

INFORMATION AND STUDIES ON EDUCATION AS AN OBJECT OF TERRITORIAL COOPERATION (I): COOPERATION IN EUROPE THROUGH THE EURYDICE NETWORK AS A MODEL OF COOPERATION BETWEEN EDUCATION ADMINISTRATIONS THROUGH THE SPANISH NETWORK REDIE.

INFORMACIÓN Y ESTUDIOS SOBRE EDUCACIÓN COMO OBJETO DE COOPERACIÓN TERRITORIAL (I): LA COOPERACIÓN EN EUROPA A TRAVÉS DE LA RED EURYDICE COMO MODELO DE COOPERACIÓN ENTRE LAS ADMINISTRACIONES EDUCATIVAS A TRAVÉS DE LA RED ESPAÑOLA REDIE.

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ABSTRACT

On the occasion of the European double anniversary which JOSPOE is currently celebrating, the Eurydice Spanish Unit (Eurydice Spain-REDIE) has wished to accept the invitation to participate in this extraordinary issue alongside the Eurydice European Unit, the European Commission's information network coordinator on education. The reason is, none other than, the good model of cooperation it offers Spain when it comes to reporting on education management. The first article has been prepared by the heads of both units, describing the trajectory of the European and Spanish information networks on education, evolving into what they are today; the second article has been written by analysts of the European unit and specialists and external experts of the Spanish unit, and presents the work they carry out, in order to fulfil the commitments undertaken through the annual work plans.

Key words: European strategies, education and training, European cooperation, territorial cooperation, Autonomous Communities, educational information, studies on education, education systems, autonomic descriptors.

RESUMEN

Con motivo de la doble efeméride europea que celebra JOSPOE, la Unidad española de Eurydice (Eurydice España-REDIE) ha querido responder a la invitación a participar en este número extraordinario junto con la Unidad europea de Eurydice, coordinadora de la Red de información sobre educación de la Comisión Europea. La razón no es otra que el buen modelo de cooperación que ofrece a España a la hora de informar sobre la gestión de la educación. El primer artículo está elaborado por los responsables de ambas Unidades y describe la trayectoria de las redes europea y española de información sobre educación hasta convertirse en lo que son hoy en día; el segundo está redactado por los analistas de la Unidad europea y los técnicos y expertos externos de la Unidad española, y presenta el trabajo que realizan con el fin de dar cumplimiento a los compromisos adquiridos a través de los planes de trabajo anuales.

Palabras clave: estrategias europeas, educación y formación, cooperación europea, cooperación territorial, Comunidades Autónomas, información educativa, estudios sobre educación, sistemas educativos, descriptores autonómicos

Both articles are dedicated to Mercedes Muñoz-Repiso Izaguirre, who was the first head of the Eurydice Spanish Unit, and to the specialists of educational administrations and external experts who have, from the past to the present, converted it into Eurydice Spain-REDIE

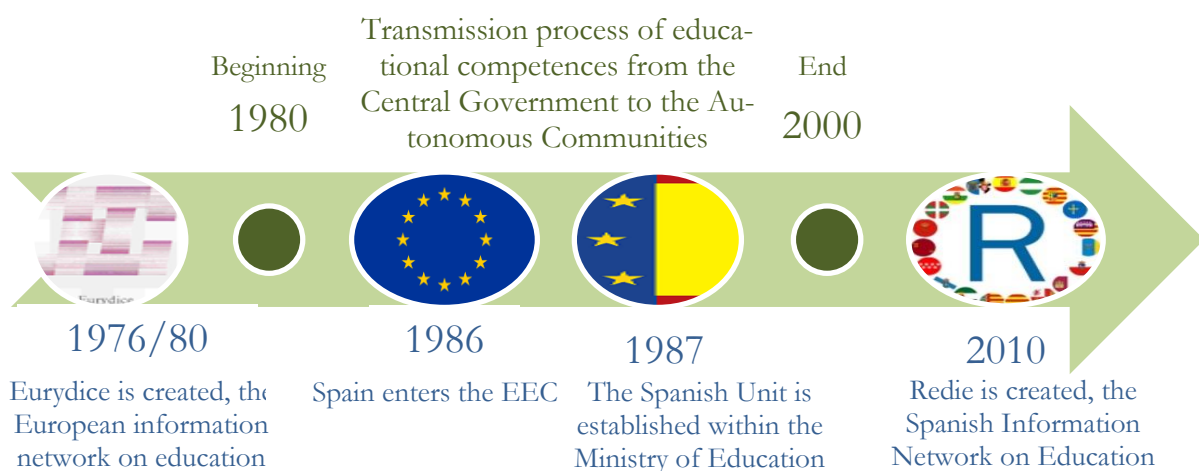
INTRODUCTION

The JOSPOE editorial board has invited the Eurydice Spanish Unit to participate in its extraordinary issue of 2017, on the occasion of the European double: *60 years of European Union and 30 years of Erasmus: Community education policy at the service of the project of European integration*. This invitation coincides with a special moment within this National Unit's long lifespan, in that the model of community cooperation is currently being adopted to address the challenge of studying and reporting on education from territorial cooperation between educational administrations, managed in Spain.

