

Teacher education and its evaluation in French-speaking Belgium: evolution since 1995

I. Initial teacher education

1. The last three years were basically characterised by the continuity of different options in teacher education which are not entirely satisfactory: a non-integrated education of the teaching corps an important part of which remains at non-university level and where even the university section clearly has its limits.

Recent legislation clearly reinforced the existing differences between systems of teacher education in Belgium. By decree of 5 August, 1995¹, the Higher Education Institutes of Pedagogy (Instituts d'Education Supérieure Pédagogique - IESP), were integrated into the higher education sector, at the same time maintaining them as a separate educational category, rather than suggesting a different kind of combination within a unified structure of teacher education systems, for example.

The education of all prospective teachers at the level of elementary and lower secondary education (pupils from age 3 to 15-16) continues to be the responsibility of short-cycle full-time programmes at higher education level. It is organised in three-year courses according to a concurrent model (Lasley & Payne, 1991), simultaneously concerned, on the one hand, with the acquisition of general knowledge and scientific theories corresponding to the teaching subjects, and on the other hand, with professional education for the teaching profession.

Only the education of prospective teachers at the level of upper secondary education (and possibly then also of higher education) is organised by Universities providing programmes for graduation (*agrégation*) entitling students to teach at upper secondary schools. This education, specifically centred on the preparation for the teaching task, offers general and disciplinary education in the context of a consecutive model (Lasley & Payne, 1991), although certain courses necessary for graduation (*agrégation*) could be followed before acquiring the last qualifications for licentiate. The strong emphasis on disciplinary education is widely criticised by active school teachers who do not fail to point out the existing gap between academic disciplines and the requirements of professional activity in schools (Université d'été, 1997; J.-L. Dumortier, 1997). For the rest, graduation offers a kind of preparation of a still very much limited use, if we consider the importance of what is at stake. Fundamental attempts at reforming the system (e.g. as proposed by the Comité Permanent des Professeurs de Didactique, Université de Liège, October 1993), among them one carried through at an inter-university level and proposed to the Conseil des Recteurs in November 1994 (CRef, November 1994), have in fact failed; each institution involved restricted reform measures to relative insignificant re-arrangements (Georges & Jonnaert, 1993; Association des Professeurs issus de l'Université Libre de Bruxelles, 1994; Cifen, 1997).

It will be noted, however, that the public authorities so far did not provide the means for graduation courses, have no particular demands concerning graduation and did not fix a specific programme or the number of hours required for graduation. The provisions of the law of 21 May, 1929, have in fact been abrogated by the new decree on academic degrees of 5 September, 1994, which grants more autonomy to the universities in questions pertaining to the organisation of study programmes and the content of programmes. The decree only stipulates in its article 6, para. 3, that studies relating to the pedagogical education of prospective teachers could be terminated by awarding the academic degree of *agrégé* (graduate) for the field of upper secondary education without specifying the qualification. Article 19 explains that the programmes leading up to the degree of *agrégé* for the upper secondary level of education have a duration of one year. The new law on funding university education which was adopted by the parliament of the French-speaking Community of Belgium on 23 September, 1998, contains a provision that the subsidies should be calculated on the basis of students registered for graduation (*agrégation*) but the University still retains the right to internally distribute its resources according to its own plans and priorities.

Apart from these full-time education programmes, there are other programmes catering for the needs of teachers for vocational education practice and of those working in certain technical courses; they are organised at the level of education for social promotion, preparing for participation in an examination leading to the award of a “Certificate of pedagogical competence” being issued by a jury at Community level.

Teachers for their part have in fact proposed a number of reform projects: They are all unanimous about the double necessity of a unified education for all teachers and a higher standard of education. As far as there were disagreements, they referred to the distribution of responsibilities between the existing higher education structures. One of the most formalised projects was that produced by the “Commission scientifique d’études de la formation des enseignants” created at the initiative of the Minister of Education and Scientific Research, Y. Ylief, in April 1989, and chaired by Professor G. de Landsheere. It presented a report in June 1990, proposing a unified education of teachers from nursery school to upper secondary education, organised by universities (at least for the degree applications - *candidatures*) and working in synergy with the IESP for the licentiate level (*licence*), in particular for organising school practice. Some criticised this proposal as defending a strong position of the universities to be described as being too imperialist.

