



The CFEC & National Programmes of Learning/ National Curricula Republic of Ireland

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Project acronym: Elos

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Linking the CFEC to the national programmes of learning/ national curricula

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A. In my country ...**Ireland**.....(fill out) , there is :

1. **a prescribed, set curriculum**
2. a partially prescribed curriculum, with some freedom for schools and teachers
3. a fairly free curriculum, with lots of freedom for schools and teachers
4. Other,namely:.....
.....

B. Examinations in my country are:

1. **Centrally organized, everyone does the same examination**
2. Partially centralized, partially non-centralized
3. Non-centralized
4. Other, namely:.....
.....

C. In your opinion, where does Elos fit with the programme (s) of learning? Please describe the following aspects in reference to the CFEC:

- Describe a minimum of 3 and a maximum of 5 elements of your national/regional programme of learning that link with the CFEC and the 21st century skills
- If it is applicable: Please include numbers or letters that refer to you national curriculum. Please include links to relevant websites as well, if applicable.

N.B. All credits for the linking between the CFEC and the 21st century skills go to Frans Resink of Stichting Leerplanontwikkeling Nederland, The Netherlands.

The Irish curriculum can be found at: http://www.curriculumonline.ie/en/Post-Primary_Curriculum/

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
knowledge about Europe and the wider world	reproducing and / or applying factual and / or conceptual knowledge		EIO-1.1.1. I have basic knowledge of the geography in Europe and a general idea of European history.	EIO-1.2.1. I have an idea of the variation within Europe (per country: natural condition, size of population, language, affiliation to EU or other supranational institutions).	EIO-1.3.1. I understand shared concepts such as democracy, citizenship and the international declarations expressing them.	EIO-1.4.1. I understand the structure and function of European and international institutions (EU, CoE, UN, Nato etc.; in relation to each other and to national/regional affairs).	EIO-1.5.1. I have informed opinions on the whole process of European integration and the social / economic / environmental problems which arise from that, for Europe and the wider world.	EIO-1.6.1. I know in which fields European and international institutions exert an important influence, and can explain the consequences for citizens, giving concrete examples.
					EIO-1.3.2. I can give an outline of the history of European integration, and can relate European key figures to certain events.			
			EIO-1.1.3. I am aware of the principles of democracy in European countries.					

			EIO-3.1.1. I know sites and expressions of common (European or world) heritage in my country and the country of my peers.					
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Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.

Junior Certificate (ages 12-15 years) Geography aims to:

1. encourage in students a sensitive awareness of peoples, places and landscapes, both in their own country and elsewhere (EIO-1.1.1)
2. provide opportunities to foster and build upon students' natural curiosity about their own and other people's social and physical environments (EIO-1.2.1) (EIO-2.2.1) (EIO-3.1.1)

Junior Certificate CSPE

3. Students should be aware that through the democratic process, at all levels of society, every individual can exercise power through participation (EIO-1.1.3) (EIO-1.5.3)

Junior Certificate Environmental & Social Studies:

4. Students should develop a generalized knowledge & understanding of contemporary social, cultural, environmental and economic issues (EIO-3.2.1) (EIO-1.5.2)

Senior Cycle (ages 15-17years) Leaving Certificate Business:

5. students should be able to explain the purpose of the main European Union policies and directives (EIO-3.3.1) (EIO-3.3.3)

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
information literacy	finding and processing information		EIO-1.1.2. I can collect and organize general information on Europe and the wider world.	EIO-1.2.2. I can collect and organize information on current European and international affairs.		EIO-1.4.2. I can access and process information from different foreign media about topics with a supranational / international dimension.		
							EIO-2.5.1. I find my way to institutions in the partner schools' city or region that provide information about living and working in the community.	EIO-2.6.1. I know how to access international information about how to live, study and work in another country.

				<p>EIO-3.2.1. I can find and compare with peers information from our countries on selected consumer affairs (such as price levels or protection of consumers' rights).</p>	<p>EIO-3.3.1. I can find and compare with peers information from our countries on our national attitude towards selected European and international topics.</p>	<p>EIO-3.4.1. I know which topics cannot be solved on a national scale, and research one topic in its European and global dimension across several countries, together with peers.</p>	<p>EIO-3.5.1. I understand how national and/or international decisions effect shared objectives (such as Millennium Development Goals, sustainability etc.), and how this is seen in my and my partners' country.</p>	<p>EIO-3.6.1. I can find out and evaluate together with peers abroad where and how I can continue my studies internationally.</p>
	forming and underpinning an opinion						<p>EIO-1.5.2. I can relate the values Europe stands for (such as: peace, democratic decision-making, separation of religion and state, economic prosperity) to what they mean to me personally (my rights and responsibilities).</p>	<p>EIO-1.6.2. I can defend my opinions on European affairs in discussions with others with well-informed arguments.</p>

						EIO-1.4.3. I form my own opinion about critical European and international issues (such as enlargement, constitution, globalisation etc.) and the consequences for citizens.		EIO-1.6.3. I have an idea of the importance of lifelong learning and the steps to take towards personal fulfilment, active citizenship and employability in Europe.
								EIO-3.6.1. I can find out and evaluate together with peers abroad where and how I can continue my studies internationally
Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.								

