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Cluster Key Competences – Curriculum reform

'The supporting system for curricular reform'

**Peer Learning Activity on Key Competences for lifelong learning: Hungary – 17, 18
and 19 September 2007**

Report (final)

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EXECUTIVE SUMMARY

‘The supporting system for curricular reform’

Background

The Cluster on Key competences and curriculum reform organised Peer Learning Activity (“PLA”) in Hungary that took place over 3 days in September 2007 and involved representatives from ten countries participating in the Education and Training 2010 work programme (AT, BG, CY, CZ, ES, GR, HR, HU, LT, UK). The overall aims of the PLA were to: move forward considerations on key competences implementation; provide an opportunity for participants to learn what should be done at the various levels; to consider how to put together a suitable framework in their own country.

The specific objective of the PLA was to examine how curricular reform and new approaches to teachers' initial education promote the development of key competences in the Hungarian context; how the various policy measures reinforce or hinder the implementation of curricula and key competences in particular and; how student assessment and school evaluation support the development of key competences.

The introduction of key competences for lifelong learning is regarded as a high priority in Hungary in the context of societal and labour market changes and globalisation - and the accountability in education in this new context. The participation in EU education policy developments and programmes and other 'international networks and policy communities has helped in translating the national Lifelong Learning Strategy firstly into specific policy measures at the level of teachers, schools and learners – and in adult and vocational education - that leads to renewal of teaching methodologies and the introduction of competence-based pedagogical programmes. The European Structural Funds, the Soros Foundation have funded a number of these development programmes that are locally implemented as from 1996.

The Hungarian reform towards a competence-based approach

1. Curriculum and system change

The recent revisions of the National Core Curriculum in 2003 and 2006 were both moving towards a competence-based approach and focussed on 'learning' and pupils' activities rather than 'teaching'. Moreover, it aimed at strike a balance between cognitive and affective areas. A ‘competence-based’ national assessment system for pupils was introduced in 2001, followed by a school level quality assurance system in 2002 (the results of which are published). A new secondary school leaving examination was implemented in 2005. New systems of both in-service training and initial teacher training were introduced in 1997.

The Hungarian approach has been to reform in parallel all elements of the education system that are affected by a paradigm change from knowledge to competences. However, in any context such reform can be complex; in Hungary there is a huge variety of legislation; both top-down and bottom-up developments. The fact that local governments are responsible for education has increased the complexity of implementation. Growing importance has been attached to ‘measurable indicators’ – in terms of both ‘improving the policy process’ and as a ‘tool for feedback and peer control’. Due the development of support systems, a gradual spreading of changes in pedagogical practices has taken place. The aim of the first National Development Plan

(2004-06) was to integrate the various measures taken/underway into a (more) comprehensive approach.

The challenge in Hungarian educational policy has been, like with any country reforming their system, to find an overall consistency of approach and also effective models of implementation. There are problems with the sustainability of developments. Moreover, as new policies were often initiated by external agencies, the challenge has been to use the 'huge hidden knowledge' amongst these important key actors who are not effectively involved in the policy making process and how to support the change in relation to *competence based teaching and learning practice*.

2. Teachers' education and professional development

In order to help implement the competences based curriculum, substantial work has been done to reform teacher initial education accordingly. The concept and programme of the Teacher Training Centre, University of Pannonia – Veszprem, that was introduced, concentrates on the development of effective classroom practice and of the teacher's personality in relation to managing learning and relating this to students and their needs. This involves developing: self-knowledge; problem-solving skills; self-reflection; simulation of real learning situations. This approach demands a new attitude to teaching: with the emphasis changing from knowledge-based teaching to developing process and practice. Pre-determined standards of teacher training have to be realisable in practice; school practice will play an increasing part in the process of training, so *closer co-operation is needed between training institutes and practice schools*.

A management development programme (Hunsem) has been developed to enhance school leadership that in turn helps schools to become more learner-centred.

3. Supporting schools

In order to support schools' change, a national institution ('Sulinova') develops competence-based, student-focused material for teachers. A Device for Guided Teaching and Learning has been prepared for 'traditional' subjects such as reading comprehension; mother tongue and foreign languages, mathematic and logics but also for developing transversal competences such as social and environmental competence, and career building. The activities suggested are based on: co-operation and teamwork; creativity; problem-solving strategies; activity based teaching methods - with an acceptable amount of factual knowledge.

In order to support teachers' awareness of their own strengths and areas to develop, PLA participants were introduced to the RDA (Role Diagrammatic Approach) - an integrated model for human resource development. A pilot project is in progress, with the aim of helping teachers/school managers develop the necessary skills and aptitudes for implementing a competence-based curriculum.

Participants' conclusions from the PLA

Policy level

- The strength of the Hungarian approach is that it works in all relevant areas at the same time and takes a full use of international cooperation (the EU and other);

moreover it is indeed based on the idea that effective policy making must be a 'learning process'. The Lifelong Learning Strategy and the National Development Plan together with national indicators that guide the change of which local governments are eventually responsible.

- The Hungarian approach has a clear vision shared by stakeholders; their strong commitment in working hard to make key competences work; the availability of materials to help in their work.
- As in any decentralised system, the interrelation between autonomy and accountability in order to ensure quality and manage change efficiently was seen a challenge. Hungary has invested in networking between stakeholders, innovators and teachers which is of vital importance in promoting the implementation of a key competences approach and requires constant attention and 'fine tuning'.
- Implementation of the competence-based curriculum is not valuable without competence-based evaluation of student achievements and support for teachers/schools in terms of material and guidance. It is vital to organise this at national level to support policy.
- Challenges to the Hungarian educational system include: the interrelation between autonomy and accountability; instigating research-based policy initiatives on quality assurance, change management, teaching practice, students' active participation in learning.
- An emphasis should be placed on the achievement of a contextually embedded balance between theory, research and practice.

Governance level

- There are developments of new models of competence-based pre-service and in-service teacher training that truly support curriculum reform and implementation. As is any other country, the challenge is to mainstream good practice in order to ensure quality education for all.
- Teachers should be trained to be more aware of their contribution within a rational Change Management Strategy.

Delivery level

- For efficient delivery, the Hungarian approach is four-fold. First, the competence-based initial teacher training programme (e.g. at the University of Pannonia) and the teaching programmes based on key competence practice with student teachers in schools constituted very good practice. Practice is probably the key factor in enhancing the contribution of initial teacher training to fostering and monitoring key competences.
- Second, the dissemination of materials by a national institution (Sulinova) for teachers and schools in relation to key competences approaches is very helpful – in particular as this covers both widening the scope of 'traditional subject areas' and the development of transversal competences aiming at enhancing lifelong learning;

- Third, co-operative learning activities and participatory forms of teaching are substantially related to competence-based approaches to teaching and learning. However, this requires a whole school approach, which in turn calls for new approaches to school leadership. Again, this was addressed in Hungary by the development for a leadership training programme (Hunsem).
- Fourth, in changing the paradigm from teaching to learning, student assessment is of crucial importance. In Hungary, the exams aim to measure knowledge and skills in 'real life situations' and to provide schools with data on their own performance. However, measuring key competences is a challenging task, and requires more work by the Cluster.

