# THE LEARNING OF EUROPE

WHERE AND HOW TO LAND/SETTLE?

MAARTEN SIMONS

KU LEUVEN

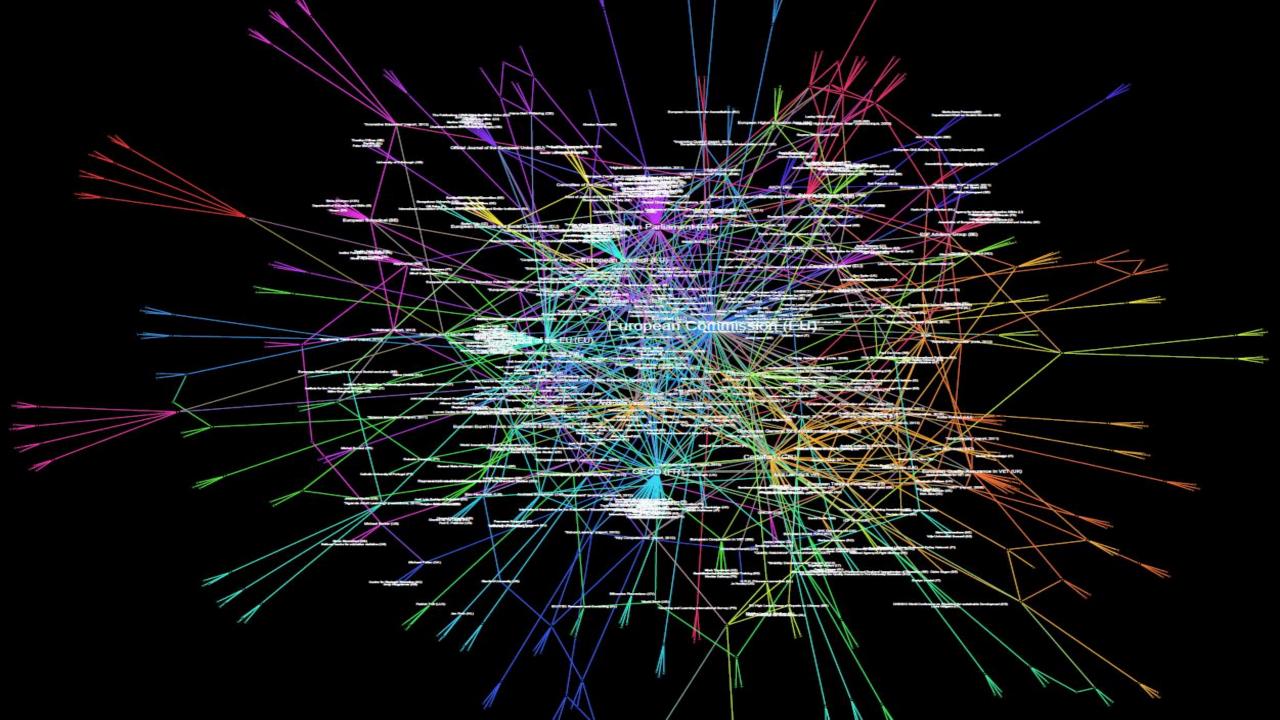
MAARTEN.SIMONS@KULEUVEN.BE

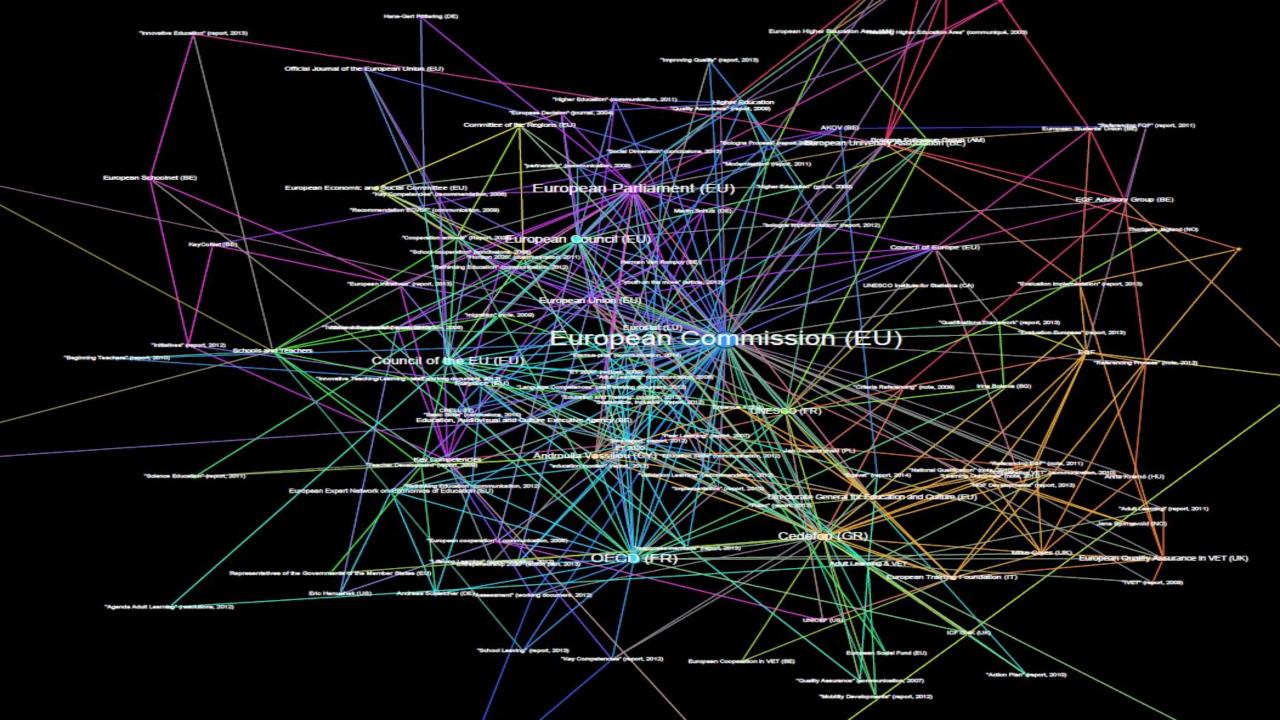


EUROPE IN WORDS (>1 MILLION) EN IMAGES (>300 NODES)













# IN ADVANCE 1/2

from 'modernisation' to 'globalisation'

### Historical/institutional

- past-present-future
- nature-culture
- change concept: progress, reform
- emancipation (social mobility)
- employment
- education as bridge between past/future
- virtues: conservative vs. progressive
- issue of tradition
- instrumentation: watch/clock, CV

### Momentary/ecological

- here and now/instant
- · resources-production
- change concept: innovation
- empowerment (learning mobility)
- employability