The Conseil supérieur de l’enseignement pédagogique defended an alternative reform project which suggested the transformation of the IESP into higher education establishments offering long-cycle programmes, that is on a par with universities. In this way they would become the major providers of initial and in-service education for all teachers and would, according to existing needs, establish links for working in synergy with other institutions like the University, the *conservatoires* or other establishments of professional education. The different branches of higher education, which would in part be common for different institutions, would thus in part be wooing the same kind of public leaving secondary schools.

The “proposals for a reform of teacher education” formulated by M. Lebrun, the Minister for Higher Education (16 February, 1993), represent an intermediate position, maintaining the characteristics and responsibilities of both fundamental structures in initial teacher education, without excluding collaborations at this level but putting the emphasis mainly on synergies at the level of in-service education. For teachers this project devised a specific education and the requirement of particular entitlements as well as the necessity of a minimum of active professional practice at the level of schooling for which they are educated. After consultation especially with the Conseil de l’Education et de la Formation this project has given way to new reform proposals under the heading of “Reform in order to better educate” (2 November, 1993) which refer to the entire higher education sector and finally led to the decree establishing the Higher Education Institutes mentioned above.

European experts in charge of the evaluation of the Belgium education system (OECD, 1993) have for their part taken over some of the proposals made so far. They concede a unifying role transcending the networks to the University but they wonder if the obligation to go through two university degree applications (*candidatures*) will not keep away from access to the teaching profession an interesting public, originating from a milieu closer to that of some pupils. They also express doubts about the possibility of the country to carry the financial burden of a transition of all teachers to a pay scale based on the licentiate level (*licence*). They rather plead for a more gradual access to that high level of qualification through an in-service education that would help distribute the financial impact of such a transition over a longer period. A unified polyvalent structure, at the level of a long-cycle higher education programme (in 4 years, remodelled in relation to present-day requirements in education) appears to them as an interesting model.

Maintaining the existing differences in the qualification level of teacher education (short cycle/long cycle) could hardly be justified. It is impossible to accept that persons being responsible for the education of younger children should be educated at a lower level. Such a view puts in danger the unity of the profession and leaves Belgium in a marginal position in relation to a considerable number of other countries (Commission européenne, 1997).

However, a draft project for the reform of teacher education presented to the press in February 1998 (see Bouillon, 1998) and prepared by a working group of the PSC (Parti Social-Chrétien), with the participation of certain members of the cabinet of the Minister for Higher Education, W. Ancion, seeks to maintain the existing different branches of higher education but at the same time intends to improve them all. Efforts in the sense of unifying teacher education and the teaching profession would be concretised by providing a single entitlement for all teachers, namely “graduate entitled to teach at the level of compulsory education” (*agrégé de l’enseignement obligatoire*), adding at the same time for which age group this is valid (nursery school/primary school; primary school/secondary school; master/graduate). They consist particularly in attempts at establishing equivalences between certain parts of teacher education which will be common for all groups: education in the humanities, general education and part of pedagogical education. The scientific and technical education as well as professional activity in the context of school practice will remain specific. A modular organisation is expected to allow the establishing of equivalences between different institutions of education and thus facilitate a greater mobility in the professional career of teachers.

Two separate lines of teacher education will thus be maintained under this proposal:

- line A denotes education in a pedagogical category of the Higher Education Institutes which will be open for those holding a CESS²; the programme requires 4 years of study (4 x 750 h, among them 200 h in school practice teaching in total responsibility and paid in the fourth year), giving direct access to a second cycle in higher education;
- line B includes a group B1 accessible to those holding a degree of the second cycle in higher education, organised at University level and the level of Higher Education Institutes and a group B2 accessible to those holding a professional degree of any level and equipped with professional experience in relation to the required standard of education and the practised specialisation. This education is organised in the context of Social Promotion.

Line B requires a complete year of education with a minimum of 500 h of education in the humanities and in pedagogy, 150 h of school practice, half of it teaching in total responsibility and paid, and participation in empirical research work.

