et depuis 2009, le Master online in EU Studies, (à distance).

Ces programmes, fortement interdisciplinaires, se font soit en une année académique (droits d'inscription : environ 8.500 euros), soit en deux ans pour l'enseignement à distance (en ligne) destiné aux jeunes professionnels qui souhaitent poursuivre leurs études à côté de leur travail et n'ont pas la disponibilité de suivre un cours « classique » à temps plein (droits d'inscription : 2 x 4.500 euros). Chaque promotion compte environ 30 étudiants.

Les diplômés du CIFE obtiennent deux titres :

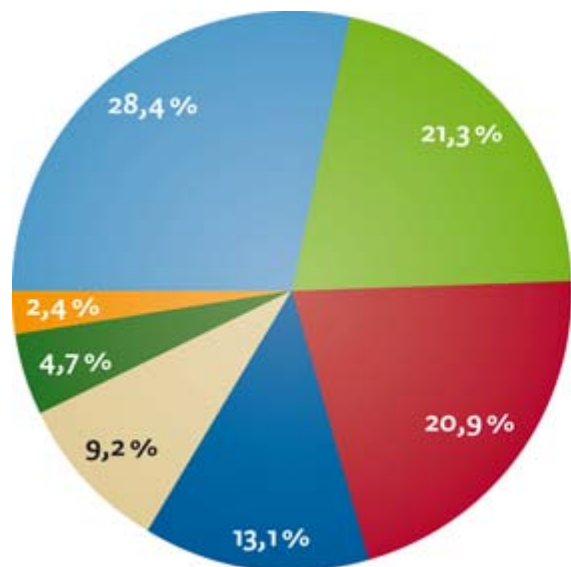
- Le Diplôme des Hautes Etudes Européennes et Internationales (DHEEI) délivré par le CIFE, sanctionnant la réussite de l'année académique et permettant d'obtenir 60 crédits ECTS du niveau Master.
- Le titre « Chargé de mission en organisations européennes et internationales ». Ce titre est reconnu par l'Etat français. Il est enregistré au Répertoire National des Certifications Professionnelles (RNCP) qui répertorie tous les diplômes et titres à finalité professionnelle reconnus par la France. Le titre est reconnu comme qualification du niveau I (niveau Master 2, Bac +5, correspondant au niveau 7 du Cadre Européen des Certifications - CEC).

Le profil de « Chargé de mission en organisations européennes et internationales » correspond en grande partie aux catégories d'emplois exercés par les diplômés du CIFE : hauts fonctionnaires au sein des institutions européennes, chargés de mission dans le cadre des Nations Unies, administrateurs, diplomates, consultants, chercheurs pour les « think tanks », lobbyistes et universitaires.

Le CIFE organise aussi, chaque année, des workshops et des « Universités d'été » dans 5 ou 6 pays, en français ou en anglais.

L'organisation est gérée par un conseil d'administration ; l'ex Vice-Premier-Ministre de Belgique et Président de la Banque européenne d'investissement (BEI), M. Philippe Maystadt, a été élu Président du CIFE, le 20 janvier 2015 à





Carrière professionnelle des diplômés du CIFE 2007-2012

- Organisations internationales et européennes
- Entreprises et banques
- Gouvernements et administrations nationales
- Recherche et enseignement
- Sociétés de conseil et groupes de pression
- Secteur humanitaire international/ONG
- Médias internationaux

Bruxelles. Il succède ainsi à Jean-Claude Juncker qui présidait le CIFE depuis 2005, mais aussi à d'anciens présidents de la Commission européenne comme Roy Jenkins, Jean Rey, Gaston Thorn, et des figures comme Emile Noël et Michel Albert.

Dans le cadre de ses projets européens d'avenir résolument dirigés vers l'international, le CIFE prépare, entre autres, un Master en études euro – méditerranéennes en collaboration avec des universités de la rive sud de la Méditerranée. Les grandes caractéristiques du CIFE restent le multilinguisme, la mobilité, la conception véritablement européenne, l'interdisciplinarité et la volonté de développer la vision globale dans tous ses programmes.

L'Education et la Formation : Quelques thèses

au nom du Centre International de Formation européenne (CIFE)
Par Hartmut Marhold, Directeur général du CIFE

(1) L'éducation a deux objectifs : préparer les jeunes au succès dans leur carrière professionnelle (l'aspect utilitaire de l'éducation) – leur montrer des potentiels et les aider à les réaliser pour se développer en tant que personnalité (personne) cultivée (aspect valeurs, valorisant), à leur épanouissement personnel. Il ne faut pas sacrifier l'un à l'autre, les deux sont légitimes en tant que tels. – Les deux aspects peuvent se marier dans un seul et même programme éducatif, poursuivant les deux objectifs à la fois. Il n'est pas nécessaire, même pas raisonnable, de séparer des programmes éducatifs visant la carrière professionnelle du développement des valeurs humaines de la personne.

(2) Parmi les composantes spécifiquement européennes d'une telle éducation, il y a en premier lieu la rencontre entre des femmes et hommes de différents pays. L'expérience interculturelle est cruciale pour l'Europe, continent de tant de variations d'un héritage culturel commun. En même temps, de telles expériences préparent des jeunes à un marché de travail transnational et accroissent ainsi sensiblement leurs chances de succès sur le plan professionnel.

(3) Il est aussi souhaitable que ces rencontres, comme éléments de programmes éducatifs, se fassent dans différents pays. La vision d'Europe, la perception de la réalité (géo-)

politique et sociale ne sont pas neutres et ne seront jamais totalement objectives et indépendantes du point de vue (au sens intellectuel comme physique !). Depuis le « sunbelt » méditerranéen, le regard (intellectuel) se tourne automatiquement vers l'espace méditerranéen, incluant l'Afrique arabe et noire – tandis que depuis Berlin ou Varsovie, le regard se tourne aussi automatiquement vers l'est, la Russie, l'Ukraine... La mobilité impliquée par une telle approche devient à la fois rémunératrice sur le plan professionnel et enrichissante sur le plan individuel.