NCCA Framework for ICT in Education (<http://www.ncca.ie/uploadedfiles/publications/ict%20revised%20framework.pdf>)

Students should be enabled to:

1. navigate and access information on the internet using a variety of methods (EIO-1.2.2) (EIO-1.4.2)
2. organize information retrieved from the internet and other electronic sources for personal use and for sharing with others (EIO-1.6.1) (EIO-1.6.2)

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
collaboration skills	collaborating / cooperative learning	with classmates / peers		EIO-1.2.3 I can share knowledge with my classmates on my own country (politics, geography, economics, history, science and technology, culture / national heritage) in relation to Europe.			EIO-1.5.3. I take an active role as a European citizen at school and in the community.	
				EIO-3.2.1. I can find and compare with peers information from our countries on selected consumer affairs (such as price levels or protection of consumers' rights).	EIO-3.3.1. I can find and compare with peers information from our countries on our national attitude towards selected European and international topics.	EIO-3.4.1. I know which topics cannot be solved on a national scale, and research one topic in its European and global dimension across several countries, together with peers.		

			<p>EIO-4.1.3. I am willing to work as a part of a team on new ideas.</p>	<p>EIO-4.2.3. I am able to help solve basic problems, work individually or in teams, help make some decisions and exploit resources which are available to me.</p>				
		with students / peers abroad			<p>EIO-1.3.3. I can share knowledge about a broad range of European countries with other students abroad.</p>			
						<p>EIO-3.5.1. I understand how national and/or international decisions effect shared objectives (such as Millennium Development Goals, sustainability etc.), and how this is seen in my and my partners' country.</p>	<p>EIO-3.6.1. I can find out and evaluate together with peers abroad where and how I can continue my studies internationally.</p>	

					EIO-3.3.2. I know how to negotiate and act according to a „code of conduct“ during exchanges with partner students abroad or online.	EIO-3.4.2. I can carry out and evaluate tasks together with students from other countries, in face-to-face meetings (abroad or via skype or video-conferencing).	EIO-3.5.2. I can participate actively in planning and running a new project with groups/teams of students and teachers from other countries.	EIO-3.6.2. I can contribute actively to the project management and administration of international activities in an educational setting.
			EIO-4.1.3. I am willing to work as a part of a team on new ideas.	EIO-4.2.3. I am able to help solve basic problems, work individually or in teams, help make some decisions and exploit resources which are available to me.				
Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.								

NCCA Framework for ICT in Education (<http://www.ncca.ie/uploadedfiles/publications/ict%20revised%20framework.pdf>)

Students should be enabled to:

1. Communicate and collaborate locally, nationally & internationally with peers, experts and others using appropriate netiquette (EIO-3.2.1) (EIO-3.3.1) (EIO-3.3.3) (EIO-1.6.2)
2. participate in and contribute to collaborative online projects using ICT (EIO-3.6.2)

Junior Certificate French & German aims to:

3. encourage and equip students to consider participating in social and cultural activities which may involve some use of the target language (EIO-2.4.3) (EIO-2.5.3) (EIO-3.3.2) (EIO-3.4.3)

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
communication skills	communicating in a modern foreign language		EIO-2.1.2. I am aware of the diversity of languages in Europe and beyond and know basic aspects of at least two languages other than my mother tongue.					
		with people from another country		EIO-2.2.2. I try to learn the basics of a language other than my mother tongue (and other than the common language of communication) of a partner student.	EIO-2.3.2. I can express my own opinions, needs, feelings and communicate coherently about them in a common language of communication with my peers from other countries.		EIO-2.5.2. I can identify and interpret explicit or implicit values in my own or others' communication in a common language.	

							EIO-2.5.3. I am confident in my communication with others in a common language (even if I make mistakes) while I try to improve further.	
			EIO-3.1.2. I can use e-mail to present myself and my interests and hobbies and request the same information from my peers in other countries.	EIO-3.2.2. I am internationally computer literate, and use the Internet for chats, forums, searches within a common project with peers abroad.				
		in a multi-/inter-cultural setting				EIO-2.4.2. I can apply different communication styles in a common language of communication to different intercultural settings.		EIO-2.6.2. I can discuss controversial international issues with people from other backgrounds in a common language, while acknowledging differences in norms and values.

