

Education and Culture DG

THE INNOVATIVE ROLE OF EDUCATION IN SOCIETY

Report of the expert seminar of the European Network of Education Councils,

The Hague, 18-19 May 2009

with the support of the European Commission

DG Education and Culture

Brussels, August 2009

EUNEC secretariat, Kunstlaan 6, bus 6, 1210 Brussels + 32.2.219 42 99

www.eunec.eu

I. INTRODUCTION

EUNEC is the **European Network of Education Councils**. Its members advise the governments of their countries on education and training. EUNEC aims to discuss the findings and recommendations of all European projects in education and training, to determine standpoints and to formulate statements on these issues. EUNEC wants to disseminate these statements pro-actively towards the European Commission, relevant DGs and other actors at European level, and to promote action by EUNEC's members and participants at national level. EUNEC also has the objective that the councils should put internationalization and mobility high on the national agenda, that they should recommend and support a European policy in education and training towards all relevant stakeholders: ministry of education (and employment), sectoral and branch organizations, providers and other actors.

From 2008 EUNEC has been **subsidized** as **European Association acting at European level in the field of education** (Jean Monnet programme). This seminar is organized with the support of this grant.

II. THEME OF THE CONFERENCE

At a European level, there is an ongoing debate on the innovation of education and training systems. The European year for innovation and creativity calls upon education systems to consider their role in shaping the society of tomorrow. Creativity and innovation in society and education/training are seen as key elements in the recovery strategies facing the economic crisis.

For EUNEC this is not a new theme. At several conferences we discussed the innovative role of the education/training system and the contribution stakeholders can play in stimulating this debate. A concrete feature of that ongoing debate is the framework the European Commission presented on the 16th of December 2008, 'Updated strategic framework for European cooperation in education and training'.

The Commission proposes that European cooperation in education and training should address four strategic challenges in the years to 2020:

- Make lifelong learning and learner mobility a reality
- Improve the quality and efficiency of provision and outcomes
- Promote equity and active citizenship
- Enhance innovation and creativity at all levels of education and training.

During this seminar, EUNEC wants to focus on education and training challenged by major changes in society. What are these demands ? How can we imagine them? How can education deal with societal demands in a creative and innovative way? What choices and priorities should be put on the education agenda? And who makes those choices? How can we involve schools and teachers in that creative process of societal renewal? What is the role of decision makers at a national/regional level? What kind of decisions should be left to the policy making capacity of the school and the local community?

To discover how to imagine the future, the OECD will inform us about the methodology of future thinking.

Education councils will present how they answer the following questions:

- How to pick up societal demands and how to translate them into education policy?
- How to enhance the innovative role of education in society?

Participants at the seminar will discuss in workshops on how innovation can be implemented

- at curriculum level and at school level (embedding schools in an innovative regional societal context and network) and
- at policy level (educational authorities creating conditions for educational reform; the involvement of stakeholders in creating a support for educational reform and the role of education councils).

An expert from the European Commission will comment the updated strategic framework for European cooperation in education and training, focusing on the four strategic challenges in the years to 2020 and on the role of stakeholders in the decision making process.

Objectives of the seminar

to discuss European and OECD policies regarding the European cooperation in education and training up to 2020;

to learn from each other about the issues and achievements in enhancing the innovative role of education in society

A report with conclusions will be sent to European officials and OECD.

III. PROGRAMME

Sunday 17 May 2009

Venue of the participants - Check-in at the hotel

Hotel Carlton Ambassador, Sophialaan 2, 2514 JP The Hague, www.carlton.nl/ambassador

17.00 h **EUNEC Executive Committee (only for EUNEC members of the Executive Committee)**

Monday 18 May 2009

9.15 h **Opening session**

Simone Barthel – President EUNEC, chair of the day

9.30 – 10.15 h **Key note speech: How to imagine the future? The methodology of future thinking.**

Dr Henno Theisens, OECD analyst

10.15 – 11.15 h **Round table with representatives of EU education councils**

Chaired by *Mia Douterlungne, General Secretary EUNEC*

Questions to be answered:

WHAT? Picking up societal demands and translate them into education policy.

HOW? Enhancing the innovative role of education in society.

Input from education councils:

Nederlandse Onderwijsraad, Prof. G.T.M ten Dam, Vice-President Nederlandse Onderwijsraad

Conseil de l'Education et de la Formation, Mr Duan Hua, Public Research Center Henri Tudor, Luxembourg

Conselho Nacional de Educação, Prof.Dr. Júlio Pedrosa, President Conselho Nacional de Educação

11.15 h Coffee Break

11.30 – 13.00 h Workshop on the implementation of innovation in the curriculum and at school level

Facilitator: Mr Robin Widdowson, Curriculum Advisor, QCA

13.00 – 14.00 h Lunch

14.00 – 15.30 h Workshop on the implementation of innovation at policy level

Facilitator: Prof. A.M.L. Van Wieringen, President Nederlandse Onderwijsraad

15.30 – 15.45 h Coffee break

15.45 – 16.30 h Imagining the future of European education policy

Mr José Pessanha, European Commission, DG Education and Culture

16.30 – 17.30 h Debate: place and role of the councils and of EUNEC in the future of European education policy

18.00 h Cook workshop

Tuesday 19 May 2009

9.30 – 11.00 h Conclusions: What did we learn? What will we share with our national councils after this meeting?

Statement discussion chaired by *Simone Barthel, President EUNEC*

11.00 – 12.30 h EUNEC General Assembly (for full and associate members)

12.30 h Lunch

14.00 – 17.00 h Meeting of the Steering Committee about the Study on Education Councils and Advisory Bodies in the EU.

IV. MONDAY, 18 MAY 2009

WELCOME

Simone Barthel, president of EUNEC

Ms Barthel congratulates the Nederlandse Onderwijsraad, celebrating this year its 90th anniversary and thanks them for hosting this seminar.

Ms Barthel welcomes all participants to the seminar, especially two new members of the network: the Haut Conseil de l'Education from France, represented in The Hague by Professor Alain Bouvier; and the National Council for Public Education from Hungary, represented in The Hague by its Vice-President, Mr Tas Szebedy.

After a short 'tour de table', Ms Barthel insists on the objectives of the seminar, which are to discuss the innovative role of education in society, and to have a reflection on the future objectives of education and training in the years after 2010.

During this seminar, EUNEC members and other participants will have the opportunity to focus on education and training challenged by major changes in society. What are these demands? How can we imagine them? How can education deal with societal demands in a creative and innovative way? What choices and priorities should be put on the education agenda? And who makes those choices? How can we involve schools and teachers in that creative process of societal choices?

HOW TO IMAGINE THE FUTURE?

Henno Theisens (CERI/OECD)

Henno Theisens is an analyst at the Centre for Educational Research & Innovation at the OECD, he is currently leading the OECD/ CERI project on Markets in Education; this is an international project on the use and effects of market mechanisms in the governance of education systems. He is also contributing to the Teacher Education for Diversity project; focusing on the ways in which teachers can be prepared for the increasingly diverse student populations of today's classrooms.

Until recently he has been working on CERI's long standing project Schooling for Tomorrow, a project that developed future oriented thinking for education. Henno worked on trend analyses, scenario development and a number of themes with long term relevance for education (like demand sensitivity in schooling and the future of the teaching workforce).

Mr Theisens insists on the fact that he is not a futurologist, he cannot predict the future, and is very sceptical about people who say they can. But, he is convinced that it is necessary to think creatively and rigorously about the things that might happen in the future.

Mr Theisens has been working on the project 'Schooling for tomorrow', which just ended. The project is born out of a paradox: Education is fundamentally about the future, it is about shaping the minds and the hearts of the next generation, but, a lot of educational policy is about responding to incidents, about short term. There is a mismatch between the long term thinking and the short term thinking. Neglect of the long term is increasingly problematic in meeting the challenges of complexity and change that education is facing. We need different ways of integrating futures thinking more fully in education policy and practice. Futures thinking can stimulate reflection on the major changes taking place in education and its wider environment. It has been a mobile project, involving ten different countries, 12 different projects trying to use futures thinking, either in the policy processes or in the management of capacity building systems in education.

During this contribution, four questions will be addressed:

- Why to imagine the future?
- Why is it difficult to imagine the future?
- How to imagine the future?
- How to implement futures thinking?

WHY TO IMAGINE THE FUTURE?

The first question we could ask ourselves is 'Why to imagine the future?'

Mr Theisens starts his contribution with a comment on a picture of his little son, sitting in front of a computer, playing with his fathers' mobile phone. Nowadays, children grow up in an environment that is completely different from the environment in which we grew up. The picture is a nice symbol of the rapidly changing technological environment we are witnessing: the picture could not have been taken ten years ago.

Education is fundamentally about the future. Young children will be at the labour market in about the year 2030. So our schools need to prepare students for jobs that do not exist yet... using technologies that have not been invented yet.. in order to solve problems that haven't even been identified yet. Of course, education cannot prepare to all those issues, but it is time we start addressing some of them, and looking how education systems could respond.

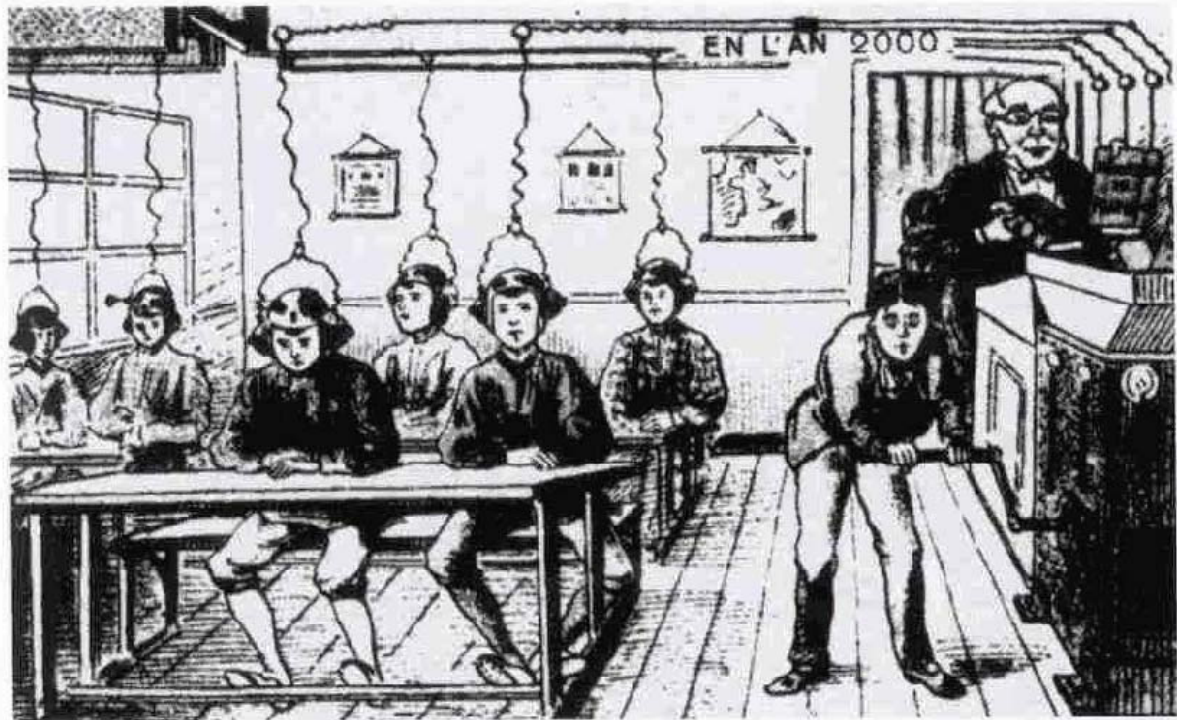
There is also another reason why we should think about the future now. As Jean Paul Sartre said years ago, 'We are doomed to be free': freedom is increasing. In the early 20th century, it was pretty easy for a woman to predict, to paint the story of her life from cradle to grave. This is no longer the case. There is more social mobility, more freedom to choose an identity, a life style, a profession; one can even choose the gender. There are less social rules and there is less control: in the villages and communities in the past,

things had their place, people had a role to play. Boundaries between states, organisations and spheres of life are dissolving. Where does work end and where does private life begin? Where does school end and where does community begin? It's not easy to say.

We are facing a more open, a more fluid, a more dynamic situation. Complexity is increasing in education. We are facing complex problems, but then again, complex problems have simple, easy to understand, **wrong** answers (H.L. Mencken). Problems are complex because we deal with de-centralisation and with a fragmented education system. There are more stakeholders involved, and more objectives to realise: it is not just about training young students into content information but also about health, citizenship, integration. Workforce is becoming more diverse, as well as student bodies: as ethnic diversity has increased schools are forced, are pushed to respond to diversity.