1 INTRODUCTION – ‘THE SUPPORTING SYSTEM FOR CURRICULAR REFORM’

1.1 The Hungary Peer Learning Activity

The Cluster on Key Competences – curriculum reform, currently focuses on cross-curricular key competences and in particular:

- how they are best included in curricula and implemented;
- their status in evaluation systems;
- their role in promoting educational excellence; and
- the way in which the implementation of key competences might best be assessed and measured.

Furthermore, it examines which policies are likely to be most successful in respect of the implementation of key competences for lifelong learning.

The first Peer Learning Activity (“PLA”) of the Cluster in January 2007 in Flanders included an examination of the policy process in relation to cross-curricular objectives in Flanders: how they are developed, formulated and supported; the status of key competences in the curriculum, how stakeholders are involved; what main factors affect their implementation as well as evaluation-related issues. A particular priority was to consider the key competence ‘Learning to Learn’.

The Hungary Peer Learning Activity took place over 3 days in September 2007 and involved representatives from ten countries participating in the Education and Training 2010 work programme (AT, BG, CY, CZ, ES, GR, HR, HU, LT, UK).

This note is designed to provide PLA participants and members of the Cluster Group on Key Competences with a summary overview of the discussions and to set out emerging policy issues raised during the PLA that will need to be discussed in detail in Cluster meetings and also in subsequent PLAs. Examples of effective practices discussed or presented as part of the PLA are set out wherever these are policy-relevant.

The overall aims of the PLA were:

- to move forward considerations on key competences implementation;
- to provide an opportunity for participants to learn what should be done at the various levels;
- to consider how to put together a suitable framework in their own country.

The specific objectives of the Hungary PLA were:

- Examining how curricular reform promotes the development of key competences in Hungarian public education, mainly in the school curriculum and textbooks, and how the various policy items reinforce or hinder each other, what synergies manifest between them;

- Studying the policy development measures on key competences and curricula and assessment;
- Discussing how assessment and evaluation support the development of key competences at school level and at the level of national policy.

Each day of the PLA focused on a central theme:

Day 1 - Policy Development

Day 2 - Policy Implementation (Teacher Education)

Day 3 - Policy Implementation (Public Education)

2 EDUCATIONAL POLICY DEVELOPMENT: THE HUNGARIAN CONTEXT

This section summarises the presentations by the Hungarian host organisations as the attached programme indicates.

2.1 Reforms in the context of international developments

The introduction of key competences for lifelong learning is regarded as a high priority in Hungary, given the following factors: the changing nature of knowledge in a globalised society; the need to adapt Hungarian society to the changing needs of the labour market in a free market context; the need for accountability in education. Alongside the notion of developing students' key competences, there is a particular emphasis on the need for creative uses of ICT in learning – as a tool for engendering self-motivated lifelong learning – and on the crucial role of facility in modern foreign languages and skills in communication.

The Hungarian government is looking for a genuine transformation of the national education system, a renewal of teaching methodologies and the introduction of competence-based pedagogical programmes. The crucial process is – as elsewhere – the translation of the national Lifelong Learning Strategy firstly into specific policy measures and then into implementation at the level of teachers, schools and learners – and in adult and vocational education.

2.2 Key features of the Hungarian societal context:

A number of key features can be discerned, including:

- The transition of Hungary to a fully developed market economy and pluralist democratic society
- The need to rebalance the state budget in the context of slowing economic growth
- A split economy – with the international sector much more active and better trained than the national sector
- Low labour market activity

- The availability of significant resources for development (through EU sectoral policy)
- Demographic decline
- Social integration problems – especially as regards the Roma population

The implementation of the policy is characterised with a strong element of decentralisation – 1800 local government systems are responsible for the organisation of education.

2.3 Effects of EU policies

Accession to the EU and participation in EU education policy developments and programmes have tended to bring: opportunities for observation of other models; moves towards compatibility of systems; incentives to learn, adapt and alter beliefs and expectations. Above all, there had been a greatly increased access to 'international networks and policy communities providing forums for interaction 'The Lisbon agenda had brought about 'a deeper and more efficient coordination of national policies.' There was certainly a growing importance attached to 'measurable indicators' – in terms of both 'improving the policy process' and as a 'tool for feedback and peer control'. Understanding, developing and using indicators, however, was a complex, high risk and politically sensitive professional activity. There was also on occasion a lack of analytical capacity and often no systematic use of international knowledge.

The availability of EU funding had brought:

- Strict methodology (cross-sectoral planning)
- External control
- Indicators, accountability (benchmarks)
- The first National Development Plan: leading to a much more integrated approach
- Strong partnership structures as an obligatory feature of development planning
- Significant “allocated” resources.

2.4 Recent Educational reforms

There has been a decade of debate on all aspects of educational reform and very significant changes have been made in the structure and governance of education, as summarised below:

The previous system of state inspection was abolished in 1986. A national system of 'Expert' independent inspection was introduced in 1993. The National Core Curriculum was introduced in 1999. Optional elements were introduced however in 2002 and the National Core Curriculum was revised in 2003 and again in 2006. A 'competence-based' national assessment system for pupils was instituted in 2001. A school level quality assurance system – based largely on a model imported from business practice – was introduced in 2002. This produces a 'standard competence measurement' for schools – and results of this are published. A new secondary school leaving examination was implemented in 2005.

New systems of both in-service training and initial teacher training were introduced in 1997. Within this context, it is important to note: the significance of European Structural Funds in relation to training educational staff; the provision of significant funding by the Soros Foundation; the presence of private providers of in-service training; the provision of large national development programmes (locally financed) from 1996. There had also been a re-organisation of national support services in 2006/07.

Overall characteristics of the educational system

The system could be said to be characterised by:

- Increasing complexity – there is a huge variety of legislation
- Both top-down and bottom-up developments
- A gradual spreading of changes in pedagogical practices
- The key role of development and support systems
- Reform fatigue.

2.5 Curriculum reform

Educational Policy Development: Competence-based approaches

Participants were given an introduction to the role of The National Institute for Educational Research and Development (OFI - NIERD) – and explanations of the operation of the Competence-based Content Regulation System in Hungary and the Requirements of the Secondary School Leaving Examination. The crucial processes in relation to the development of a competence-based curriculum were to move from ‘Research into Practice’ and from the Theoretical to the Practical.