(4) Interculturalité et mobilité sont complémentaires, donc, et incitent à un troisième élément spécifique pour l'Europe : le multilinguisme. Il n'y a pas d'autre continent avec autant de langues nationales différentes et de besoin de communication entre les nations. Certes, l'anglais sert de plus en plus comme langue de communication transnationale, mais l'ambition de la construction européenne est justement de constituer le cadre pour l'épanouissement de toutes les variations de sa culture, qui s'exprime notamment par la langue. Une éducation européenne doit donc attacher une valeur particulière au plurilinguisme. Encore sur ce plan, la capacité de parler plusieurs langues est en

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L'Education et la Formation : Quelques thèses

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même temps un facteur important pour la réussite professionnelle et un élément de culture personnelle.

(5) L'Europe joue de plus en plus un rôle dans le monde en voie de globalisation (mondialisation). Il est essentiel pour les européens de ne pas rester au sein de leurs préoccupations, mais de se définir par rapport aux autres parties du globe. Les programmes éducatifs européens doivent en tenir compte et offrir aux jeunes femmes et hommes européens l'occasion de rencontrer leurs semblables d'autres continents. En même temps, il faut éveiller la curiosité des jeunes d'autres continents sur l'Europe – d'autant plus que ce n'est plus du tout évident que l'Europe joue un rôle primordial dans la conscience des jeunes chinois, indiens, américains.

(6) Ces objectifs d'éducation spécifiquement européens doivent se traduire par des innovations sur le plan des méthodes d'éducation. Nous avons aujourd'hui des moyens de communication – et l'éducation est basée avant tout sur la communication – qui permettent de rendre l'éducation beaucoup plus vivante et indépendante de l'espace ; C'est notamment le cas de la didactique en ligne. Tenant compte de l'extension de l'espace qui entre en compte d'une éducation européenne, en Europe même et dans le monde, l'apprentissage en ligne est particulièrement adapté à l'éducation européenne. En même temps, la communication par internet ne pourra jamais se substituer à la rencontre humaine. Il faut donc que l'éducation européenne marie la didactique en ligne avec la présence humaine dans l'apprentissage (« blended learning »).

(7) Ces éléments interculturels ne doivent pas nous amener à croire que l'esprit européen se développe sans plus. Il faut aussi mettre un accent fort sur la connaissance de la construction européenne. L'Union européenne elle-même est un agent, un objet, un acteur mal connu par les européens, y inclus par les jeunes de tout niveau d'éducation. La construction européenne doit resurgir des programmes

éducatifs européens comme l'acteur principal de l'essor européen depuis la deuxième guerre mondiale. C'est grâce à la construction européenne que l'inter-culturalité, la mobilité, le multilinguisme, la coexistence « unie dans la diversité » est une réalité aujourd'hui. Il faut donc l'enseigner. (Même dans la « génération Erasmus » et malgré les bienfaits de ce programme d'échange, la conscience et la connaissance du rôle de la construction européenne est faible !)

(8) L'éducation universitaire traditionnelle est axée sur une approche sectorielle : les facultés divisent la réalité en disciplines scientifiques, tel que l'économie, la science politique, le droit. Or, la réalité est par nature transdisciplinaire. L'éducation européenne, visant l'employabilité des jeunes, doit s'orienter vers cette réalité dans sa complexité. Et elle doit aller même un pas plus loin : ce n'est pas seulement la connaissance, le savoir qui comptent – mais aussi le savoir-faire, les aptitudes pratiques. Des praticiens doivent compléter les corps professoraux dans l'éducation européenne, des exercices, des simulations proches de la réalité professionnelle. Là encore, les deux objectifs fondamentaux de l'éducation se rejoignent : la préparation à la réussite professionnelle et l'épanouissement de la personne.

(9) L'éducation européenne, dans un monde en voie de globalisation, doit sans doute contribuer à éviter l'exclusion sociale ; mais cette tâche est avant tout un devoir au niveau des Etats et des régions – ce sont eux qui ont les moyens et les compétences de toucher à la grande masse des jeunes. L'Europe a aussi besoin de jeunes qui auront eu une éducation d'excellence, des programmes académiques de toute première qualité. Evidemment, cette élite doit assumer sa responsabilité, vis à vis de la société toute entière, et notamment des moins favorisés. Mais il est indispensable pour l'Europe de contribuer à l'éducation de futurs cadres qui soient de premier choix sur le plan professionnel face à des tâches à l'échelle du monde entier. L'Europe s'est toujours distinguée par la soif d'apprendre de ses jeunes, par l'insatiable recherche d'innovations, par le désir d'aller plus loin dans la connaissance (et de son application pratique).

Le réseau des anciens des écoles européennes

Alumni Europae

Alumni Europae wants to unite and reunite former students, as well as parents, teachers and staff from all European Schools, by putting like-minded people in touch on a social and professional level.

<http://www.alumnieuropae.org/>

Une école internationale très Européenne : Eurécole

EURÉCOLE est une école internationale indépendante située à Paris., fondée en 1989 et installée au cœur du 16e arrondissement de Paris.

Elle revendique son adhésion aux standards académiques et culturels les plus exigeants.

Sur la base d'un projet pédagogique unique, novateur et ouvert sur le monde, fondé sur un équilibre «Sport / Art / Etudes», Eurécole offre à ses élèves le trilinguisme dès la maternelle (Français-Anglais-Espagnol ou Allemand), une pédagogie différenciée et un suivi individualisé favorisés par des classes à effectifs limités.

A la base, l'idée a été qu'après la chute du mur de Berlin et avec l'extension annoncée de l'Union européenne, il était urgent de prendre le problème des langues au sérieux, mais sans s'en tenir au seul anglais, contrairement à ce qui s'est fait dans la même période dans de nombreux pays européens et notamment en France où l'on s'est mis à concentrer l'offre d'enseignement linguistique de plus en plus autour de l'anglais.