- learning as investment in human capital (eternal present, Castells)
- virtues: pro-active vs. re-active
- · issue of context
- instrumentation: GPS (mobile), portfolio



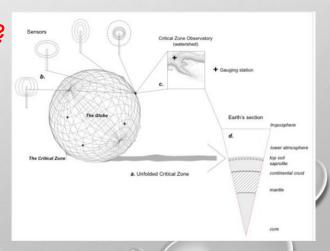
# IN ADVANCE 2/2



- BESIDES: THE 'GLOBAL' EUROPE OF 'FLOATING FRAMEWORKS'
  - FOCUS: FRAMEWORKS, TRAVELLING NUMBERS, STANDARDISATION, UNIFORMISATION, ...
    - + LOCAL IMPLEMENTATION
- ALSO: THE 'MONDIAL' EUROPE OF THE 'UNIQUE ENTANGLEMENTS'?
  - FOCUS: CRITICAL ZONES, DIPLOMACY, WAYS TO 'LAND'
    - + LOCALIZED DELIBERATION AND SETTLEMENTS









## 3 EXAMPLES

- FRAMEWORKS
- MONITORING
- COMPETENCIES

### 3 QUESTIONS:

ASSUMPTION?

IMPLICATION?

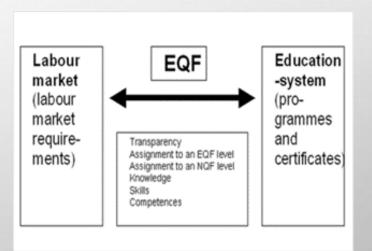
CHALLENGES: HOW AND WHERE TO LAND?