Since this first announcement of this plan, no further development could be seen to take place.

2. The problem of the education of teacher educators remains unsolved.

Generally, the pedagogical education of educators at higher education level, while appearing to be a necessity, is not yet obligatory in Belgium. The CAPAES (Certificat d'aptitude pédagogique à l'enseignement supérieur - certificate of teaching competence at higher education level) which was proposed by the 1970 law on higher education was never made the object of further ministerial orders demanding its application. There is no mention made of it in the decree determining the general organisation of the Higher Education Institutes. The documents required for nominations at the level of the short-cycle programmes in higher education are the graduation entitling to teach in upper secondary schools or, if this is not organised, the CAP (Certificat d'aptitude Pédagogique - certificate of pedagogical competence). Among educators in higher education there is full agreement about the fact that those educating prospective teachers are working under specific conditions justifying a specific and more thorough pedagogical preparation to the extent that it represents the very core of their professionalism. How far is this actually taken into account in practice?

In the different institutions described above two categories of educators are represented: subject-matter specialists and psycho-pedagogues. At University the subject-matter specialists lecturing in courses leading up to the licentiate level (*licence*) are not required to be concerned with didactical matters; such matters are entrusted to a lecturer in the respective discipline charged with offering courses in "special methodology" sometimes also renamed as "didactics of ..."). It is the latter persons who we would put into the category of "didacticians". Undoubtedly resulting from the concurrent model, the same subject-matter specialist plays two different roles in the IESP: educate in the discipline and educate in the field of didactical transposition of subject matter. In the two cases the didacticians are specialists in a particular discipline, are graduates entitled to teach at the level of upper secondary education³ in the same discipline and sometimes have a doctoral degree in the discipline they teach.

If it is indeed indispensable to have a good subject knowledge in order to be able to competently teach in the area of the didactical transposition, one might nevertheless have doubts whether it is enough, for example, to be a good mathematician in order to be a good didactician in mathematics, and that even at all levels of schooling. Certainly one finds among educators some teachers of exceptional abilities who are already recognised in their discipline but are still interested in the improvement of their knowledge and contribute to constructing this knowledge through personal efforts, thus enabling future generations of teachers to profit from this ongoing process of reflection and improvement. But even if there are such particularly positive situations, there is a serious danger of false compromises and inadequate solutions if one does not try hard to regulate a process of the importance of teacher education through more solid guarantees of quality, particularly in relation to the degrees required from candidates and in relation to their education. The reform project submitted by M. Lebrun (16 February, 1993) already demanded such an education. Up to this day there was never a serious attempt to organise it.

The psycho-pedagogical courses are a matter of a licentiate (*licencié*)⁴ or of someone with a doctoral degree in this area. Basically, the situation could appear to be more positive in this field, as a kind of specific education does exist being particularly designed for the professional preparation of these teacher educators. A combined analysis of the historical evolution of this type of education on the one side and of the complexity of the task with which these educators are currently faced on the other cautions us to be more modest in this respect. While historically the Institutes of Pedagogy have been open to a public of elementary school teachers and secondary school teachers with professional experience, this education requirement was gradually replaced, in the context of what became the Faculties of Educational Sciences, by university studies of four and later five years, open like all other institutions to those holding a diploma at the level of upper secondary education,

without any experience of school teaching. Some additional professional education, to be undergone in the course of the teaching career as in-service education, should permit educators to anchor their teaching more firmly in reality due to their actual participation in activities at school level. The proposals of M. Lebrun (16 February, 1993) and of the Conseil de l'Éducation et de la Formation (6 October, 1995) intend to introduce just such an education for teacher educators.

For the two categories of teacher educators in Belgium described above a complementary professional education appears to be a necessity. It could be organised in the form of specific modules depending on the different categories of educators but could also contain elements of common activities, for example the participation in applied research which would have the aim of developing their ability to work in groups and to jointly acquire new knowledge.

Finally we have not dealt here with the category of teachers/mentors for teaching practice which represents nevertheless an essential element of the organisation of teacher education. In their case once again institutional obstacles stand in the way of their being recognised⁵ and consequently of healthy contractual negotiations concerning their role and the education required for their job. This education should also be acquired through in-service training courses.