D'où quelques principes généraux, dont le détail peut être retrouvé sur le site Internet de cette école :

- apprentissage de deux langues, anglais-allemand ou anglais espagnol, dès le plus jeune âge, c'est-à-dire dès la petite section de l'école maternelle.
- 45 mn d'enseignement par jour dans chaque langue. Il s'agit bien d'apprentissage et non de sensibilisation.
- certaines matières sont enseignées dans la langue (il s'agit donc d'utiliser la langue étrangère dans des matières non - linguistiques).
- enseignement par des enseignants professionnels natifs.
- enseignements dans les mêmes conditions que les enfants du pays de la langue (enseignement de l'allemand comme à des enfants qui apprennent l'allemand en Allemagne).
- accueil personnalisé pour tous les enfants qui intègrent l'école en cours de cursus.

Les enfants sortent trilingues avec le niveau A2* à la sortie du niveau élémentaire (CITE 1), et B1 à la fin du collège (CITE 2), ce qui correspond aux objectifs officiels de l'Éducation nationale pour le baccalauréat.

Un tel modèle pourrait inspirer d'autres établissements, et notamment l'enseignement public. L'école de sa longue expérience a tiré les enseignements suivants (qui sont familiers à nous parents d'élèves des Ecoles Européennes) :

- Le plurilinguisme à l'école, c'est possible.
- Il faut commencer jeune de préférence (seulement de

préférence).

- La fréquence d'exposition à la langue est un élément essentiel.
- L'enfant doit entendre la langue telle qu'elle pratiquée dans le pays.
- La langue ne doit pas être apprise comme un outil, comme on apprendrait le permis de conduire. Elle est porteuse de culture, et c'est grâce à cette caractéristique la plus fondamentale que l'enseignement de la langue et des langues vivantes, en commençant par la langue maternelle, sont profondément formatrices, et doivent être considérées comme un axe central de la formation des jeunes générations.

Que tous les jeunes apprennent au moins deux langues « étrangères », dès le plus jeune âge, en plus de la langue de scolarisation, c'est un objectif européen adopté au Conseil européen de Barcelone en mars 2002, il est rentré dans la loi française (article L-121-3, alinéa 1 du code de l'éducation) et vient d'être repris par l'UNESCO.

Trente-six nationalités sont représentées à EURÉCOLE. La découverte des cultures est au cœur du projet éducatif de l'établissement. Dans ce but, des cours à vocation culturelle et artistique s'ajoutent au programme de l'Éducation Nationale, eux-mêmes complétés par des excursions mensuelles. Dès le primaire, des voyages linguistiques sont organisés au Royaume-Uni, aux Etats-Unis et à travers toute l'Europe.

EURÉCOLE partage la devise de l'Union Européenne : « Unis dans la diversité ». Nous ne pouvons qu'encourager cet effort qui prouve que l'Éducation Européenne quand elle est disponible attire les parents et les élèves et qu'elle peut emprunter des voies similaires quoique non identiques, tout en restant efficace.

(* Selon la nomenclature du CECRL).



Enrolments in Brussels for the school year 2015-2016

The enrolments to the European Schools in Brussels for the school year 2015-2016 start on 12 February and will be divided in two phases. The first phase ends on 6 March. The details of the enrolment policy and the application form are now available on the INTRACOM.

What type of education?

European Schools provide a broad education of high quality, in a multilingual and multicultural environment, from nursery to secondary level.

They offer the national curriculum combined with an additional European part. It is a general academic schooling, neither professional nor technical. At the end of the secondary studies, the pupils sit the exam for the European Baccalaureate, recognised in all EU Member States on the same basis as diplomas from national schools.

What is the language of tuition?

The specificity of European Schools is to offer the opportunity of education in the mother tongue, or alternatively to have mother tongue lessons.

Indeed, European Schools are structured into language sections. Pupils attend language sections of their mother tongue or in their strongest language. They can thus be reintegrated in their national school system at any time.

A second language is taught from the first primary level, which is also later used for teaching some subjects.

Note: some pupils do not have their language section, if the number of pupils is too small to create a section ("students without a language section" or "SWALS"). They are enrolled in the French, English or German section of the school. They may receive learning support in the language of their section, in addition to extra classes in their mother tongue.

How to enrol my child?

Children of staff in the service of the European institutions, directly and continuously for a minimum period of 1 year, have a place in all European Schools, according to the enrolment policy established for each school year.

In Brussels

The enrolments to the European Schools in Brussels take place in phases. The first phase usually starts in mid-January preceding the start of the school year in question. Parents must send the application form with all the supporting documents to the school of their choice. Pupils are enrolled according to the existing language sections and the enrolment policy in force.

Please read the enrolment policy 2015-2016 carefully before filling in the application form.

The enrolment policy is established each year by the central enrolment authority (CEA) for Brussels Schools (presided by the Secretary-General and composed of: the European Commission, Directors of Brussels European Schools, parents and the host country). The policy is adopted by the Board of Governors. The CEA makes sure that the school population and the infrastructures are used in the best possible way. It publishes the enrolment policy and its guidelines each year in January preceding the start of the school year.

Other locations

The admissions' conditions are fixed at school's level. Find more detailed information on the European Schools' websites.

The European Schools system (ESS)

How are parents involved?

Parents play an important role in the life of the European Schools' community. The 14 associations of parents of students at the European Schools (APEEEs) are the official bodies in charge of cooperation between the parents and the schools.

The APEEEs collaborate as members of the Interparents association, who represent the parents in the meetings of the European Schools system (ESS).

In most European Schools, the APEEEs are also responsible for the organisation and management of the services provided to the pupils and their parents, such as the school transport, the canteen or the extra-curricular activities, and in some schools for the after-school child minding. Contact the parents' association of each school to learn more about the organisation of these services.

Who is responsible for the ESS?

The ESS is based on an intergovernmental agreement, as laid down in the Convention defining the Statute of the European Schools. The Board of Governors is the decision-making body in which all Member States, the Commission (on behalf of all EU Institutions), the parents' associations, the directors of the European Schools, the pupils and the schools' staff committee have a seat.