### **FRAMEWORKS**

- ENTREPRENEURSHIP, LANGUAGE, CITIZENSHIP, ...
- ASSUMPTIONS EQF:
  - FOCUS ON QUALIFICATION
  - FOCUS ON OUTCOMES
  - FOCUS ON (TRANS)PORTABILITY







A New Dance in the Ecosystem

















- PERSONALISATION:
  - LEARNER, AND OBJECTIFYING WHAT HE/SHE HAS LEARNED
- DE-INSTITUTIONALISATION:
  - DISMANTLING THE INTEGRATION OF EDUCATION, EVALUATION, RECOGNITION AND QUALIFICATION
- RE-INSTITUTIONALISATION:
  - NEW CONCENTRATION OF POWER, NEW ACTORS AT EUROPEAN/NATIONAL LEVEL









- CHALLENGE: WHERE AND HOW TO LAND?
  - NON-QUALIFICATION ASPECTS OF LEARNING AND EDUCATION?
     CF. LEARNING A LANGUAGE VS. STUDYING A LANGUAGE
  - SOCIETAL MEANING/ROLE OF SCHOOLS, UNIVERSITIES, ADULT EDUCATION, YOUTH WORK, ...?
  - SOURCES OF CREDIBILITY/AUTHORITY? (IN MARKET OF ASSESSMENT AND OPEN QUALIFICATION SYSTEMS)



### MONITORING

#### 1. Early leavers from education and training

EUROPE 2020 HEADLINE TARGET: The share of early leavers from education and training should be less than

BEST EU PERFORMERS: Croatia, Slovenia, Poland MOST PROGRESS 2014-2017: Portugal, Spain, Greece

	-	Trend	2	2017		
	2017 Total		Mates	Females		
EU	10.6	-06	12.1	8.9		
Belgium	89	-0.9	10.4	7.3		
Bulgaria	12.7	-0.2	12.0	13.5		
Czech Republic	67	12	6.8	6.7		
Denmark	8.8	1.0	11.3	6.2		
Cermany	10.1	0.6	11.1	9.0		
Estonia	10.8	-12	142	73		
Ireland	5.1	-1.6	6.2	3.9		
Greece	60	-3.0	7.1	4.9		
Spain	183	-3.6	21.8	145		
France	6.9	-01	10.5	7.2		
Croatie	3.1	0.3	(3.8)	(2.2)		
Italy	14.0	-10	16.6	11.2		
Cyprus	2.6	1.8	9.4	7.8		
Latria	8.5	0.1	12.0	5.0		
Lithuania	5.4	-0.5	7.0			
Luxembourg	73	1.2	9.8	(4.6)		
Hungary:	12.5	11	12.0	13.0		
Malta	18.6	-1.7	21.9	15.1		
Netherlands	7.1	-1.6	9.4	4.6		
Austria	7.4	0.4	9.0	58		
Poland	50	-0.4	6.0	3.9		
Portugal	12.6	-48	15.3	9.7		
Romania	18.1		18.0	18.1		
Slovenia	4.3		5.8	(2.5)		
Slovekia	93	2.6	8.5	10.3		
Finland	2.2	-13	9.5	6.9		
Sweden	7.7	10	82	7.2		
UK	10.6	-12	12.1	9.0		
loeland	17.8	-13	22.5	12.7		
Norwey	10.4	-13	12.8	7.9		
Switzerland	45	-11	5.0	3.9		
MK*	8.5	-4.0	8.3	8.7		
Turkey	32.5	-58	31.0	34.0		

A CLOSER LOOK: Early school leaving is a determinant of educational poverty. Relevant measures to help preventing early leaving from education and training include increasing participation in early childhood education, provioting socio-economic industrial in schools and offering systematic career guidance to school

Source: Burestet (IC+LPS), online data code (alor), (file, 3.4), Notice the indicator covers 18 to 24 year-sack with GCID 2 at most and who are no langer in formal or non-formal abusation and training. The triand depicted refers to the 2014-2017 change in personal papers.

#### 2. Tertiary educational attainment

EUROPE 2020 HEADLINE TARGET: The share of 30 to 34 year-olds with tertiary educational attainment should be

BEST EU PERFORMERS: Lithuania, Cyprus, ireland MOST PROGRESS 2014-2017; Slovakia, Greece, Czech Rep.