Curricular balance and teaching and learning practice

It was acknowledged that a balance had to be struck between national priorities and local developments and improvements. In terms of curriculum, there needed also to be balance between content, knowledge and skills – and also between cognitive and affective areas. The 2003 National Core Curriculum had for the first time adopted a competency-based approach, with a focus on pupils’ activities – rather than a teacher-centred curriculum.

Educational packages were available to support teachers in implementing a more student-focused approach – but the key question was ‘What happens in relation to teaching and learning practice?’ Research into brain activity, motivation and learning suggests that an interdisciplinary approach is most effective – but this not the prevailing mode of delivery in any country, especially in secondary education. The revised Secondary School Leaving Examination aims to base examination tasks on ‘everyday situations’ and ‘exercises mapping various competences’. However, measuring all aspects of competences is a complex task to which the Cluster may focus in more detail in the future.

Research into classroom practice with a small group of pilot schools working with OKI suggested that pressure on teachers is certainly present whilst the necessary support to

implement a competency based approach was considered by some teachers to be largely lacking. There were also conflicts between the traditional aims of teaching and the aims of a competency-based approach, which needed to be resolved.

It was stated that practitioners needed:

- Trust in their professionalism
- Support in the debate over educational values within broader society
- School-based (not as at present individualised) continuing professional development, with a focus on training for competence in classroom practice, not passive reception of lectures.

2.6 The Competency Assessment System in Hungary

The system of National Assessment of Basic Competencies (ABC) in Hungary was explained to participants. The aims of the National ABC are to:

- Create and evolve the assessment and evaluation practices of the schools, create national framework and standards for assessment;
- Introduce the assessment methodology and the competency-based achievement tests to teachers and pedagogues,
- Provide schools with wide range of data and tools that enable them to objectively analyze their own performance,
- Provide school management with data that is reliably comparable with the national and regional performance data.

The National ABC is designed to investigate: to what extent students have the necessary skills to ensure their continuous development; how well they deal with real life problems and situations. The assessment seeks to focus on actual everyday situations and problems, including common tasks known from ordinary events. School reports show the local practitioners the pedagogical added value and development in comparison to previous years, including student performance.

The assessment is implemented by means of the completion over a three-hour period by students of questions within a booklet, consisting of two reading and two mathematics blocks. This is administered at Grades 6, 8 and 10 (ages 12, 14 and 16). Questionnaires are also completed by the school and by the students. Every student is included in the populations assessed. Central analyses are carried out on a representative sample of responses from each school.

3 POLICY IMPLEMENTATION (TEACHER EDUCATION)

The introduction of the supporting system of curriculum reform in teacher education and in-service teacher training was the focus of visits to the University of Pannonia in Pápa and Veszprém.

3.1 How to Develop a Competence-Based Initial Teacher Education System

It was suggested that the idea of competence-based training and teaching is not a new concept in education - but that it has not yet been attained. Realizing this idea demands a new attitude to teaching: with the emphasis changing from knowledge-based teaching to developing process and practice.

Possible motivating factors for teacher trainers to adopt a competence-based approach might include:

- The declining performance of Hungarian pupils in international measurements such as the PISA tests (but this might reinforce a more traditional approach instead);
- Increasing prevalence of 'competence-based measuring' in public education
- Dissatisfaction with the efficiency of present-day teacher training.

Delivering a long list of 'competences' can be problematic for teachers and schools with a different educational philosophy. On the one hand the list is too detailed, too idealistic, on the other hand it is incomplete. Does it imply too mechanistic an approach? The educator is in the focus of training instead of the subject teacher. It is a very important new approach, but it can be realized with the approval of subject specialists only – if the assumption is that teaching in schools will continue to be dominated by 'subjects' and subject specialists.

During their initial training period, prospective teachers participating in competence-based teacher training have to:

- Develop their educational philosophy;
- Become adaptable to the different needs of pupils;
- Learn how to co-operate other educational specialists and with parents;
- Learn how to take part in the innovation process, develop a stimulating curriculum with an appropriate methodology for empowering learners.
- Two essential factors in relation to developments in this field are that:
- Pre-determined standards of teacher training have to be realisable in practice.
- School practice will play an increasing part in the process of training, so closer co-operation is needed between training institutes and practice schools.

3.2 The concept and programme of the Teacher Training Centre, University of Pannonia - Veszprém

The programme concentrates on the development of effective classroom practice and of the teacher's personality in relation to managing learning and relating this to students and their needs. This involves developing: self-knowledge; problem-solving skills; self-reflection; simulation of real learning situations. There is substantial use of videoing of lessons and analysis of teaching and learning experiences and methodologies.

PLA participants took part in a series of very stimulating learning experiences themselves, together with students and course leaders from the Teacher Training Programme – and viewed a series of posters created by the students to illustrate their work in the programme.

Strengths of the programme	
Development of competences in relation to knowledge, attitudes, abilities	Inclusive education
Lifelong learning – a positive motivation to learn	Development of meta-cognitive skills
Teaching – integration of different knowledges into teaching practices	Creative work
Autonomous learning - ability to decide; to recognize learning	Social competences
Students can use their personal competences in the building of their career efficiently	E-learning

Students' opinions of the programme:

<p>It's a good feeling to learn from each other and to see how you can solve the problems in a creative way.'</p> <p>'My biggest experience was to learn not to say comments but to take part in the situation and to find the right answer - it was very difficult'</p> <p>'For me this training was like a fitting room. I put on my imaginary roles and I could experience which one suited me and which one did not and where it required to be amended so as to feel more comfortable in it.'</p> <p>'The camera helps me to experience that I can see much less in the classroom than what could be seen.'</p>
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3.3 An introduction to the work of VTAD, the Value Transmitting and Ability Development Programme

This approach is based on the development of skills of meta-cognition and independent research in young children, allowing them to understand their own learning processes and take control of their learning. Extensive research has been carried out over the past thirty years. A cohort of practitioner schools is involved in the work – and there are also researchers and practitioner schools in Japan, Australia, New Zealand and Russia.

The concept involves the enrichment of European pedagogical culture with a new element involving a scientific approach to pedagogy. ‘This means that children from as young as nine years old ... are able to conduct scientific research in their broader or narrow environment with correct knowledge of research methodology with the help of teachers and parents, yet independently.’

This has been seen as a controversial approach in the Hungarian context, but the elaboration of the eight key competences by the European Commission has given the movement new impetus and helped it to survive.

‘In this historic moment, the key competencies described in Brussels in December, 2006 meant survival for the VTAD-programme and for the pedagogical elite it meant the recognition that the VTAD-programme of Zsolnai and the other programmes developing abilities and skills and the published 8 key competencies “show a vast number of similarities”.’

A leadership training programme at Master’s level for educational leaders in Hungary

PLA Participants were introduced to the work on HUNSEM, which provides this programme.