The Board of Governors is represented and supported by the Secretary-General of the European Schools and his office (OSGES).

(Continued on page 11)

Enrolments in Brussels for the school year 2015-2016

(Continued from page 10)

What is the role of the Commission and Unit HR.C.2 in charge of the ES?

Unit HR.C2 is in charge of the European Schools, its responsibilities are:

- **political:** participation in the Board of Governors of the European Schools (overall coordination and governance), establishment of guidelines on political and financial issues (school infrastructures, enrolment policy, cost-sharing, internal regulations, financial rules, etc.);
- **financial:** follow-up of the European Schools' budgets and accounts, preparation and follow-up of the payments (type I and II European Schools);
- **pedagogical:** decision-making process related to the pedagogical guidelines and regulations (integration of pupils with special educational needs, Schools' curriculum, studies' organisation and structure, European Baccalaureate, etc.).

The Commission represents the EU in all the administrative organs of the European Schools (e.g. the Joint Teaching and Budgetary Committees, the Central Enrolment Authority, the Administrative Boards of each School and the diverse working groups).

The Unit HR.C.2 coordinates the actions of the Commission to ensure the overall functioning and sustainability of the ESS. Finally, the Unit guarantees the sound financial management of the EU financial contribution (around 60% of the ES total budget - the rest being covered by the Member States and other income).

Contact details:

Unit HR.C.2 – European Schools

Tel.: 02/29.61.006

E-mail: hr-mail-c2@ec.europa.eu

Also on the website of the GUDEE

<http://gudee.eu>

A lot of information about the European Schools System

Entrepreneurship education: Road to success

Entrepreneurship education is given a significant role in supporting the main goals of the Europe 2020 strategy. Therefore, it is important to gather knowledge and evidence from across Europe and elsewhere that shows whether and how impact is achieved. In 2013 DG Enterprise and Industry commissioned ICF International to conduct a mapping exercise of examples of research on the impact of Entrepreneurial Education. The outcome of the mapping exercise is a report in which 91 studies from 23 countries have been identified.

The prevailing impression that emerged from the evidence collected is that entrepreneurship education works.

Students participating in entrepreneurship education are more likely to start their own business and their companies, tend to be more innovative and more successful than those led by persons without entrepreneurship education

backgrounds.

Entrepreneurship education alumni are at lower risk of being unemployed, and are more often in steady employment. Compared to their peers, they have better jobs and make more money.

The positive impact is not restricted to students and alumni. Besides impact on the individual, evidence from the examples reviewed for this study also shows impact on educational institutions, the economy and society.

More information:

(http://ec.europa.eu/growth/tools-data-bases/newsroom/cf/itemdetail.cfm?item_id=8056&lang=en&title=Entrepreneurship-Education%3A--A-road-to-success)

Study regarding the Reorganization of Secondary Studies

Following many questions from the parents of pupils in the European schools regarding the progress of the file on the Reorganization of the Secondary Studies in the European schools, we publish below the extended executive summary of the second part (“The Curriculum”) of the study ordered by the Board of Governors of the schools and which aims to evaluate possible consequences of the proposed reform. In this way, parents can form their opinion on the progress of this file. The document has already circulated extensively and cannot be considered as not being part of the public domain.

Commenting this document, “Education Européenne.” considers that while this text is interesting, its conclusions are open to question. If we can make a first critique, we can say that seemingly the study was made using as reference a European school (Culham School) which is not the most typical among the European Schools, and often the study compares its reality to UK standards. As a consequence, the results on some topics can be subject to questioning.

An example is the conclusion on mathematics, where the current levels are considered high (starting from S6) and the study makes the unusual suggestion to actually lower their level and, as well, the level of mathematics used for physics. Also it is proposed to have 2 levels of maths (4 and 6 periods) only, during the two last years in order to save money. (This compares to the 3 levels of maths currently available for the BAC). This conclusion is possibly justified when the specific European School is compared to some UK schools, but if it is followed can create problems.

It is well known that the pupils of the European Schools often need to follow extra tuition in mathematics and physics in order to compete in -for example – the demanding entrance competitions of the Belgian and French engineering schools or the medical studies in some countries. Lowering the level of mathematics is really an original idea in 2015, when across the entire world the tendency is clearly to seek higher levels of mathematics in schools.

Another point is the “reorganization” of the religion studies. The study is proposing (like the proposed reform) the strange “All religions together and ethics” teaching which seemingly intends to mix in one course most mainstream religions and ethics. There is at present no knowledge of the existence of such a course (a kind of “smoothie” of religions) in secondary school, in Europe or elsewhere. We wonder which teacher will be capable of teaching such a “mélange” without offending the already acquired religious sentiments of the pupils and their parents. If the schools

have no money to sustain a normal religion course like now, it is regrettable, but in this case it is better to say so frankly and envisage to drop “religion” altogether.

The conclusions regarding access to the universities are to some extent overstated and our view is – regarding the access to top universities and some types of studies – that the reality is less positive than presented. As an indication, we mention that last year (2013 - 14) from Brussels III (a much larger school than Culham) only one (1) pupil from the anglophone section was admitted for medical studies in the UK.

Independently of the above remarks, we invite the interested reader to make up his own mind, by reading the executive summary below.

External Evaluation of a Proposal for the Reorganization of Secondary Studies in the European School System

EXTENDED EXECUTIVE SUMMARY Second Report: The Curriculum

By Sandra Leaton Gray, David Scott, Didac Gutierrez-Peris, Peeter Mehisto, Norbert Pachler and Michael Reiss

This report has been written in response to the *Invitation to Tender: External Evaluation of a Proposal for Reorganisation of Secondary Studies in the European Schools for Secondary Years 4, 5, 6 and 7, ref: BSGEE/201401*. The interim report represents phase two of the project and anticipates the final report, in which there will be extensive consideration of all areas, including an in-depth and highly detailed evaluation of the reorganisation proposal. We have been asked in addition, to provide an extended executive summary. This is the second in a series of three reports. This report focuses on the curriculum, and in particular five dimensions:

1. The key competency of communication in the mother tongue.
2. The key competency of communication in foreign languages.
3. Mathematical competence, basic competences in science and technology, and the role of religious education.
4. Curriculum arrangements in the schools.
5. European schools and higher education access.