	2017	Trend	20	2017		
	Total		Males			
EU	39.9	2.0	34.9	44.9		
Belgium	45.9b	2.1	40.8	50.9		
Bulgaria	32.8	19	25.5	40.5		
Czech Republic	342	60	27.7	41.0		
Denmark	42.8	3.9	41.1	56.7		
Germany	34.0	26	33.8	342		
Estonia	48.4		41.5	55.6		
Ireland	53.5b	13	47.5	58.9		
Greece	43.7	65	37.0	50.5		
Spain .	412	-11	34.8	47.5		
France	44.3	0.6	32.7	49.6		
Croatia	28.7	-5.4	22.1	35.4		
Italy	26.9	3.0	198	341		
Cyprus	55.8	33	47.2	63.5		
Latvia	45.8	3.0	32.1	56.0		
Lithuania	58.0	47	47.6	68.1		
Luxembourg	(52.7)	0.0	(49.8)	(55.5)		
Hungary	32.1	-2.0	27.0	37.5		
Malte	30.0	35	26.0	32.2		
Netherlands	47.9	3.1	44.0	51.8		
Austria	40.8	0.8	37.7	44.0		
Poland	45.7	3.6	36.3	55.5		
Portugal	33.5	22	26.2	40.4		
Romania	263	13	23.9	28.9		
Slovenia	46.4	5.4	34.7	58.8		
Slovekie	343	7.4	26.7	42.4		
Finland	44.5	-0.7	37.3	52.0		
Sweden	51.3	1.4	44.6	58.4		
UK	483	0.6	45.8	50.8		
lceland	53.7		43.0	65.7		
Norway	49.0	-3.1	42.5	55.9		
Switzerland	52.8	5.6	54.0	51.5		
MK*	30.6	5.7	24.6	36.8		
Turkey	27.3	5.8	28.6	26.0		

A CLOSER LOOK: The social dimension of higher education requires disadvantaged groups. This can for example be achieved by better recognition of previous formal, non-formal and informal learning, and setting targets for attainment of under-represented groups.

#### 3. Early childhood education and care

BENCHMARK 2020: At least 95 % of children between the age of four and the age for starting compulsory ISCED 1 [1]

BEST EU PERFORMERS: France, United Kingdom, Ireland MOST PROGRESS 2013-2016: Poland, Cyprus, Czech Rep.

	2016	Trend	20	2016		
	Total		Age 4	Age 5		
EU	95.3	1.2	94.4	96.3		
Belgium	98.3	-01	98.3	98.3		
Bulgaria	86.5	-13	75.4	92.0		
Czech Republic	90.7	5.0	90.5	91.0		
Denmark.	98.1	-02	98.1	98.2		
Germany	96.6	-0.9	95.9	97.3		
Estonia	92.6	2.2	91.6	95.1		
Ireland	988	-10	97.9	99.6		
Greece	79.8	2.4	65.4	93.7		
Spain	973	0.2	96.4	98.1		
France	100.0	0.0	100.0	100.0		
Croatia	75.1	3.7	62.9	80.9		
Italy	961	-2.6	95.9	96.4		
Cyprus	89.7	5.4	85.6	93.7		
Latvia	95.5	1.4	92.6	97.0		
Lithuania	91.4	49	84.5	94.9		
Luxembourg	942	-52	92.9	95.4		
Hungary	95.7	1.0	95.4	961		
Melta	98.0	-2.0	98.0			
Netherlands	97.5	-19	96.0	99.2		
Austria	94.9	1.0	92.7	97.0		
Poland	93.1	83	85.6	96.6		
Portugal	92.5	-1.4	90.1	948		
Romania	88.2	1.8	0.98	28.4		
Slovenia	90.9	1.1	89.7	92.1		
Slovakia	76.5	-1.0	71.4	82.0		
Finland	87.4	3.4	793	91.4		
Sweden	95.6	-0.1	93.7	96.5		
UK	100.0	41	100.0			
loeland	97.4	12	97.1	97.6		
Norway	97.1	-0.3	97.0	97.3		
Switzerland	82.2	31	481	99.2		
MK*	38.3	49	36.7	39.8		
Turkey	51.7	-3.0	33.6	69.7		

A CLOSER LOOK: In addition to widening participation, key areas for successful referres in ECEC cover wonderce, curriculum, govern-ance, and evaluation. Several countries have increased minimum. qualification requirements for ECEC staff, enhanced the curricula. and provided more language support at ECEC level.

Source: Burestal (JOS) entiredate code (educ\_jose, arres10, educ\_jose, arres19 (open), educ\_jose, arres18 (open), educ\_jose, arres18 (open), educ\_jose, arres18 (open), educino (JC) de open for sedante companion (JCO) 1 is different from country to country. See Section 3.1) of the stocation and Training Newton 2017 for time self-immation (scularge, analysection) and the self-immation (JC) open permitting analysection (JC) of the self-immating permitting (JC) of the self-immating (JC

#### 4. Underachievement in reading, maths and science

BENCHMARK 2020: The share of 15 year-olds with underachievement in reading, mathematics and science [1] should be less than 15%.