How could we not take advantage of this golden opportunity to reflect on what we have achieved to date and on our future work? Within this context, when the Spanish Unit considered the response to this kind invitation, it was inevitable for us to make the following proposal:

- What challenges has the European Commission been facing by the hand of the Eurydice Network when it comes to reporting on education policies and systems, at european and national level?
- What have we learned during all these years of European experience that can help us to articulate territorial cooperation between education administrations, necessary for the knowledge of education management in Spain?

Diagram 1: Milestones that have led Eurydice Spain-REDIE to what is today.



Source: Prepared by Eurydice Spain-REDIE

In the two articles, different members of the European and Spanish Eurydice Units share their experiences and reflections. In this first article their main representatives participate, and in the second article, specialists and external experts who, on a daily basis, fulfil the planning of both information networks on education, take the floor.

1. HISTORICAL DEVELOPMENT OF THE EURYDICE NETWORK, THE EUROPEAN INFORMATION NETWORK ON EDUCATION

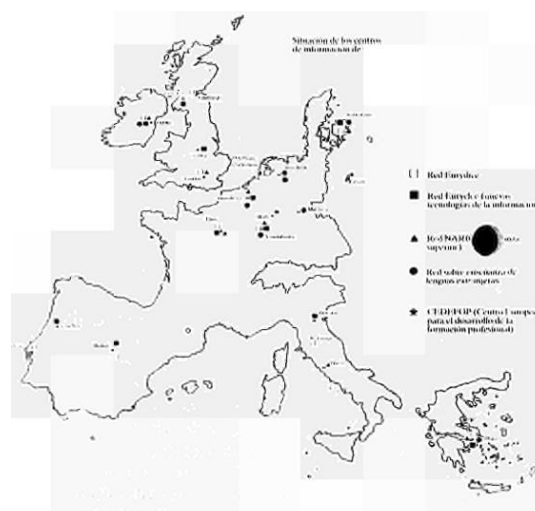
“The Eurydice network was created by the EU when the ministers of education realised that they **needed to improve knowledge** on national education structures and policies in other countries” (Eurydice European Unit)

In February 1976, the Council of the European Communities and the ministers of Education agreed on responding to this necessity, by increasing and improving the exchange of information concerning the development of the European Community education policy.

Operational since 1980, the Eurydice network has been recognised as a key instrument for providing information on structures, systems and national and community development in the field of education, through the Resolution of the Council and Education Ministers, adopted in December 1990. This structure was developed for supporting specific projects established under the auspices of the European Community Education Action Programme, and at the same time, facilitate the process of the exchanging of ideas between Member States.

Each Member State, depending on their own educational structures, appointed at least one **National Unit** to form part of the network. In cooperation with the European Cultural Foundation, the Commission of the European Communities established a **European Unit** of Eurydice to support and encourage the activities of the Network, administratively and technically, and to advise the Commission Education Services.

Graph 2: Units of the Eurydice network in their first stage of action: European Community, Belgium, Denmark, Germany (2), Spain, France, Greece, Ireland, Italy, Luxembourg, The Netherlands, Portugal and The United Kingdom (2)



“The management of Eurydice is carried out through regular meetings by the Eurydice Steering Group, assembling the heads of the Eurydice National Units with the European Unit under the chairmanship of a representative of the (then) Directorate-General for Employment, Social Affairs and Education of the European Commission. The European Unit prepares and organises these meetings. The Education Committee of the European Community supervises the overall activity of Eurydice”

Source: *The Eurydice Information Network on Education in the European Community*. CAT. NUMBER UU1086012ESC (p. 10). Retrieved from

<https://www.mecd.gob.es/dctm/biblioteca/recelec/11997813.pdf?documentId=0901e72b8188b548>.

Since then, the National Units can be found in the national Ministries of Education or are intimately related to them, and their heads meet regularly with the European Commission. From its outset, the Eurydice Network has been based on the mutual cooperation between the National Units and the European Unit.

During its first ten years of existence, the central role of Eurydice was to simply act as a forum for the **exchange of information on education** and, in times prior to Internet, host a questioning and answering service that allowed those in charge of policy-making to obtain information on education systems in other European Community countries.

“The Eurydice Units’ role consists of receiving requests from their users and channelling them through the Network, as well as receiving requests from other Member States, to whom answers are sent back. The European Unit processes the requests and assists in the translation of the questions and answers. Thanks to a permanent dialogue with the National Units, the European Unit succeeds in sustaining a balanced flow of questions and answers within the Network” (*The Eurydice Information Network on Education in the European Community*, p.7)

Information requests from policy-makers at that time, do not differ greatly from their current requests. Examples of these are; the transition from school youths to an adult and professional life, the education of immigrant workers and their families, access to higher education, new information technologies in education, the integration of children with disabilities into ordinary systems of education, equal opportunities in education for young people of both sexes, improvement of the European dimension of education and education quality (teachers, school calendars, inspections and evaluations, budgets, pupil-teacher ratio).