II. In-service teacher education

1. Recent years have been marked by the allocation of increasingly more funds to in-service education. However, the problem remains of using them in a way that a general improvement of the education system could actually be achieved.

For several years now the in-service education of teachers has undergone significant developments in the French-speaking Community of Belgium, as it is currently subsidised and organised on the basis of two decrees: the decree of 24 December, 1990, which applies to all three networks, organises the continuing education of personnel in the field of elementary education, special needs education and education at the Psycho-Medico-Social Centres; the decree of 16 July, 1993, organises the same education with regard to the field of secondary education.

At the elementary school level, training activities are the responsibility of the networks⁶. The government of the French-speaking Community organises and administers the in-service training courses for its own network. For the two other networks, the government approves the projects of in-service education courses proposed by the organising institutions after having subjected them to review by an inter-network commission.

Training activities involving personnel in the area of secondary education are organised at three levels: through the intermediary of committees establishing agreements for the entire area of the Community (40% of all credits), by corresponding committees operating at the level of zones (40% of all credits) but also being responsible for each network (20% of all credits), each having its own methodological approach in the matter. The allocation of financial means to each of the three networks of education existing in the French-speaking Community is based on precise quantitative criteria (number of lessons taught by teachers in each network). Beyond this legal framework each network of education is free to organise independent in-service training activities with its own financial means. Thus, each network disposes of its own training centres.

Even if the two decrees mentioned above have resulted in promoting practices of in-service education which differ from network to network, they do represent a certain progress in tying in-service training for teachers to a global strategy of development. However, there is still a great effort to be

made in order to establish programme structures that would allow in-service education to be made profitable for attaining fundamental aims of the education system, e.g for orienting it towards the current reforms⁷. Too often the offer of in-service training courses being made available has taken the form of a catalogue of a diversified course offer not adding up to a coherent project.

The present government of the French-speaking Community intends to improve this situation by presenting a new statutory tool planning to unify the aims, the procedures and the means for the totality of different groups involved in in-service teacher education (Mainguet, 1998). At present the providers of in-service education are not specifically prepared and accredited for such a task. Cooperation will have to be intensified between institutions of initial teacher education and the establishments organising in-service education for teachers. The decree organising the restructuring of the higher education sector suggests a widening of their scope of activities beyond initial education, adding activities in the field of continuing education and applied research to the normal framework of services provided by them.

The report by H. Baert and F. Cockx (1997) deplores the absence of a coherent and subsidised policy of universities in the field of continuing education. There are some initiatives here and there but they are not centralised and the lack of evaluation criteria helping to assess the quality of further education in Belgium leaves us with a difficult task.

2. In French-speaking Belgium, the participation in life-long teacher education is so far neither an established right nor an obligation for teachers.

Career-long teacher education is conceived as a service and therefore left to the discretion of teachers⁸. It is therefore possible that in individual cases teachers spend a lifetime in teaching with the experience of initial education providing the only basis for their professional activity. Is this really tolerable at a time when there is a rapid change of the needs of the young that are to be educated as well as the conditions of exercising the profession and the knowledge available to face its challenges? However, the responsible persons and those participating in the field of education (see in this respect especially the communication of the Conseil de l'Enseignement et de la Formation dating from 6 October, 1995) rarely envisage to make the process of in-service education compulsory; instead they prefer to advocate the use of incentives, linking the efforts undertaken by participants in in-service education to a part of salary increases and access to different specialised functions in schools.

Actually, today the participation in continuing teacher education activities entails no specific advantages in terms of salary or career and there is no credit system in French-speaking Belgium from which teachers could draw benefit in this sense. The possibilities of promotion in the teaching career are rather few; the only functions open for selection (obtaining a post at the level of school management or of the inspectorate) obliging teachers to abandon their classroom teaching activities. Numerous documents in recent years (e.g. Lebrun, 16 February, 1993; Conseil de l'Enseignement et de la Formation, 6 October, 1995) have deplored that career profiles for teachers are so very flat. The institutions of teacher education often plead for an acknowledgement of the status of teacher/mentor for teaching practice (*maître de stage*), accompanied either by financial advantages difficult to obtain from the subsidising authorities under present conditions, or by advantages in terms of a reduction of hours, but also accompanied by the obligation of participating in in-service education to be introduced for these important partners in the process of professional education of teachers. These formally educated teachers/mentors for teaching practice could also serve as a multiplier for in-service education in relation to their colleagues at school (see Dumortier, 1997).