BEST EU PERFORMERS: Reading: Ireland, Estonia, Finland Maths: Estonia, Denmark, Finland Science: Estonia, Finland, Stovenia

	2015 teaching	Trend	2015 Maths	Trend	2015 Schron	Trend
EU	197	1.9	22.2		20.6	4.0
Belgium	195	3.5	201	-11	19.8	2.1
Bulgaria	41.5	2.1	42.1	-17	37.9	10
Czech Republic	22.0	5.2	217	0.7	20.7	69
Dermark	15.0	0.4	13.6	-33	15.9	-0.8
Cermany	16.2	17	17.2	-05	17.0	4.8
Estonia	10.6	15	11.2	0.7	88	3.7
Ineland	10.2	0.6	15.0	-19	153	42
Greece	27.3	4.7	358	0.1	32.7	7.2
Spain	16.2	-2.1	22.2		18.3	2.6
France	215	26	23.5	11.	22.1	3.3
Croatie	19.9	1.2	32.0		24.6	7.4
Itely	21.0	15	23.3	-14	23.2	45
Cyprus	35.6	29	42.6	0.6	42.1	41
fatria	17.7	0.7	21.4	15	17.2	49
Littuania -	25.1	3.9	25.4	-0.6	24.7	E.7
Luxembourg	25.6	3.5	25.8	15	25.9	3.6
Hungary	27.5	7.8	28.0	-0.1	26.0	2.0
Malta	35.6	4	29.1		32.5	100
Netherlands	18.1	4.1	16.7	1.9	185	5.4
Austria	22.5	3.0	21.8	3.1	20.8	5.0
Poland	14.4	3.8	17.2	2.8	163	7.2
Portugal	17.2	-16	23.8	-1.1	17.4	-16
Romania	38.7	1.5	39.9	-0.9	38.5	1.2
Slovenia	15.1	-60	16.1	4.0	15.0	2.1
Storakie	32.1	3.9	277	0.2	30.7	3.9
Finland	11.1	-0.3	13.6	13	115	38
Sweden	18.4	-43	20.8	-6.2	21.6	-0.6
UK	17.9	1.5	21.9	0.1	17.4	2.4
keland	22.1	1.1	23.6	21	25.3	1.5
Norway	14.9	-13	17.1	-5.2	12.7	-0.9
Abenia	50.3	-2.0	53.3	-7.4	41.7	-11.4
Montenegro:	41.9	-14	51.9	-47	51.0	0.3
MC	70.7	1	702		62.9	1
Turkey	40.0	18.4	51.4	94	44.5	18.1

A CLOSER LOOK: In order to tackle underachlevement, most countries dedicate additional resources to schools with disadvantaged students and issue guidelines on underactrievement as a topic in teacher education, increasing participation in ECEC and improving its quality are positive measures that can help tacking underachievement.

Source O(CD (MSA 2012; 2015), Notes (1) the active winers means failing Lavel 2 on the MSA scale for reading, mathematics or scence. The band depicted refers to the 2012-2015 change in paramitage points.

#### 5. Employment rate of recent graduates

BENCHMARK 2020: 82% of recent graduates from upper secondary to tertiary education (age group 20-34) who are no longer in education or training should be in employment.

BEST EU PERFORMERS: Malta, Germany, Netherlands MOST PROGRESS 2014-2017: Bulgaria, Slovenia, Portugal

	2017 Total	Trend	20 ISCED 3-4	17 ISCED 5-8		201 Total
j	80.2	42	74.1	84.9	EU	10
elgium	81.9	2.9	68.7	89.4	Belgium	8.5
igaria	777	12.3	61.0	86.5	Bulgaria	2.3
rech Republic	89.9	8.6	87.5	91.6	Czech Republic	9.8
enmark	82.9	-0.8	817	83.8	Denmark.	26
emany	90.9	0.9	89.1	93.0	Germany	8.4
tonia	81.5		20.1	83.0	Estoria	17.
aland	23.6	7.9	72.6	89.5	Ireland	8.9
reece	52.0	77	44.8	55.8	Greece	4.5
ain	71.9	88	57.9	76.6	Spain	9.5
ance	74.4	-0.8	61.6	83.0	France	18
patie	65.9	3.9	59.1	71.6	Croatia	2.
sky	55.2		48.4	62.7	Italy	75
prus	715	2.8	54.6	75.2	Cyprus	6.5
itvia	78.0	1.0	69.6	84.9	Latvia	7.5
thuania	83.9		72.2	91.5	Lithuania	5.5
axembourg	285	47	87.9	88.9	Luxembourg	17
ungary	84.7		81.6	88.7	Hungary	6.3
olta	94.5		91.3	96.1	Malta	10
etherlands	90.4	42	85.7	94.0	Netherlands	19
istria	89.4	22	87.6	91.3	Austria	15
lard	82.1	65	743	89.2	Poland	4.0
rtugal	80.7	113	77.2	83.9	Portugal	9,1
mania	76.0		65.9	87.4	Romania	1.
ovenia	81.6		798	82.4	Slovenia	12
ovakia	215	3.8	80.7	82.1	Slovakia	3.
nland	77.0	0.0	73.3	82.1	Finland	27
veden	883	33	24.4	91.7	Sweden	30
(	26.6	3.4	79.7	89.7	UK	14
eland	94.8	6.0	94.3	95.2	Iceland	23
orway	89.2	3.1	83.7	92.9	Norway	19
vitzerland	86.2	-12	82.1	90.4	Switzerland	31
K.	50.0	7.4	41.6	55.4	MK*	2.1
rkey	61.2		53.9	63.2	Turkey	51
					number	54

