

CIEP *infos*

Centre international d'études pédagogiques

The CIEP and Europe

Europe: A natural framework and partnership area for CIEP activities

Since it was founded in 1945, the Centre International d'Études Pédagogiques (CIEP) has maintained a privileged relationship with European countries and with institutions working towards European integration such as the Council of Europe and the European Commission.

As coordinator of French Ministry of Education mobility programmes and French Ministry of Foreign and European Affairs programmes to support the teaching and distribution of the French language abroad, the CIEP has progressively become involved in programmes to promote multilingualism.

In addition, it has provided expertise to various European institutions, particularly in the field of language assessment.

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The evolution and progress of European programmes and the development of its own activities in the field of education have led the CIEP to become a leading institution conducting programmes in both European and non-European countries, in collaboration with various French and foreign partners. Examples of such programmes include the Tempus programme to promote the quality of

higher education in the Mediterranean region, the Eurosocal programme to promote social cohesion in Latin America, and the Leonardo and Equal programmes for the harmonisation of professional certifications.

More recently, the CIEP has been selected to host the ENIC/NARIC France centre. Europe is therefore at the centre of a large number of CIEP activities, including publications such as the *Revue internationale d'éducation de Sèvres*, documentation activities (at the CIEP documentary resource centre) and events devoted to higher education (such as the European symposium on educational journalism), organised in collaboration with its partners.



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OCTOBER 2008

French presidency of the European Union: European symposium on educational journalism

■ The CIEP is currently organising a symposium of European journalists specialised in educational issues. Promoted by the French presidency of the European Union and organised in partnership with the European Commission, the French Ministry of Foreign and European Affairs and the European Universities Association (EUA), the symposium will be held from November 26 to 29, 2008.

Entitled "European students and universities: academic programmes, experiences and points of convergence", the symposium will address the new challenges

confronting higher educational systems. It will gather approximately fifty educational journalists from European Union member states and partner

states (Norway, Iceland, Turkey), working in all types of media (written press, audiovisual media, internet, specialised or general press, local or national).

The objective is threefold: to allow participating journalists to develop their understanding of the challenges of higher education and communicate this information to the general public, to compare the profes-

sional practices of European educational journalists, and to present the educational and training programmes undertaken during the French presidency. The official closing session will be held within the framework of the Salon Européen de l'Éducation.

The symposium will include five workshops to allow exchanges of information between experts and journalists:

Universities: Can Europe compete with North America and Asia? ■ Do universities prepare students for the employment market? ■ The new European university landscape. ■ Universities accessible to all? ■ European students: academic careers and mobility. Two visits are also scheduled (Cit  Internationale Universitaire de Paris and Universit  Paris Diderot – Paris 7).





enic-naric.net
gateway to recognition of academic and professional qualifications



The ENIC/NARIC network: Supporting the recognition of academic qualifications and skills with a view to increasing professional mobility.

Mobility. ENIC/NARIC centres to support the recognition of academic qualifications and skills

Students wishing to move from one European country to another and pursue their studies in a foreign institution need to know the level of their diplomas, and professionals searching for a job in another country need to have their diplomas

Hosted at the CIEP, the ENIC/NARIC France centre is the national organisation responsible for the recognition of foreign diploma.

recognised by potential employers (in the case of unregulated professions) or be familiar with the procedures to be followed (in the case of regulated professions). The ENIC/NARIC centres were created to facilitate these tasks.

Hosted at the CIEP, the ENIC/NARIC France centre is the national organisation responsible for the recognition of foreign diplomas within the framework of European Commission, Council of Europe and UNESCO-CEPES initiatives.

The NARIC centres (National Academic Recognition Information Centres) were established in 1984 by the European Commission. They aim to: *“support the transparency and recognition of academic qualifications and skills, including those acquired through non-formal and informal learning, to provide information and guidance regarding mobility for learning purposes, and to promote cooperation in terms of quality assurance”*.

The ENIC centres (European National Information Centres) were founded in 1994 by the Council of Europe and UNESCO and aim to promote academic recognition and mobility. The ENIC/NARIC France centre handles requests from European countries as well as a large number of non-European countries (79 countries in total). European Union member states account for 37% of the requests.

Multilingualism. Projects to improve the quality and diversity of foreign language learning

For several years now, the CIEP has conducted projects to promote multilingualism in Europe, funded for the most part within the scope of requests for proposals or European programmes such as the Lifelong Learning Programme (LLP).