					EIO-2.3.3. I can talk about how stereotypes and discrimination work, in a multicultural group.			
		in another country				EIO-2.4.3. I can adapt to other ways of communication during a stay abroad, without giving up my own identity.		
<p>Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.</p>								

NCCA Framework for ICT in Education (<http://www.ncca.ie/uploadedfiles/publications/ict%20revised%20framework.pdf>)

Students should be enabled to:

1. Support learning in first and additional languages independently and collaboratively using ICT (EIO-2.1.2) (EIO-2.1.3) (EIO-2.2.2) (EIO-2.3.1)

Junior Certificate French & German aims to:

2. contribute to students' awareness of language as a system of communication (EIO-2.1.1)
3. give students an awareness of another culture, and thus a more objective perspective of their own culture (EIO-2.2.1) (EIO-2.3.1)

Senior Cycle Leaving Certificate French aims to:

4. foster in learners such communicative skills in the target language as will enable them to participate in normal everyday transactions and interactions, both spoken and written, both at home and abroad (EIO-3.5.2) (EIO-3.6.2) (EIO-3.6.3)

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
ICT literacy	using social media with people	from another country	EIO-3.1.2. I can use e-mail to present myself and my interests and hobbies and request the same information from my peers in other countries.	EIO-3.2.2. I am internationally computer literate, and use the Internet for chats, forums, searches within a common project with peers abroad.				
<p>Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.</p>								

NCCA Framework for ICT in Education (<http://www.ncca.ie/uploadedfiles/publications/ict%20revised%20framework.pdf>)

Students should be enabled to:

1. communicate & collaborate locally and globally using ICT (EIO-2.1.3) (EIO-3.2.2) (EIO-3.3.2) (EIO-3.4.2)
2. develop independent & collaborative learning and language skills using ICT (EIO-2.6.1) (EIO-2.6.2)
3. develop personal creativity, reflective and critical thinking skills through the use of a variety of ICT (EIO-4.3.3)

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
citizenship	dealing with people	from another country	EIO-2.1.3. I can connect with persons from Europe and other parts of the world.	EIO-2.2.3. I can show respect (verbally and nonverbally) for the opinion of persons from a different cultural background.				
			EIO-3.1.3. I show interest and respect for others in Europe and the wider world.	EIO-3.2.3. I am aware that how persons from other cultures act, might arise from different norms and values than my own.		EIO-3.4.3. I can cope with problems arising in collaboration with students and teachers from other countries.		
		in another country	EIO-2.1.1. I know how friends in other countries communicate with each other, about which topics, and can join in.	EIO-2.2.1. I know how daily life in a family in another country is structured.	EIO-2.3.1. I know how family and friendship relations in another country work.	EIO-2.4.1. I am aware of rules and responsibilities of students at a foreign partner school and in the local community.		
						EIO-2.4.3. I can adapt to other ways of communication during a stay abroad, without giving up my own identity.		

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
					EIO-3.3.2. I know how to negotiate and act according to a „code of conduct“ during exchanges with partner students abroad or online.			
	discussing (arguing) with people	from another country			EIO-1.3.3. I can share knowledge about a broad range of European countries with other students abroad.			
				EIO-3.3.3. I exchange my opinions about European and international affairs with students from other countries, and learn about different points of view.			EIO-3.6.3. I participate actively in debates, simulations or other events in the public domain in Europe and the wider world.	
		in another country						

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):						
	performing a task or project with people	from another country					EIO-3.4.2. I can carry out and evaluate tasks together with students from other countries, in face-to-face meetings (abroad or via skype or video-conferencing).	EIO-3.5.2. I can participate actively in planning and running a new project with groups/teams of students and teachers from other countries.	EIO-3.6.2. I can contribute actively to the project management and administration of international activities in an educational setting.
		in another country							
<p>Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.</p>									

Junior Certificate CSPE:

1. Students should be aware that every individual is entitled to basic social, cultural, economic, civic, religious and political rights and to the safeguarding and protection of these rights (EIO-1.3.1)
2. Students should be aware of the interrelatedness of all human life at the individual, community, national and global levels (EIO-1.4.3) (EIO-1.6.1)
3. Students should be aware that as individuals born on the planet every person becomes a temporary owner or steward entrusted and empowered with its care and maintenance (EIO-1.5.2) (EIO-1.5.3)

