*EUN/2022/DOC/020*

*22 November 2022*

Outcomes of the EUNEC exchange meeting

22 October 2022

*Participants*

Manuel Miguéns (president EUNEC, secretary general Portuguese Education Council)

Conceiçao Gonçalves, Ercilia Fara (Portuguese Education Council)

Juan Francisco Gutierrez, Raquel Gonzalez-Albo (State School Council, Spain)

Elena Hadjikakou (Cyprus Education Council)

Marie-Josée Larocque, Monique Brodeur (Conseil Supérieur de l’Education, Québec)

Brid Murphy (Teaching Council Ireland)

Carine De Smet (EUNEC secretariat, Flemish Education Council)

1. Plenary introduction

Manuel Miguéns welcomes the participants and looks back at previous exchange sessions

* 21 April 2021: How did our councils and our education systems deal with the impact of COVID on education?

[EUNEC exchange on education councils in times of Covid-19 pandemic | Eunec](https://eunec.eu/eunec-work-news/eunec-exchange-education-councils-times-covid-19-pandemic)

* 15 October 2021: How did our education systems work towards recovery and what can be the role of education councils?

[EUNEC exchange on the role of education councils for recovery | Eunec](https://eunec.eu/eunec-work-news/eunec-exchange-role-education-councils-recovery)

The focus of this third digital exchange is to follow up to which extent any shift in policy due to the COVID crisis is becoming sustainable or not.

1. Presentations
	1. Short presentation by the Portuguese Education Council (Conceição Gonçalves, Ana Rodrigues, Ercília Faria)

“Education in Portugal: a few lessons learned from the pandemic”

For the report of the presentation, please find the Powerpoint: [Apresentação do PowerPoint (eunec.eu)](https://eunec.eu/sites/www.eunec.eu/files/attachment/files/education_in_portugal._a_few_lessons_learned_from_the_pandemic.pdf). The following links refer to related documents from the Portuguese Education Council (in Portuguese only):

* [Efeitos da pandemia COVID-19 na educação: Desigualdades e medidas de equidade - Conselho Nacional de Educação (cnedu.pt)](https://www.cnedu.pt/pt/publicacoes/estudos/1702-efeitos-da-pandemia-covid-19-na-educacao-desigualdades-e-medidas-de-equidade)
* [EDUCAÇÃO EM TEMPO DE PANDEMIA |Problemas, respostas e desafios das escolas - Conselho Nacional de Educação (cnedu.pt)](https://www.cnedu.pt/pt/publicacoes/estudos/1674-educacao-em-tempo-de-pandemia-problemas-respostas-e-desafios-das-escolas)
* [EE2020\_WEB\_04.pdf (cnedu.pt)](https://www.cnedu.pt/content/edicoes/estado_da_educacao/EE2020_WEB_04.pdf)
	1. Short presentation of the recommendation of the Flemish Education Council (Carine De Smet):

For the report of the presentation, please find the Powerpoint: [PowerPoint-presentatie (eunec.eu)](https://eunec.eu/sites/www.eunec.eu/files/attachment/files/presentation_vlor_recommendation_resilient_education_.pdf) . The following links refer to the summary of a recent Vlor recommendation: [Standing up for resilient education | Vlor](https://www.vlor.be/standing-resilient-education)

* 1. Short presentation of recent policy lines in Spain (Juanfran Gutierrez).

For the report of the presentations, please find the text: [changes\_in\_policy\_after\_the\_covid\_crisis\_spain\_.pdf (eunec.eu)](https://eunec.eu/sites/www.eunec.eu/files/attachment/files/changes_in_policy_after_the_covid_crisis_spain_.pdf), with links to relevant articles.

1. Main lines of the exchange between members
* The need to base education policy on evidence (as also referred to in the EUNEC publication ['Education Councils in Europe. Going beyond the tensions' | Eunec](https://eunec.eu/publication/education-councils-europe-going-beyond-tensions).
* The challenge of the lack of qualified teachers. As a possible response, the Irish Teaching Council is establishing a route for registration for students in teacher education (in the second half of their programme: it increases their work experience during initial teacher training, and it helps to supply the need for teachers; a condition is that it should not compromise their programme. During the pandemic, with more blended delivery, students showed more availability during the day, to take up teaching tasks. In Spain, a master degree for teachers was no longer required, given the shortage during the pandemic (in Spain, schools only have been closed for three months).
* The need for education councils to strengthen our networking capacity in order to have more impact on ministers of education and influence on education policies.
* The need for education councils not only to impact on policy makers but also on learners.
* The prevalence of digital skills, with as a consequence impact on the standards of initial teachers education and continuous professional development.
* The role of schools in ‘care’ for children became more obvious, in particular for pupils with special needs (reference to the ‘July provision’ in Ireland: [JulyProvision.com – Helping Connect Families with Teachers](https://julyprovision.com/)).
* The importance of trying to tackle the above challenges together, over the countries, as the challenges are recognisable in alle countries.
* According to some countries, blended education can be part of the answer. In Flanders, a decree is voted, allowing school to organize a certain percentage of the learning through interactive distance education.
* Reference to the Powerhead project, with guidelines for higher education institutions and for national/regional authorities on digital learning in higher education ([Powerhead | Vlor](https://www.vlor.be/powerheadproject)).
* The digital transformation asks for an upgrade of the school curriculum and for an upgrade in the pre- and in-service training for teachers, as demonstrated by measures taken in Cyprus.
* An important role for the non-teaching staff in schools; they could take care of ‘preparing’ the computers, which is not solely the job of the teacher, but also of a professional in technology (reference to an upcoming recommendation from the Portuguese Education Council).
* Reference to the French philosopher Michel Serre, acknowledging the completely different relationships of young people with knowledge and information, compared to some decades ago. It is important that schools and teachers are aware of this shift.
* The digital transformation will not solve the problems in education, as education and teaching is based on human interactions. If we do not introduce pedagogical and didactical innovation, the digital innovation will not bring solutions.
* It is important to bring nuance in the debate. Using technologies, following courses mainly online, is not always appreciated in education; there are differences between pupils/students from rural areas and from urban areas; there are specific challenges for vulnerable pupils/students (the Quebec Council is about to publish a report on this topic soon). It appears that, in specific circumstances, online teaching can be very useful: for instance, during the snow storms in Quebec, teaching and learning remains possible thanks to online teaching.

