

Education and Culture DG

## 'BILDUNG' IN A LIFELONG LEARNING PERSPECTIVE

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

**Budapest , 9 – 10 May 2011**

**with the support of the European Commission**

**DG Education and Culture**

Brussels, August 2011

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## 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 the grant.

## PROGRAMME

The aim of this seminar is to share experiences, to reflect together and to make proposals related to the theme of *Bildung* in education, in order to allow education to prepare youngsters to a happy life, with equal opportunities.

EUNEC wants to enhance the common understanding of the concept of *Bildung* between the member councils. This is one of the elements to be kept in mind when the network will reflect on 'New skills for new jobs' in autumn this year.

The proposed methodology is a combination of input by representatives of education councils and by experts, and of debate leading to statements.

**Monday 9 May 2010**

*Chair of the day: Mia Douterlungne, EUNEC general secretary*

**09.00 - 09.15 h**     **Welcome by *Simone Barthel*, EUNEC president and by *Tas Szebedy*, vice-president of the Hungarian education council**

**09.15 – 09.45 h**     **Different understandings of the concept of *Bildung*. Brainstorming – *Simone Barthel***

- 09.45 – 10.30 h** **Concepts of general / academic education and *Bildung* – Dr. Hans Van Crombrugge**, senior lecturer family pedagogy - Higher Institute of Family Sciences of the University-College Brussels
- 10.30 – 10.45 h** **Debate linking the different understandings of the concept of *Bildung* to the vision of Dr. Van Crombrugge**
- 10.45 – 11.00 h** **Coffee break**
- 11.00 – 11.45 h** **Life-long consequences of early years learning – *Edward Melhuish***, Professor of Human Development & Executive Director National Evaluation of Sure Start, Birkbeck, University of London
- 11.45 – 12.00 h** **Debate on the importance of early years learning linked to the concept of *Bildung***
- 12.00 – 12.30 h** **The content of active citizenship:** report based on the outcomes of the Informal Meeting of Education Ministers of the European Union under the Hungarian Presidency of the EU - ***Zoltán Loboda***, Permanent Representation of Hungary to the EU.
- 12.30 – 12.45 h** **Debate on citizenship education linked to the concept of *Bildung***
- 12.45 – 14.15 h** **Lunch**
- 14.15 – 14.45 h** **A common understanding of the concept of *Bildung*: towards a more complete definition – *Simone Barthel***
- 14.45– 15.30 h** **Role of teachers and school development : pedagogic relationships** (recommendation 'Onderwijs vormt', Onderwijsraad, The Netherlands) – ***Drs Adrie Van der Rest***, secretary-director Nederlandse Onderwijsraad
- 15.30 – 15.45 h** **Debate on pedagogic relationships linked to the concept of *Bildung***
- 15.45 – 17.00 h** ***Bildung* in the advisory work of education councils**  
Exchange based on experiences of different countries.

Tuesday 10 May 2011

*Chair of the day: Simone Barthel*

- 09.15 - 10.00 h**     **Richard Deiss**, European Commission, DG Education and Culture, Analysis and Studies
- 10.00 - 10.15 h**     **Debate**
- 10.15 - 10.30 h**     **Coffee break**
- 10.30 - 11.30 h**     **Statements discussion**
- 11.30 - 12.00 h**     **Conclusions**
- 12.00 – 13.00 h**     **Closing lunch**



## BACKGROUND DOCUMENT

### *What is meant by "Bildung" ?*

*Bildung* is an educational concept that was introduced by the German thinker and diplomate Wilhelm von Humboldt (1767-1835). In literature the word is mostly left untranslated. There is no real equivalent for it in many languages.

*Bildung* stands for development of the human being. It is often used in opposition with vocational education, with training and with a functional approach of education.

*Bildung* is based on a humanistic ideal concept of the human being. It sets forward the development of human qualities such as general knowledge, creativity and a general appreciation of art and culture, moral judgments and critical thinking. *Bildung* is the result of a long education process and gives the individual the ability and duty to permanent self development.