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
lifelong learning	conscious informal learning (and reflect on it)		EIO-4.1.1. I recognize that I am learning constantly outside of the school environment.	EIO-4.2.1. I realize I can use informal learning experiences in my formal education.	EIO-4.3.1. I know how to use basic-aspects of my international informal learning to support my formal learning.	EIO-4.4.1. I am able to reflect on my informal learning with a peer and formulate new learning objectives.	EIO-4.5.1. I am able to transfer informal learning outcomes to formal internal/external accreditation.	EIO-4.6.1. I can formulate my own learning objectives and organize my own learning context.
	orienting oneself on study and profession		EIO-4.1.2. I am aware of the value of work-related programs for my future.	EIO-4.2.2. I actively participate in work-related programs virtually or face-to-face.	EIO-4.3.2. I use my international work-related learning experiences to support my formal learning program and my international understanding.	EIO-4.4.2. I am able to reflect with adults as my professional peers on my work-related learning outcomes and define new objectives.	EIO-4.5.2. I use work-related learning outcomes to support formal accreditation.	EIO-4.6.2. I use work-related learning to help me formulate in depth and independent study or research.
								EIO-1.6.3. I have an idea of the importance of lifelong learning and the steps to take towards personal fulfilment, active citizenship and employability in Europe.

							EIO-2.5.1. I find my way to institutions in the partner schools' city or region that provide information about living and working in the community.	EIO-2.6.1. I know how to access international information about how to live, study and work in another country.
								EIO-2.6.3. I feel motivated and prepared to take initiative towards future study and work in a European / international setting.
		with peers abroad						EIO-3.6.1. I can find out and evaluate together with peers abroad where and how I can continue my studies internationally.
		abroad					EIO-3.5.3. I initiate and organize an individual learning period (such as a course or internship) abroad.	

Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.

NCCA Framework for ICT in Education (<http://www.ncca.ie/uploadedfiles/publications/ict%20revised%20framework.pdf>)

Students should be enabled to:

1. develop team building, leadership and personal effectiveness through participating in collaborative projects using ICT (EIO-4.1.3) (EIO-4.2.2) (EIO-4.4.3)

Junior Certificate French & German aims to:

2. make it possible for students to consider taking up job and further education/training opportunities which may involve some use of the target language (EIO-4.2.1)
3. give students the kind of language learning experience that will encourage and facilitate their learning further languages in later life (EIO-2.6.3) (EIO-4.4.1) (EIO-4.6.1)
4. enlarge students' work, further education and leisure options (EIO-1.6.3) (EIO-4.4.2) (EIO-4.5.1)

competence(s):	key tasks:	conditions:	connection to CFEC (domains + levels):					
initiative / entrepreneurship	creating and exploiting (career)-opportunities				EIO-4.3.3. I am able to take opportunities to be creative and develop ideas which have value to myself and others.	EIO-4.4.3. I am able to develop ideas in an international context and transform these ideas into effective plans and implement these plans successfully.	EIO-4.5.3. I am able to transform ideas into activities, define the risks and develop proper actions to avoid these risks.	EIO-4.6.3. I develop concepts, take risks and understand the ethical, environmental and economic consequences involved in my choices.
Please connect a maximum of five elements of your national curriculum to the competence framework above, by writing these elements down in the cells below.								

Junior Certificate SPHE:

1. students should have examined how to apply decision-making skills to developing plans for their further education and career options (EIO-4.6.1)

Junior Certificate Business Studies aims to:

2. develop a positive attitude towards entrepreneurs, towards profits, towards the creation of wealth and its distribution (EIO-4.1.2) (EIO-4.2.1)
3. encourage initiative and develop self reliance in each student (EIO-4.3.3)

The Transition Year (TY) is a one-year programme that forms the first year of a three-year senior cycle in many schools. It is designed to act as a bridge between the Junior Certificate and Leaving Certificate programmes. It is available to all second level schools and currently approximately 75% of schools offer the programme. Transition Year is optional for students in most schools. Transition Year offers learners an opportunity to mature and develop without the pressure of an examination. It also provides an opportunity for learners to reflect on, and develop an appreciation of, the value of learning in preparing them for the ever-changing demands of the adult world of work, further and higher education and relationships.

In addition to the statutory curriculum, opportunities exist in schools for enrichment programmes such as the European Studies Programme (ESP). ESP links schools across Europe on collaborative curriculum-based projects. Clusters of schools meet annually to agree a programme of activities their pupils will engage in together during the year, such as:

- Research & online discussion with peers on how we help our local community
- Research & online discussion with peers on our culture and national traditions
- Research & online discussion with peers on Europe in my everyday life
- Stereotypes & myths – online discussion of misconceptions
- Online cultural quiz (questions devised by partner schools)
- Report & online discussion with peers on ‘What I did on Saturday(insert date).....’
- Recycling in our school and local area – report, recommendations from partner schools and conclusions

Copies of all cluster agreements can be found on the Programme website www.european-studies.org. By engaging in the programme, students can acquire the competences in the CFEC and schools can reach the Elos School Standard.