At the moment, while not being an obligation, this in-service education does not appear to be an established right of teachers either. Only the right to 10 days of in-service education per year for the teachers of elementary school teaching has been the object of a statutory text. Teachers do not enjoy

the right to a “paid holiday for education purposes”, as do full-time employees in the private sector who may take leave from work in order to enhance their education. For teachers the permission to leave their classroom teaching in order to participate in further education activities must be given by the headmaster; sometimes he would refuse to give it because of the negative effects caused by their absence on the school’s organisation. The replacement for teachers during times of absence is actually not regulated by law, but only decided on a case by case basis⁹. As the vast majority of in-service education activities are of a short duration (1 to 5 days), there is indeed no statutory possibility for dealing with the replacement question. In the interest of reducing times of absence for training purposes during the school year it could be envisaged to promote the organisation of training sessions in certain less critical periods of the school year, e.g. at the end of August and the beginning of September (Mainguet, 1998).

III. Evaluation of teacher education

By tradition it has always been the Inspectors in our country who were given responsibility for looking into the question whether appropriate use was made of public funds in the education sector and for verifying whether the quality level of studies was in line with the objectives of the official programme objectives. However, in contrast with what is general practice in many other countries, this role is paradoxically fulfilled without programmes having been established by a central body depending on the subsidising powers and without the evaluation of achievement being undertaken on a basis being common for all and with diagnostic instruments being applied to everyone.

Up to now the practice of evaluating the education system is not yet firmly anchored in the Belgian education culture (see Beckers, 1998). The first steps were only taken quite recently: In 1990/91 a commission of experts established by the OECD investigated the functioning of the system (see OECD, 1993). This led to a number of important consequences like the definition of general objectives for the entire education system (CEF, 1992), the holding of general assemblies in the education sector in May 1995 and a decree being adopted in July 1997 which defined the priority objectives of the education sector and proposed structures which were thought to be appropriate for attaining them (*décret-mission*).

With this decree substantial progress was made on the side of evaluation (articles 31 and 55) in relation to the complete void previously existing (clearer formulation of a framework defining competences, proposals for the use of instruments in order to evaluate them, creation of pilot commissions for evaluation) but in view of the importance of what is really at stake even this progress appears to be quite insufficient (no systematic measuring of results).

The decree does not apply to the higher education sector and does not introduce any new regulations at this level. University education which always enjoyed a very high degree of freedom was never subjected to inspection from outside. This freedom even increased with the decree of 5 September, 1994, which eliminated the only existing legal provision concerning accreditation of courses (as stipulated in the 1929 law). As to the Higher Education Institutes, the decree establishing them considerably increased their autonomy, aligning their status with that of the Universities. As a result, the teacher education departments of the Higher Education Institutes from now on will have no further visits from inspectors and do not have their programmes to be accredited anymore (article 29 of the decree of 5 August, 1995).

Is it normal that institutions of teacher education should be given complete freedom in defining the professionalism of teachers who they educate? In order to maintain chances of democratic equality, the decree defining general objectives for the education sector (*décret-mission*) stipulates that

autonomy of institutions will go hand in hand with pilot bodies whose tasks lies in supervising schools as to their effectively pursuing the common objectives and in verifying in standardised ways their being actually achieved by schools. Should this rule not also be applied to the University and to Higher Education Institutes?