IMAGINING THE FUTURE IS DIFFICULT

Using a French cartoon from the year 1900, representing education in 2000, Mr Theisens illustrates how difficult it is to imagine the future.



Interesting: the future image of the 2000 classroom looks exactly the way a 1900 classroom looked. Imagining the future, it is difficult to escape from the images, the concepts and the words of the present.

Some more illustrations: Just before the 1929 Wall Street Crash, Irving Fisher, Professor of Economics at Yale University, said ‘Stocks have reached what looks like a permanently high plateau’.

So we see that successes of the past don’t learn about the future. Predicting the future is difficult, there is no certainty.

We tend to overestimate certain trends; on the other hand it is difficult not to underestimate the importance of smaller trends, the so called ‘weak signals’: during World War I, Maréchal Ferdinand Foch said: ‘Airplanes are interesting toys but of no military value’.

Today, the same question can be asked about social networking: is it just a fashion or will it fundamentally transform the way we live? It is important to know because it has major implications for education.

HOW TO IMAGINE THE FUTURE?

What can we do? There are many methods to predict the future: the scenario method, horizon scan, environmental scanning, back casting, visioning, cyclical pattern analysis, trend impact analysis, the Delphi method and many more. So many people are making a very good living of imagining the future.. Shakespeare said ‘Though this be madness, yet there is method in it’, but in this case, there is madness in the methods!

Whilst the future is uncertain, it is not equally uncertain at all levels. We can distinguish different types of uncertainties:

	Slow Pace	High Pace
Unpredictable	Climate Change	Youth Culture
Predictable	Urbanization	Aging Populations

The last row is the easy one: Concerning urbanization and aging populations it is possible to make pretty accurate predictions up to 20 – 30 years in the future. We can predict, for instance, how many pupils there will be in elementary schools in 2030. We can make prognoses.

The first row is much more difficult to predict. Youth culture, for instance, is extremely difficult to predict. Impossible to say which kind of sunglasses students will ware next year. But who cares? There is also the impact issue: certain trends are not relevant for education. On the other hand, when we talk about social networking, education has to respond. Is facebook just a passing trend, or rather a fundamental transformation of society?

What can we do?

Instead of using a method, Mr Theisens presents a general, personal approach.

We can use trends

- to register historical change
- to understand context for future change
- to help focus on the big transformations

and we can create scenarios

- when the future is too volatile and unpredictable.

This approach can help us to imagine the future creatively *and* rigorously.

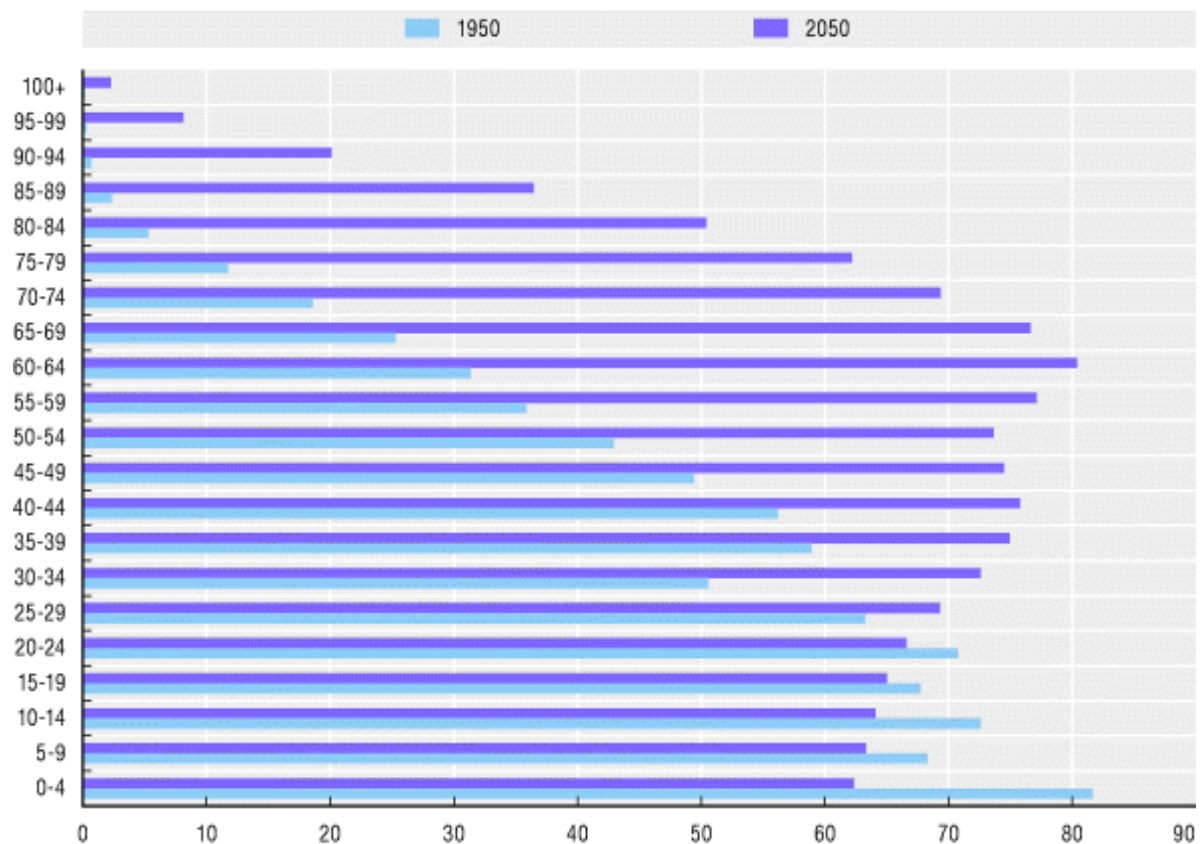
One can use the scenarios to make a planning device, and one can use it as an early warning system, working with indicators.

How to deal with uncertainty? What are we going to do with it, now we have reflected on the future?

The level of uncertainty is getting higher from the stage of predicting (it's quite easy), to influencing (more difficult) and to reacting.

Mr Theisens presents some trends for the future, from the OECD publication 'Trends shaping education'.¹

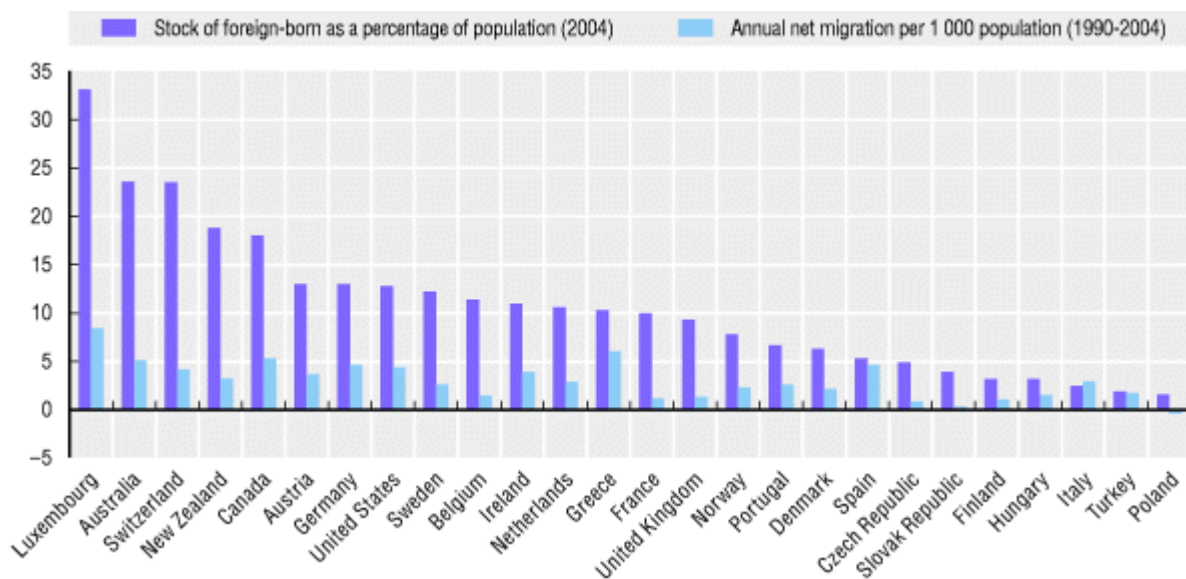
CHANGING AGE STRUCTURES



¹ Trends Shaping Education, Centre for Educational Research and Innovation, 2008.

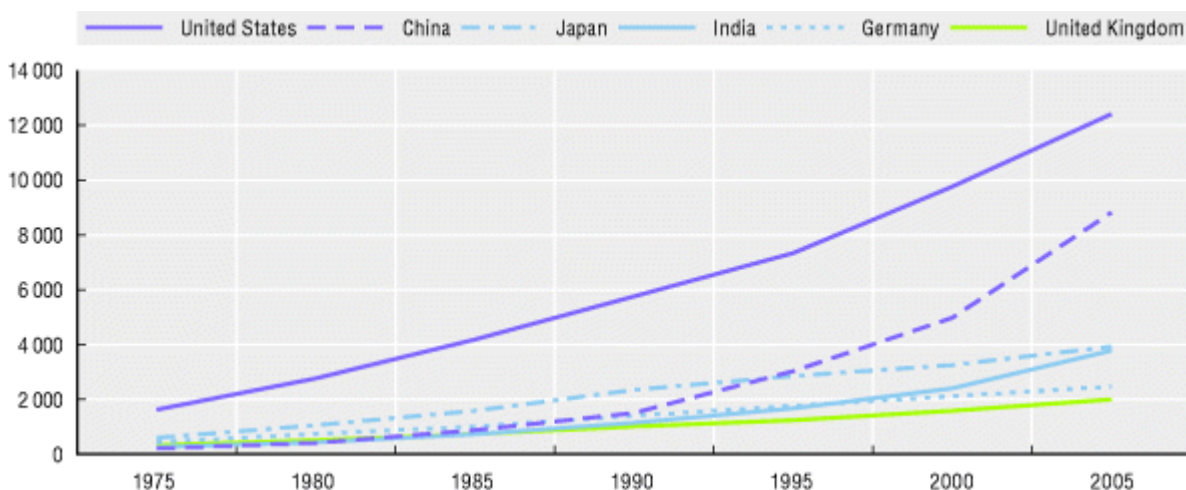
We are going from a 'bottom-heavy' age structure to a 'top-heavy' age structure. The combined effect of living longer and fewer children is transforming population structures. Such structures that even 50 years ago were like pyramids, with a broad base of young age groups and a small top of older people, are being transformed into a 'top heavy' shape with a narrower base, a bulging middle moving steadily up, and a long tapering top. This has potentially far-reaching implications for education, for lifelong learning.

POPULATIONS ON THE MOVE



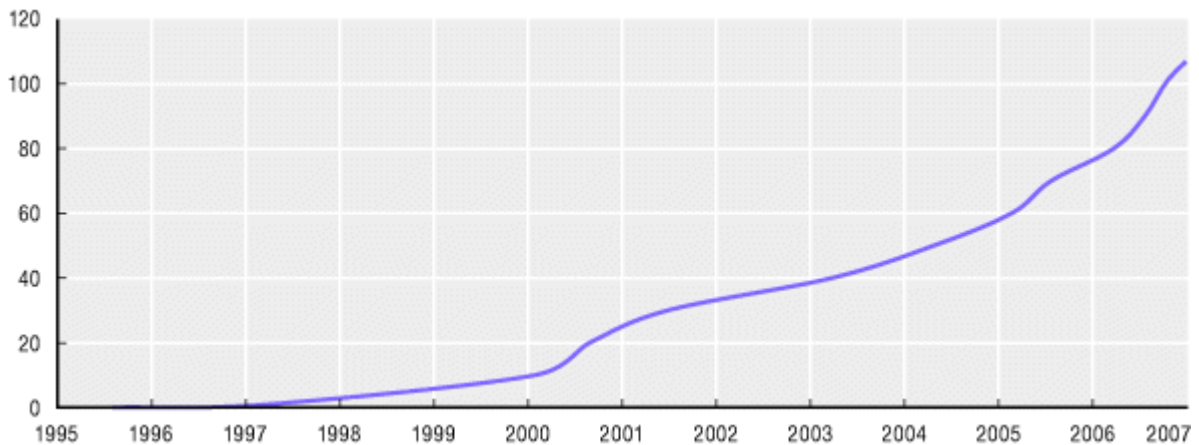
More people are entering than leaving OECD countries, with substantial numbers now 'foreign born'. This situation will be translated in the classroom. Teachers will have to be prepared to deal with foreign language and foreign culture issues, not only in the traditional immigration countries.