HUNSEM’s mission is to: contribute to improving the effectiveness and quality of education through leader training and leadership development; to enforce European integration efforts through international professional cooperation; to promote the integration of international innovation experiences as well as international and national research results into national education leadership; to assist in the development of a learning-centred education

HUNSEM has developed a complex evaluation system, which is designed to evaluate: the participants in the programme; the teachers involved; the organisation itself together with the effects of participation in the programme on an ongoing basis. It provides international accreditation for participants. HUNSEM defines the fundamental issues of leadership development as follows:

- Do school leaders have an effect on the process of teaching and learning, on the school’s achievements and in general on schooling?
- Does the school become learner/learning centred?
- Do teachers accept this paradigm?
- Does the intelligence necessary for this paradigm develop?

- If leaders have an effect on schooling, how and with what do they contribute to better schooling (the creation of a school that develops key competences successfully)?
- If we can define the characteristic features of the successful leader, what can be done for their development?

4 POLICY IMPLEMENTATION (PUBLIC EDUCATION): FROM POLICY TO CLASSROOM PRACTICE

4.1 The Development of Competence Based Teaching Programmes: a Basis for Lifelong Learning (2004-2008)

A presentation was made of the above project, which is managed by Sulinova (institution responsible for the coordination of educational development activities, Hungarian National Development Programme 2004-2006). The challenge of the project consisted in the development of:

- Competence-based practice in a content-based context and tradition
- Student-focused methodology in a teacher-focused education practice
- Inclusive school models in a selective school system

This speaker suggested that there was a need for a move away from: know what: factual, codifiable knowledge (facts, figures, events, etc.) to know how: capability of performing tasks, procedural knowledge.

The Competence Based Teaching Programme: A Device for Guided Teaching and Learning – included the following areas of study: reading comprehension and communication in the mother tongue; communication in foreign languages (En, De, Fr); mathematics and logics; digital competence; social and environmental competences; career building competence; pre-school education (‘learning by playing’).

The underlying principles of the project examined included:	
Knowledge transfer and skills development	Co-operation and team work
Inclusion	Creativity
Digital support for the curriculum	Problem-solving strategies
Student-tailored methodology and differentiation	Activity based teaching methods - with an acceptable amount of factual knowledge

The project appeared to be soundly based and the presentation summarised very clearly the main issues in relation to the development of a competence-based approach to teaching and learning.

One issue was however the difficulty of non-specialist team members writing new materials for subject specialists in a particular subject area to use. Another was the difficulty of persuading students educated in a traditional way to adopt new practices when they reached upper secondary school.

4.2 The RDA (Role Diagrammatic Approach)

PLA participants were introduced to the RDA (Role Diagrammatic Approach). This is an integrated model, a tool with various application possibilities in the field of HR. It is a map of competences containing 32,000 words and expressions.

Participants in the programme fill in two internet questionnaires in relation to their behaviour and values. There is an immediate short feedback and later a detailed feedback – at an interview with an advisor. This leads to a process of development of personal skills and an evaluation of this development. 34 teachers in each of two pilot local authorities went through competence examination and personal counselling. The aim of the examination was:

- To explore and develop the strengths and weaknesses of the individual
- To establish the profile of the training programmes in order to support the specific schooling of teachers
- To establish the profile of a teacher who is experienced in and can effectively apply competence-based training (identifying development directions).

In terms of 'What needs to be developed?' the research findings indicate that:

- Teachers should be more self-confident, confident in their own knowledge and abilities, they should be more dynamic and (show) initiative, they should be able to and dare to face conflicts.
- Teachers should be able to and dare to make decisions even if this requires taking responsibility. They should believe that they themselves are able to solve the problems arising, without help from outside.

5 CONCLUSIONS

The PLA offered the participants to discuss the different factors affecting the implementation of a comprehensive competence-based approach. This section takes stock of those discussions – most of the points are relevant to all participating countries – however – some remarks concern the Hungarian approach especially.

5.1 Policy level

- It is vital to ensure that theory meets the practice as the implementation takes place. Given the number of countries reforming their education and training systems, international experience and exchange of good practice may provide extremely useful help for policy-makers – like in the reforms in Hungary. Similarly, guiding policy documents such as the Hungarian Lifelong Learning Strategy and the National Development Plan can usefully guide the process, in particular within the complexity of de-centralised systems.
- There is a need for a broad political consensus - as in Hungary - in respect of achieving the desired changes in teaching and learning – to secure critical mass and to avoid constant inconsistencies and reversals of policy.

- A challenge is to convince decision-makers of the need for substantive changes - not only in teaching and learning styles, but in modes of assessment to reflect these changes, in initial and in-service training delivery, in order to empower teachers to teach in this new way - and in school evaluation to engender a more open, supportive educational culture.
- Educationalists need therefore find ways of presenting evidence to politicians that what happens in education is good – even though much of it cannot be measured in numbers. This task can most productively be undertaken by sharing experience on a European and wider trans-national basis
- Timelines should be long enough to achieve substantive and sustainable change - longer than governments expect in many cases. A ten to fifteen year timescale is realistic, given a thorough implementation strategy negotiated and agreed with teachers themselves as well as other stakeholders - in order to achieve a paradigm shift in the culture of teaching and learning
- Securing broad participation in new approaches to learning is the best way of achieving effective dissemination of a competence-based approach which values students as independent learners
- Networking amongst innovators is crucial to find best practice, to avoid replicating work, to provide support and encouragement – and a testing ground for new ideas. Networking should take place at all levels – local, regional, national and – crucially – European and international levels. All those involved in education, from Ministry officials and political leaders, educational advisors and researchers to school leaders, teachers and students - need to be involved in an ongoing debate as to the goals, values, attitudes and methodologies required in education - and as to the most effective strategies for achieving these.
- Communication between all key actors in school education: It is necessary to consider in detail the relationship between the macro, meso, micro and nano levels (the levels of national policy; educational/societal research; school management; the pupils' immediate learning environment) in order to achieve change in actual educational practice – in the teaching and learning behaviours and attitudes of teachers and pupils.
- New models of in-service training have to be developed to support a competence-based approach. These have to be soundly established, linked to accreditation systems and available to all.

5.2 At the level of governance

- The competence-based initial teacher training programme at the University of Pannonia and the teaching programmes based on key competence practice with student teachers in schools constituted very good practice. Practice is probably the key factor in enhancing the contribution of initial teacher training to fostering and monitoring key competences.
- There is a clear need to support teachers via in-service training and promote their professional development, in order to enhance their role as mainstreamers within the supportive mechanisms of curricular reform. Teachers should be trained to be more aware of their contribution in a rational Change Management Strategy.