EUNEC wants to explore during the seminar the ways to consider *Bildung* from a modern education perspective.

We consider *Bildung* as education (Van Crombrugge)

- organizing learning processes
- on themes that are legitimate in the eyes of the broader society
- in a way that allows all pupils to develop their talents
- in order to become responsible and harmonic human beings

Key questions to be addressed during the seminar originate from tensions between

- societal demands towards education and training systems
  - o socialization, cultures and values in education
  - o citizenship and the competencies linked to citizenship
  - o functional competences for social functioning in daily life
  - o functional competences for professional life
  - o ...
- the needs, the perceptions and the different culture(s) of youngsters /learners

### *A continuum of educational settings*

*Bildung* is realized in a continuum of education and training levels :

- Importance of early childhood education

- Common curriculum in compulsory education
- What about VET? Necessity of strengthening the general and academic competences in VET (see the Bruges declaration on VET)
- Higher Education
- Lifelong learning

### *Structures and features of Bildung in education*

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- Formal, informal and non-formal learning (school, family, peer group)
- Specific knowledge versus broad cultural and social development: *Bildung* is related to general subjects in the education curriculum, academic competences, soft competences, generic competences, social and emotional development, health and civic education, education on sustainability, key competences, core curriculum
- Academic versus professional competences

### *Bildung and equal opportunities*

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- General education and VET
- How to reach vulnerable groups?
- Link with key competences and literacy concepts

### *Critical factors*

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- Pupils and learners perspective: quality of relationships with pupils/learners
  - a. professionalism of teachers
  - b. within the school as a community
- School policy and school development: pedagogic vision on demands and pressure of environment.



# Opening Session

## WELCOME

### *Simone Barthel*

*Simone Barthel is president of EUNEC*

Ms Barthel welcomes the participants and the speakers at the seminar, and expresses her gratitude towards M Tas Szebedy and the Hungarian Council for organizing this event. EUNEC is honoured to be on board of the Hungarian Presidency of the European Union.

Why the subject of *Bildung*?

EUNEC often discussed the economical focus of the European objectives and stressed the importance of placing education also in a broader perspective. *'Key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context. They are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment'.<sup>1</sup>*

During EUNEC executive committee meetings, representatives of several countries convinced the members that it is crucial to build a common understanding of the concept of *Bildung* between the member councils. This common understanding will be one of the elements to be kept in mind when the network will reflect on 'New skills for new jobs' in autumn 2011 in Lisbon.

The aim of this seminar is thus to share experiences, to reflect together and to make proposals about *Bildung* and lifelong learning: place of values in education, role of the schooling system in preparing youngsters, with equal opportunities, to become engaged citizens, able to be happy in their life.

The methodology used is a combination of personal work on our own understanding of the theme, input by experts and by representatives of education councils, and debate leading to statements. As usual, the EUNEC statements will be communicated to member councils, to the European Commission and to the European Parliament.

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<sup>1</sup> Recommendation [2006/962/EC](#) of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning.

*Tas Szebedy*

*Tas Szebedy is vice-president of the Hungarian Education Council and host of the seminar*

M Tas Szebedy welcomes all participants in his home town, and at the EUNEC seminar, and expresses his hope to have two days of fruitful discussions.

In Hungary, *Bildung* has always played a central role in public education. It received a special emphasis in the 1980s.

Education in early childhood, from age 3 in Kindergarten, is of first class standard.

In both lower and upper primary education children learn subjects such as art, music, literature, folk dance and folk art.

In secondary education in both comprehensive grammar schools and in vocational schools subjects related to art, music and culture are compulsory. Students learn about culture, philosophy, social issues, citizenship at a high level. Formerly the main emphasis was on passing on knowledge. Today, the development of competencies is the most important issue. Topics such as foreign languages and cultures, health education, social issues, ecology, environment protection are in the foreground. During the last decades, the issue of the consumption culture, the consumption thinking received more attention. The development of social competencies has been stressed.

In higher education, at both colleges and universities, students can choose from courses related to culture.