THE GLOBAL ECONOMY



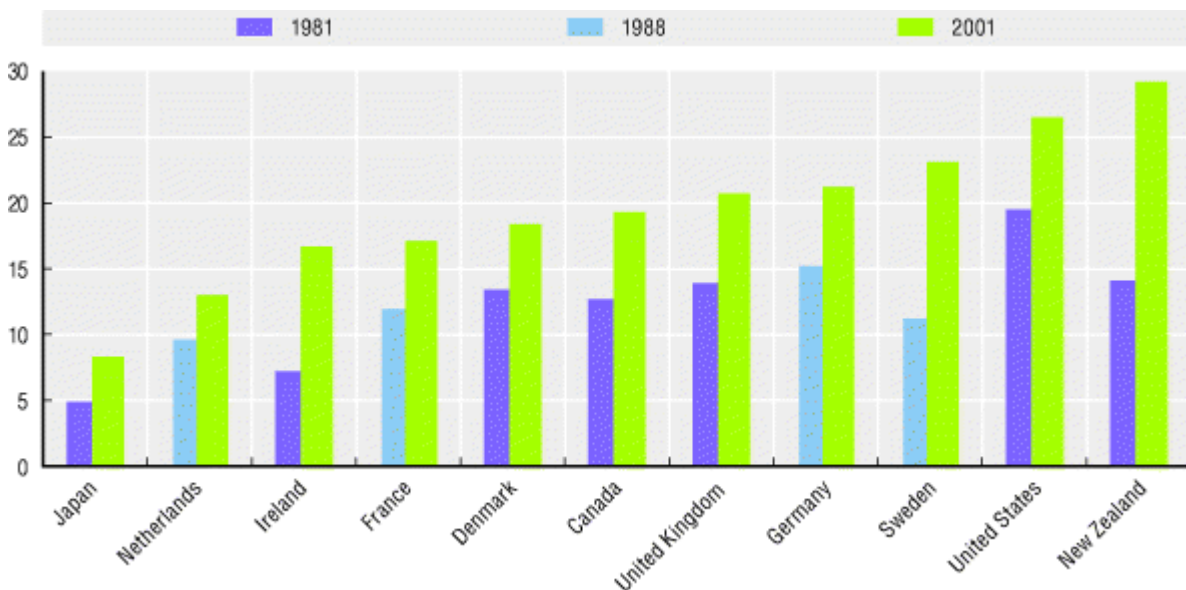
The figure illustrates that China's and India's gross domestic product has grown rapidly and has overtaken in the past decades several of the largest economies in the world. Does the growing economic role of those countries suggest any change for the curricula and education systems, not just for language teaching but also for other subjects (Asian history, geography,...)?

THE EXPANDING WORLD WIDE WEB



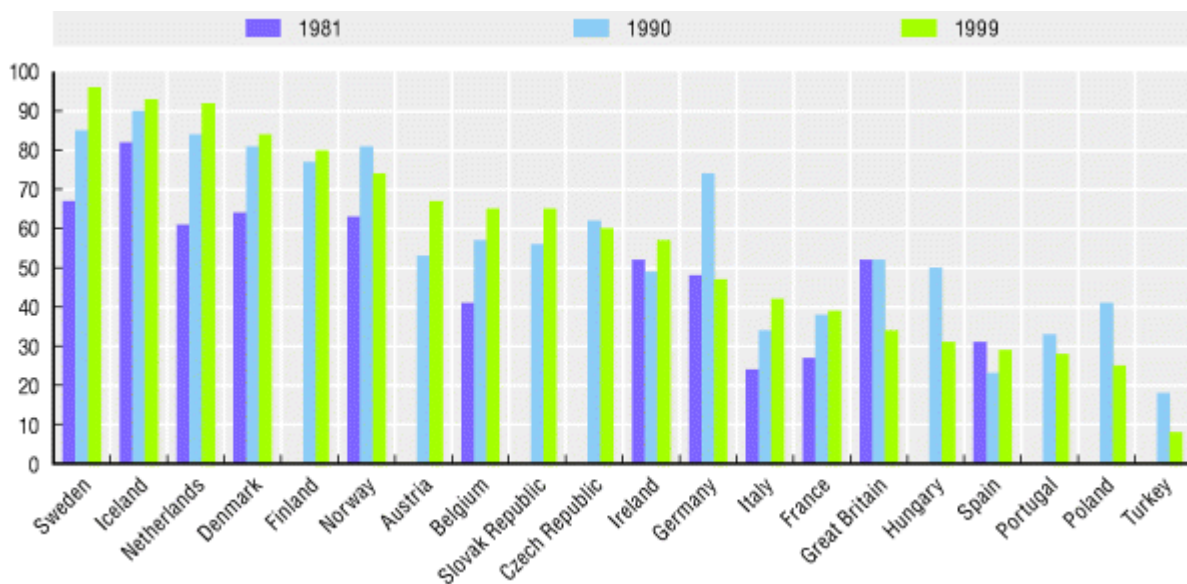
The number of websites worldwide is increasing rapidly. In 2007, there were over one hundred million websites. There is an enormous amount of information; this raises fundamental questions for education. Before, it was difficult to find information in a library, for instance, but, once the information was found, you could be sure it was correct. Now information is very easy to find, but how can we know it is good information?

LIVING IN MORE DIVERSE FAMILIES



There are more and more single-parents families. Sometimes changes are dramatic. This has implications for education: should schools take over some tasks that families used to have? A lot of children grow up in a one-parent family, mostly with their mother. Most of the teachers are women as well. Are there no more male role models for the young children?

LESS SOCIAL INTERACTION?



There is no general decline in the membership of voluntary organisations. Speaking of values, people are becoming more and more individualistic. But, in the Scandinavian and Northern European countries, membership of voluntary organisations (such as churches, sport clubs..) is going up. However, there are big variations over different countries. We have to be careful with generalisations, but maybe, families are being replaced by other types of communities, organisations, more flexible ways of networking. Maybe we are not assisting the breakdown of society, but rather a transformation of society into something new?

FROM IMAGINING TO IMPACT

The next step, after imagining the future, is to have an impact on the future. What can futures thinking do? What can it be used for? Futures thinking can create dialogue. In Ontario, for instance, Teachers’ Unions and the Ministry had not been talking to each other for a very long time. They used futures thinking to get people around the table again; in the future perspective, the subject was not so sensitive anymore. Futures thinking can build capacity. In Victoria, for instance, people decided to think more long term on school management; this resulted in a training programme, which

resulted in a big rebuilding programme. Long term thinking was used to engage parents, teachers and pupils to think about what kind of school they need for the future. Futures thinking can be used to inform policy and strategy, which is the most difficult thing. Examples in Alberta, and in Finland, where there is a strong tradition in futures thinking. But it remains difficult to make that work.

When does it work? What are futures thinking needs?

There are a lot of requirements to make futures thinking work.

The first thing you need when you want to think about long term is political support.

Futures thinking doesn't work without political support. This is not evident, as it is not an urgent need.

Futures thinking requires strong leadership of the person or the group of people that are actually doing it. Futures thinking is not something that people do all the time, it's not always relevant, so you need that kind of leadership to push people all the time.

Futures thinking needs political support, but it needs independence as well. If futures thinking becomes a political game everything falls apart.

It needs strong networks with inputs of different parts of society. If you want futures thinking to work, if you want to be more than some guidebook with some scenarios or horizon scans, you need to involve many different parts of society, you need to build strong networks so that people are really engaged.

Futures thinking needs the existing momentum: future thinking itself don't push things, a policy reform, for instance, has to be already on its way. But when there is the momentum, futures thinking needs readily available capacity, as well as tools and materials.

By way of conclusion, Mr Theisens takes a look at what education councils could do.

Education councils are very well placed to use futures thinking, as they are linking the policy process and the academic development and the research that is going on.

They could develop a knowledge agenda: what kind of questions will become relevant in the future? How can we try to get the answers?

Thanks to their semi-independent position, education councils can ask the big questions: it is more easy for them than for politicians, as the last ones will always be expected to have the answers.

Education councils can act as knowledge brokers, act as a radar screen and bring together so much relevant knowledge that they are extremely well placed to register, to pick up on the radar screen what will be important in the future.

Questions and remarks

Mia Douterlungne:

How many countries practice futures thinking?

Henno Theisens:

Many countries do it, but often in a fragmentary way; the problem is that it is not always very visible.

Mia Douterlungne:

Is there a relationship between the efficiency of the education system and the energy that is put in future thinking?

Henno Theisens:

There is no research or evidence. In Finland, for instance, there is a strong tradition of futures thinking and there is an education system of high quality, but there is no proof that there is a link.

Krista Loogma:

What's the reason that futures thinking remains an 'exclusive' activity?

Henno Theisens:

There are different reasons. One is that there is still no academic basis for predicting the future, so it has not enough legitimacy. Another reason is that today the policy process is a day-to-day business, whilst futures thinking is about imagination, about big steps forward. There are really two different cultures.

Tas Szebedy:

In Hungary, the education council would like to raise the bigger questions, would like to deal with educational change, but there is not a penny for research, nor for evaluation.

Egle Pranckuniene:

Changes in youth culture have to influence education; but: is there any attempt to predict youth culture, and what kind of skills and competences education should develop for the future?

Henno Theisens:

OECD is working on 'The new millennium learner', about kids born in about 1980, with research on learning styles, ...But: the final publication still has to happen, evidence remains very inconclusive.

Natalia Cuddy:

We have to see the broader picture! Do we give our kids the skills to be employable?

We are doomed to fail.. Already today employers are not satisfied with the skill of school leavers.

Henno Theisens:

Are we not overestimating the importance of gadgets? Youngsters are able to use them without any parental or teacher support! So there seems to be no problem as far as these skills are concerned.

ROUND TABLE WITH REPRESENTATIVES OF EU EDUCATION COUNCILS

The round table is chaired by Ms Mia Douterlungne, General Secretary EUNEC. Participants try to formulate answers to the following questions:

What? Picking up societal demands and translate them in to education policy.

How? Enhancing the innovative role of education in society.

Education and Expectations of Society - Recommendations

Professor Doctor G.Th.M. ten Dam

Professor ten Dam, university of Amsterdam, is Vice-President of the Dutch Education Council.

Citizenship education, attention for security, offering joined-up education for all children with specific care needs, countering segregation, preventing alcohol abuse or obesity: these are examples of the many and varied responsibilities and expectations that have been assigned to the education sector in recent years. The increase in the number of these responsibilities and expectations raises questions. Have schools been given too many responsibilities? Given their statutory duties, how can schools best deal with the multitude of social responsibilities and expectations? The recommendations given here attempt to propose answers to this and other questions.

Central question

The central question of the report is this: How can schools sensibly and selectively deal with the expectations of society and responsibilities taken on without compromising their two basic roles: qualification and socialisation?

The Council undertook a number of activities in preparing its recommendations.

- Firstly, a historical study of the expectations of society was conducted, looking specifically at the years 1957, 1973, 1989 and 2007.
- Secondly, we held interviews with a number of school governors and school leaders. The key questions asked were:
 - What is their view of this issue in relation to their responsibilities?
 - How do they cope with the pressure from society?
 - Should limits be imposed on their pastoral care role?

- Finally, a survey was conducted among 500 teachers about the responsibilities they have on account of expectations from society, and about how they view the division of responsibilities.

Development of society's expectations over the past 50 years

The study shows that throughout the last fifty years schools have always been under pressure to expand their responsibilities.

This is not necessarily surprising, because schools by definition have a social role, and are therefore dependent on social developments.

Nevertheless, we can see that the pressure has increased strongly since the nineteen nineties. Not just in terms of the number of expectations, but also in terms of their diverse nature. Pressure has increased because of:

- a combination of demographic, economic, social and administrative developments. For example, because of drug abuse and because of the influence of new media;
- an increase in the number of family problems presenting at school;
- new relationships in governance. Schools are relatively autonomous and largely have to decide for themselves what they consider part of their social role. The extent of their social responsibility has not been exactly quantified. This then assumes that schools will 'take a stance' and that school governors and school leaders are capable of implementing policies.

How do schools view this issue in relation to their responsibilities?

All people interviewed said they felt that parents, pupils and other participants were more assertive and had a stronger sense of their 'client' status. Furthermore, all three sectors of education (primary, secondary and senior secondary vocational education (MBO)) said they had faced conflicting interests of the various stakeholders. Finally, the interviews seemed to reveal a degree of ambivalence: on the one hand, schools and educational institutions show a high level of willingness to work together or form networks in order to provide a suitable level of care for their pupils.