These projects target all those involved in foreign language teaching activities in the various member states, particularly foreign language policy decision makers, foreign language teachers and heads of foreign language teacher networks (academic supervisors,

heads of associations, etc.). The network of partners (which also includes the recipients of the results of programmes devoted to multilingualism) spans approximately thirty countries. Conducted under the aegis

Projects targeting a network of partners in approximately thirty countries.

of European authorities, these projects aim to improve the quality and diversity of foreign language teaching and the efficiency of foreign language teacher training programmes in Europe by promoting the distribution of good practices and policies, organising European seminars, setting up networks and

producing relevant studies. For example, the CIEP has carried out a study for the European Commission on the establishment of a European foreign language teacher network (REAL). Another project currently in progress aims to develop a guide for national decision makers for the establishment of foreign language teacher support centres (SAEL).



Mobility programmes for students and teachers

Foreign language teaching assistant exchange programme

The CIEP coordinates a bilateral exchange programme for foreign language teaching assistants on behalf of the French Ministry of Education and in collaboration with the Ministry of Foreign and European Affairs. French candidates are given the opportunity to stay in a foreign country for one year (sometimes two) and develop their linguistic and cultural proficiency. 21 countries participate in the programme, including 9 European countries. This experience also has a professionalising effect and provides an excellent preparation for teaching positions. Foreign language teaching assistants in France represent 53 different countries, including 10 European countries. A multilevel validation scheme began to be tested in a number of French universities this fall.

Partner countries in Europe

Germany, Austria, Spain, Ireland, Italy, Norway, Netherlands, Portugal, United Kingdom and German-speaking Switzerland.

Foreign language training sessions abroad for first and second level French teachers

These training sessions target language and non-language teachers accredited by the French Ministry of Education. Organised during the summer in foreign universities, their purpose is to improve the linguistic and cultural proficiency of language teachers. They concern eight languages: German, English, Arabic, Chinese, Spanish, Italian, Portuguese and Russian.



The TCF French language proficiency test: A reference model for exporting quality standards

■ Established as the reference test for all French universities in 2003 and progressively adopted by international organisations (UN, OECD, European Commission), the TCF has enabled the CIEP to export its expertise in the development of assessment tools. For example, the German national institute for quality standards in education (Institut zur Qualitätsentwicklung im Bildungswesen) has called on the CIEP to establish a database based on the TCF for assessing the French language proficiency of 15-year old students, and the Ukrainian Ministry of Education has requested the preparation of a French language proficiency test for secondary school graduates.

A DVD to comparatively illustrate the different CECRL levels in various languages

■ For the first time in Europe, oral presentations by 13 to 18 year olds have been evaluated in five languages (German, English, Spanish, French, Italian) according to the various levels of the Common European framework for languages (CECRL). With the cooperation of the Council of Europe's language policy division, the Goethe Institut, the Instituto Cervantes, the Cambridge ESOL centre and the Università per stranieri de Perugia, the CIEP has developed a DVD illustrating the various levels of the CECRL in a comparative manner. This DVD is a reference tool that can be used to view the foreign language proficiency abilities and objectives expected to be achieved in academic programmes. It can also be used for training purposes. Intended for national decision makers, teachers and students, the DVD will be accessible on the CIEP website.



Harmonisation. Member states will need to transpose their certification systems to a common reference framework.

Training and employment. Towards more transparent certifications

■ In 2008, the European Union adopted the European certification framework (CEC), to be implemented effectively in 2012. In order to ensure the comprehension of their certification systems, member states will need to transpose them to a common reference framework. The CEC should contribute to facilitating lifelong mobility, employability and access to training in Europe. The CIEP has implemented this strategy at a very early stage by participating in Leonardo da Vinci projects geared towards the establishment of professional European baselines for upper-

level technicians (for assistant manager and export assistant positions in small and medium-sized companies) and the professionalisation of training personnel (trainers, corporate tutors). The ongoing work for defining common learning experiences in line with the CEC provide the CIEP with opportunities to develop new European projects devoted to professional teaching, employment and certification transparency.