1990 marked a change in objectives and activities being developed by the European Network at that time, since it was called to “provide **comparative analysis, reports and synthesis on common priority themes**, which are defined specifically in the Education Committee and in regular meetings attended by senior officials” (DOUE 31-12-1990, N°C 329/23). To fulfil its new task, Eurydice developed its own methodology of comparative analysis through the publication of thematic studies on aspects of education systems and the first *community education indicators* (Key Data on Education).

“Eurydice publications are compiled on the basis of public reports generated by the Community’s Action Programme on Education and by the requests from political decision makers. They can be used by an increasingly proportion of the **100 million**

Europeans, education authorities and recipients, throughout the Community” (*The Eurydice Information Network on Education in the European Community*, p.6)

“The majority of the National Units, advised by the European Unit, have developed national dossiers which describe in detail the key features of the Member States’ education systems. [...] These dossiers, once exchanged with other Units, allow them to give a quick response to specific requests for information, without having to follow the formal procedure between Units” (*The Eurydice Information Network on Education in the European Community*, p.8)

Eurydice formed part of the Community Action Programme “Socrates” between 1995 and 2006, and was included as an action under the Lifelong Learning Programme from 2007 to 2013.

In 2006 the European Parliament and the Council formulated as specific objectives of this new cross-cutting programme “promote **European cooperation** (...) and foster the quality and transparency of Member States’ teaching and training systems”, and as an operational target of the mentioned programme, “to ensure an adequate supply of comparable data, statistics and analysis which underlie lifelong learning policy development, as well as to closely monitor the rate of progress towards objectives and targets in lifelong learning, and to identify areas that require particular attention” (DOUE 24-11-2006, L 327/60).

Their actions, in support of the key activity of policy cooperation and innovation in lifelong learning, included:

- multilateral cooperation networks of experts and/or institutions working together on policy issues; these networks may include thematic networks that work on issues related to the contents of lifelong learning or its methods and programmes; these networks are able to observe, exchange, identify and analyse good practice and innovation, and make proposals for a better and wider use of such practices across Member States.
 - forums on strategic aspects of lifelong learning.
 - observation and analysis of policies and systems in the field of lifelong learning, which can include studies and comparative research, development of indicators and statistical surveys, and support for the operation of the Eurydice network.
- (DOUE 24-11-2006, L 327/61)

“The growing comprehension of education systems and structures in other European countries provides the basic foundation upon which a broad range of practical joint projects on education can be built. This implies an essential part of a long-term objective which requires collaboration between the different Member States and the Commission to encourage a multiplicity of exchanges, projects and combined efforts on issues of mutual interest” (*The Eurydice Information Network on Education in the European Community*, p.12)

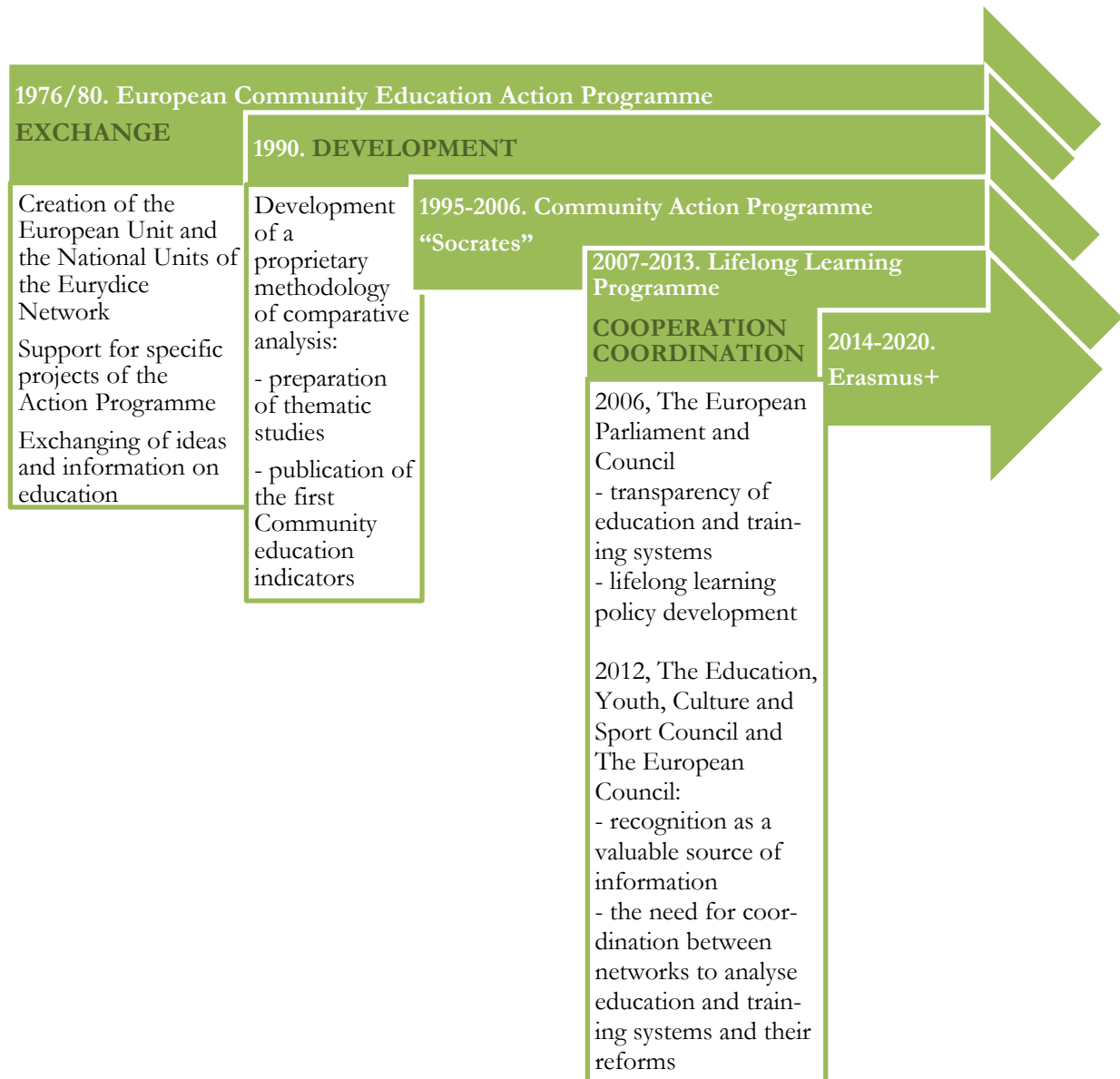
In a press release of the Education, Youth, Culture and Sport Council Session, which took place in November 2012, it highlighted its contribution to the analysis of education and training in the Member States, as well as reforms being implemented. The press release also stated that the Commission had emphasised the importance of the Eurydice Network as “a highly valuable source of information” (26-27.XI.2012. 16501/12, p. 11).