On the other hand, there is a desire for the government to clearly delimit what the roles and responsibilities of schools are.

How do schools cope with the pressure from society?

In relation to the question of how schools cope with the pressure from society, school governors and school leaders, in particular in secondary education and senior secondary vocational education (MBO), consider themselves capable of making choices regarding 'new' responsibilities and expectations. Their own vision plays an important role. They also feel that blinkered and inconsistent government policy is a cause of the increased pressure. Schools are deemed to be largely autonomous and therefore able to position

themselves strongly, based on their own vision, and to make their own choices in relation to dealing with their social responsibilities. Yet at the same time, they are confronted with responsibilities and obligations imposed from above. Recent examples include the operation concerning Tailored Education (Passend Onderwijs) and the introduction of 'social work experience' (maatschappelijke stage). These statutory obligations can sit awkwardly with the schools' own visions and strategies, and may even conflict with them. This leads to calls for the government to clearly delimit where responsibility of schools stops.

Do the schools consider that there are limits to their pastoral role?

Finally, there is the question of whether schools consider that there are limits to their pastoral care role. There is a sense that the burden has become heavier, especially in senior secondary vocational education (MBO), due to increased problems among pupils. The senior secondary vocational education (MBO) sector is also the most advanced in offering extra pastoral care to pupils, and in working with partners outside school.

It was also found that senior secondary vocational education (MBO) clearly feels the tension between the duty to educate all pupils up to the starting qualification standard on the one hand, and the need for extra pastoral care, on the other. Schools would therefore like to see a funding model that takes account of the specific local circumstances and/or the intensity of problems among participants. Despite the current cooperation with partners in providing care for pupils, there is a need for a clearer division of roles and responsibilities. Whether a meaningful delimitation, in a general sense, could be imposed from above is debatable. It is likely that it would only be possible at the local level.

Teachers: how do they experience tasks conducted to meet society's expectations?

Teachers say that they spend most time teaching social values or offering support with identity building (83%). This applies to almost the same extent to dealing with large differences in the learning levels and abilities of pupils in class (81%). It is also the case for providing pastoral care for pupils with learning or behavioural problems, or for highly gifted pupils (80%). Ensuring safety (67%) ranks fourth. Also frequently mentioned was helping pupils deal with cultural differences in class and at school (54%).

There are, however, differences between the various education sectors. Primary school teachers referred to 'ensuring safety' (78%) and 'helping pupils with behavioural problems' (94%) much more frequently than teachers in senior secondary vocational education (MBO) (47% and 58%, respectively) and teachers in senior general secondary education (HAVO) or pre-university education (VWO) (55% and 58%, respectively). Teachers in senior secondary vocational education (MBO) stated 'helping pupils deal with cultural differences' relatively more frequently (64%) than teachers in other types of education.

How do teachers view the division of responsibilities?

Teachers believe that the majority of tasks are in the first instance the responsibility of themselves or the school. Only one task was considered by a large majority (89%) to be the responsibility of somebody else. Teachers believed that teaching children social values is the primary responsibility of the parents. For a number of other tasks, about half of respondents believed that the teacher or the school had primary responsibility, while the other half thought that it was somebody else's primary responsibility (e.g. parents, pupils, youth welfare services, or the local authority). This was the case for: dealing with different cultures (61%), citizenship education (53%), supporting the parents (51%) and dealing with language delays (41%). (Figures in brackets refer to the percentage of respondents who believe that primary responsibility lies with the school or teachers.)

When asked 'Who expects you to take responsibility for this?', teachers stated for almost all responsibilities: 'I do, as the teacher'. Teachers therefore believe it is their place to take up the responsibilities presented. In addition, teachers were generally aware of the expectations of the school leaders, parents, pupils and, albeit to a lesser extent, government.

Recommendations

From the facts and opinions collected by the Education Council, and following our own deliberations, we can make five key recommendations:

- Retain the key roles of schools in all cases
- Three school variants: schools are free to choose
- Schools are better placed to put their choices into practice
- Appreciate and strengthen the role of the school leader as a 'gatekeeper'
- Government should act in an issue-driven way and should activate other trouble-shooters

THE KEY ROLES OF SCHOOLS SHOULD BE RETAINED IN ALL CASES

Qualification and socialisation are the key roles of every school. This is also the basic premise of schools when they determine their position in their environment. Every school must prepare pupils for the next level of education and/or for future work by giving them the knowledge and skills they need. Furthermore, schools also fulfil a socialising role, as they were also established with a view to preparing pupils for participation in society. They do this by grounding them in the social values and attitudes they will need to be part of society. The performance of these roles should meet a defined basic standard. The Education Council believes that any responsibilities not directly resulting from or related to the responsibilities needed to perform both key roles to a certain basic standard are essentially supplementary. Ideally, schools should consciously and carefully assess whether they should take on these responsibilities and, if so, to what extent.

THREE SCHOOL VARIANTS: SCHOOLS ARE FREE TO CHOOSE

There is no single school model that can solve all issues relating to social responsibilities: schools and circumstances vary. Government policy should respect the differences between schools and the choices they make. The government should therefore enable schools to deal with social expectations consciously and with respect for the schools' own visions. The countless variants, from minimum variants to maximum variants, can be categorised according to three main types:

- The *multifunctional* school. This is the 'maximum variant'. The school broadens objectives, target groups and methods, and takes on other roles and responsibilities, such as leisure and care, in addition to its two main roles. This school is therefore a broad social institution that provides other 'services' in addition to education.
- The 'austere' school. This school focuses on its statutory functions of qualification and socialisation.
- The *network school* is a hybrid form that has the potential to combine the strengths of the two other variants.

Because there is little insight available into the effects of these variants on the learning performance or the social education of pupils, the Education Council does not have a preferred model. The Education Council's recommendation is to trust the professionalism of schools and leave them free to choose. The government should also give schools the freedom to take on new responsibilities at a pace that matches their choice.

SCHOOLS ARE BETTER PLACED TO PUT THEIR CHOICES TO TAKE ON NEW RESPONSIBILITIES INTO PRACTICE

Where new expectations, roles or responsibilities emerge, schools need to make clear choices in line with their educational vision, the school's environment and the facilities available inside and outside the school. It is therefore important that schools draw a clear dividing line when responding to social issues. This could actually also encourage other parties to raise their own contribution. Generally speaking, professionalism across all sections of the school is of great importance in meeting the expectations of society. The policy-implementing capacity of school governors and school leaders is crucial.

The Education Council of the Netherlands has developed a decision-making tool for schools. In brief, the key questions that need to be asked in the decision-making process are:

- Do the extra responsibilities fit in with the school's educational vision and its learning plan?
- Would taking on extra responsibilities compromise the school's ability to meet the basic requirements in terms of qualification and socialisation?

- Does the school have the competencies and sufficient time and resources to fulfil the extra responsibilities?

APPRECIATE AND STRENGTHEN THE ROLE OF THE SCHOOL LEADER AS A 'GATEKEEPER'

Engaging schools in dealing with social issues is in the interest of society. However, both the government and schools need to be constantly alert. Losing focus and overstepping boundaries are obvious dangers. Following a programme of education requires a certain degree of calm and isolation. This means that the number of issues that education can deal with is limited. School leaders are in this sense the 'gatekeepers'. They need to be aware of their role as experts in delimiting the space in which schools are able to fulfil their responsibilities properly. This role should also be recognised by all those involved.

Despite this drawing of boundaries, cooperation and consultation with parents will still be needed, not least because some problems do make their way into school anyway. Schools often find themselves dealing with the family problems of their pupils. It is recommended that schools make written agreements with the parents. The parents have the primary responsibility for raising their children and must not be allowed to offload that responsibility onto the school. Agreements of this type would create clarity, and the schools and parents would have a basis on which they could hold each other to account.

GOVERNMENT SHOULD ACT IN AN ISSUE-DRIVEN WAY AND SHOULD ACTIVATE OTHER TROUBLE-SHOOTERS

It is recommended that the government should show restraint when dealing with the expectations that society has of schools. If they wish, schools should be able to hire in or develop their own specific expertise in order to identify problems and to take effective action. Furthermore, it is also important that the government's approach should take account of specific target groups and local circumstances.

Both the national government and local authorities should activate other organisations with a stake in the school and encourage them to look at the issues the school faces. They should see the school as a relevant partner and involve it in local consultation on these issues. This is especially important for problem neighbourhoods in the four major cities. In these areas, specific conditions should be created for schools so that they can work closely and effectively with a variety of partners in order to fulfil their primary responsibilities.

Questions and remarks

Manuel Miguéns:

Did you consider the possibility of suggesting that other professionals could work in schools, beside the teachers? That way, schools would be able to play a different, social role.

Geert ten Dam:

Schools should be able to hire in their own expertise or work together with organizations outside the school to be able to respond to all kinds of expectations from society. But, again, schools can choose for themselves.

Mal Davies:

In the UK, local circumstances almost totally determine the role of schools; the role of schools depend on the area the school is situated in. In some areas, providing the pupils with a qualification might be sufficient; in other areas, the schools are confronted with much bigger challenges.

Geert ten Dam:

There is no single solution. On one hand, there should be boundaries. On the other hand, if a school is confronted with problems, they simply have to try to find a solution, regardless of its vision.

Robin Widdowson:

Schools should not be on their own: we need a more seamless transition, both ways, between schools and the outside world.

Mia Douterlungne:

What about any official reaction from the minister to this recommendation?

Geert ten Dam:

No official reaction yet..

Egle Pranckuniene:

What about funding? Is there a relation between the expectations towards a school and the funding?

Geert ten Dam:

In the recommendation, we specifically mentioned the four big cities in the Netherlands: they should have more resources.

Skills foresight to support training professionals

Mr Duan Hua, Centre de Recherche Public Henri Tudor, Luxembourg

CRP Henri Tudor contributes to the improvement and strengthening of the innovation capacity of enterprises and public organizations. The Centre offers a large scale of services and activities:

- applied and experimental research
- doctoral research
- development of tools, methods, labels, certifications and standards
- technological assistance, consulting and watch services
- knowledge and competence transfer
- incubation of high-tech companies

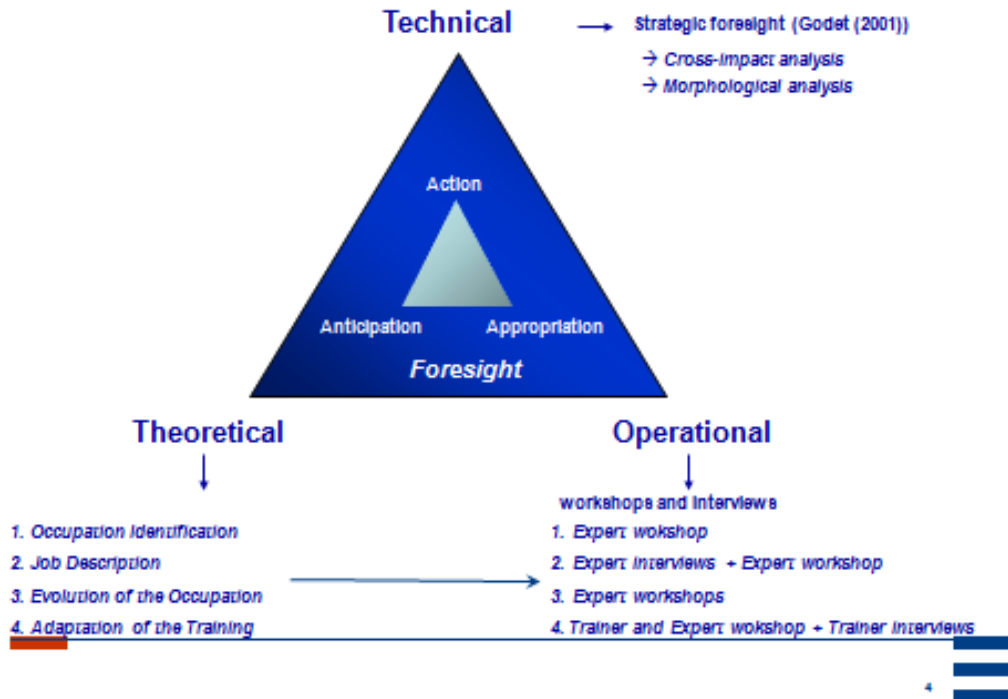
Training and high-level qualification complete this large offer. It is hard to keep the training solutions up to date, given the evolution of technology and of the environment of the occupation in general. That's why the Research Centre tries to use skills foresights to support the training of professionals; training solutions can be adapted depending on these foresights.