A CLOSER LOOK: Enhancing the relevance of education for the labour market requires a systematic use of labour market forecasting or graduate tracking surveys. Introducing incentives or requirements for work placements for students in vocational and tertiary programmes can also increase employability.

Source (lumbst) (ID-UFS) online data cade (adult, Ifse, 24). Notes the indicator measures the employment star of persons aged 20-54, who graduated from IDCIO 3-8 one to three years eater and who are in charge in adultator or listning. The triend depicted refers to the 2014-2017 change in percentage points.

#### 6. Adult participation in learning

BENCHMARK 2020: An average of at least 15% of adults (age group 25-64) should participate in formal or nonformal learning [1]

BEST EU PERFORMERS: Sweden, Finland, Denmark MOST PROGRESS 2014-2017: Estonia, Hungary, Luxembourg

	2017 Total	Trend	2017		
			ISCED 0-2	ISCED 3-4	ISCED 5-8
EU	10.9	0.1	43	8.0	186
Belgium	85	11	3.2	60	13.7
Bulgaria	2.3	0.2	32	1.9	4.1
Czech Republic	9.8	0.2	3.1	7.7	17.6
Denmark	268	-5.1	17.3	24.4	33.9
Germany	8.4	0.4	4.5	7.3	12.5
Estoria	172	5.6	7.0	123	26.1
Ireland	8.0	21	3.1	7.1	127
Greece	45	13	0.7	45	7.7
Scain	9.9	-0.2	3.5	104	167
France	18.7	0.5	77	15.1	29.8
Croatia	2.3	-05	(0.6)	1.9	45
Italy	7.9	-0.2	2.0	2.9	183
Cyprus	6.9	-0.2	(1.0)	4.7	11.4
Latvia	7.5	19	32	5.8	115
Lithuania	5.9	3.0	1	3.1	10.0
Luxembourg	17.2	27	6.0	138	25.7
Hungary	62	29	28	4.9	115
Malta	10.1	27	3.7	13.0	23.0
Netherlands	19.1	8.0	95	18.4	26.2
Austria	15.8	15	6.6	11.7	26.6
Poland	4.0	0.0	1.2	2.1	8.6
Portugal	9.8	0.2	41	11.5	20.4
Romania	1.1	-0.4	4	0.9	2.7
Slovenia	12.0	-0.1	29	8.4	21.4
Slovakia	3.4	0.3	1	26	6.7
Finland	27.4	2.3	13.8	23.4	35.0
Sweden	30.4	1.2	20.5	25.4	39.2
UK	143	-2.0	50	12.2	20.1
Iceland	23.6	-27	12.8	22.0	30.5
Norway	19.9	-0.2	13.3	16.3	25.8
Switzerland	31.2	07	10.1	25.1	43.9
MK*	23	-0.9	(0.2)	3.0	3.9
Turkey	5.8	0.1	2.8	8.4	138

A CLOSER LOOK: In several countries the gap between average utation and adults with disadvantaged status has been increasing. Effective support for adults with low basic skills or low qualifications should start from soils validation schemes, including soils assessment, guidance support and outreach campaigns. Second chance education can also support low-skilled adults in further learning.

Source-Sunsets (ILI-LPS) online data code (ting, Ps., G2) Notes: (1) the Indicator covers formal and non-formal learning but excludes informal learning. The transf depicted refins the 2014-2017 change in percentage points.

#### General notes:

The percentage point trends and progress shown in this leaflet are calculated with 1-decimal figures and do not exclude any intermediate breaks in series.