Mechanisms which intend to guarantee a better quality control in education are beginning to be elaborated at these two levels of higher education. Quite logically they equally refer to the structures of teacher education forming part of the two levels, without particular attention being really given to this aspect. Thus, each Higher Education Institute has to draft a pedagogical, social and cultural action plan which assures internal coherence (coherence between the aims, the organised activities, the partnerships sought to be established and the means allocated to it). Among the chapters that should be part of this plan figures the definition of the modes of implementation of quality assessment within the Higher Education Institute (article 6 of the decree of 5 August, 1995). Furthermore, a Pedagogical Commission of the Community provides a statement to the government as to whether the plan for each Higher Education Institute is in conformity with the general objectives. A Higher Education Institute could be taken to task by the Commission or by an inspector of the French-speaking Community, if the latter believe that the Higher Education Institute does not apply certain measures as planned. Sanctions could go as far as cutting funding (articles 10 and 11). The regulation of study programmes is also in the hands of the the Pedagogical Commission of the Community (article 27) and so is an annual report on the activities of the Commission which is followed by a statement on the matter. Article 37 of the same decree requires the authorities of the Higher Education Institutes to undertake a review of the quality of teaching activities and of other tasks which fall into their domain. This review is executed in accordance with a procedure defined by the government which foresees in particular the recourse to external experts in the review process the majority of whom has to exercise a profession outside the education sector. Since 1 September, 1988, a report on the quality review is sent to the government and to the unit for educational forecasting of the Pedagogical Commission of the Community which elaborates a statement on the matter being then passed on to the government. It is the government which decides on any steps to be taken.

Universities are also increasingly introducing strategies for evaluating the quality of institutions and their operation. Several establishments cooperate in the programme of institutional evaluation of the CRE (Conférence des Recteurs Européens) seeking to make progress at a European level. The CRE offers help in improving the quality of the management process and disseminates examples of good practice in this area. Assessment at the level of examinations like the *agrégation* in which actors representing different faculties are involved further increases difficulties linked to processes of evaluation. However, specific initiatives for dealing with the problem have been taken at certain universities like the Université de Liège.

In response to a request from the Minister Grafé (Minister of Higher Education, Research and International Relations) the CEF (Conseil de l'Enseignement et de la Formation) issued a statement on the evaluation of quality in higher education (April and June, 1996). The measures which it suggests are the traditional ones: self-evaluation involving all relevant actors, an external evaluation conducted as a peer review and involving peers which have a reputation as being impartial specialists, independent from public authorities in their defining procedures and methods, and submitting their report which also contains specific recommendations to the establishment being evaluated. This particular evaluation procedure should have no impact on the level of funding, except in very particular cases, and should not be used for ranking the establishments. The CEF also initiated a process of reflection on quality indicators. This procedure which is fundamentally very different from an inspection, is an essential element of an improvement of quality in higher education. In order to take shape more concretely in practice, it requires corresponding means. Are the public authorities prepared to invest into these regulation mechanisms?

Concerning evaluation of in-service training, no initiative of systematic and global evaluation was taken so far. At each level of in-service training the inspection service is charged with the task of assessing the programme as to its conformity with what was defined previously in the task list. For in-service training of personnel at the level of elementary education which is regulated by the decree of 24 December, 1990, a circular dated 20 April, 1993, stipulates that beyond the tasks of the inspection service a “qualitative and quantitative evaluation should be undertaken by the organising establishments and should be secured by an independent evaluator of teacher educators; it has to provide the basis for permanently improving the organisation of in-service training” (Ministry of Education, Research and Vocational Training, 1993). The Union des Villes et des Communes (the federation of the local authorities being the official subsidised organisers of elementary education) entrusted a university service with the task of external evaluation (Giot, 1998). For the in-service education of personnel at the level of secondary education article 19 of the decree of 1993 stipulates that those benefitting from training programmes are at the same time those evaluating them. For training activities organised at the level of the Community and at the level of regions the teacher educators involved submit a report to the responsible inspection office. The latter evaluates the operation of the training activities and their efficiency.

Summarising these remarks, it could be stated that on the one side no fundamental changes have taken place at the legislative level in the last three years with regard to the area of teacher education in French-speaking Belgium and its evaluation - but on the other side proposals for reform do exist. It is to be hoped that the increasingly important role which our country seems prepared to assign to the evaluation of quality in the higher education sector will stimulate deeper reflection on the education of teachers and their educators and will lead to the introduction of legal and structural provisions which may create conditions for a better way of professionalising teachers.