Mr Dua gives information about the methodology, afterwards he gives concrete experiences' feedback and finally he informs us about the ongoing works.

METHODOLOGY OVERVIEW

The Centre uses a three part methodology. They use some tools from the French strategic toolbox(Godet 2001): cross-impact analysis and morphological analysis. But, because those tools are not perfect for the work they want to do, two other tools (theoretical and operational) are integrated in a four steps approach. More information about those four steps is given later in the presentation.

Methodology: Overview



The main objective of the methodology, first of all, is to select an occupation. This is done through workshops with multi-criteria analysis. The main criteria are the training need for the professionals and also the number of professionals needed in the sector.

The second step is writing the job description. The Centre is used to work with a classical structure for the job description, split up in activities, tasks and skills.

In this presentation, Mr Hua focuses on the third and fourth step: making a foresight analysis on the environment evolution of the occupation, and supporting training professionals in adapting their programmes.

So we clearly distinguish four consecutive steps:

- occupation identification
- job description
- evolution of the occupation
- adaptation of the training

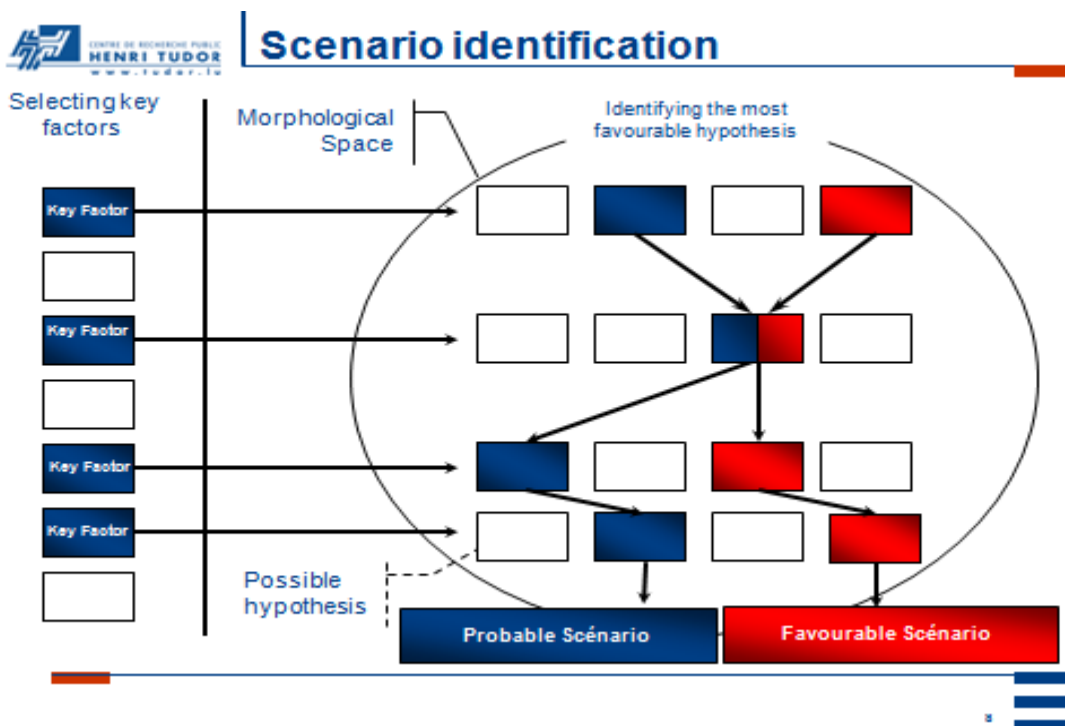
The methodology is participative. The horizon is middle term (3-5 years), as it is pretty hard to make forecasts for the longer term. Experts are gathered from the public as well as from the private sector; they are from professional associations, trainers and, of course, practitioners of the occupation. The knowledge is gathered through workshops and interviews.

Within the third step, the evolution of the occupation, the objective is to analyze the factors that explain the evolution of the occupation.

The approach: through workshops, experts are asked

- to identify the key factors that can explain the evolution of the occupation
- to define scenarios
- to select the key scenario
- to build an action plan linked to that key scenario.

As a first step, during the brainstorming, experts try to make the most exhaustive list of factors that can explain the evolution of the occupation. Then, the key factors are selected, through several individual observations. The next step is to work on the definition of different scenarios.



Each selected key factor leads to a possible hypothesis. The combination of those hypotheses will create a probable scenario.

The next step is to define the most favourable hypothesis. Experts are asked what is, according to them as practitioners of the occupation, as managers, as members of professional associations, as trainers, the most favourable hypothesis. With this hypothesis we define the most favourable scenario.

In the classic scenario definition methods, at least 5, 6 or 7 scenarios were defined. But, for the middle term horizon, a quick result is very important, so one unique key scenario has to be defined. This unique key scenario is a combination of the probable and the most favourable scenario.

Hypotheses can be different, so the experts are asked 'Is the most favourable hypothesis reachable?'

If they are able to give some proactive action, an action improving a future situation, by themselves or through their network, the most favourable hypothesis will be validated.

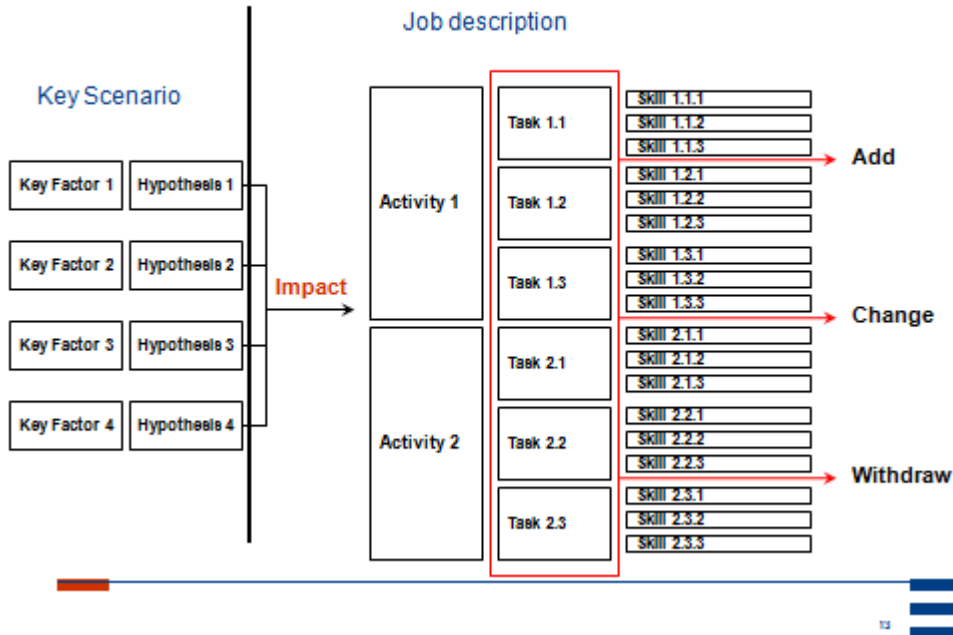
If they consider that, in the middle term, they are not able to give some concrete action to reach the most favourable hypothesis, they will be asked to be prepared for the future. The probable hypothesis will be validated.

As a consequence, a unique key scenario can be defined. And this unique key scenario is the major input for the next step: the training adaptation.

Experts and trainers are gathered, during workshops and interviews, to work on identifying the skills requirements and on adapting the training programme. Once there is a key scenario and a job description, the impact of the key scenario on the job description can be determined. Experts are asked to think about how the job description will evolve in the future. This way, information is gathered on the evolution of the activities, the tasks and the skills. This information can be classified in three categories: addition, change or withdrawal and it leads to a new job description.



Identifying skills requirement



Trainers are asked to translate this anticipative job description into some new training programmes.

EXPERIENCE FEEDBACK – ONGOING WORKS

CRP began in 2004 with a ICT skills foresight project. After those three occupation studies, the focus was widened to more general skills, still for ICT occupations, in quality, information security and e-learning. Twelve occupations were studied.

In parallel, they work with partners from Belgium and from France on skills for non ICT occupations. An action transfer was made for the partners, and four studies were done for non ICT occupations.

There has been a real problem with the methodology: The results were not integrated in the final beneficiaries of the project: the training entities. This was caused by a lack of involvement of trainers in the process. By doing the skills foresight workshops without involving the trainers, there has been a problem in the integration of the results.

That's why now projects are running with the partners trying to set up a skills requirement identification service. ABILITIC 2 - PERFORM works on the development of supporting software, of the transfer of actions, and on skill foresight studies for four occupations in the sector of finance, information system and environment.

This methodology is a good way to try improve the networking between the supplier and the client. It's a kind of bottom up solution to improve education policy.

Questions and remarks

Geert ten Dam:

Did labour market organizations participate as well in analysing the job requirements?

Duan Hua:

Yes. Public and private stakeholders are involved. In the case of private stakeholders, they are identified by professional associations; we try to be as representative as possible.

Fons Van Wieringen:

Is it possible to apply the method to the teaching profession?

Duan Hua:

We have worked on the skill foresight for professional trainers, not for teachers in schools.

Natalia Cuddy:

Is the method applied for emerging sectors too?

Duan Hua:

Yes, we have made a skill foresight for e-learning; it was very hard to do, just because of the fact that it is an emerging sector.

Natalia Cuddy:

How does the mediation process work?

Duan Hua:

The most difficult part of the methodology are the workshops, because for that part a lot of different stakeholders are gathered. To avoid conflicts, first we are having a brainstorm, so that we can have all the information. And after that, we work with individual evaluation.

Krista Loogma:

Are the skill foresights and the scenarios made for one single occupation, or for the entire sector?

Duan Hua:

We advice to make a study per occupation, one at the time. But, as we had to make foresights for 12 occupations between 2005 and 2007, this was not easy in terms of time and means. So we actually did three environmental studies (quality; information security; e-learning), and afterwards we used those scenarios for the different job descriptions.

Alain Bultot explains the link between the Centre de l'Education et de la Formation with the Centre de Recherche Public Henri Tudor. The work of the CEF is to improve the quality and the efficiency of the education system. In this regard, the CEF is implicated in the work of the Centre de Recherche Public, trying to develop concrete methodologies and concrete tools to try to realize this improvement.

Demands and challenges to Education Councils, from Kindergarten to Higher Education

Professor Júlio Pedrosa de Jesus, President of the Conselho Nacional de Educação, Portugal

Professor Pedrosa is President of the Education Council of Portugal, but he also has been Minister of Education. He can highlight the challenges for education and training from the point of view of a scientist, but also from the point of view of a policy maker.

Professor Pedrosa starts his presentation with two important questions, advanced in the programme of this seminar:

- How to pick up societal demands and how to translate them into education policy?
- How to enhance the innovative role of education in society?

He will try to give answers to those questions, based on the own experience at the Portuguese Education Council, where all stakeholders in education are represented.

THE CONTEXTS

With contexts, Professor Pedrosa refers to aspects of society which we have to have in mind when we think about education.

These contexts question us about the foundations of trust, equity, mutual understanding and recognition of the value of distinct cultures and histories. Not only the skill and competence aspect is important, education is about learning to live together, about learning to be. This should be at the core of education.

Some characteristics of the framework in which education is working nowadays:

- Violence connected with political and religious issues
- High mobility and multicultural cities
- The recent events in the economic fields
- Growing signs of poverty and inequality
- Working hours of parents and family life
- Influence of the media in education

What are the answers that are being formulated to those questions?

THE EDUCATION INTERNATIONAL AGENDA

Professor Pedrosa brings to our attention two recent documents, one from the European Commission, and one from the OECD.

In the 'Updated strategic framework for European cooperation in education and training' from December 2008, the European Commission formulates four long term strategic challenges and immediate priorities:

- Make lifelong learning and learner mobility a priority
- Improve the quality and efficiency of provision and outcomes
- Promote equity and active citizenship
- Enhance innovation and creativity, including entrepreneurship, at all levels of education and training.

Professor Pedrosa selects one priority, that is most related to the recent changes: promote equity and active citizenship. Within this strategic challenge, following issues are represented:

Early school leaving: strengthen preventive approaches, build closer cooperation between general and vocational sectors and remove barriers for drop-outs to return to education and training.

Pre-primary education: promote generalized equitable access and reinforce quality of provision and teacher support.

Migrants: develop mutual learning on best practices for education of children from a migrant background.

Learners with special needs: promote personalized learning through timely support and well coordinated services; integrate services within mainstream schooling and ensure pathways to further education and training.

In 2007, OECD published 'No more failures: Ten steps to equity in education'.