- () = low reliability
- : = data either not available or not reliable due to very small sample size
- b = break in time series

\*MK = Former Yugoslav Republic of Macedonia Member States that have reached EU benchmark at national level for the given year

ISCED: International Standard Classification of Education (2011)

- 0 Early childhood education
- 1 Primary education
- 2 Lower secondary education
- 3 Upper secondary education
- 4 Post-secondary non-tertiary education 5 Short-cycle tertiary education
- 6 Bachelor's or equivalent level
- 7 Master's or equivalent level
- 8 Doctoral or equivalent level

For further descriptions, analysis and notes see the Education and Training Monitor 2018 (ec.europa.eu/education/monitor)



#### ec.europa.eu/education/monitor

Directorate-General for Education, Youth, Sport and Culture B-1049 Bruxelles / Brussel eac-monitor/Receurous eu

Release: October 2018

© European Union 2018
Reuse is authorised provision the source is advisowindigat, the insure policy of European Common documents is regulated by Occision 2011;855(b) (011, 530, 1412;2011, 5:30 For any use or reproduction of protocs or other institute that is no under the COL copyrity, speriossion must be suggest development from the copyright con-



Education and Training **MONITOR 2018** 

EU targets for 2020



















## MONITORING

- ASSUMPTION:
  - FOCUS ON PERFORMANCE
  - FOCUS ON FEEDBACK (BENCHMARKING)
  - FOCUS ON IMPROVEMENT (PERFORMATIVITY)



## MONITORING

• IMPLICATION: NEW MODE OF POWER/GOVERNING



## GOVERNING THROUGH FEEDBACK

(NOT RULES, NOT NORMS)





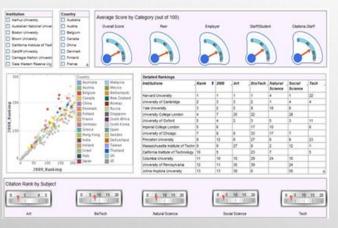






## GOVERNING THROUGH FEEDBACK

(NOT RULES, NOT NORMS)







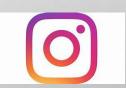






- CHALLENGE: WHERE AND HOW TO LAND?
  - WHERE DO RANKINGS LAND?
    - TIME/SPACE BETWEEN OBSERVATIONS AND IMPROVEMENT/CHANGE
    - NEED FOR (ROUND) TABLES, GATHERING, DELIBERATION
    - SPOKESPERSONS OF PERFORMANCE, NEXT TO SPOKESPERSONS OF...
  - LIFE (LIVING TOGETHER) BEHIND THE PROFILES?
    - ALPHABETISATION AND GRAMMATISATION OF VAN REFERENCE/NETWORK-LOGIC
    - INSIGHT INTO POWER OF ALGORITMS (CF. ROUVROY)







### COMPETENCIES

- KEY COMPETENCES, CITIZENSHIP, SKILLS-AGENDA, ENTREPRENEURSHIP, CREATIVITY, ... (SEE ALSO OECD)
- ASSUMPTION:
  - FOCUS ON ACTIVITIES/ACTS
  - FOCUS ON ASSUMED KNOWLEDGE, SKILLS AND ATTITUDES
  - FOCUS ON ASSESSMENT



### IMPLICATION:

- EQUIVALENCE: OUTPUT OF LEARNING & INPUT FOR SOCIO-ECONOMIC WELFARE
  - HOW TO 'EXPLOIT' THE LEARNING 'FORCE' AND 'CREATIVE POTENTIAL'?
- FROM 'EMPLOYEE' TO 'FREE-LANCER' (OR: 'ENTREPRENEURIAL WORKER')
  - OPPORTUNITIES TO 'EMPLOY' COMPETENCES (POTENTIAL)
  - EVERYTHING (INCLUDING LEGISLATION/RULES) IS A 'MARKET' (CF. SUPIOT)
- NEED FOR 'POP-UP' INFRASTRUCTURE
  - PLATFORMS, TASK-FORCES, POP-UP WORKPLACES, ...



- CHALLENGE: WHERE AND HOW TO LAND?
  - PROTECTION OF THE FREELANCER
    - INFLATION OF (VALUE OF) COMPETENCIES
    - NEW FORMS OF SOLIDARITY
  - MEANINGFUL PLACES FOR 'LIFELONG LEARNERS'
    - SITES OF ADULT EDUCATION

# CONCLUSION ...OR A NEW INTRODUCTION (1/5)

- THE 'GLOBAL' EUROPE: MOBILE, FREELANCE LEARNER IN NEED OF CREDIBILITY
- TWO (AT LEAST) WAYS TO DEAL WITH 'GLOBALISATION'
  - PRO-ACTIVE: SCENARISTS (2030, 2050, ...), 'FUTURE PROOF', (SOCIAL) INNOVATION & DESIGN, (GOVERNANCE) DIRECTORS, ...