The concept of *Bildung* is also reflected in the new national framework curriculum of 2011. The good education of students and the importance of human values have received a central role. The common cultural contents and values receive more emphasis in the whole of public education. The idea of *Bildung* cannot be separated from the issue of lifelong learning today. The main question in Hungary now is the strengthening of the cooperation with an the ensuring of equal opportunities for those layers of society that have so far received less education. This would be a good way to form a common cultural identity as well as to harmonize differing views, to achieve social cooperation, to strengthen citizenship competencies and social sensitivity.

In Hungary, one can say that *Bildung* is one of the central issues of education; it will be interesting to find out how this topic is dealt with in other European countries.

# Who's afraid of *Bildung*?

## *Hans Van Crombrugge*

*Hans Van Crombrugge is senior lecturer family pedagogy at the Higher Institute of Family Sciences of the University – College, Brussels (HIG/HUB)*

*PhD in educational sciences at the Catholic University of Louvain (KU Leuven), he worked as a research assistant at the KU Leuven for 10 years. Then he was appointed as lecturer in foundations of educational theory, philosophy of educational sciences, and family pedagogy at the University Ghent. Since 2008 fulltime senior lecturer at the Higher Institute of Family Sciences of the University College Brussels.*

*Research and publications deal mainly with three topics: (1) the history of educational ideas (e.g. Rousseau on education and family life), (2) educational theory and religion (e.g. the teacher and his religious convictions), (3) actual themes in parenting and family life education (e.g. family day care, the relationship of parents and schools).*

## *Bildung, a regulative principle*

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*Bildung* refers not so much to a specific concept, i.e. a classical idea, but to a question and a 'regulative principle' by answering this question, the 'Bildungsfrage'. The question is: If all human beings have a right to education, what should be that education? What should be the ends and goals of that education? And what are the means? Trying to find an answer to this question is the beginning of modern pedagogy.

The end and goal of general education is that every human being should be able to realize his humanity, his human potentialities, his human ideals. This goal is very abstract, but everyone can agree on it. This leads us to the fundamental question what is the 'humanum'?

As far as the means of (general) education are concerned, we have to distinguish two different questions:

- The formal aspect: the qualities of the educational relation (this aspect is deepened in the contribution of Adrie Van der Rest during this seminar).
- The material aspect: the contents of education, the subjects, the themes.

*Bildung* can offer an answer to the question

- what should be the contents of the learning process of all human beings
- in order that they can develop their talents (human potentialities, capabilities)
- so that they can become free human beings (more human, realizing the idea(I) of humanity)
- and critical-constructive members of society.

*Bildung* is the regulative principle according to which the curriculum should be constructed in order to be a pedagogical legitimized curriculum of a general education.

### *Historical remarks*

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The question of *Bildung* is as old as human thinking, much older than von Humboldt.

Related umbrella concepts are

- Paideia in the Greek tradition
- Artes liberales
- Humanitas
- Liberal education
- 'Adab' and 'Tarbiyah' in the Arab tradition.

And the critique of answers is also as old as education: not integration, but segregation. Even without reconstructing history, we can say that the critique has always been the same:

- Education was not intended to all men (the 'elite' versus the 'barbarians')
- Education did not concern the wholeness of the human beings (only the 'head', not the 'hands' neither the 'heart')
- Education did not concern the 'holiness' of humanity (no improvement of man, society and world).

This critique of *Bildung* is well-known in its most recent theoretical version. The problem with this critique is that the recent post-modern critical educational theory has not only rejected the concept of classical *Bildung*,

which was a justified critique with good grounds, but also rejected *Bildung* as a regulative principle, without offering any alternatives. As a consequence, it has lost its critical potential towards the functionalization and instrumentalization of schooling and education.

According to Hans Van Crombrugge, it is not possible to criticize education and come up with an alternative without *Bildung* as a regulative principle. A (re)cultivation of *Bildung* as a regulative principle of curriculum construction is the solution.