The suggestions we make for the proposed new curriculum are underpinned by three principles. The first is that

contrary to the minimalist curriculum proposed by the Board of Governors, each competency needs to be broken down into knowledge components, skills and dispositions. The second is that these curriculum standards (derived from the eight competencies) are not the same as pedagogic standards (those arrangements in schools we make to allow learning to take place, and this includes formative processes of assessment) or assessment/evaluative standards (how we evaluate whether those curriculum standards have been met at set points in time). What this means is that the foundations of any curriculum are those curriculum standards which the EU system of schooling has decided are the most appropriate forms of knowledge, skills and dispositions for learning in schools, and not teaching or assessment standards. Teaching, learning and assessment approaches are derived from these curriculum standards. It is therefore important that the curriculum standard is not compromised in any way by whether it can or cannot be used as a testable construct or teaching approach. And thirdly, these curriculum standards should be expressed at a level of comprehensibility so that teachers, parents and students are able to access them.

Communication in the Mother Tongue

The competency of communication in the mother tongue is fundamental to the education programme offered by the European Schools, and we suggest that it should have six dimensions: reading, writing, speaking and listening, multi-modality, knowledge about language and communication, and language and communication dispositions. All of these dimensions are interconnected and any reciprocity needs to be exploited in the teaching and learning programmes. Four general purposes for this competency can be identified:

1. Use language to communicate (in oral and written form) and to learn - Students should use language to interpret, understand and transform the world, acquiring knowledge that will allow them to continue learning throughout life. This is to communicate in an effective and emotionally sensitive way in different contexts and situations, enabling them to clearly express their feelings, ideas and opinions in an informed manner and supported by evidence, and enabling them to communicate with others, whilst respecting those views.

2. Identify the properties of the language in different communicative situations - This includes an awareness of the characteristics and meaning of texts, according to their type, the contexts in which they are used and those people to whom they are addressed. It also refers to the use of different reading modes, depending on the purpose of the text and the characteristics and particularities of the reader. In addition, it refers to the production of written texts that take into consideration context, recipient and intended purposes, and the use of different reading strategies.

3. Analyse information and use language for making decisions - The goal is for students to develop their capacity for analysis and critical assessment of information from different sources, in order to make informed decisions, in relation to the collective interests and norms in different contexts, and based on different sources of written and oral information.

4. Value the linguistic and cultural diversity of Europe and other nations - Students should recognise and appreciate the linguistic and cultural richness of Europe and its varieties, as well as other languages, as forms of identity; and in addition seek to employ the spoken and written language to interpret and explain various social, economic, cultural and political processes as part of the democratic culture and the exercise of citizenship.

We suggest that with regards to the eight key competencies, the EU Schools Working Group on the Reorganisation of the Secondary Studies should:

1. Clarify and extend the current minimalist curriculum, particularly in relation to the eight key competencies. These then become a set of curriculum standards.

2. Devise pedagogies and pedagogic standards from these curriculum standards, rather than conflating them.

3. Derive assessment standards, and in particular, the European Baccalaureate, from the curriculum standards, and avoid the problems with assessment-driven curricula.

4. All the above needs to be clear and comprehensible so that students, parents and teachers can readily understand them.

5. A key aspect of any reform needs to be pre-service and in-service training of teachers to deliver this new curriculum and its component parts.

6. The European Baccalaureate needs to be adjusted to fit with the new curricular arrangements, as well as university and college entry and study requirements.

Communication in Foreign Languages

The language policy of the European Schools has been discussed in the first of our reports, and in this new report we make a number of recommendations in this regard, which are developed and substantiated at length. Briefly, these are:

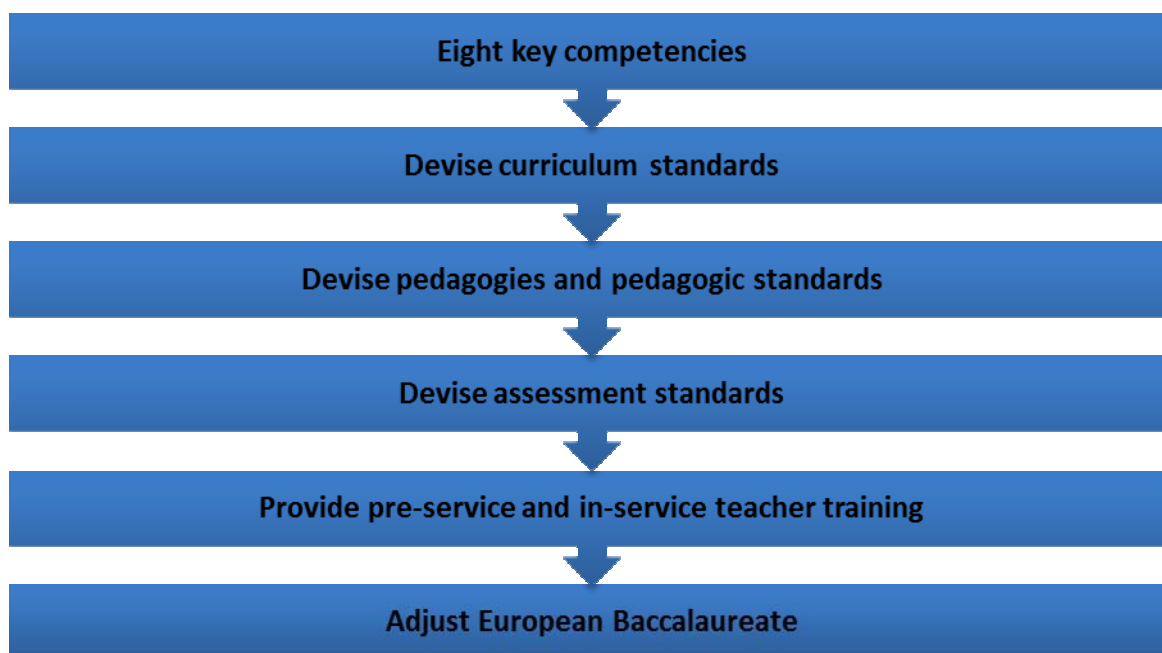
1. A language policy needs to be developed that explicitly fosters bilingualism, trilingualism and multilingualism, via a stakeholder inclusive process. This needs to cover the entire period from nursery education to school leaving age.