Furthermore, the Council Conclusions of November 2012 on education and training within Europe 2020 called on the Member States and the Commission to “**improve work coordination across the Eurydice Network and other relevant networks**, such as the ReferNet of the Cedefop, aiming at the analysis of the systems of education and training of Member States and ongoing reforms within the Europe 2020 process” (DOUE 19-12-2012. C/393/7).

“Specialised information services on these subjects have been created (the introduction of new information technologies, the teaching of foreign languages and the recognition of qualifications) in each Member State, supported and promoted by the Commission with technical advice from the Eurydice European Unit in Brussels. Unlike the Eurydice National Units, these specialised services do not depend upon the Ministries as a general rule, instead they are managed by experts and are located in already existing centres and services that are in close contact with their professional users. The creation of these specialised networks within the framework of the Community allows Eurydice to exploit its potential and open information channels to teachers and students of all Member States” (*The Eurydice Information Network on Education in the European Community*, p.11)

Since its creation, the geographical coverage of the Network has increased from 9 to 38 countries, therefore, Eurydice has had to constantly adapt its methodology and activities to the changing nature of the European cooperation in the field of education and training. The Eurydice Network has formed part of the Erasmus+ Programme since 2014, aimed at the support of actions in the field of education, training, youth and sport. Currently, it has 42 National Units in the 38 countries participating in the Programme: 28 Member States, Albania, Bosnia and Herzegovina, the former Yugoslav Republic of Macedonia, Iceland, Liechtenstein, Montenegro, Norway, Serbia, Switzerland and Turkey.

Diagram 3: The Eurydice Network’s position since its creation by the European Commission, and the roles it has performed over time: Exchange, Development, Cooperation and Coordination *with*



Source: Produced by Eurydice Spain-REDIE based on information submitted by the European Eurydice Unit for the preparation of this article, and *The Eurydice Information Network on Education in the European Community*,. CAT. NUMBER UU1086012ESC. Recuperado de <https://www.mecd.gob.es/dctm/biblioteca/recelec/11997813.pdf?documentId=0901e72b8188b548> .

1. POLITICAL AND INSTITUTIONAL CONTEXT OF THE EURYDICE NETWORK

The institutional context in which the Eurydice Network operates has changed significantly since 1980. Even though each Member State continues to be responsible for their own education and training systems, there is an article on education in the Treaty on the Functioning of the European Union which establishes their role: “contribute to the development of quality education fostering the cooperation between Member States and, if necessary, supporting and complementing their actions” (article 165).

Furthermore, since 2000, the Lisbon Strategy introduced the Open Method of Coordination, (OMC) into the field of education. This method is based on the voluntary cooperation between Member States and “soft law” mechanisms, such as, recommendations, indicators, the setting of reference objectives and the exchanging of good practice.

The EU has evolved considerably over the last 37 years, changing from a situation in which the cooperation in education was practically non-existent - and where the Eurydice’s tasks were solely aimed at facilitating the exchange of information between Member States - to another, in which the aforementioned OMC offers a framework to adopt common objectives and to assess and improve the achievements and outcomes of the EU countries.