PROLIFERATION OF HORIZONTAL POWER/NETWORK -- NETARCHICAL (CF. BALL)

RE-ACTIVE: TRUMP, BREXIT, ...

RE-DISCOVERY OF VERTICAL POWER/TERRITORY -- HIERARCHICAL

- --- BOTH WAYS HAVE DIFFICULTIES TO FACE:
  - PUBLIC ISSUES (A MATTER OF CONCERN BECAUSE IT DIVIDES US, CF. DEWEY)
  - WITH NEWCOMERS (MIGRANTS....AND THE YOUNG GENERATION)

# CONCLUSION...OR A NEW INTRODUCTION (2/5)

- TOWARDS "MONDALISATION"?
  - EUROPE IS (ALSO) THE NAME FOR 'UNIQUE ENTANGLEMENTS'? THE SHARED DESTINY IN LOOKING FOR A COMMON WORLD? (CF. LATOUR)
  - EUROPE IS NOT JUST AN 'IDEA', NOT JUST A 'TERRITORY', BUT A MEANINGFUL PLACE WITH CRITICAL ZONES, SITES OF CONFLICT, ...
  - LOOKING FOR AND INVENTING NEW WAYS TO LIFE, WORK, LEARN TOGETHER, ...AND TO GOVERN TOGETHER

# CONCLUSION... OR A NEW INTRODUCTION (3/5)

- TOWARDS 'MONDALISATION'?
  - TO TAKE 'CRITICAL ZONES' OR 'SITES OF CONFLICT' (IN SHARING A COMMON WORLD) SERIOUS
    - 'HOW TO WE RELATE TO NEW GENERATIONS?', 'WHAT SCHOOLS DO WE PREFER?', 'HOW DO WE DEFINE GOOD EDUCATION?', 'HOW DO WE FUND GOOD EDUCATION?', 'HOW DO WE DEALS WITH FREEDOM AND EQUALITY IN EDUCATION?', 'WHAT SHOULD BE THE INSTRUCTION LANGUAGE?', ...
    - ASSUMING THAT THESE QUESTIONS INDICATE A (REAL) BATTLE/FIGHT, NOT JUST DIFFERENCE IN OPINION

# CONCLUSION... OR A NEW INTRODUCTION (4/5)

TOWARDS 'MONDALISATION'?

- THESE QUESTIONS NEED A TIME/PLACE TO BECOME 'ISSUES OF PUBLIC CONCERN', TO LAND/SETTLE
  - PUBLIC VOICES, BECAUSE THESE VOICES OFTEN DISSAPEAR IN HIERACHIES OF THE POLITICAL CLASS/EXPERT LOBBY AND THE NETARCHIES OF MULTI-STAKEHOLDER FORA
  - LOGIC OF LOCALIZED DELIBERATION/SETTLEMENTS, NOT LOGIC OF LOCAL IMPLEMENTATION OF GLOBAL POLICIES
  - NEED: ORGANISATION OF PUBLIC GATHERINGS (NOT JUST INTERESTS), DIPLOMACY (ACKNOWLEDGING POSSIBLE WAR), AND DELIBERATIVE INQUIRY (STUDY AND DECISION MAKING)

# CONCLUSION... OR A NEW INTRODUCTION (5/5)

### TOWARDS 'MONDALISATION'?

- ARE EDUCATIONAL COUNCILS SITES WHERE THESE CRITICAL QUESTIONS CAN LAND?
- ARE EDUCATIONAL COUNCILS THE SITES WHERE GLOBALISATION/EUROPEANISATION (POLICIES)
   CAN/HAS TO TOUCH GROUND?
- CAN EDUCATIONAL COUNCILS MOVE BEYOND (THE BLACKMAIL OF) EUROPEAN OR NATIONAL,
   IMPLEMENTATION OR PREPARATION?
- CAN EDUCATIONAL COUNCILS BECOME OBSERVATORIES OF CRITICAL EDUCATIONAL ZONES?
- WHAT KIND OF GATHERING, DIPLOMACY AND DELIBERATIVE INQUIRY IS ABLE TO TAKE CARE OF (EUROPEAN) EDUCATION?