2. Language objectives need to be integrated into curriculum documents for all content subjects, regardless of whether these subjects are taught through the students' L1, L2 or L3.

(Continued on page 14)

Reorganization of Secondary Studies

Figure 1: Curriculum Development Process



(Continued from page 13)

3. Secondary level L2 language curricula need to be revised to ensure they integrate more substantive and meaningful content, including cultural content.

4. Assessment policies need to be revisited to make sure they support the language learning mission of the European Schools, in particular the use of formative assessment as a tool for language learning.

5. The quality of teaching and student learning needs to be moved to the top of the policy agenda in order to ensure that the multilingual and multicultural European Schools are primarily learning-powered institutions.

6. Adequate systems need to be securely in place to support language learners with additional needs with regards to the above.

Mathematics, Science and Religious Education Programmes

We have been asked to pay particular attention to the Mathematics, Science and Religious education programmes in the context of any curriculum changes, and we make a number of recommendations accordingly.

Mathematics

In order for a Mathematics curriculum to be successful, there needs to be a close relationship between what students are studying, and their understanding of its relevance. It is also important to ensure that different mathematical topics are carefully synchronised, with any interrelationships fully exploited. In turn, this needs to take ac-

count of what is known as ‘Big Ideas’ in Mathematics (Kuntze et al, 2011), and it needs to be designed to maximize mathematical knowledge across the population. Mathematical knowledge should:

- Have a high potential for developing conceptual knowledge;
- Have a high relevance for building knowledge about Mathematics as a science;
- Support communication and mathematics-related arguments;
- Encourage reflective processes of teachers.

These can be broken down further into seven key Mathematical domains at classroom level (Watson et al, 2013): relations between quantities and algebraic expressions, ratio and proportional reasoning, connecting measurement and decimals, spatial and geometrical reasoning, reasoning about data, reasoning about uncertainty, and functional relations between variables. These aspects of the curriculum should be carefully linked to issues of progression, special pathways for those requiring higher level Mathematics for future work or study, and the use of contexts and applications for Mathematics in real life.

The current European Schools Mathematics curriculum involves an extensive shift in demand between S4 and S5 and potentially goes well beyond what is normally required for students aged between 15-16. By the S6 Further Syllabus, Mathematics is approaching university level. Overall, the majority of students are unlikely to be able to progress satisfactorily through the syllabi as currently presented.

This is mitigated to a certain extent by the emphasis on what students should be able to do rather than simply providing a list of topics, although it would seem that the current examinations do not reward sufficiently the important skill of mathematical enquiry, for example.

We recommend, therefore, that:

1. The current mathematical demands made on all students should be reduced, in order to ensure that they correspond with later expectations of universities and colleges, and to ensure that as many students as possible achieve their potential in Mathematics rather than a large number effectively disengaging.
2. The S4 Standard course should be abandoned and the S4 Elementary course should be renamed as 'Standard'.
3. The S6 and S7 Elementary syllabi should be rewritten so they better assist students studying the sciences and other subjects where Mathematics is of value.
4. There is an increase in the use of context and explanations, particularly up to S5 and for the S6-S7 Elementary course.
5. The examination is redesigned to reward students who have developed skills of mathematical enquiry.

Science

At the core of our recommendations for the Science curriculum lies an emphasis on student learning. In terms of content, all too often science curricula are regarded as overloaded, with isolated topics and little emphasis on what might be called the 'big picture'. In this report we list ten ideas of science, and four about science, derived from Harlen et al. (2009), that we believe to be instrumental in developing an effective science curriculum, many of which are covered by the existing curriculum.

The current European Schools Science syllabi appear to be strong, particularly in the following respects:

- They cover the subjects well, including important topics as human evolution, including cultural evolution.
- There are explicit interdisciplinary links, for example with ICT, Mathematics and Geography.
- They include historical, ethical, cultural and technological influences.
- They include material on the nature of Science, for example scientific phenomena, facts, laws, definitions, concepts and theories.
- They go beyond the syllabus in places, ensuring that it is possible for students to get a sense of the 'big picture' without being required to overextend themselves.
- Finally, they suggest useful practical activities.

However despite these considerable strengths, there is a need for judicious updating, and we make a number of

related recommendations:

1. For S1-S5, concentrate on the 'big ideas' of science rather than excessive detail.
2. Update the curricula, especially for Physics, and reduce mathematical demands.
3. Ensure the curriculum does not make sudden jumps between years.
4. Consider presenting the curriculum in terms of learning standards rather than a list of topical material.
5. Be cautious about undertaking changes that might reduce the number of students studying all three Sciences: Physics, Chemistry and Biology.
6. Ensure that the examinations cover the full aims and content of the syllabi rather than just the material that is easiest to assess, particularly with regard to the nature of Science and the historical, social, ethical, cultural and technological influences on Science.
7. Consider removing choice from papers with structured questions.
8. Make a higher proportion of Physics examination marks available to candidates who do not have the highest level of mathematics.

Religious Education

In the report we discuss different views surrounding religious education and its role in a modern society. Possible aims include maintaining faith, introducing students to one or more religions, and introducing them to philosophical and ethical issues. We perceive great opportunities for the European Schools in terms of preparing students to deal with the role of religion within modern society, and we consider that this can be achieved without weakening the faith of those students who already belong to a particular faith, or converting those of no faith. We see the role of religion in the European Schools as facilitating understanding, clarifying values and promoting appropriate levels of tolerance.