The political context has also experienced a significant transformation. At the present time, Europe is facing challenges, in which education and training play a key role in: achieving sustainable growth, improving social cohesion, responding to migratory flows, addressing as a priority the prevention of radicalisation and violence. At the same time, Europe is having to contend with long term challenges, such as the ageing population and the adjustment to the digital age in a knowledge-based global economy.

In 2015, and in answer to these European challenges, ministers agreed to focus on the following priorities when addressing their cooperation for the period 2016-2020:

- relevant and high-quality knowledge, skills and competencies, obtained through lifelong learning, focused on learning outcomes, in favour of employability, innovation, active citizenship and welfare.
- inclusive education, equality, equity, non-discrimination and promotion of civic competencies.
- an open and innovative education and training system, with a full integration into the digital age.
- strong support for teachers, trainers, heads of educational establishments and other educational staff.
- transparency and recognition of skills and qualifications to facilitate learning and labour mobility.
- sustainable investment, quality and efficiency of education and training systems.

Although the political and institutional context has changed, the main purpose of the Eurydice Network continues to be the supporting of European cooperation in education. The European Network has the assigned task of supporting the policy and decision-making processes at both national and European level, and in particular, work carried out by the European Commission and the Member States within the context of ‘the New Strategic Framework for European Coop-

eration in Education and Training until 2020' (ET2020) and the 'Europe 2020 Strategy' (E2020). The network is also involved in the supporting of specific political processes, for example, the coordination of data collection and the drafting of the report on the implementation of the Bologna Process for the triennial Ministerial Conferences.

In short, its task is to "provide, to those in charge of education systems and their policies, analysis and information at European level which could help them in their decision making processes". The European Eurydice unit mostly carries out what can be regarded as support to policies in the field of education in Europe and in the world. The Commission benefits from this support, likewise the Member States, inasmuch as they are both direct targets of analysis and empirical evidence provided by the Central Unit on issues ranging from education and early childhood care to adult education.

Since September 2008, the Eurydice Network has been coordinated by the Education and Youth Policy Analysis Unit of the Education, Audiovisual and Culture Executive Agency, EACEA.

2. THE HISTORICAL DEVELOPMENT OF EURYDICE SPAIN-REDIE, THE SPANISH EURYDICE UNIT

"Since every National Unit of Eurydice can be found within the structure of its national education system and its administration, it will undertake its own cooperation with other organisations that carry out their activity in the field of information on education, documentation and educational administration" (*The Eurydice Information Network on Education in the European Community*, p.9)

In the 1980s, a historical milestone was produced which has profoundly marked the further political and social development of Spain, its accession to the European Economic Community, the current European Union. The integration process culminated the signing of the Accession Treaty on 12th June 1985, which entered into force on 1st January 1986.

In 1987, just a year later, Spain was already an active member of the Eurydice Network and since then has been fully incorporated into the dynamics of the European network, which has allowed its specialists and fellows in training, to learn about the cooperation between educational administrations with the objective of informing on education.

"The education systems of the **twelve member countries of the European Community** vary considerably. This diversity, a result of historical and cultural factors, represents in itself a great wealth which should be preserved. Furthermore, it is beneficial to all of us to take advantage of the projects and experiences of other countries of the Community" (*The Eurydice Information Network on Education in the European Community*, p.12)

When the Spanish Unit was created, the decentralised and symmetrical State model established by the Spanish Constitution was in full development. In 1987 "several Autonomous Communities had assumed wide-ranging *executive* powers (management of the education system in their own territory) and *regulations* (the regulating and organising of numerous issues) [...]: Andalusia, The Canaries, Catalonia, Galicia, Basque country and the Community of Valencia. [...] The remaining Autonomous Communities represent the so-called "M.E.S. territory", they are those that the Ministry of Education and Science continue to administer: Aragon, Asturias, Balearic Islands,

Cantabria, Castile-La Mancha, Castile-Leon, Ceuta-Melilla, Extremadura, La Rioja, Madrid, Murcia and Navarra” (CIDE, 1988, p. 28).

In the course of the 23 years between the creation of the Eurydice Spanish Unit and REDIE, the Spanish information network on education, the assumption of the following approaches should be emphasised, which are results of activities developed for the European network and for the Ministerial Unit in which the following is placed:

DETAILED DESCRIPTION OF THE ESSENTIAL ELEMENTS OF EDUCATION SYSTEMS...

... through the yearly participation in the preparation of the Eurydice Network’s national dossiers, which enabled it to set a benchmark on what to describe and how to do so.

The national dossiers were precursors to:

“[Countries. Description of national education systems](#)” (the former *Eurypedia*) of Eurydice

The Spanish dossier was the forerunner of:

The Spanish education system reports which were prepared in the Ministry of Education from 1988 to 2009.

[Redipedia](#), the Spanish education system on-line encyclopaedia, which supplements the state information offered in “Countries”. Created in 2015.

(More information in the article, of this same issue, “Information and studies on education as an objective of territorial cooperation II”).

IMPLEMENTATION OF INSTITUTIONAL INFORMATION PROPER TO EDUCATION ADMINISTRATIONS AND RELATED TO THE EDUCATION MANAGEMENT PERFORMED...