The report is based on research in ten different European countries; Portugal was not included. This report argues that education systems need to be fair and inclusive in their design, in their practices and in their resourcing. It advances ten steps – major policy recommendations – which would reduce school failure and dropout, make society fairer and avoid the large social costs of marginalized adults with few basic skills.

Design:

- Limit early tracking and streaming and postpone academic selection
- Manage school choice so as to contain the risks to equity
- In upper secondary education, provide attractive alternatives, remove dead ends and prevent dropout
- Offer second chances to gain from education

Practices:

- Identify and provide systematic help to those who fall behind at school and reduce year repetition
- Strengthen the links between school and home to help disadvantaged parents help their children to learn (very strongly discussed now in Portugal)
- Respond to diversity and provide for the successful inclusion of migrants and minorities within mainstream education

Resourcing:

- Provide strong education for all, giving priority to early childhood provision and basic schooling
- Direct resources to the students with the greatest needs, so that poorer communities have at least the same level of provision as those better-off and schools in difficulty are supported
- Set concrete targets for more equity, particularly related to low school attainment and dropouts.

THE NATIONAL COUNCIL OF EDUCATION OF PORTUGAL AGENDA

In Portugal, in 2006-2007, a large debate was held with the aim to improve education. Events have been organized all over the country, in all the districts and communities, involving all stakeholders, and with a great autonomy of organization.

At the end of the debate, a committee selected the critical issues. All the issues presented in the document 'Conclusions of the National Debate on Education', are in line with the international agenda, with the documents of the European Commission and the OECD.

Some issues have been followed up by the Council. Council initiatives are debated internally and the Council is hearing people from outside, to check its work. The Councils' initiative is usually well accepted by the stakeholders, the Parliament and the Government, as the Council is used to look for a possible consensus.

Items that are on the national agenda:

- Education from 0 to 12

Experts have been selected from the universities; they will make proposals. After that, an open seminar will be held, which will lead to council recommendations.

- Family contexts and the relation between family contexts and school results
- Best evidence and knowledge bases for policies development
- Consultation for analyzing policies

The Portuguese Councils annual plan is organized around four key areas:

- School goals and context
- Curriculum
- Autonomy
- Performance, quality and evaluation

The framework for the 2008-2009 operational plan is developed into more operational work, with own priorities:

- The role of non-formal and informal education
- Teacher education and new societal demands
- Diversity in secondary education, vocational education
- New opportunities, recognition and validation of competences
- Partnerships in education: schools, social support institutions, higher education, municipalities etc
- Promote diversity of routes in secondary courses
- Promote diversity of schools.

Professor Pedrosa's personal priorities are:

- Early childhood development and education from 0 to 12 years old
Portugal focuses on the 0 – 3 years old; they are working on a recommendation for the integration of the two basic levels (Basic 1 and Basic 2) into one 'primary' school, from 6 to 12.
- Develop capacity to respond to diversity inside the classroom and in family contexts
Portugal is a very diverse country, although Portuguese themselves don't realize; this is reflecting in the schools. This is considered as a priority by the government as well.
- Promote family involvement in schools.
Portugal doesn't have the tradition, they have no experience in involving family in the school.
- Education and training of professionals at all levels, from Kindergarten to university
- Vocational and professional secondary education
If we want to expand compulsory education to 18 years, we need to increase the offer of professional schooling. And, at the moment, neither the people neither the expertise are available.
- Develop research and knowledge in education
Professor Pedrosa is a believer of the value of knowledge in education. Education systems have to learn how to organize knowledge in such a way people are provided with the best knowledge available.
- Participation in education governance
Two laws in Portugal (one for universities and one for schools) introduce a big change. Nowadays, as well for universities as for schools, there is a board (with elected members plus people from abroad: municipalities,..); we have to learn how to use it.
- University and schools autonomy and governance.

Professor Pedrosa confirms his belief in the fact that Education Councils are excellent platforms to really develop capacity and awareness, to focalize knowledge, to support development and participation in education policy and governance.

Questions and remarks

José Pessanha, European Commission:

Education Councils have the role of advisor in anticipating trends. But, after implementation, do they also have a monitoring role?

Julio Pedrosa:

Monitoring is not the word we use, we rather talk about a 'following', 'accompanying' role.

Mia Douterlungne, General Secretary of EUNEC and chair of the round table, thanks all three participants for their contribution: three interesting examples of futures thinking, which will hopefully inspire the education councils.

WORKSHOP ON THE IMPLEMENTATION OF INNOVATION IN THE CURRICULUM AND AT SCHOOL LEVEL

Robin Widdowson, Curriculum Advisor, Qualifications and Curriculum Authority

Developing, recognizing, valuing and celebrating success for young people.

In England, a lot of change is going on right now: the primary curriculum is being changed, changes in the secondary curriculum are being implemented, the qualification structure is changing.. Rather than asking the question 'What is changing in England?', we'd have to ask the question: 'What is not changing?'. We need to get used to 'change' thinking, which is difficult but fascinating. Getting used to change is the issue, we simply have to get better! This is a lifelong learning thing; it's not only about young people but also about adults in their professional lives. A job title, for instance, is becoming generic. Nobody can say that he will be a geography teacher, or a deputy head, for forty years, for the rest of his life. Roles have to be redefined. Moreover, it is not about the future, but actually about the present, about now. In the past, at the end of the curriculum the learner was the ship, pushed into the sea. We watched it sail, and we hoped it went in the right direction. Nowadays, we realize we actually have to learn the ship how to continue sailing.

Geographically, we can see that the situation is similar, but not quite.. through different countries. There is a curriculum for each country; some qualifications are shared across some countries; there are projects and strategies that cross boundaries. But, nowadays, people are going to cross borders more and more.

Mr Widdowson puts that we are gathered during this seminar to 'develop a modern world-class curriculum and assessments that will inspire and challenge all learners and prepare them for the future'. We are together, thinking about education: for all learners.

We want our students to be

- | |
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| <ul style="list-style-type: none">- Successful learners, who enjoy learning, who make progress and achieve (rather than attain..)- Confident individuals, who are able to lead safe, healthy and fulfilling lives- Responsible citizens who make a positive contribution to society. |
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Why change??

- Fast changes in society, social structures and the nature of work
- The impact of technology on subjects and schooling
- New understanding about the nature of learning (neuroscience)
- Increased global dimension to life, learning and work
- The public policy agenda
- Promoting innovation and personalization

Change is

- Demographic: People will be living longer; we expect to see even greater ethnic diversity
- Social: a decline in traditional family structures, greater religious diversity
- Technological: nearly universal access to personal multi-functional devices; using ICT will be natural for most pupils and for an increasing majority of teachers
- Economic: Workplace skills will change requiring employees to be flexible and adaptable
- Environmental: Heightened awareness of threats to the environment; individuals will be expected to take personal responsibility for their impact on the environment

MANIFESTO FOR CREATIVE BRITAIN

In education, we spend our time working with young people; it is very important to know their priorities. A lot of curriculum development is bottom up: listening to the people on the ground.

On the 26th November Tate Modern alongside Creative Partnerships invited 500 students from across the country to take part in a creative conference. This event was preceded by a two-year project where 3,000 young people were consulted and 12 U.K-wide secondary schools were asked to generate a manifesto outlining their ideas for a creative Britain and what they felt they needed to be creative, particularly within an educational context.

The manifesto contains the following key points:

- We need to gain confidence in ourselves.
- Create spaces where we can vent our creativity.
- Change the curriculum so that our subjects reflect our lives.
- Let us have opportunities to take risks so that we are not afraid to try new things.
- We need mentoring help to get us into the creative industries; we don't know how it works.
- We want less formality in schools and more creativity in the classroom.
- Allow us to learn from each other, to get fresh ideas from cultures other than just our own; we want to mix it up.
- We need it to be easier to use the internet at school.
- Give us the choice between exams or course work.

- We are prepared to start at the bottom and make our way up.
- We want time for out of school activities and we want them to count towards our qualifications.

DEVELOPING A 21ST CENTURY VISION FOR CREATIVITY

What is creativity? One of the problems with creativity is that everyone uses the word without exactly knowing what it means. Creativity is often linked to 'art', although art, sometimes, is not creative at all... Creativity is not limited to the arts but should be embedded across the whole curriculum. Creativity is not at odds with raising standards or an end in itself, but should proceed outcomes of real value. Creativity is not the preserve of a few talented individuals; most people regularly solve problems of all kinds in their daily lives with some degree of creativity.

We could redefine creativity in the following way:

- Learning to think, act and behave creatively
We try to learn pupils to think, act and behave as
 - historians, working creatively and intelligently
 - team workers
 - self-managers
 - effective participators
 - independent enquirers
 - creative thinkers
 - reflective learners
- Learning about and engaging with creative industries
From architecture and music to computer games and film, the UK is brimming with innovation, eccentricity, multiculturalism and all-round creative energy. Millions of pounds are invested in creativity. Creative industries are internationally renowned and amongst the fastest growing sectors of economy, providing jobs for two million people.
- Learning about and through culture

RE-THINKING ASSESSMENT, NURTURING AND VALUING CREATIVITY

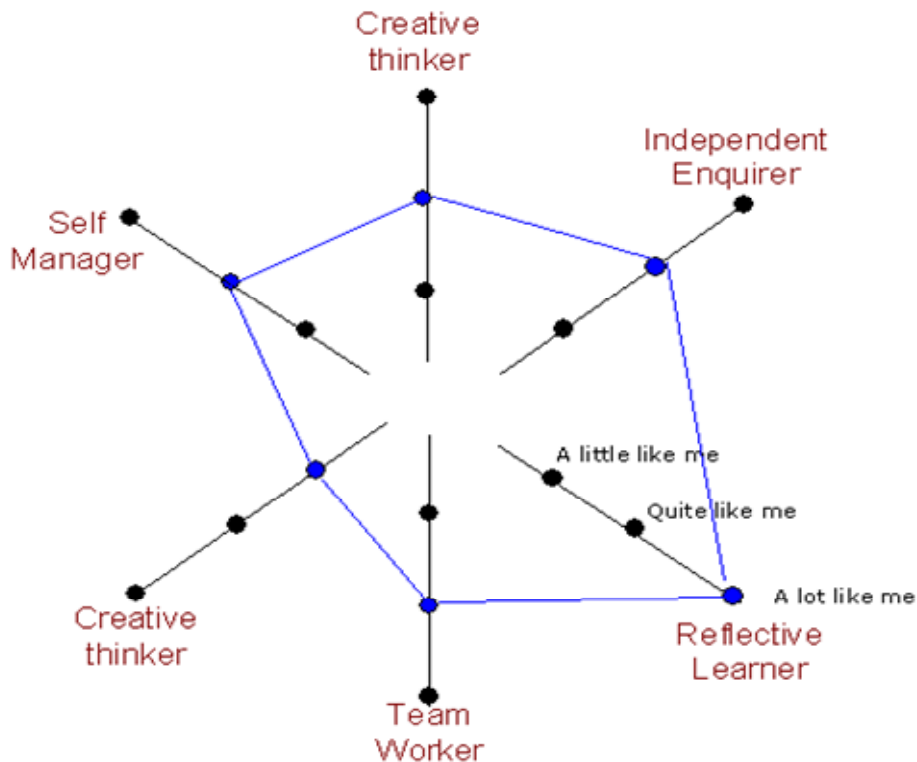
How do we evaluate what young people can do, creatively? Assessing soft skills is difficult but possible, there are plenty of models.

Following items can be assessed (this is the government agenda):

- Attainment and improved standards
- Behaviour and attendance
- Further involvement in education, employment or training
- Civic participation
- Healthy lifestyle choices

More and more young people are finding ways of exploring their own creativity outside of formal education settings – not just through traditional forms of arts and culture but increasingly through the use of new technology, which allows them to shape their own creative experiences. This interest and enthusiasm needs to be harnessed and translated into the school setting.

We should try to leave behind artificial boundaries between school and life; learning happens in formal and informal contexts. We only tend to assess what young people



have learned at school. But, young people are also involved in football, in music.. The picture of learning should not be limited to a school day, but to 24 hours a day, 7 days a week. The assessment should not only be teacher-based; a lot of others can contribute to the assessment. Assessment, now, is very linear. It should be vertical, horizontal. The learner moves form one area to another.

CURRICULUM REDESIGN

Pre 2009 : 14 subjects in the curriculum.

Curriculum can be subject based, linked to different areas of learning, skills based or theme based. The challenge is to create a design that draws on the best of each approach.