With regard to this, we propose a number of ways forward, and these will also strengthen the education of students currently enrolled in the Non-Religious Ethics course:

1. Create a common core for religious education that builds on current common objectives shared by existing programmes (Catholicism, Protestantism, Islam, and Orthodox Religion).
2. This common core should include a more rigorous version of the present course of Non-Religious Ethics and should present humanism as positively as it portrays religion.
3. The new programme should require all students to study at least two religions, of which no more than one should be of the Christian denomination.

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Reorganization of Secondary Studies

(Continued from page 15)

4. The aim of the programme should be non-confessional.

Curriculum Arrangements in the Schools

It is our view that there is a variety of possible curriculum arrangements and that a successful solution to all the issues that we address in this report depends on sensible and coherent choices being made between the various options. A comprehensive and complete response to the document produced by INTERPARENTS ('INTERPARENTS Response and Guidance to the IOE Evaluators First Report') is forthcoming and will form a supplement to this Report. Meanwhile we note that curriculum arrangements as discussed in the INTERPARENTS document cannot be fully explicated and justified without a full and comprehensive underpinning in a theory of curriculum, i.e. what a curriculum is; what its various components are; and how these various components fit together. We have attempted to do this in the first Report and this second Report.

Curriculum Arrangements refer to the following:

- Subject areas in the EU Schools curriculum.
- Types of boundaries between those subject areas in the EU Schools Curriculum. [For example, Language, Literature, Mathematics, Physics, Biology, Chemistry, Foreign Language, Physical Education, History, Geography, Sociology, Art, Music and Drama is an example of strong boundaries between different subjects. An example of weak boundaries between different subjects is as follows: Language Studies, Science, Mathematics, Humanities, Arts, Physical Education and Foreign Languages. Ten models of curriculum integration can be identified and these range from strongly classified and strongly framed curricula, as in the first approach, to weakly classified and weakly framed networked approaches to curriculum planning, as in the second approach. Between the two extremes: traditional or fragmented and networked approaches, there are eight other points on the continuum: connected, nested, sequenced, shared, webbed, threaded, integrated and immersed.]
- The designation of compulsory areas of the curriculum which all students in the EU Schools system would be required to take, and the allocation to each of these areas a weekly timeframe, length of period, and in some cases different pedagogic mode, i.e. in Science theory-based and practical lessons may be distinguished.
- The designation of optional areas of the curriculum which all students in the EU Schools system would be required to take, and once again, the allocation to each of these areas of a weekly timeframe, length of period, and in some cases different pedagogic mode, i.e. in Science

theory-based and practical lessons may be distinguished.

- Decisions being made about streaming and setting processes as they relate to compulsory and optional areas of the EU Schools curriculum. This might mean that different streams or sets of students are created within each school; or a policy is adopted in the schools of mixed ability groupings throughout the timetable.
- Size of classes and pedagogic arrangements in relation to streaming and setting policies, compulsory and optional subjects, and strongly classified and framed curricula or weakly classified and weakly framed networked approaches to curriculum planning.
- The allocation of resources, including teacher resources, in relation to the curriculum issues set out above.
- Centralising and Decentralising arrangements within the EU School system, i.e. whether these decisions about the curriculum should apply to all parts of the system or that different types of schools within the system should be allowed to make these curriculum decisions by themselves. In other words, the decision that needs to be made is between curriculum uniformity within the system or diversity of provision within the system.
- The consequences of these types of decisions for the Schools; for example, there are implications of some of these decisions on the make-up of the Baccalaureate. There are also implications with regards to higher education access.

These issues will be addressed in this report and then revisited in the final report.

We believe there to be various assumptions and expectations embedded within the proposed reorganization of secondary studies, which are not supported by the available evidence. In this report we examine and discuss a number of issues relating to this. These include:

1. The scope for rationalization of courses in the secondary cycle.
2. The scope for aligning subject availability with student preferences.
3. Consistency of provision across the European Schools.
4. Adherence of provision to the eight key competencies.
5. Reduction in failure rates.

Consequently we make a number of recommendations:

1. We propose a system of subject pathways, which, combined with the judicious use of optional subjects, offer the scope for creating coherent and flexible courses of study for pupils whilst ensuring greater equity across the European Schools. It should be noted that the pathway system illustrated in this report is an early draft, and we anticipate

a great deal of discussion amongst stakeholders as it is refined into a workable and appropriate model. We urge readers to see this as a starting point for debate.

2. There should be a portfolio-based system of assessment that is useful in cases of transfer in and out of the European Schools system, in cases of family mobility, and in cases of pupil attainment that may vary across different subject areas at different times due to issues surrounding puberty, complex relocations, and family problems. This will help to reduce the number of students being forced to repeat years, something which the literature advises against.

3. There should be a review of group sizing in relation to language. There needs to be a clearer basis for determining which languages are taught, for which subjects, and for which reason, in order to determine the most efficient pedagogical approaches and use of resources.

4. There should be a reorganisation of religious education courses in order to rationalize group sizes. The philosophical and pedagogical basis for reorganizing religious education is dealt with elsewhere in this document, and we consider that if changes were to be made along these lines, there would be additional advantages in terms of rationalizing provision.

5. There needs to be a decomposition of hours and periods, so duration of tuition is no longer seen as a proxy for difficulty of subject, and consequently its status.

6. There should increasingly be a systematic use of vertical grouping for L1 tuition, where this is appropriate.

It is our view that there is a variety of possible curriculum arrangements and that a successful solution to all the issues that we address in this report depends on right choices being made between the various options.

European Schools and Higher Education Access

University admissions presents an ongoing area of concern for parents of pupils at the European Schools, despite the fact that member states are legally obliged to accept European School graduates on the same basis as those who have attended school in their home countries, as stated in Article 5 (2).

We have gathered a small amount of data in regard to this, and present it in the report. Although definitive and detailed destination data is relatively hard to come by and does not appear to be held centrally, approximately 50% of European Schools graduates apply to attend university in the UK, so we have used data from Cambridge University, categorized as an elite university in the UK, and Culham School, in order to give an indication of typical paths for part of the student body. Clearly this is not comprehensive data, but it should be seen as indicative and we see no reason to presume that it is particularly unrepresentative.