References

Important legislation

Arrêté de l'Exécutif de la Communauté française du 22 avril 1969 fixant les titres requis des membres du personnel directeur et enseignant, du personnel auxiliaire d'éducation, du personnel paramédical, du personnel psychologique, du personnel social des établissements d'enseignement préscolaire, primaire, spécial, moyen, technique, artistique et supérieur non universitaire de la Communauté française et des internats dépendant de ces établissements, paru au Moniteur belge du 1er mai 1969.

Décret du 24 décembre 1990 relatif à la formation continue et à la formation complémentaire des membres du personnel de certains établissements d'enseignement et des centres psycho-médico-sociaux, paru au Moniteur belge du 19 avril 1991.

Décret du 16 juillet 1993 relatif à la formation en cours de carrière des membres du personnel des établissements d'enseignement secondaire ordinaire, paru au Moniteur belge du 22 décembre 1993.

Décret du 5 septembre 1994 relatif au régime des études universitaires et des grades académiques, paru au Moniteur belge du 8 novembre 1994 (arrêté d'exécution du 7 avril 1995).

Décret du 5 août 1995, fixant l'organisation générale de l'enseignement supérieur en Hautes Ecoles, paru au Moniteur belge du 1er septembre 1995.

Circulaire n° 15 du 20 juin 1996 relative à la formation continuée dans l'enseignement fondamental ordinaire subventionné.

Décret du 25 juillet 1996 relatif aux charges et emplois des Hautes Ecoles organisées ou subventionnées par la Communauté française, paru au Moniteur belge du 7 septembre 1996.

Décret du 24 juillet 1997 définissant les missions prioritaires de l'enseignement fondamental et de l'enseignement

secondaire et organisant les structures propres à les atteindre, Bruxelles, Cabinet de la Ministre de l'Éducation, paru au Moniteur belge du 23 septembre 1997.

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Footnotes

¹ Decree of 5 August, 1995, regulating the general organisation of higher education in Higher Education Institutes (*Hautes Ecoles*).

² CESS: Certificat d'Enseignement Supérieur. This diploma which is awarded at the end of secondary schooling in the general and technical branches is necessary for having access to higher education.

³ In the Pedagogical Departments of the Higher Education Institutes the degree required for being teacher of general courses is that of graduate entitled to teach at upper secondary level, completed by two years of relevant experience (Order of the Executive of the French-speaking Community of 22 April, 1969). The decree of 25 July, 1996, relating to the tasks and duties of Higher Education Institutes organised or subsidised by the French-speaking Community replaces the occupational title of teacher by that of *maître assistant* (article 38) for the basic functions at level 1 but does not modify the titles of the higher functions (article 12, § 1/3).

⁴ In order to be allowed to offer courses in the field of psychology, pedagogy and methodology, the degree of licentiate in the field of the Educational Sciences or licentiate in the field of Psycho-pedagogical Sciences, completed by two years of relevant experience, is the degree required by the Order of the Executive of the French-speaking Community of 22 April, 1969, which has already been mentioned.

⁵ The only ones presently benefitting from recognition are the teachers for teaching practice who are responsible for the prospective teachers at the level of elementary education. An Order of the Executive of 3 September, 1991, provides

them for the duration of five years (with a possibility of prolongation) with the qualification of “agent d’encadrement pédagogique” which supplies them with financial advantages in the form of a weekly allowance (Ministère de l’Education et de la Formation, 1996).

⁶ In French-speaking Belgium, education is organised either directly by the French-speaking Community, or by subsidised official organising authorities (the Provinces and the Communes), or by subsidised free organising authorities (mainly religious organisations).

⁷ At the level of in-service education for teachers in the area of elementary schools, a recent circular aims at achieving this particular objective.

⁸ There is one exception to be taken note of: The participation in some pedagogical days organised by the Inspection is compulsory for teachers at the level of official subsidised elementary education (not counting the 10 days of in-service education). The teachers participating in these courses are not replaced and the pupils are sent home for the time of their absence.

⁹ In the circular already mentioned of 20 June, 1996, referring to in-service education in the field of elementary education certain training activities linked to the reform and organised as five-day courses in block form could lead to replacements being organised for them.