### *Core dimensions of Bildung*

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Hans Van Crombrugge links the concept of *Bildung* to the 'omnes, omnia, omnitudo' of Comenius.

#### ALL HUMAN BEINGS (OMNES)

Everyone has a fundamental right to education: the selection and choice of learning contents should be so that everyone can enjoy education (learning principle).

#### ALL-ENCOMPASSING (OMNIA)

All dimensions of the human being – the whole man or the whole woman – and all aspects of the world should be addressed by education (developmental principle). During the first brainstorming of this seminar, *Bildung* seemed to be very narrowly linked to the notion of 'development', according to all participants.

#### WHOLE HUMANITY (OMNITUDO)

Education should be directed to the humanization of man and woman, society and the world: through education the world should become a better place for everyone, everyone should be able to question the value of 'the existing' and to be prepared to engage oneself to a better world (freedom principle)

### *Actualisation of Bildung*

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How to actualize the concept of *Bildung*? *Bildung* and its core-dimensions (omnes, omnia, omnitudo) offer a framework to interpret and evaluate the actuality in order to select the contents of (general) education. Hans Van Crombrugge illustrates this in relation to two specific fields: informatics and multiculturalism.

***Actualization of Bildung: Informatics***

Several years ago, Hans Van Crombrugge made a review of all the arguments for a more general education, trying to classify them according to the framework presented in the scheme below.

It is not surprising to see that informatics, and the reshaping of the world by informatics, is a key issue. As a consequence, *Bildung* will become different too.

A first possible view is the optimistic one. Basically this means that the possibilities of informatics will be used.

A second possible view is a negative, pessimistic one. Education will talk about everything that has nothing to do with informatics. This is a reaction against the impact of informatics. Informatics will be considered as something for leasure, for free time.

A third possible view is neither negative neither positive, but stresses the fact that *Bildung* and education have the aim to make people more responsible. Pupils will learn how to deal with informatics in a responsible way.

According to the three described views, education will put different accents. It is interesting to see how some are referring to traditional ideas about *Bildung* in their criticism.

<b>BILDUNG</b>	<b>TRADITIONAL IDEA</b>	<b>ACTUAL/FUTURE IDEA</b>
Everyone – Omnes <i>Learning</i>	Genius 'Computer' <i>Using the possibilities of informatics</i>	
All- encompassing – Omnia <i>Development</i>	Uomo universale 'Free time' <i>Reacting against the impact of informatics</i>	
Wholeness – Omnitudo <i>Freedom</i>	Theoreticus 'Kosmopolitics' <i>Transcending the interests of informatics</i>	

### OMNES

Informatics are developing so fast that education cannot follow. How to deal with this phenomenon? Education can stop trying to keep up, but focus instead on learning to learn. This is a possible translation of *Bildung*; learning to learn can be justified as *Bildung*. The idea is that, if education cannot deliver experts, education can deliver problem solvers.

This view corresponds to the traditional model of the 'genius'. Thanks to cognitive skills, the genius is able to deal with all kinds of problems. The genius is not at all an expert in a specific domain. The ideal manager of today, for instance, is a good example of a genius.

However, not everyone will be able to be a genius. Considering this, according to the optimistic view, informatics itself can offer us the means. In the past, people used other tools. Now they can use the computer, which can become a comfortable means of learning for a lot of people.

So informatics, using a computer is not contrary to *Bildung*. *Bildung* should include informatics, especially when education is concerned about the idea that all should have access to education.

### OMNIA

Are there any arguments against *Bildung* in this negative vision? This view corresponds to the traditional renaissance concept of the 'uomo universale' (Goethe, Leonardo da Vinci), a kind of expert in everything. Today, being an expert in everything is almost impossible. The reality of today can best be represented by the emblem of the Trivial Pursuit game: A circle, encompassing all fields of knowledge, but divided in to several subfields, represented by triangles in different colours: one for history, one for science, one for art etc.

The argument here is that computers and informatics are something for leisure, for free time. Education rather has to learn pupils to read books, to go to musea, as pupils apparently don't do this kind of activities out of school. In reality, things are more complex: if arts for instance have to be in the curriculum, it cannot be done without informatics.