- The two elements have to be supported by a better understanding of the role of school leadership would certainly facilitate any reform. Similarly, the way system is monitored and evaluated plays a crucial role in guiding and directing the practice at schools.
- Networking between stakeholders, innovators and teachers is of vital importance in promoting the implementation of a key competences approach.
- Implementation of the competence-based curriculum is not valuable without competence-based evaluation of student achievements. There is a need to define what a ‘competence-based evaluation and assessment framework’ is, in our different national contexts.
- Innovative methods in teacher training – based on an individualised, project-oriented approach – are likely to broaden teachers’ competences and their views about pedagogy. ‘Variato delectat’ – a variety of methods in teaching is likely to support a multi-dimensional approach towards what has to be learned and taught.
- A reform as ambitious and on the scale as the one we learned about in Hungary needs to have strategies and plans for in-service training and professional development for the teachers in place from the very beginning. The teachers must be invited on-board throughout the whole process – from planning at national, political level to implementation in every single class-room.

5.3 At school level

- The pre-requisite seems to be an effective feedback system (self-evaluation – whole school approach) and together with external supported can inform necessary change.
- It is essential to start with the possible. A lot of attention should be paid to the motivation of teachers.
- Co-operative learning activities and participatory forms of teaching are substantially related to competence-based approaches to teaching and learning.
- Dissemination materials for teachers in relation to key competences approaches were very helpful.

6 ISSUES FOR FURTHER DISCUSSION

This chapter raises *some* issues for the Cluster that can be further examined by discussions and/or possibly by organising PLAs.

- Pupil assessment: The assessment of pupil performance at the school level - and at the national level - needs to recognise the centrality of key competences and cross-curricular objectives. It should be formative, as well as summative, acting as a means of involving the pupil more deeply in the whole learning process and providing the opportunity for reflection and feedback, both from the pupil’s and the teacher’s point of view. The needs of the pupil as an independent learner need to be reconciled with the demands of external assessment and the attainment of external qualifications.

- The question of what constitutes a ‘competence-based’ assessment system is problematic for all countries. There is naturally a need for accountability – and also a tendency on the part of national governments to look for manageable ways of comparing the performances of schools. The danger here however is that these requirements may restrict the process unduly, so that the process of assessment focuses too narrowly on assessing ‘basic skills’ in a rather traditional examination-based format.
- School autonomy: There is a need to allow a measure of school autonomy within education systems, in order to create the freedom necessary for schools to develop their own ethos of learning – and to experiment with new curricula and new approaches to teaching and learning. On the other hand, however, if schools were simply allowed to function autonomously, with little or no outside inputs or influences, there is a risk that they may simply replicate traditional teaching methods and this could lead to ineffective practice. If schools are to develop as autonomous (self-managing) learning communities, this has implications in terms of national authorities being prepared to develop national frameworks which empower schools to make decisions on their own teaching methodologies and various aspects of school management – and in terms of developing systems of pupil assessment and school evaluation that allows these freedoms to operate, whilst still ensuring appropriate mechanisms for accountability – consonant with developing new freedoms for teachers and learners.
- School evaluation: Similarly, if a competence-based approach to teaching and learning is to be implemented, systems for the evaluation of schools need to be focused on an awareness of the nature of the learning process in such a context. There needs to be a culture of openness and support in order for such models of teaching and learning to develop. Schools need to be supported in the process of becoming both self-managing and self-evaluating schools. There is of course also a role for external evaluation. If this is seen in judgmental terms – or isolated from processes of internal self-evaluation – then the effect on the development of a competence-based approach will be negative.
- Democratic schooling: Specific policies need to be developed at national level to encourage ‘democratic schooling’ – as a prerequisite for the development of key competences for the individual student. At the delivery level, there needs to be a democratic approach to school management as a pre-condition for innovation and teamwork amongst staff and for promoting student autonomy in learning, the development of a co-operative approach to work between students and staff and more harmonious personal and working relationships within schools.
- Initial teacher training: Practice in initial teacher training has to reflect the need for newly qualified teachers to be able to foster the development of key competences for pupils through an interactive approach to learning. This approach must have equal importance in the initial teacher education curriculum itself and in the methodologies employed by lecturers at this level.
- For instance, in the recently introduced new curriculum for teacher training in Flanders, the teaching of cross-curricular skills is now integrated from the outset of the course. The new course is centred around thematic modules. Trainee teachers are encouraged to develop their own planning strategies for their studies.

- Continuing professional development: Professional development opportunities for serving teachers need to be expanded in scope and made an entitlement for all teachers – with particular reference to enabling teachers to gain the attitudes, skills, competences - and confidence - to develop collaborative ways of working with students. There is also be a need for teachers to learn to work together collaboratively across subject divisions, so that cross-curricular objectives can be achieved and the holistic nature of learning addressed – especially in the context of managing the learning process in an information age. Teachers will also need to learn together across different phases of education (early years, primary, lower secondary and upper secondary) to ensure progression and consistency of approach for pupils.
- School-focused in-service training: Another emerging policy finding in relation to in-service training is that it will need to be focused more closely on the in-school situation. An example in this regard was provided by the representative from the European Training Foundation at the Flanders PLA who quoted a recent European study on the effectiveness of in-service training in education, which found that if in-service training is ‘decontextualised’, it produces little effect, as the teachers return to the ‘conservative hinterland’ of the school, where the implementation of change is often highly problematic.
- Managing change in schools: The quality of leadership of the head teacher (and also of the senior management team and of ‘middle managers’) was identified as a crucial factor in promoting appropriate strategies and conditions for the development of ‘Learning to Learn’. Effective management by the head teacher and senior management team would appear to create the conditions under which teachers are more ready to be innovative in their teaching methodologies.
- Agents of change: Student teachers and newly qualified teachers can be used as agents of change – if they are supported in using competence-based approaches in the context of their periods of teaching practice – and of their initial years in their first post. A new partnership in terms of achieving methodological change needs to be forged between universities/teacher training institutions and schools.
- The system of accreditation of in-service training in Hungary, is a potentially interesting model to systematise in-service training for teachers as part of a commitment to their continuous professional development that could be replicated elsewhere.
- Convincing teachers of the need for change: Teachers need to be convinced of the need for this change – and to know how to manage this new approach to learning. This is central to the process of developing key competences for lifelong learning – and requires the development of well thought-out policies at national level that will empower teachers to bring about the necessary fundamental changes in approach
- School ethos: For the effective delivery of lifelong learning, a critical success factor is the presence of a school-wide ethos of ‘learning to learn’ – an understanding by all participants of why and how learning takes place. For example, the head teacher and senior management team – in the Flanders model – take a lead in developing a shared vision for the school; adapting learning materials to accommodate a cross-curricular approach; forging a strong link between student learning strategies and appropriate teaching styles



EUROPEAN COMMISSION
Directorate-General for Education and Culture
Lifelong Learning: Education and Training policies
School education and higher education



Peer Learning Activity (PLA), Hungary: 'The supporting system for curricular reform'

(Updated: 11/09/2009)

Dates: 17 -19 September 2007 (starting at 09.00 on Monday 17 September, closing at 16:30 on Wednesday 19 September)

The main theme of the PLA is: 'Supporting the development of Key Competences'.