In terms of access to Cambridge University during 2013-2014, success rates are around 16.3% and are therefore lower than the overall average (22%), but higher than the typical success rates for students who have not studied at UK schools (13%). This would suggest that candidates from the European Schools were being accepted to Cambridge University at roughly the rate that would be expected, given the background and spread of nationalities concerned.

In terms of admission to other universities, including highly competitive courses, we note that during 2009-2013, two students from Culham School successfully applied to read medicine, in Munich and Prague respectively. Culham students also recently accessed 29 universities in mainland Europe as well as Trinity College Dublin in Ireland, and outside Europe they were successful in gaining admission to Dunedin in New Zealand, and US universities including Berkeley California, and MIT. Therefore in this regard, once again it would seem as though parents have no grounds for concern.

We further note that the UK Government recently issued explicit guidance on the European Baccalaureate to university admissions officers in the UK, which we see as a positive step towards ensuring smooth transitions to appropriate university courses for students at the European Schools, and we hope that other universities internationally will feel able to draw on this very useful material, which is freely available in the public domain.

In the third and final report, we will revisit a number of key issues:

- Curriculum Arrangements;
- Pedagogy across the curriculum;
- Skill and competency levels of the teaching workforce;
- The European Baccalaureate;
- Dropout rates;
- University admissions.

Summer School for S6-S7 European Schools students

The SCKCEN academy in MOL (Belgium) informs parents and students of the possibility to apply for a two week Summer School in Radio-biology organized in Mol, from August 10-August 21 2015. The summer school is targeting pupils entering next September in year 6 or 7 (minimum age is 16 years old, maximum 20) and having a strong interest in sciences, research, medicine or engineering.

Limitations: 20 participants. Deadline for application is

April 19. If interested please follow the link below :

http://academy.sckcen.be/en/Academic_courses/Calendar/Summer-school-in-radiation-biology-20150810-20150821-72dcf318e93fe411831100155d010700

Policy experimentation in school education sector

A new call for proposals has been published under the Erasmus+ programme – Key Action 3: Support for Policy - Prospective initiatives, with the title “Policy experimentation in school education sector”.

This call has as its primary purpose to encourage the relevant public authorities to submit proposals for testing innovative policy ideas and reforms in the area of recruitment, selection and induction of new teachers coming to the profession through alternative pathways.

Such new entrants could be graduates, mid-career professionals or unemployed people with no formal training in teaching that demonstrate a concrete interest to become teachers. There is a multitude of ways to enable flexible entry into the teaching profession, including – but not limited to – mid-career certification possibilities and short term intensive induction followed by on-the-job training

with mentoring support.

Public authorities responsible for education and training at the highest level in the relevant national or regional context, public or private organisations active in the fields of education and training, as well as public or private organisations carrying out activities linked to education and training in other socioeconomic sectors (e.g. chambers of commerce, cultural organisations, evaluation entities, research entities, etc.) are eligible to form transnational consortia and submit their pre-proposals until 20 March 2015. The maximum grant per project will be EUR 2.5 million.

More information: https://eacea.ec.europa.eu/erasmus-plus/funding/key-action-3-prospective-initiatives-policy-experimentation-in-school-education-sector-eacea-302014_en

Résultats du Bac européen

Pour les deux dernières années scolaires, l'école Européenne qui présente les meilleurs résultats au niveau de la moyenne globale des notes obtenues au BAC (81,35 et 81,62) est celle de Culham (près de la ville d'Oxford au Royaume Uni). Le nombre d'élèves qui ont présenté le BAC en 2014 était de 1789 (1066 élèves en 2001-2002, ce chiffre augmentant chaque année).

Le taux de réussite est assez stable depuis 2001 et tourne autour de 98%. Certains parents, habitués à des systèmes où le « BAC » ou son équivalent national est un exercice d'élimination, trouvent ce chiffre trop élevé et sous-entendent que le BAC EUR serait facile. La différence est que dans le système des écoles Européennes le BAC est avant tout un examen de connaissances et non un concours éliminatoire avec un « Numerus clausus ». La différence de niveau entre les élèves existe bien et s'exprime par la différence aux notes obtenues. Le BAC Européen n'est pas « facile », il suffit de comparer les sujets du BAC Européen aux sujets des examens de systèmes nationaux ou au

fameux BAC International pour être convaincu. Bien sûr si on compare le BAC Européen aux examens d'entrée aux « Grandes écoles » de la France alors là c'est différent, mais il faut comparer le comparable.

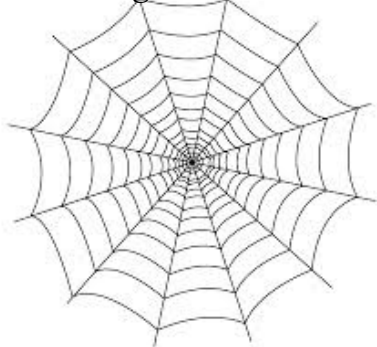
La matière la plus dure (celle où en moyenne on reçoit les notes les plus basses) semble être souvent la Chimie mais aussi les « Maths 3 heures » et « Maths 5 heures ». Les « Maths avancés » ont au contraire traditionnellement de très bonnes notes, probablement car les élèves qui les choisissent sont ceux qui aiment ce sujet.

Le rapport ne mentionne pas la gymnastique. Plein d'élèves et parents déplorent de mauvaises notes dans cette matière, qui baissent la moyenne générale et qui peuvent avoir des résultats négatifs pour l'accès aux universités. Il est en effet dommage ne pas réussir son admission dans telle ou telle Université car on n'a pas pu courir assez vite.

Rapport complet : <http://www.gudee.eu/DOC2013/2014-07-D-13-en-3.pdf> et son annexe : <http://www.gudee.eu/DOC2013/2014-07-D-13-ANNEX-en-3.pdf>

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