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Certifications. Expertise in the development of standards

■ Statutorily entrusted with assessing the French language proficiency of non-francophone publics, the CIEP has developed a set of certifications of French as a foreign language adapted for all publics and age segments and fully harmonised with the *Common European reference framework for languages*. The DELF and DALF certificates are the most sought after. They are recognised in all European Union countries and their extremely flexible implementation allows them to be associated with academic programmes to meet the most varied needs. For example, the DELF Scolaire certificate can be offered in excellence schools, bilingual schools,

regular schools or short or professional training courses. The DELF Prim certificate will soon be associated with French language learning programmes in primary schools. Already institutionalised in 14 EU countries, with 64,576 candidates in 2007 and a success rate of over 90%, the DELF Scolaire certificate has become the prime tool for motivating and assessing French language learning performance in compliance with both the common and specific requirements of the various European educational systems. At the same time, the CIEP has developed partnerships with the

Council of Europe and the European Commission, as well as with language assessment and psychometric research associations.

It has thus become a reference institution highly sought after for its expertise in the implementation of quality control approaches for design processes, the development and operational management

of language proficiency tests and diplomas, and the auditing of existing diplomas at the request of foreign ministries in charge of education. For example, in 2008, the CIEP audited German, Bulgarian, Catalan and Portuguese diplomas.

A key ability of the CIEP: Expertise in language assessment and psychometric research.

N° 47 Teaching languages, a challenge for Europe

In Europe, the knowledge of several languages has become a widespread requirement, particularly for youths and in both everyday and professional situations. Considered since 1958 as essential foundations of the European Union, the respect for linguistic diversity and the promotion of multilingualism have been continuously addressed through initiatives aiming to reinforce and improve the teaching of foreign languages in Europe. Today, these concerns clearly exert an increasing influence on the policies of member states, making the teaching of foreign languages in Europe a particular and perhaps pioneering case. This issue attempts to address these evolutions by presenting the most recent political analyses and initiatives at the supranational level, as well as examples of innovative or significant practices in certain countries such as Germany, Bulgaria, Finland, France and Portugal.



To be ordered from the editor (Editions Didier).
Price: 13.90 €

The latest issue of the Revue internationale d'éducation de Sèvres (n° 48) was published in October 2008.

Europe seen from outside. Prism and mirror

The European Union is the leading donor of assistance in the world. Through the programmes funded in non-European countries, whether in Latin America or the Mediterranean region, the European Union contributes to the mobili-

sation of expertise and know-how used not only for methodological transfers but also to ensure exchanges and feedback of experience between European countries and recipient countries, and between recipient countries themselves. Examples

include the Eurosocal programme (for which the CIEP coordinates educational aspects), the creation of the MERIC network, and various harmonisation programmes in non-European countries.

The European Union and Latin America: An ongoing dialogue to improve social cohesion

In Europe, social cohesion is considered as the historical building block of our modern societies. The public solidarity policies implemented have contributed to the adherence to common societal goals and encouraged active citizenship as a key element of democracy and social justice. This desire to establish an ongoing dialogue between the European Union and Latin America with a view to fighting poverty, inequality and social exclusion has led the European Commission to implement the Eurosocal programme. The objective of this programme is to



improve social cohesion in Latin America through exchanges between public administrations of EU and Latin American countries in the justice, health, educational, tax administration and employment sectors. Since its implementation in 2006, the Eurosocal programme has contributed to putting this concept on the political agendas of Latin America countries. More concretely, it aims to support ongoing reforms through the implementation of technical assistance or prototype projects. In the educational sector, a consortium coordinated by the CIEP

has fostered an ongoing dialogue between the European Union and Latin America and between 15 Latin American countries, leading to the establishment of regional and intergovernmental

research programmes on issues such as education in rural environments, training of technical teachers and education in prisons. The implementation of new intersectorial

work programmes on issues such as public policy funding and social protection is essential so as to ensure a more global approach to the problems considered.

International. Towards a harmonisation of academic recognition networks

The 15th joint meeting of the ENIC and NARIC networks, held in Malta on June 16 and 17, 2008 and chaired by the French ENIC/NARIC centre, has led to the creation of a workgroup on the international dimension of these networks. The purpose of this workgroup is to determine the requirements encountered

by ENIC/NARIC centres when handling diplomas originating from countries not belonging to the two networks. It appears that many ENIC/NARIC centres handle diplomas originating from the following countries: China, India, Iraq, Pakistan, Philippines, Lebanon, Nigeria, Syria, Venezuela and Argentina, none

of which belong to the ENIC/NARIC network. The workgroup will contact the presidents of other regional UNESCO conventions so as to consider closer cooperation and facilitate the full recognition of foreign diplomas with a view to ensuring harmonisation on a global scale.