Host: Ministry of Education, Budapest, Hungary

Objectives:

1. Overall objectives for the PLA:

- Moving forward our considerations on key competences implementation

- Opportunity for participants to learn what should be done at the various levels – and
- How to put together a suitable framework in their own country

2. In the Hungarian context:

- Examining how the curricular reform promotes the development of key competences in Hungarian public education, how the various policy items reinforce or hinder each other, what synergies manifest between them;
- Studying the policy development measures on key competences and curricula;
- Discussing how assessment and evaluation supports the development of key competences.

Working methods:

- presentations, panel-presentations with various presenters, questions and whole group discussion
- small group workshops with introduction/abstracts
- visits (schools, Sulinova, Institute for Educational Policy Research and Development, University of Pannonia))
- panel discussions with students, teacher trainers, headmasters
- formulating recommendations to national policy-makers

The horizontal theme of the PLA is the supporting system of curriculum reform. We may look into initiatives related to the achievement of the Lisbon goals and the implementation of the Education and Training 2010 Work Programme in Hungary. The participants will gain an overall picture of the Hungarian education system and curriculum reform with particular attention to the revision of the National Core Curriculum, the development of educational programme packages, the development of the requirements of the secondary school leaving examination and the various types of competence assessment and development exercises. Furthermore, we will share information on activities in competence-based teacher training.

Each day of the PLA focuses on a central theme: educational policy development, the introduction of the supporting system of curriculum reform in public education, in teacher education and in-service teacher training. These themes will be presented and discussed within short plenary presentations, guided questions, workshops, visits, discussions and the analysis of case studies. The PLA will be concluded in a summary session, which provides space for consideration of personal learning, reporting back of the small groups (two/three countries), proposals for future activities, the drawing of conclusions about developing effective framework for a competence-based approach to learning.

DAY 1: POLICY DEVELOPMENT

Context:

Presentation: Developing a key competences framework

(key issues from the Flanders PLA) - Martin Whittle, Consultant

Section 1: Objective: How Hungarian educational policy reflects the EU policy on key competences

1. Presentation: “A decade of changes in school education in Hungary” – Mr Gábor Halász, researcher, Institute for Educational Research and Development

This presentation gives an overview of the major changes in school education during the last decade with a special focus on factors determining curricular changes. After a short overview of the main features of the broader environment of school education (economic changes, social transformation, public administration reform, demography) it presents and analyses the major changes in the main school policy areas (governance, financing, systemic structural adjustments, curriculum policy, evaluation and quality assurance, the teaching profession and development programs). The presentation intends to help the audience understand the context in which the development of European key competencies is to be achieved in Hungary.

2. Presentation: ‘Effective policy-making must be a learning process.’ Linking of EU education policy to Hungarian policy-making – Mr Zoltán Loboda, head of department, Department for EU Relations, Ministry of Education and Culture

Both the education policy and the education system in Hungary are certainly shaped by international influences. Even before Hungary joined the EU the European context of education had been an important factor for policy development. Hungarian policy makers considered the accession process as a driving force giving an impetus to respond to recent challenges that education system faced with and to generalisation and exploitation of knowledge that is fundamental to national educational policies and practices. The Lisbon process

and the demand for using ESF for educational development strengthened the cross-sectoral approach and required a comprehensive LLL strategy be put in practice. Since the open method of coordination started functioning within the framework of E&T 2010, the process has been recognised as an important reference tool from which policy-making benefit.

The presentation will place the knowledge & policy transfer in a broader context of change in policy-making and its driving forces and point out some important conditions which shapes how EU influence works in this field. It is aimed at focusing on how the E&T 2010 is implemented in the national arena, what organisational setting has been developed to make use of OMC, what the role of EU coordination is in empowering different actors and what bottlenecks we have in transferring knowledge in educational policy-making. By drawing lessons from the past five years' experience of operation, the presentation intends to show a picture of what type of international knowledge, in which phases of policy processes and for what purposes the Hungarian policy-makers have interest to make use of.

Section 2: Curriculum reform

1. Hungarian Institute for Educational Development and Research. Introduction of the role and functions of the institution. – Ms Katalin Farkas, director, Hungarian Institute for Educational Research and Development

Hungarian Institute for Educational Policy Research and Development is a national institute in Hungary, which is a background institution of the Ministry of Education and Training responsible for educational policy research and development. While visiting Hungarian Institute for Educational Policy Research and Development there will be opportunity to meet colleagues from the Centre for Research and Analysis, Centre for School Development, Centre for Assessment and Measurement, the centre of integration initiatives and the centre charged with the preparation of development exercises.

2. The Competence-based Content Regulation System in Hungary – Mr Vilmos Vass, university lecturer, University of Pannonia, Ms Mária Bognár, researcher, Hungarian Institute for Educational Policy Research and Development
The presentation aims at providing a broad picture on the competence-based content regulation system in Hungary, with particular attention to the various levels of regulation. (National Core Curriculum, alternative framework curricula, educational programme packages, local curricula). After an introduction to the main features of the system, the presenter will focus on the analysis of the coherence of the system, including the examination of how the different levels

build on each other. Finally, certain questions of implementation will be discussed, that is, how the curriculum reform manifests itself in schools.

3. The Requirements of the Secondary School Leaving Examination, development exercises – Mrs Judit Visi, Útőné, expert, Hungarian Institute for Educational Research and Development

In the last decade, there have been significant changes in the field of content regulation in public education. As Hungary participated in international performance assessment projects and as an urgent national need for changes in the curriculum had to be met, policy developers faced with questions such how much the Hungarian public education provides useful knowledge that ensures successful life prospects for young people finishing school. As a result national and international trends, documents influencing content regulation and, thus, school practise itself began to focus on competence-based content regulation rather than the traditional knowledge, skills and competences approach. However, beside these documents elements that support the teaching practise directly, that is, the everyday work of teachers have a major impact on changes in school practise. For this reason, we consider important developments – which were coordinated in the National Institute of Public Education and are now in the Institute for Educational Research and Development – encouraging the modernisation or renewal of school practise. Our main tasks are to ensure that within the renewal of the secondary school leaving examination – which follows a learning outcomes approach, the development and introduction of tools applied in the assessment of competence-based knowledge is fully supported. Our other major task is testing, piloting and introducing multi-purpose development exercises that aim at developing subject-related competences that support and encourage learning pathways leading up to the secondary school leaving examination. The presentation will provide a picture of the secondary school leaving examination exercises and related developments from the point of view of both the developers and the schools using and participating in the testing of the secondary school leaving exam exercises and the development exercises. Furthermore, presenters will speak about the keys to the secondary school leaving exam exercises and the about the development exercises, and also about how the new secondary school leaving examination leads to a different kind of approach to and methodology of dealing with pupils.