... through the ongoing participation within the internal forum of questions and answers between National Units of the Eurydice Network.

This way, first-hand knowledge on management and political decision-making carried out within the rest of the Member States is possible; and has given rise to a type of information that has become an object of description, study and comparison: **institutional information of the educational administrations resulting from the exercise of their competencies in education.**

COLLECTION, ANALYSIS, PRODUCTION AND DISSEMINATION OF INSTITUTIONAL INFORMATION ON KEY ISSUES FOR THE FUNCTIONING AND DEVELOPMENT OF THE EDUCATION SYSTEM IN THEIR VARIOUS FIELDS OF COMPETENCY...

... by the Field of Educational Studies and Research, in which the Spanish Unit can be found, to produce studies and reports on the Spanish education system (known as the “blue book”), any aspect or matter of interest to education in Spain:

- Reports on the Spanish education system (the “blue book”)

Under the legislation in force, public statistics on education and assessments on the education system, the Field of Educational Studies and Research produced 8 “blue books” on its own initiative. From 1988 until the end of the transmission process of educational competencies from the General State Administration to the Autonomous Communities (2000), and between then and now, these reports have been increasingly more comprehensive regarding educational administrations as well as aspects of the education system.

Not only were the shared competencies addressed by the Ministry of Education and the Boards and Departments of Education (e.g. drawing up of the core and formal curriculum), but also

those that were adopted in full by the regional education administrations following the central administration's guidelines (e.g. measures to address student diversity). On completion of the process, it was evident that a lot of the information necessary to understand the management of education in Spain was only accessible if the regional level was incorporated into the analysis.

- Studies and research on particular aspects of the Spanish education system or any matter of concern to education in Spain

In the course of these years, three types have been distinguished, addressing their source:

- promotion and dissemination of research related to the priorities of educational administrations
- enhancement of the Spanish contribution to the Eurydice Network's studies: the objective is to provide further information on any particular issue or matter of interest addressed in the Eurydice studies
- studies or reports produced on request by any national or international organisation (The Organisation for Economic Cooperation and Development, International Bureau of Education)

THE PROCESS OF COLLECTION, ANALYSIS, PRODUCTION AND DISSEMINATION OF INSTITUTIONAL INFORMATION ON KEY ISSUES FOR THE FUNCTIONING AND DEVELOPMENT OF THE EDUCATION SYSTEM BECOMES THE OBJECT OF TERRITORIAL COOPERATION BETWEEN EDUCATION ADMINISTRATIONS

The Spanish Unit can be found in the National Centre for Educational Innovation and Research (CNIIE), the former Centre for Educational Research and Documentation (CIDE). This Centre is historically linked to innovation and territorial cooperation, and is currently one of the Units of the Directorate-General for Territorial Evaluation and Cooperation belonging to the Secretariat of State for Education, Vocational Training and Universities of the Ministry of Education, Culture and Sport (MECD).

Over the last 23 years, the designations according to the different basic organisational structures of the MECD have changed, but these changes have not moved the Spanish Eurydice Unit from where it was created. That is, linked to “the coordination, collaboration and cooperation with the Autonomous Communities [...], promoting information exchange [...], planning, management and monitoring of territorial cooperation programmes, agreements of collaboration and cooperation with the Autonomous Communities [...], the developing and promoting of research, innovations, studies and reports on education, and the production and release of publications and material on education, according to the Department's publishing programme” (BOE 25-3-2017).

This positioning and background, which endowed character to the Unit's approach to work, existed during the 13 years from 1987, when the Spanish Unit was created, until 2000, when the completion of the transfer of educational competencies from the Ministry of Education to the Autonomous Communities' Boards and Departments of Education took place.

Moreover, the Spanish Unit was a full participant in an experience of *certain territorial cooperation*, the European, which provided it with increasingly efficient work models needed to be able to report on education in its reality. It is becoming more numerous (today 42 National Units in 38 countries), and more complex and diverse (European, national, regional and local level; numerous “Eurydice products” that vary considerably, and national education systems with very different backgrounds and realities).

As it can be seen, the creation of Redie, the Spanish information network on education, was the logical outcome of all the aforementioned. While at the same time the Spanish educational reality became increasingly complex to describe, the participation in the Eurydice Network gradually threw light on how to face the task of informing on education, taking into account all those responsible for its management at different administration levels.

2.1. THE CREATION OF THE REDIE NETWORK, THE SPANISH INFORMATION NETWORK ON EDUCATION, AND THE TRANSFORMATION OF THE EURYDICE SPANISH UNIT TO EURYDICE SPAIN-REDIE

“...It can be assured, based on the experience of the usefulness of Eurydice for government decision-making and for increasing overall educational knowledge, that the creation of such a network as a territorial cooperation mechanism to the service of State Education Administrations, will contribute to the mentioned cooperation momentum as well as towards improving educational quality. At the same time, it will serve as an appropriate channel for attending to international commitments on supplying information on the Spanish education system” (Territorial Cooperation Programmes 2010-2011. Conference on Education, 28 September 2010, p. 103)

2.1.1. REDIE NETWORK, THE SPANISH INFORMATION NETWORK ON EDUCATION

Although REDIE has only existed for 7 years, over its lifespan two moments can be distinguished. One, as a Territorial Cooperation Programme, and two, integrated into the Educational Assessment and Information Working Group.