To be able to develop a modern, world-class curriculum and assessments that will inspire and challenge all learners and prepare them for the future, three key questions have to be answered:

- What are we trying to achieve?
The curriculum aims to enable all young people to become successful learners, confident individuals and respectful citizens. The focus for learning is on attitudes and attributes (e.g. adaptable, risk-taking,..), on skills (e.g. literacy, ICT,..) and on knowledge and understanding (big ideas that shape the world).
- How do we organise learning?
Schools are asked to engage much more in thinking about pedagogy.

The fourteen subjects are still there, but they don't exist on their own, they serve a purpose, within overarching themes that have a signification for individuals and society, and provide relevant learning contexts.

- How well are we achieving our aims?

2009-2011 onwards

- An increased focus on the whole curriculum design with aims now underpinning the whole curriculum
- Increased flexibility with less prescription of content but with increased focus on key concepts and processes in subjects
- More room for personalisation and locally determined curriculum
- More emphasis on skills, both functional and wider skills for learning and life; those skills appear within all subjects
- More emphasis on personal development
- More opportunities for coherence and relevance, linking learning to life outside school, making connections (subjects, cross-curricular themes and dimensions)

SUPPORTING CURRICULUM INNOVATION

The principles of high quality curriculum:

- Learning that is relevant to our learners.
- Reflecting the contemporary world that learners live in.
- Developing and understanding of, and impacting on the local community.
- Seeking to address ideas and issues.
- Providing them with lifelong and transferable skills.

Curriculum innovation falls into four broad categories:

- Organizing the curriculum through themes or interdisciplinary links rather than subjects.
- Using curriculum time flexibly.
- Providing alternative curriculum pathways.
- Developing learning skills.

A dramatic change is necessary. Curriculum innovation is meeting a lot of challenges

- Anxiety from staff about a possible negative impact on national test and examination results.
- Concerns about inspectors' attitudes to innovation.
- Uncertainty about longer-term finance and resources.
- Concerns about the reluctance or inability of staff to implement change.
- Possible resistance to change among governors, parents and the local community.

To change the whole curriculum is not a linear process, not a from A to B move. There is a great variety right now: some schools are managing creativity in the curriculum very well; other schools are not successful at all. The process will take time, about twenty years. Not all will be done tomorrow.

Questions and remarks

Simone Barthel:

Do other education councils agree with the challenges Mr Widdowson talked about? In other words: Is creativity a challenge in your country? And what are you doing to implement it?

Geert ten Dam:

Most of the challenges are similar in the Netherlands, but what is different, is the fact that, nowadays, all education should be evidence-based. Isn't this, in some way, in contradiction with an emphasis on creativity? Or is the policy climate in England different?

Robin Widdowson:

In England there is a mixed climate. Implementing creativity meets some skepticism too. Anyhow, a lot of innovating projects are funded by the government, there is a lot of support for creativity. Moreover, every project is being evaluated, so evidence is being gathered.

Tas Szebedy:

In Hungary, there is a different perspective. Everyone agrees on the need of creative schools, but, in order to be more creative, we need more professionals, more time, smaller groups of pupils: we need more money. On the other hand, the easiest and the cheapest way to work in schools is to transmit knowledge. It is easy to assess, although we don't know what they are going to do with this knowledge afterwards.

I think we need a mixture of both: having the possibility to take children out of the classroom one day a week would be fantastic! Children are indeed very creative, if they have the time and the circumstances.

So, I agree with the need, but I don't see the frames, the money.

Robin Widdowson:

There are concrete examples of schools who leave behind the vertical system (grouping children by age; working with 50 minutes), and who do this within the existing budgets. The point is to manage the budget differently.

Besides, there is nothing wrong with transmitting knowledge; but education should not be just the transmission of knowledge.

Kristal Loogma:

The national curriculum in Estonia, introduced in 2003, stated that general competences should be achieved, including creativity. But, in reality, in most schools there is a contradiction between subject based teaching and achieving general competences. I think assessment can be one of the keys to achieve the widespread aims of education.

Robin Widdowson:

Indeed. I want to insist on the fact that subject attainment remains important. But we have to move onwards, and trying to make it impossible for schools to avoid the achievement of skills.

Kaisa Vähähyppä:

Is it really possible to teach creativity? Are the students participating closely in creative projects? What about the feedback?

Robin Widdowson:

Referring to the 'Schools of Creativity' programme (a select group of schools engaged in research and innovative outreach with other schools), there is a lot of positive feedback from young people, as well as from parents, from teachers. They are really shaping creative schools, and sometimes they are frustrated too.

And yes, I think you can teach creative skills.

Egle Pranckuniene:

In Lithuania, there is a new curriculum, facing the same questions and challenges. Our major challenge is how to balance contents and competence development. There is no time to do everything..

Robin Widdowson:

Indeed, you maybe will have to leave something behind. You cannot teach everything to pupils, the knowledge base is much too big. In fact, the content can remain the same, or even less, but the focus is different, integrating skills.

Julio Pedrosa:

In Portugal, different initiatives are going on which offer opportunities to promote creativity.

There has been a reform on the 9 years of basic schooling in 2002. There was not only the promotion of the idea of competences, but also the creation of special areas for 'project based work', which can be an excellent occasion for schools to promote creativity.

Secondly, for the two or three last years, there have been opportunities for schools to apply for projects designed to promote creativity, to help schools respond to problems coming from their diversity (projects from the Gulbenkian foundation, from the Ministry of Science, from the Ministry of Education). We are seeing a signal that there is a capacity of schools to respond to creativity challenges. There is space for schools to mobilize their innovation and creativity potential.

The third area is the 'Science Alive' project, that started some ten years ago, and was designed to promote science at school. There is now a national network. It offers opportunities to promote creativity.

Finally, in the Portuguese Council, we are going to have the third seminar on 'learning outside school'. We are bringing into the Council examples of experiences where learning is promoted in different settings (museums, local cultural associations..). This third seminar will deal with the question how different media are influencing education.

So, as a conclusion: there are several initiatives going on in Portugal promoting a creative approach of education.

WORKSHOP ON THE IMPLEMENTATION OF INNOVATION AT POLICY LEVEL

Prof. A.M.L. Van Wieringen, President of the Dutch Education Council

All participants are asked to write down two new demands on education in their countries. All answers are written down: a long list of challenges. The five most frequent answers were:

- Violence and crime
- Integration and diversity
- Lifelong learning
- ICT/external learning environments
- Family and parents

In a second stage, all participants are asked to write down solutions for the three most important challenges.

Violence and crime

- Networking and cooperation (with Justice, Welfare,..)
- Confronting them with the consequences
- Joint interventions
- Social workers in the school
- Teachers as policemen, punishments
- Early warning system
- Role playing, drama teaching
- Making it more public (schools should not be ashamed)
- Prevention

Integration and diversity

- Teacher training. Teachers can be taught to see the beauty of diversity, to celebrate diversity.
- Need for other role models (for instance Paralympics)
- Being aware of the difference between integration and assimilation
- Additional resources to schools with more diversity
- More diverse teaching force
- Key competence: citizenship education

Lifelong learning

- Learners should know that there are learning paths, tailor made
- Networking, also with non-educational institutions
- Expand the system of education, admit that there is a larger system, a non-formal system
- Integrate adult education to general and vocational schools
- Make lifelong learning visible
- Validation of competences acquired elsewhere

Next, Professor Van Wieringen, proposes a different approach: instead of waiting for the challenges, waiting for the problems, can education 'shape the future'? Can education make a positive contribution instead of being a 'victim'?

Professor Van Wieringen made a selection of three key points out of the eight key points for the Recovery of Europe (Recovery of Europe from the Perspective of Ministers Responsible for Education, 12 May 2009).

- Focusing on skills and key competences supporting people's employability, flexibility and adaptability
- Fostering entrepreneurship and promoting creativity and innovation
- Strengthening the role of education from the perspective of the knowledge triangle and its connection to research, development and innovation

During 15 minutes, all representatives of European Councils are asked to write down a comment on those points. Every participant presents his/her own comment.

Two major elements are coming out of this workshop:

- | |
|--|
| <ul style="list-style-type: none">- Not to narrow education to a set of objectives to be attained; the accent should remain on the broader goals of education- More involvement of stakeholders at all levels |
|--|

STRATEGIC FRAMEWORK FOR EUROPEAN COOPERATION IN EDUCATION AND TRAINING ('ET2020')

José Pessanha, European Commission, DG EAC

José Pessanha confirms his support for the functioning of the European Network of Education Councils, as well as for other stakeholders' organisations. He appreciates the way EUNEC contributes to the work of the European Commission.

Mr Pessanha will summarize the main aspects of the framework for education and training, recently adopted by the Council and based on a Communication from the Commission from December 2008; he will try to give answers, to give clarifications to the issues that have been advanced during the discussions earlier the day.

The words 'employability', 'adaptability' and 'flexibility' are difficult terms, there is a lot of discussion. Mr Pessanha asks us not to take the terms in a too restricted, too literal sense. 'Employability', 'adaptability' and 'flexibility' are just possible outcomes for the learner; if the education system is efficient and equitable, the results of the learning process are much wider than these aspects, but still these aspects are important.

One of the first things to be done when preparing this framework was thinking of scenario's for the future; and everybody was a bit afraid to think about the future, as it is a very difficult task given the present crisis. So the European Commission used the knowledge and the knowhow of experts from the NESSE² an EENEE³ networks: 'Education and training systems in the second decennium of the Lisbon strategy' (June 2008). In this document, three major challenges are advanced (and have already been mentioned earlier during this seminar)

- Demographic challenge
- Globalisation
- Sustainability

'Growth and jobs' are the key words associated to the Lisbon strategy. The Education and Training system cannot avoid contributing to these goals.

The strategic framework for European Cooperation in Education and Training has been adopted by all the Ministers of Education, after having been prepared during different sessions in the Education Committee and during the Czech Presidency. The European Commission wants to support Member States' cooperation, but cannot impose any recommendation to the Member States.

What are the challenges?

- Build on the achievements of Education and Training 2010: continuation of the work done, in order to let the Member States benefit from the cooperation.

² Network of Experts on Social Sciences of Education and Training

³ European Expert Network on Economics of Education

- Streamline and make more effective the Open Method of Coordination.
- A more effective implementation through improved working methods.
- Link to the future Lisbon strategy (Growth and Jobs!).

The main elements of the updated framework are:

- The Long-term strategic challenges to 2020
- The priority themes 2009-2010
- The working methods

STRATEGIC CHALLENGES

- Quality and efficiency
- Lifelong learning and mobility
- Equity and citizenship
- Innovation and Creativity (including entrepreneurship)



PRIORITY THEMES

Making lifelong learning and mobility a reality

- Pursue work on lifelong learning strategies and EQF.

The implementation of lifelong learning strategies is a huge task: the implementation can only take a start, once the agreement on the national level is formalized, and implicates the participation of stakeholders. Many Member States are still in the intermediate phase of the implementation.

The National Qualifications Frameworks is closely linked to EQF; there is a need for investment in adult education, as the benchmark has not been achieved; and there is also a need for more flexible learning pathways.

- Develop cooperation on mobility.

Improving the quality and efficiency of education and training

Those challenges are linked to the acquisition of key competences; competences that are usually associated with school, competences on basic skills (literacy, numeracy, science)

- Pursue work on language learning, teachers and trainers and governance and funding.
- Develop cooperation on basic skills – reading, mathematics and science – and on ‘new skills for new jobs’.

We see that there is still a problem: if we look at the international benchmarks, and if we look at the data, it shows that there is one domain where we are not progressing, we even have worse results. Another problem is that some parts of the student population get less benefits: we should increase the basic level for all students, and avoid that there are many differences for different groups of students.

To realize that, we need good teachers. Somebody mentioned earlier that teachers will have to be the ‘super-hero’s’ of the future, and Mr Pessanha agrees: there are so many requests, so many demands. Teachers will need a specific and very effective training, so the European Commission needs to give further input on teacher training: initial training, induction and professional in-service teacher training.

Another issue is governance and funding. If we want schools to be more effective, there is a need for change, and for a strong school leadership.

The European Commission will develop cooperation on basic skills, and upon the forecasting of future skills needed. This is a new initiative which the Commission started at the end of 2008 with the package ‘New skills for new jobs’. The initiative is starting to be implemented now, and includes the participation from education and from employment.

Promoting equity, social cohesion and citizenship

- Pursue work on early leavers from education and training.
- Develop cooperation on pre-primary, migrants and learners with special needs. The importance of early education and care to prevent school failure and to increase equity and social cohesion is stressed.

This is a relatively new issue at the level of the Open Method of Coordination.

Enhancing creativity and innovation, including entrepreneurship, at all levels of education

- Pursue work on transversal key competences.