4. The Competency Assessment System in Hungary – Ms Ildikó Balázs, expert, Sulinova

The presentation aims at introducing the competency assessment system, which is based on the PISA technology and began to function in 2001 involving full grade cohorts (Grades 5 and 9, and in the last three years 6, 8, and 10). Two objectives were set: a) to provide a standard tool for the evaluation of school performance

and b) to encourage the development of institutional culture for evaluation by disseminating knowledge of modern measurement technologies. The competency assessment system provides an opportunity to analyse school level, regional level and national results, since student level data allow aggregation at these levels. By comparing school means, each school can compare its own performance structure, on the basis of the results received, with those of another school, and thereby obtain feedback as to how well they are doing their jobs. After three cycles, the system is now able and practising to send school reports to each school containing information on the composition of their competency performances in different forms (e.g. mean performances, distribution of the competency levels within school) in comparison with schools with similar characteristics.

DAY 2: POLICY IMPLEMENTATION (TEACHER EDUCATION)

Section 3: Objective: Teacher training, how to prepare teachers to the competence-based approach from research to action

1. Visit to University of Pannonia Research Institute, Pápa, introduction to the role and agenda of the institution – Dr Zsolnai Józsefné dr Mátyási Mária, Ms Éva Kiss

The PLA will visit the Institute for Pedagogy and Psychology in the University of Pannonia. The Institute is widely recognised about its competence-based teacher education and its reflective, practise-oriented approach in education. The Institute has several campuses, the PLA will visit the campuses in Pápa and in Veszprém.

2. Presentation: Competence-based teacher training – dr Iván Falus, university lecturer

The presentation will elaborate on the main features of the competence-based teacher education in Hungary. It will describe how the BA and MA level teacher education courses integrate the competence-based approach, practical experiences gained so far and concrete result with students. The competence-based approach will be reflected both as the development of teacher trainees competences and the preparation trainees for teaching in schools along the competence-based approach.

3. Visit to University of Pannonia, Veszprém

The PLA will visit the Institute for Pedagogy and Psychology in the University of Pannonia. The Institute is widely recognised about its competence-based teacher education and its reflective, practise-oriented approach in education. The Institute has several campuses, the PLA will visit the campuses in Pápa and in Veszprém.

4. New tendencies in training institutional managers, Mr Tibor Baráth senior lecturer, University of Szeged, Faculty of Arts, Department of Education; director of HUNSEM

The presentation gives an overview what changes and challenges the Hungarian school managers had to face during the last decade. It will focus on the competencies that are necessary to manage a school successfully in the 21th century. The presenter will provide information about the following:

- The mission of the Hungarian-Netherlands School of Educational Management
- Characteristics of the context of school leadership
- Basic questions of the leadership developments
- Position of schools and school directors in the Hungarian education system
- Competencies of the successful school leaders
- Method of competence-based course development
- Feedback, experiences of the courses run by the HUNSEM.

5. Video case studies on reflective teacher education

During this session, participants will have the opportunity to watch and analyse a film shot in a classroom where the competence-based approach has been applied.

6. Panel discussion with teachers and students

The PLA will discuss the experiences of the target group of the developments: teachers and would-be teachers of the University of Pannonia.

Section 4: Objective: How to arrive from policy to classroom practise

1. Visit to Sulinova, introduction to the institution and the developments in the Hungarian National Development Plan 2004-2006 – Mr Károly Pála, director, Sulinova

Sulinova is background institution of the Ministry of Education and Culture, which is responsible for the coordination of educational development activities related to the implementation of Hungarian National Development Programme 2004-2006, the preparation of educational programme packages related to competence development, and it also provides in-service teacher training and provides advice and mentoring.

2. RDA: Developing the competences of teachers, Tibor Baráth, managing director, Qualitas Ltd.

The presentation is aiming at introducing the Role Diagrammatic Approach (RDA) as a holistic competence measuring and developing model. The RDA was worked out by Dutch psychologists and scientific researchers in cooperation with several universities. It was developed towards a HRM model, and it is applied in several fields – including education – across Europe. It was adapted by a Hungarian experts' group and implemented in the frame of the Regional Pre-School and School Educational Development Centres project (TIOK). The presentation will focus on the aims and experiences the mentioned project, like:

- Define the profile of the teacher, who is excellent in organizing and carrying out the competence based teaching-learning process.
- Draw up the profile of some centrally developed and organized training programs making possible to help teachers and leaders in selecting the most appropriate trainings for themselves.
- Test and advise a large group of teachers, who were involved in the Regional Pre-School and School Educational Development Centres project.

3. Discussion with programme managers of the “Development of Key Competences for Lifelong Learning” measure of the Hungarian National Development Plan 2004-2006 and staff of Regional Pre-School and School Educational Development Centres (TIOK) on how they arrive from policy

development to using educational packages/programmes. Discussion with curriculum developers and users of the packages, examples of success, success indicators for teachers.

	6.1.1.1.1 SUNDAY 16 SEPTEMBER
	Arrivals Venue: Hotel Gellért, Kávé Szalon
19.00	Introduction and welcome: Vilmos Vass
19.10	(Complete Post-it notes and hand in by 9.30 Monday - ‘What do I want to learn?’)
19.30	Dinner together (optional)
6.1.1.1.2	6.1.1.1.3 MONDAY 17 SEPTEMBER: POLICY DEVELOPMENT
	Venue: Ministry of Education and Culture, 1055 Budapest, Szalay u. 10-14. Room 101
09.00	Welcome – Mr Sándor Brassói, deputy head of department, Department for Public Education, Ministry of Education and Culture Tapio Savaala, cluster coordinator, Schools and Higher Education Unit, DG EAC, European Commission
09.10	Developing a key competences framework (key issues from the Flanders PLA) - Martin Whittle, Consultant Form small discussion groups
	Section 1: Objective: How Hungarian educational policy reflects the EU policy on key competences
09.30	Presentation: A decade of changes in school education in Hungary (Mr Gábor Halász)
09.50	Presentation: The Implementation of the Education and Training 2010 Work Programme in Hungary: Supporting and hindering factors relating to developing key competences (Mr Zoltán Loboda)
10.20	Small group discussion: 1. Supporting and hindering factors relating to developing key competences in our national contexts (Force field diagrams) 2. How do we move towards developing key competences?
10.50	Coffee break (during discussions)
11.20	Group presentations
11.50	Conclusions: Zoltán Loboda
12.00	Lunch
	Section 2: Curriculum reform