In 2010 the Ministry of Education designed an Action Plan 2010-2011, which included a package of specific measures to achieve 12 formulated objectives. Two of them “Educational success for all students” and “Flexibility of the education system and post-compulsory education. Lifelong learning”, were supported in a decisive programme “information and assessment as elements to improve the quality of education”.

This Action Plan resulted in a number of Territorial Cooperation Programmes between the Ministry of Education and the Education Boards and Departments of the Autonomous Communities. Organised in blocks, the **Spanish information network on Education (REDIE)** was integrated into the 4th one, “Information and Assessment as elements to improve the quality of education”.

REDIE does not currently exist as a Territorial Cooperation Programme. Since 2013 it has been integrated into the Educational Assessment and Information Working Group which is managed from the National Institute for Education Assessment and the National Centre for Educational Innovation and Research, belonging to both Units and dependent on the General Commission of the Sector Conference on Education.

All State education administrations can be found within this Working Group, in some cases there are two people designated, one for each of the areas, and in other cases, just one person for both areas. Each Autonomous Community freely decides how to organise its participation.

In general, some of the lines of action that were proposed at the time of its creation are the same ones which have been subsequently consolidated through the Working Group. All of them have been born out of experience acquired since 1987, as the National Unit of the Eurydice Network:

- constitution and consolidation of the state and autonomic units through contact points appointed by the different education administrations
- definition and validation of work methodology, national and international coordination mechanisms and the processes of dissemination of results
- planning and preparation of reports and studies on different matters of interest for Spanish education
- creation, development and maintenance of a web portal on the Spanish education system, which will also be the Eurydice Spain-REDIE web.

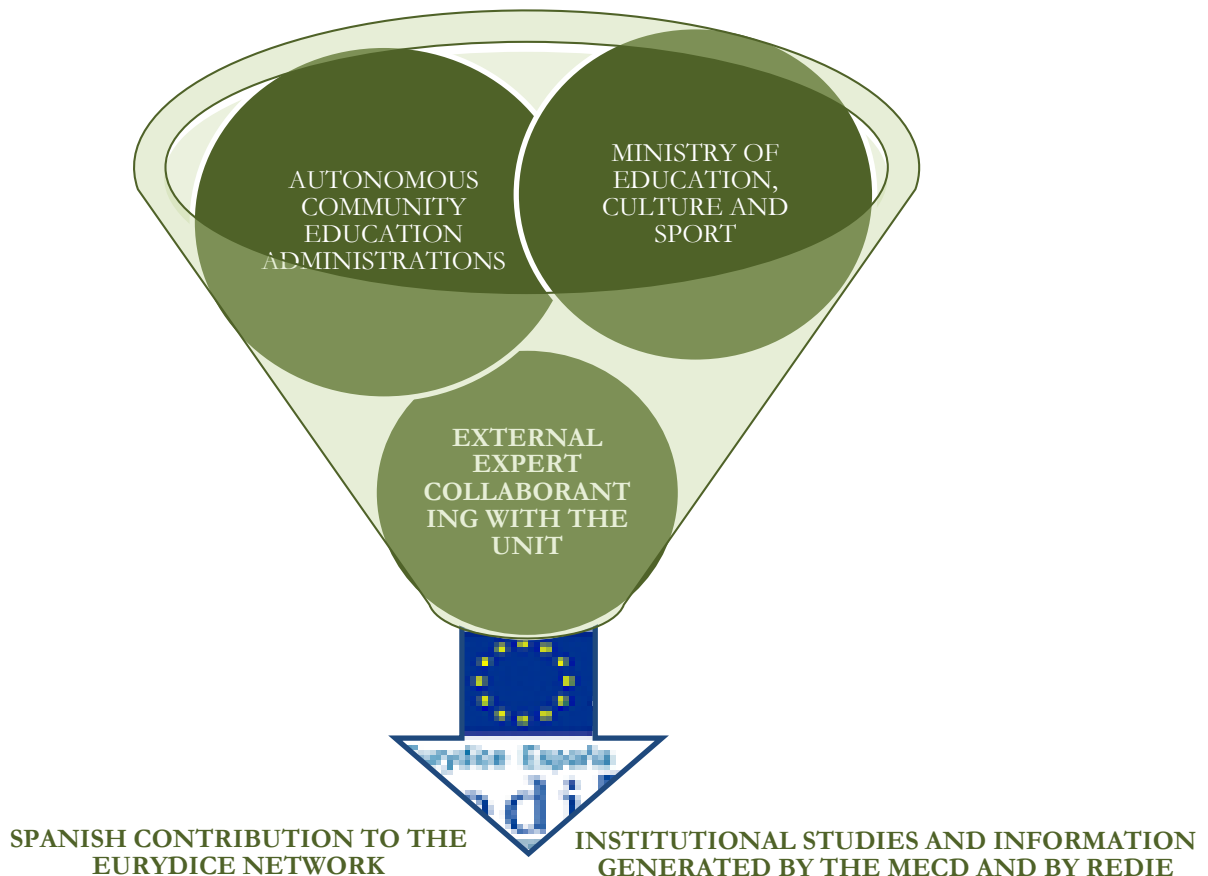
2.1.2. EURYDICE SPAIN-REDIE

The creation of REDIE, the Spanish information network on education, transformed the Eurydice Spanish Unit into Eurydice Spain-REDIE.

