



# The innovative role of education in society

**Den Haag**

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## Emphasize and foster networking

Foundation and mission of education systems :

Citizenship

Critical attitude

Social inclusion

Learning to learn

....

Societal demands :  
new skills for life in  
the future ?

Pupils :

-diversity

-development

- well being

- balance between  
individual and collective  
needs

Education

- System

- school :  
education  
institution

- training centre

Parents and  
Families

# Societal dialogue on the mission of education

- Societal demands are multiple
- Need for a debate on the relationship between the mission of education and the societal needs (e.g. economic recovery, social cohesion)
  - dialogue among different interest groups, building capacity , finding unifying ideas and developing new strategies
  - Involvement of stakeholders
    - at European and international level,
    - at national level;
    - Parents and pupils participation in school policy; \

# economic crisis and education

Economic crisis is very challenging for the future of education and training systems

- Impact on demand
- Impact on objectives
- Impact on budgets

Could offer opportunities for a more responsive education system if balanced with foundations of education

# Societal dialogue on the mission of education

- Societal demands are multiple
- Innovative concept of learning environments (recognise and validate non-formal, informal in the formal process);
- Need for a debate on the relationship between the mission of education and the societal needs (e.g. economic recovery, social cohesion)
  - Innovation friendly partnerships;
  - Involvement of stakeholders
    - at European level;
    - at national level;
    - parents and pupils participation;

# Critical conditions to achieve the goals

- Innovative approach in classrooms: Innovative concept of learning environments and practice (recognise and give value into the formal system of the non-formal, informal learning, integration of ICT in 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, ....

# Coherent and specific answers for different education levels

- LLL demands a coherent approach over different transition moments in education system.
- Concepts of labour market should be integrated in a global education approach fit for the specific education level

# The perspective of learners at the heart of the debate on the future of education and training

- at heart of the policy and renewal actions : youngsters should achieve to their best ability and so enjoy learning
- about the future and about the present situation of the youngster
  - relevance : youngsters bring the world into the school e.g. youth culture / local / national / international / intercultural communities
  - well being
  - critical thinking, transferable, flexibility, unpredictability



# School at the center of the reform debate

- Schools are in the frontline of needs of youngsters and of the community (=“radar function”)
- Schools are part of local learning environments;
- Schools are places where creativity and culture are treasured and developed;
- Schools are place where youngsters learn to act creatively and to deal with changing environments;
- Space and trust from society and policy makers
- An overwhelming amount of care demands ;

# A great amount of expectations towards teachers and schools

- a sign of the trust of society in the added value of the education system;

BUT

- an overwhelming amount of demands
  - from the society (economy, labour market, equity and pupils with special needs, migration, ...)
  - from international/European and national / regional policy makers;
  - from new educational paradigms (learner centered, learn to learn, learning outcomes)
- diverging perspectives from different stakeholders (parents, pupils, social partners, welfare system, ...)

eunec



European Network of  
Educational Councils

vilnius

# Professionalism of teachers and schoolteams

**Who is defining priorities ?**

**Society should give schoolteams autonomy and trust  
to manage change**

**Teachers and schools need to respond to future needs**

# Role of education councils

- Putting the “big” questions on the agenda
  - definition of problems, challenges. Rethinking the goals and values
  - a prospective approach : imagining the future ...
  - Alternatives and feasibility of policy lines
  - Implementation of policies – innovations / impact / wanted and unwanted effects.
    - “how the ship sails once it left the harbour”,
  - Evaluation of policies – innovations such as learning outcomes statements Madrid
- Offering knowledge basis / brookelage between reseqrchers, stqkeholders en policy makers
- Place in the national and European decision making cycle

# Effective implementation is an essential phase of a change process

- Implementation is part of the innovation policy. This means :
  - Go into changing the classroom practice
  - Monitoring and evaluation
  - Evidence based working and sharing good practice
  - Innovative practice (assessment, ...)

# How to continue working ?

- We discovered councils have common priorities and questions ...
- Investment in peer learning
- An active role of Eunec in the European education policies, using the enhanced interest of the Commission for stakeholders
- Have a reflection in Eunec on new benchmarks linked to social role and the foundation of education such as
  - Self esteem
  - Empowerment
  - Creativity
  - Citizenship