	Venue: OFI, 1055 Budapest, Dorottya u. 8.
13.30	Hungarian Institute for Educational Policy Research and Development t. Introduction to the Hungarian Institute for Educational Policy Research and Development Moderator: Ms Zsuzsanna Nyiró
13:50	Presentations: The competence based content regulation system in Hungary (Mr Vilmos Vass, Mrs Mária Bognár Questions
14:30	Coffee break
14:45	Presentations: 1. The Requirements of the Secondary School Leaving Examination, development exercises – how these support or hinder the reform (Mrs Judit Visi, Útóné, Hungarian Institute for Educational Policy Research and Development, representatives from schools) 2. The Competency Assessment System in Hungary, Ms Ildikó Balázsi, Sulinova
15.20	Questions and whole group discussion: Ms Katalin Barna Impacts of national examinations and assessments on changing teaching and learning styles– formative and summative assessment.
16.00	Conclusion: Judit Visi, Útóné, Ildikó Balázsi (Conclusions of Day 1: Post-it notes – 'I have learnt today that....' 'What interests me for the future....')
16.20	End of Day 1

	TUESDAY 18 SEPTEMBER: POLICY IMPLEMENTATION (TEACHER EDUCATION) 6.1.1.1.4
	Section 3: Objective: Teacher training, how to prepare teachers for the competence-based approach: from research to action
08.00	Departure from Budapest to Pápa (University of Pannonia)
11.00	Visit to University of Pannonia Research Institute, Pápa Moderator: Mr Vilmos Vass Introduction to the role and agenda of the institution – Dr Zsolnai Józsefné dr Mátyási Mária, Ms Éva Kiss
11.20	Presentation: Competence-based teacher training – dr Iván Falus
11.40	Whole group questions and discussion – dr Beáta Kotschy, dr Erzsébet Golnhofer
12.00	Conclusions: Iván Falus

12.30	Lunch
13.15	Departure to Veszprém
14.00	Visit to the University of Pannonia, Veszprém Campus Moderator: Ms Zsuzsa Rednik
	Official welcome Prof. Dr. Ákos Rédey full professor, rector, University of Pannonia Dr. Szilárd Szentgyörgyi, associate professor, deputy dean of the Faculty of Arts Dr. Jenő Bárdos, full professor, director of the English and American Department
14.30	New tendencies in training institutional managers dr. Tibor Baráth, senior lecturer, University of Szeged, Faculty of Arts, Department of Education; director of HUNSEM
14:50	The mission and programme of the Teacher Training Centre dr. Attila Horváth H., associate professor, head of the Teacher Training Centre
15.10	Coffee break
15.25	Posters on the educational activity of the Teacher Training Centre – three scenes in the classroom (psychology-pedagogy-socialisation for the teaching profession) Discussion with lecturers and students at the posters Video case studies on class activities with students
16.00	Short activity, reflections
16:30	“What I have learnt today...” - preparation on a poster in small groups - writing experiences and putting pictures on a sheet of paper, short presentations
17.00	Sightseeing in Veszprém
19.00	Dinner in Veszprém
21.00	Departure to Budapest
	WEDNESDAY 19 SEPTEMBER: POLICY IMPLEMENTATION (PUBLIC EDUCATION)
	Venue: Educatio Társ. Szolg. Kht., 1134 Budapest, Váci út 37., Duna Office Center, Conference room

Section 4: Objective: How to arrive from policy to classroom practise	
	Moderator: Ms Zsuzsa Kuti
09.30	Introduction to the institution and the developments in the Hungarian National Development Plan 2004-2006, Mr Károly Pála, director, Sulinova
10.00	Reflections on developments Interactive discussion with curriculum developers and users of the packages from Regional Pre-School and School Educational Development Centres (TIOK) about their experience, presentation of examples of success.
10:50	RDA: Developing the competences of teachers, Mr Tibor Baráth, managing director, Qualitas Ltd. Coffee break
11.20	Small group discussion: Establishing a suggested European framework for Key Competences for Lifelong Learning. Each group to produce their draft framework for presentation in the afternoon
11.40	Lunch
13.00	Conclusions of the PLA: Presentations from each small group: Establishing a suggested European framework for Key Competences for Lifelong Learning
14.00	What have we learned? What do we still need to know?
16.30	The agenda for the future: PLA in Greece; PLA in Ireland (Adult education focus); a final school-focused PLA or joint activity?

NB: Papers beforehand:

1. Hungarian education system (including latest available booklets in English)
2. Interim Report key issues
3. Research papers – new version with additional materials
4. EC Schools' consultation – emerging findings

Annex: List of Participants

Austria	Mr Josef	LUCYSHYN	head	Bundesinstitut für Bildungsforschung, Innovation und Entwicklung des Bildungswesens (BIFIE)	j.lucyshyn@a1.net ; j.lucyshyn@bifie.at
	Mr Erich	SVECNİK	Senior Researcher	Zentrum für Schulentwicklung (ZSE)/Bundesinstitut für Bildungsforschung, Innovation und Entwicklung im Bildungswesen (bifie) Dept. Evaluation und Schulforschung	erich.svecnik@zse2.at
	Ms Birgitte	BIRKVAD	Head of Office	ETUCE	bb@dlf.org
Bulgaria	Mrs Neda	KRISTANOVA	director	Center for Control and Assessment of the Quality in Education	n.kristanova@mon.bg
	Mrs Evgeniya	KOSTADINOVA	Head of General Education Policy Directorate (member of the Culuster)	Ministry of Education and Science	e.kostadinova@minedu.government.bg
Croatia	Ms Lončarić Jelačić	NEVENKA	Head of the Centre for Adult Education	Education and Teacher Training Agency	Nevenka.loncaric-jelacic@azoo.hr
Cyprus	Dr Andreas	TSIAKKIROS	Officer at the Primary Education Director's Office	Ministry of Education and Culture	atsiakkiros@moec.gov.cy
Czech Republic	Mr Jaroslav	FALTYN	Head of the Department of comparative pedagogy	Research Institute of Education in Prague	faltyn@vuppraha.cz

Greece	Mr Nikos	PAPADAKIS	Assistant Professor - Education & Training Coordinator	University of Education of Crete	nep@pol.soc.uoc.gr
Lithuania	Ms Raimonda	JARIENE		Educational Development Centre	raimonda.jariene@spc.smm.lt
Slovenia	Mrs Nada	POZAR MATIJASIC	Secretary	Ministry of Education and Sport - Education Development Office	nada.pozar-matijasic@gov.si
Spain	Mr Josep	Cervelló Collazos	Professor	Faculty of Education. Universidad Complutense de Madrid	cervellovedu.ucm.es
Spain	Ms Rosario	SÁNCHEZ	advisor	Ministry of Education and Science Institute of Evaluation	rosario.sanchezn@mec.es
UK	Ms Helen	CASEY	executive director	National Research and Development Centre for adult literacy and numeracy (NRDC)	h.casey@ioe.ac.uk (c.c. v.quiney@ioe.ac.uk)
	Mr David	MARTIN	consultant	CSES	DaMartin06@aol.com
	Mr Martin	WHITTLE	consultant	CSES	dwhittle3@wanadoo.co.uk