It would be very narrow to link education only to the world of work and of school: education also has the aim to prepare people for a meaningful free time. So education will try to offer the whole picture. It is not good to make choices too early. Education can be seen as a kind of appetizer for lifelong learning later on.

### OMNITUDO

We come from a tradition where putting things in a perspective has always been translated in an intellectual way. An example: Why learn Latin and Greek? To be able to have a contact with the classical civilization, the sources of our society. In our tradition, concepts of *Bildung* have always been linked to philosophy, to traditions of wisdom. Another way of thinking would be to put things in a broader perspective, the perspective of the general interest. In France for instance, the perspective of being a good citizen, of thinking as a 'citoyen', is always present. Another example is the theory of the French sociologist Durkheim: in order to be a good human being it is essential to be a good German. In both examples the own interest is put in relation to a common good.

Today, this broader perspective is the world. The use of the concept of citizenship is still there, but in a broader definition. And we see that, already, young people tend to put things in a global perspective in a spontaneous way.

### *Actualization of Bildung: Multiculturalism*

If you want to include *Bildung* in education, you need a worldview. The traditional idea of *Bildung* offers one worldview, one truth, one system of values. This traditional worldview is scientific, objective, normative and universal. The critique says that, now, it is no longer possible to have just one universal all encompassing worldview. There are no objective metaphysics, there is no universal culture. On the other hand (critique of the critique), science is just one specific rationality.

So we have to decide which worldview is suitable for education. *Bildung* can be used as a regulative principle to evaluate worldviews. *Bildung* sees education as an 'aesthetic representation of the world' (Herbart). This is perfectly illustrated in the movie 'La vita è bella': the father offers to his child his 'aesthetic' representation of the world. He is organizing the existing world in a way the child can give meaning to it. At the same time, this movie is a good example of the limits, because, in the end, the father becomes a liar.

*Bildung* can be used as a framework for evaluating worldviews.



<b>Bildung</b>	<b>Characteristics</b>	<b>Worldview Presuppositions</b>	<b>Virtues</b>
<b>Omnes Everyone</b>	<b>rational</b>	<b>critical intelligence</b>	<b>fallibility</b>
<b>Omnia All- encompassing</b>	<b>synthetic</b>	<b>situatedness perspectivity</b>	<b>eagerness to learn modesty</b>
<b>Omnitudo Wholeness</b>	<b>pragmatic ethical</b>	<b>free will agency</b>	<b>responsibility authenticity</b>

**OMNES**

A worldview that allows *Bildung* should be rational, or even better 'reasonable': one should be willing and able to give reasons for it. This means the worldview presupposes critical intelligence. What we presuppose becomes what we foster: fallibility, the right to make mistakes.

**OMNIA**

A worldview is not about itself but about the world, and has to try to be synthetic and integrate everything we are confronted with. If the worldview is not all encompassing, it has to change. This means that, even if you are convinced of the truth of the worldview, you have to be aware of the fact that this is just a limited truth, linked to your specific situation. You have to be aware of the situatedness and the perspectivity. It is thus important to foster the eagerness to learn, and the modesty.

**OMNITUDO**

A worldview is not only about the world, but also about changing and improving this world. So a characteristic of the worldview is its pragmatism. It presupposes free will and personal agency. Responsibility and authenticity will have to be fostered.



# Life-long consequences of early years learning

## *Eduard Melhuish*

*Edward Melhuish is Professor of Human Development at Birkbeck, University of London and Visiting Professor at the Institute of Education. He is an internationally recognised expert in the study of child development and social policy. He has undertaken research in 12 countries. Recent projects, include the Effective Pre-school & Primary Education (EPPE) and the National Evaluation of Sure Start projects. A central theme of his work has been how to foster child well-being. The studies consider family, community and pre-school experiences on child development, and policy implications, and have influenced UK acts of parliament. He has written reports for government departments, policy makers, practitioners and academic researchers. He has over 200 publications, some translated into eight languages. He has contributed extensively to recent government reviews of Early Years services, and is currently contributing to a WHO report on Child Poverty. Also he has contributed to the formulation of social policy for young children and he has been a scientific advisor in Norway, Finland, Portugal, Australia, Korea and Chile. He has undertaken research in several European countries and also represented the EU in delegation meetings on Early Years policy.*



## *Introduction*

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*Bildung* stands for development of the human being.