Even though this did not imply a qualitative change with regards to the work being carried out by the Eurydice Network, it did so with regards to the role it had to develop in the new Spanish network: to be a territorial cooperation mechanism for the Ministry of Education, Culture and Sport (MECD) to the service of State education administrations. This way, Eurydice Spain-REDIE:

- makes the Spanish contribution to the Eurydice Network with the participation of the autonomic education administrations which decide to get involved in the contribution of the MECD and the external experts to whom the work is assigned. Eurydice Spain-REDIE has assumed the model of cooperation between the National Units and works intensively to encourage this cooperation at national level, trying to ensure that the administrations' participation is the most representative possible regarding the education management in Spain
- prepare studies and information generated by REDIE.

Diagram 4: Eurydice Spain-REDIE in the European and Spanish Information Networks on Education (Eurydice and Eurydice Spain-REDIE)



Source: Preparation by Eurydice Spain-REDIE

In the article, of this same issue, “Information and studies on education as an object of territorial cooperation II”, specialists from both networks and external experts from Eurydice Spain-REDIE describe how work is organised in order to fulfil the commitments undertaken at a European and national level.

“The Coordinating Unit in EACEA wants to congratulate the Spanish Unit for its dynamic participation in the Eurydice Network. The Spanish Unit has proven to be a very active and well performing unit in the Network. We hope that we can pursue this excellent cooperation over the next decade” (Eurydice European Unit)

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SOBRE LOS AUTORES

José Luis Blanco López

José Luis Blanco López was born in 1970, in Santurce, Vizcaya. He studied Law and Economics at the University of Deusto and in 1993 obtained a Bachelor's Degree in Law, specialising in Economic Law. Likewise, he attended doctorate studies in the Department of Private Law at The University of Cantabria between 1996 and 1998.

In September 1994, he began work as a Secondary School Teacher, initially specialising in Administrative and Commercial Technology and afterwards in Economics. His final destination was at the 'IES Marqués de Manzanedo' in Santoña (high school), where he was Head of studies for three years until joining the Education Inspectorate Service in 2004. Within this Service he coordinated schooling procedures for the entire Autonomous Community of Cantabria and exercised the coordination for the Sectoral Legislation Team.

In July 2011, he was appointed General Director of Educational Planning and Innovation for the Cantabrian Government's Department of Education, Culture and Sport. He held this position until July 2015, when he was appointed General Director of Territorial Assessment and Cooperation in the Ministry of Education, Culture and Sport, a position which he currently holds.

He has also been director and tutor of numerous teacher training courses and has participated as a speaker on training courses for Education Inspectors. Moreover, he has collaborated with the University of Cantabria by imparting didactics specific to Economics, Business Administration and Employment Training and Guidance within the Course on Pedagogical Aptitude.

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Lars Bo Jakobsen is Director of the Analysis of Education and Youth Policies Unit of the Education Audiovisual & Culture Executive Agency, and is responsible for support to the European Commission policies.

For years he was education policy officer for the Directorate-General for Education and Culture, and responsible for the development and use of evidence, to contribute to European cooperation and political decision-making.

Lars Bo Jakobsen started his career in the Danish Government, where he worked for the Ministry of Education and for the Prime Minister's Office.

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Violeta Miguel Pérez

Violeta Miguel Pérez is Head of the Eurydice Spanish Unit (Eurydice Spain-REDIE) and has been Director of the National Centre for Educational Innovation and Research (CNIIE) of the Ministry of Education, Culture and Sport since September of 2015. She formerly held other public posts such as, Chairwoman of the Technical Commission of School Libraries of the MECD, Provincial Coordinator of Education, Culture and Sport for Guadalajara, and Chairwoman of the Provincial Commission of Artistic Heritage of Guadalajara.

In 1992, Violeta Miguel joined the schoolteacher workforce specialising in Infant School Education and thereafter in English as a Foreign Language, and held the position of Head Teacher of CEIP San Antonio de Portaceli of Sigüenza (Guadalajara). In 2009, she joined the Secondary School Teaching Staff having specialised in Psychology and Pedagogy, and in 2013 she joined the service Education Inspectors of Castile-La Mancha.

Violeta Miguel graduated in Infant School Teaching, and also has teaching qualifications in English, Therapeutic Pedagogy and Primary School Education. She also holds a Degree in Psychopedagogy and is a university specialist in childhood and adolescence cognitive therapy through the UNED. She has a Master's Degree in Neuropsychology and Education (Villanueva University Centre of the Complutense University) and holds a Doctorate degree, awarded by the Camilo José Cela University.

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