Mr Pessanha refers to the European Framework of key competences. Some of the key competences are basic competences that are taught in schools (numeracy, literacy, science); other competences are called transversal key competences (employability, adaptability and flexibility, digital competences, cultural awareness, intercultural competences, entrepreneurship). If schools are preparing (and Mr Pessanha insists on the responsibility of schools, not only of teachers) for this change, they will have to create a learning environment in which pupils are able to develop these competences. The end result will be that pupils will be better prepared for the knowledge society and, implicitly, employability, adaptability and flexibility will be there.

The issue is not to prepare individuals only to be adaptable to the labour market; the issue is that we have to recognize that the labour market will be more demanding, whether we want it or not; if we want pupils to be prepared to this labour market, we need to take into account all those these competences.

Parenthesis: the actual economic crisis is not the fault of education! Jobs are lost, and won't come back. What to do? The conditions now are more complex, we have to think about the contribution of education to solve the problem. And that's exactly what this framework is trying to do, trying to address the problem.

- Develop cooperation on innovation-friendly institutions and partnerships.

WORKING METHODS: A MORE EFFECTIVE OPEN METHOD OF COORDINATION

Broader involvement of stakeholders

Cooperation using new transparent ways of networking between EU institutions and also with all relevant stakeholders who have a contribution to make to policy development, implementation and evaluation. Within the framework, there are several references to giving more room to the stakeholders.

More flexible and 'political' peer learning

The mutual activities that the European Commission organizes with the Members States will be more open, with involvement of stakeholders whenever it is appropriate.

Better dissemination of results

Need to raise awareness and impact of the outcomes of European cooperation: citizens, civil society and EU, national and local bodies.

More focused reporting

Now two yearly joint reports are produced, on the basis of contributions of the Member States. Those are joint reports, which means from the Commission and from the Council.

From now on, they will be reporting on a smaller number of priority themes, and no longer on about almost all aspects of education and training.

There is the possibility that country analysis will be included in this joint report, only if the country agrees.

Agreed benchmarks of European average performance by 2020 covering the lifelong learning continuum:

- Early childhood education: at least 95 % of the children between four years old and the start of compulsory education should participate in early childhood education.
- Low achievers in basic skills : share of low-achieving 15 years old in reading, maths and science should be less than 15 %.
- Early leavers: share of early school leavers should be less than 10 %.
- Tertiary level attainment: share of 30-34 years old with tertiary educational attainment should be at least 40%.
- Adult participation in lifelong learning: an average of at least 15% of adults should participate in lifelong learning.

Further work will be don for possible benchmarks on

- Mobility
- Employability
- Language learning

Specific initiatives and tools

- Copenhagen process (vocational education and training)
- New Skills for New Jobs
- European Qualifications Framework (EQF)
- Credit transfer systems (ECTS + ECVET)
- Europass transparency
- Key competencies recommendation
- University-Business Forum
- Green Paper on Migration and Education
- 2009 Year of Creativity and Innovation
- European Institute of Innovation and Technology (EIT)
- Bologna process (Higher Education – Intergovernmental)

Questions and remarks

Krista Loogma:

How to identify new jobs?

José Pessanha:

The new framework is as much as possible evidence based. The idea is to take advantage of the work done by Cedefop (who already published a first report) and by the national agencies, to start forecasting the future jobs.

Natalia Cuddy:

Aren't there two different agendas: an economic agenda (DG Employment) and an agenda with concern for social cohesion through education (DG Education and Culture)?

José Pessanha:

In the New Skills for New Jobs initiative both DG's are concerned: education and employment. We want to avoid the risk that one or the other will impose its priorities. There is a real collaboration for now: the communication has been produced jointly, the follow-up will be done jointly. On the other hand, DG Education and Culture is not only about social equity, although this aspect has been stressed during the presentation today. José Pessanha refers to the knowledge triangle: People tend to think immediately about top universities, about top industries, but Mr Pessanha stresses the fact that the knowledge triangle is also about innovation and creativity of people working in all domains.

Natalia Cuddy:

Who is defining priorities?

José Pessanha:

The Commission proposes priorities; the Council has to accept them, to approve them so that they can be implemented. Each European Presidency has its own priorities, but they

are not in contradiction with the priorities of the Commission and the Council. There can be some degree of negotiation, but so far the priorities of the Presidencies are just highlighting two or three priorities that already were in the centre of the priorities of the Council and the Commission.

Simone Barthel:

Could you give some information about how the European Commission sees the broader role of the stakeholders?

José Pessanha:

So far, the European Commission and the Member States set up peer learning activities: small groups of countries, 'clusters', working together, under the Open Method of Coordination, during a period of two or three years on a topic they were interested in. The implication of this methodology is that not all countries were concerned. Peer learning activities were organized by the Member States, and sometimes national stakeholders were invited to participate.

Now, the idea is to change the type of peer learning activities: they will be more concentrated on a specific issue; more experts will be invited, including stakeholders.

As for the follow up of the implementation, the European Commission has been organizing once a year a Stakeholders' Forum. This Forum is a rather formal meeting. Contacts should be multiplied and organized in a more informal way.

Another real possibility is the involvement of stakeholders in defining the priorities, for instance for the new lifelong learning programmes post 2013.

As for the dissemination, so far we are not really satisfied. For instance: citizens must be better informed about lifelong learning possibilities. An important role can be played by the stakeholders in dissemination and awareness raising.

DEBATE: PLACE AND ROLE OF THE COUNCILS AND OF EUNEC
IN THE FUTURE OF EUROPEAN EDUCATION POLICY

Simone Barthel, President of EUNEC

Ms Barthel asks all participants to the seminar to think about two questions:

- What are the new challenges for education and training?
- What are possible answers to these questions?

Each participant writes down three ideas in relation to those two questions, related to the presentation everybody listened to during the seminar.

After time for reflection, each participant presents briefly his/her conclusions to the audience.

These conclusions, and the following debate, are the basis for the EUNEC statements on the innovative role of education in society.

V. TUESDAY, 19 MAY 2009

CONCLUSIONS: WHAT DID WE LEARN? WHAT WILL WE SHARE WITH OUR NATIONAL COUNCILS AFTER THIS MEETING?

Roos Herpelinck, Vlaamse Onderwijsraad

Ms Herpelinck presents a powerpoint, resuming the major ideas that emerged from the discussions during the first day of the seminar. The text of the powerpoint is discussed with all participants, and the final conclusions are written down as EUNEC statements.

EUNEC wants to disseminate these statements pro-actively towards the European Commission, the European Parliament, relevant DGs. EUNEC also wants to promote actions by its members at national/regional level. These critical remarks and statements offer an input for national advisory opinions of education councils. They should provide a significant input for reflection and action by relevant stakeholders in the field of education and training such as providers of education, teacher trade unions, social partners, experts in the field of education and training.

STATEMENTS: THE INNOVATIVE ROLE OF EDUCATION IN SOCIETY

Introduction: Challenges for education.

Education, the system as well as the schools, the education institutions and the training centres, needs to emphasize and foster networking with other stakeholders: parents, families, and pupils. Education needs to pay attention to their diversity, their development, their well-being and the balance between individual and collective needs.

On the other hand, education feels the pressure of societal demands: what new skills do pupils need for life in the future, and not only for jobs in the future. In the mean time, education has to take care of its foundation and mission: to foster citizenship, a critical attitude, social inclusion and to learn pupils how to learn.

Societal dialogue on the mission of education.

Societal demands are multiple. As a consequence, there is a need for a debate on the relationship between the fundamental mission of education and the societal demands (e.g. economic recovery, social cohesion)⁴. A dialogue among different interest groups has to be established: they have to build capacity, find unifying ideas and develop new strategies. Stakeholders have to be involved at European and international level, at national and regional level; parents and pupils should participate in school policy.

To be able to achieve these goals, a number of critical conditions can be identified:

- An innovative approach in the classrooms: the innovative concept of learning environments and the practice (recognize and give value into the formal system of the non-formal and informal learning; integration of ICT in the learning environments)
- Autonomy and accountability
- Flexible approaches
- New competencies of teachers and trainers
- Involvement of other professionals in schools (care, guidance,..)
- Partnerships with parents, social partners...

There is no single answer: the answers for the different education levels will have to be coherent and specific. Lifelong learning demands a coherent approach over different transition moments in the education system. Concepts of labour market should be integrated in a global education approach fit for the specific education level.

The perspective of the learner

The perspective of the learner has to be at the heart of the debate on the future of education and training, at the heart of the policy and renewal actions: youngsters should achieve to their best ability and so enjoy learning. The present and the future situation of youngsters has to be taken into account by education.

Schools are meeting places of youngsters from different backgrounds: they bring the world into the school (e.g. youth culture; local – national – international – intercultural communities). Their well-being is important; schools have to foster their critical thinking; what youngsters learn should be transferable and flexible, and take into account the unpredictability of the future situation.

School at the centre of the reform debate

Schools are in the frontline of the needs of youngsters and of the community; they have a 'radar' function. Schools are part of local learning environments; schools are places where creativity and culture are treasured and developed, where youngsters learn to act

⁴ Economic crisis is very challenging for the future of education and training systems; we can see an impact on the demand towards education, on the objectives for education and on the available budgets. This challenge could offer opportunities for a more responsive education system if it is balanced with the foundations of education.

creatively and to deal with changing environments. Schools have to deal with an overwhelming amount of care demands.⁵

To be able to take up these multiple tasks, schools need space, and trust from society and policy makers.

The role of education councils

Education councils have to put the 'big' questions on the agenda:

- Definition of the challenges, rethinking the goals and values.
- A prospective approach : imagining the future.
- Alternatives and feasibility of policy lines.
- Implementation of policies and innovations: impact, wanted and unwanted effects: 'How will the ship sail once it has left the harbour'?
- Evaluation of policies and innovations: e.g. learning outcomes (statements EUNEC conference Madrid, June 2008).

Education councils can offer the knowledge basis (brokerage between researchers, stakeholders and policy makers).

Education councils must have their place in the national and European decision making cycle.

Implementation

Effective implementation is an essential phase in a change process; implementation is part of the innovation policy. This means

- Changing the classroom practice
- Monitoring and evaluation
- Evidence based working and sharing good practice
- Innovative practice (assessment,...)

⁵ Statements from the EUNEC conference in Vilnius on 'The teaching profession': The great amount of expectations towards teachers and schools is a constant issue in all presentations and discussions. On one hand, this is a sign of trust of society in the added value of the education system, but on the other hand it means an overwhelming amount of expectations from:

- the society (economy, labour market, equity, pupils with special needs, migration,...)
- the international/European and national/regional policy makers
- new educational paradigms (learner oriented teaching, learn to learn, learning outcomes,...)
- stakeholders at a school level (pupils, parents, social partners, welfare system)

(...) society and decision makers should rely on the professional autonomy of teachers to decide on the concrete pedagogical consequences of the choices made.

Future work of education councils

During the seminar, education councils all over Europe discovered they share common priorities and questions. We should thus invest more in peer learning activities.

EUNEC has the ambition to play an active role in the European education policies, using the enhanced interest of the Commission for stakeholders.

Within the network, there will be a reflection on possible new benchmarks linked to the social role and the foundation of education, such as

- Self esteem
- Empowerment
- Creativity
- Citizenship

List of the participants

EUNEC full members:

Alain Bultot	Conseil de l'Education et de la Formation
Roos Herpelinck	Vlaamse Onderwijsraad
Antonio Frias del Val	Consejo Escolar del Estado, Spain
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Elena Hadjidakou	Education Council, Cyprus
Natalia Cuddy	Qualifications and Curriculum Authority
Manuel Miguéns	Conselho Nacional de Educação, Portugal
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EUNEC Associate members:

Kaisa Vähähyppä	Finnish National Board of Education, Finland
Mal Davies	General Teaching Council for Wales
Jana Vanova	National Training Fund, Czech Republic
Krista Loogma	Estonian Education Form, Estonia

Applying for EUNEC membership:

Alain Bouvier	Haut Conseil de l'Education, France
Tas Szebedy	National Council of Public Education, Hungary

EUNEC Secretariat:

Mia Douterlungne	General Secretary
Simone Barthel	President
Carine De Smet	Secretariat

Speakers at the seminar:

Henno Theisens	OECD analyst
G.Th.M. ten Dam	Onderwijsraad, The Netherlands
Duan Hua	Public Research Center Henri Tudor, Luxembourg
Júlio Pedrosa de Jesus	Conselho Nacional de Educação, Portugal
Robin Widdowson	Qualifications and Curriculum Authority
A.M.L. van Wieringen	Onderwijsraad, The Netherlands
José Pessanha	European Commission

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