*Bildung* is based on a humanistic ideal concept of the human being. It sets forward the development of human qualities such as general knowledge, creativity and a general appreciation of art and culture, moral judgments and critical thinking.

*Bildung* is the result of a life-long education process. The early years are very important for *Bildung*.

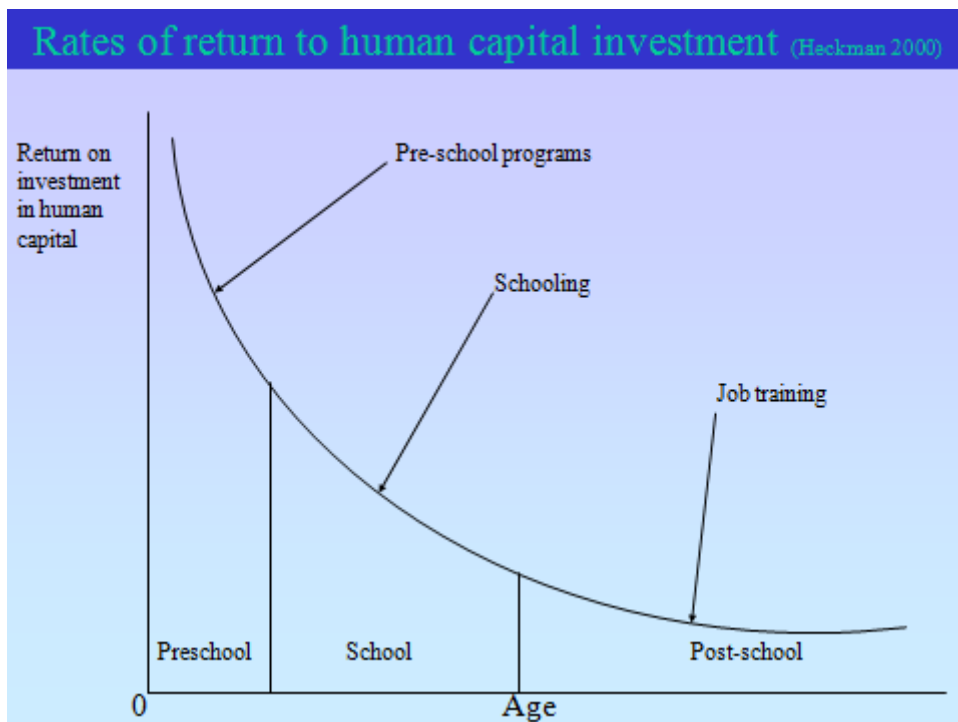
*Why the early years?*

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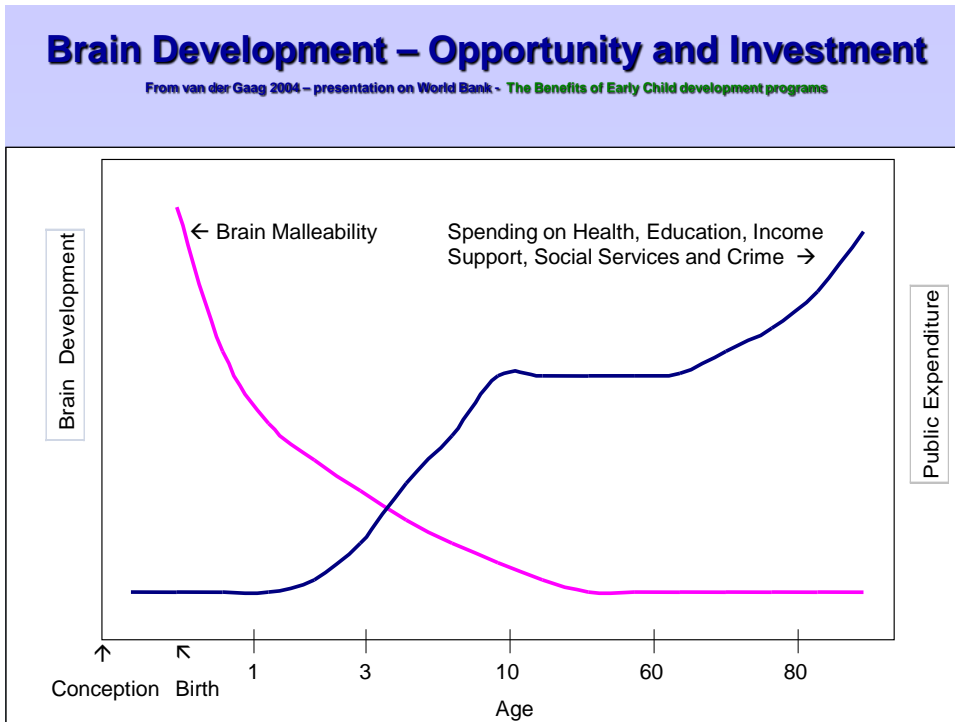
“ If the race is already halfway run even before children begin school, then we clearly need to examine what happens in the earliest years.” (Esping-Andersen, 2005)

“Like it or not, the most important mental and behavioural patterns, once established, are difficult to change once children enter school.” (Heckman & Wax, 2004).

