

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

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THE INNOVATIVE ROLE OF EDUCATION IN SOCIETY ₁

1. EUNEC 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?

2. The contexts

- 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

2. The contexts

- These contexts question us about the foundations of trust, equity, mutual understanding and recognition of the value of distinct cultures and histories.
- What answers are being formulated?

3. The Education International Agenda

3.1 European Commission - *An updated strategic framework for European cooperation in education and training (Dec. 2008)*

i. LONG-TERM STRATEGIC CHALLENGES AND IMMEDIATE PRIORITIES: RAISING SKILLS LEVELS THROUGH LIFELONG LEARNING:

- 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, including entrepreneurship**, at all levels of education and training.⁵

3. The Education International Agenda

- ii. Priority themes for 2009-10 (**Strategic challenge: Promote equity and active citizenship**)
 - **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 generalised equitable access and reinforce quality of provision and teacher support.

3. The Education International Agenda

iii. Priority themes for 2009-10 (**Strategic challenge: Promote equity and active citizenship**)

- **Migrants:** Develop mutual learning on best practices for education of children from a migrant background¹⁹.
- **Learners with special needs:** Promote personalised learning through timely support and well coordinated services. Integrate services within mainstream schooling and ensure pathways to further education and training.

3. The Education International Agenda

- 3.2 OECD Report, *No More Failures: Ten Steps to Equity in Education*

POLICY RECOMMENDATIONS FOR EQUITY IN EDUCATION

- This report argues that education systems need to be fair and inclusive in their *design, practices, and 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 marginalised adults with few basic skills.

3. The Education International Agenda

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

3. The Education International Agenda

- **Practices**
- 5. Identify and provide systematic help to those who fall behind at school and reduce year repetition.
- 6. Strengthen the links between school and home to help disadvantaged parents help their children to learn.
- 7. Respond to diversity and provide for the successful inclusion of migrants and minorities within mainstream education.

3. The Education International Agenda

- **Resourcing**
- 8. Provide strong education for all, giving priority to early childhood provision and basic schooling.
- 9. 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.
- 10. Set concrete targets for more equity, particularly related to low school attainment and dropouts.

4. The National Council of Education of Portugal agenda

- Conclusions of the National Debate on Education (2006-7)
 - Alignment with that agenda;
 - Council Initiatives and their acceptance by Stakeholders, Parliament and Government.

4. The National Council of Education of Portugal agenda

- Education from 0 to 12
- Family contexts and school results
- Best evidence and knowledge bases for policies development
- Consultation for analysing policies

4. The National Council of Education of Portugal agenda

- - 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;

4. The National Council of Education of Portugal agenda

- - Partnerships in Education - schools, social support institutions, higher education, municipalities, etc.
- - Promote diversity of routes in secondary courses;
- - Promote diversity of schools.

Priorities

1. Early childhood development and education, from 0 to 12 years old;
2. Develop capacity to respond to diversity inside the classroom and in family contexts;
3. Promote family involvement in schools;

Priorities

4. Education and training of professionals (all levels);
5. Vocational and professional secondary education;
6. Develop research and knowledge in education;
7. Participation in education governance
8. University and schools autonomy and governance