In the scheme below, one can see that the investment in human capital gives very high returns in the first years. Returns are very much lower during the schooling years.

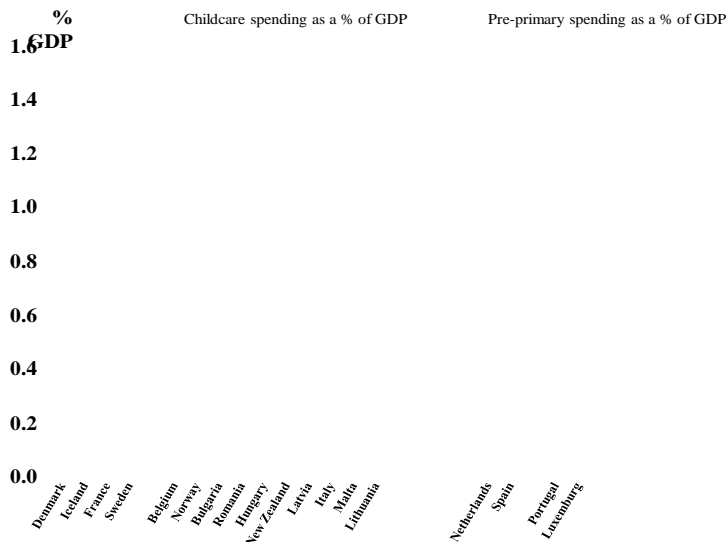


The reason for this fact is that the brain is very much open for environmental influence during the first years, as one can read in the scheme below. It is remarkable to see that the patterns of spending on health and education are exactly the opposite of the patterns of brain malleability.



It is also remarkable to see the correlation between educational success and public spending on childcare and pre-primary education. The five countries leading in public spending belong to the top 5 of most successful countries in education: Denmark, Iceland, France, Sweden and Finland.

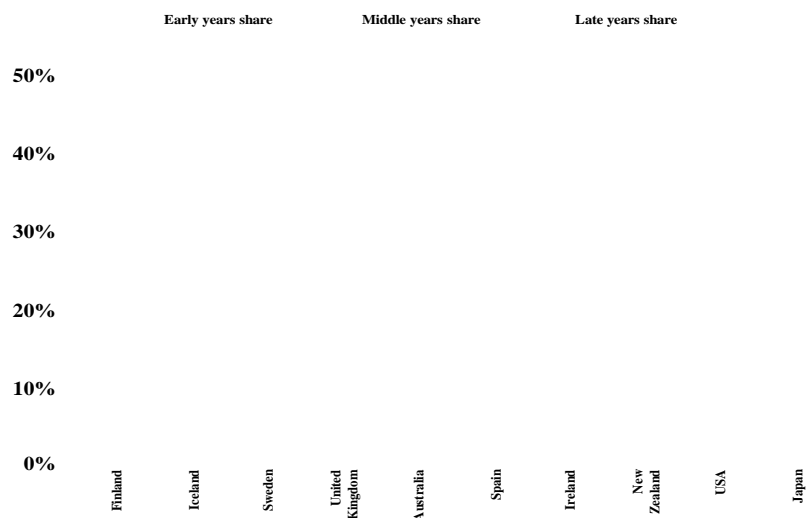
▪ *Public spending on childcare and pre-primary education, 2005*



The graph below shows that countries in the OECD tend to prioritize spending on older children. There is one exception: Finland, where more is spent in the early years. We can conclude that there is a correlation between spending on early years and good PISA results.

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### Countries in the OECD tend to prioritise spending on older children

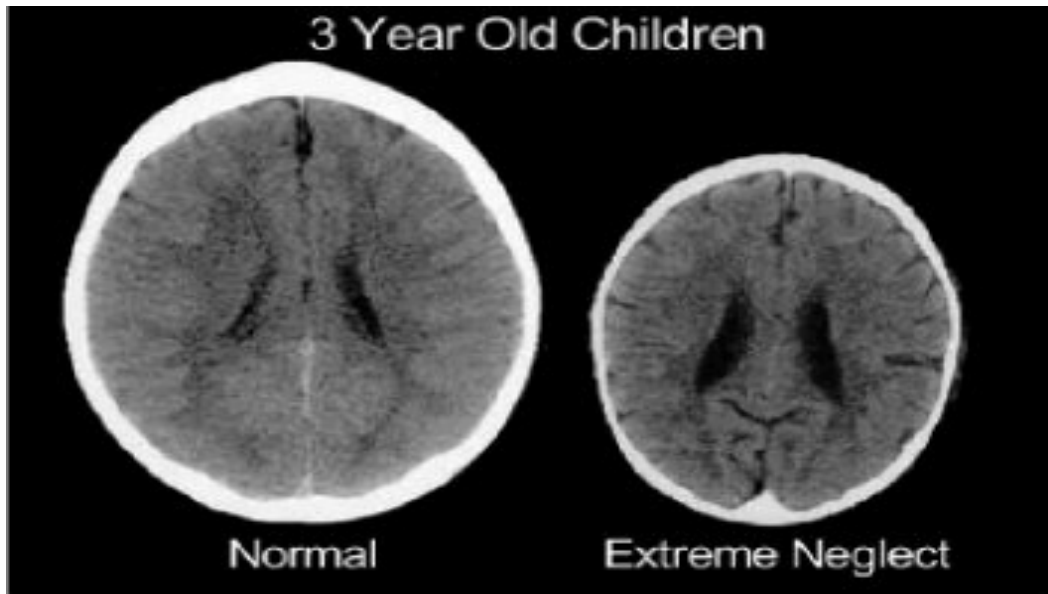


Conditions in early life affect the differentiation of billions of neurons and trillions of synapses in the brain.

Early experience sets up neurological pathways in the brain affection

- Health
- Learning
- Behaviour

The following image is an extreme but dramatic example of the difference of a normal brain of a three year old child, and the brain of a child that has been extremely neglected. It is the front cover of 'Early intervention: the next step' (Allen 2011, HM Government)



So we have at our disposal a wealth of data from life course studies linking adversity in early life to:

- Poor literacy and educational attainment
- Anti-social and criminal behaviour
- Substance abuse
- Poor mental and physical health
- Adult mortality.

In early years research, we can distinguish two major strategies:

- Intervention with disadvantaged groups
- For general population

### ***Intervention with disadvantaged groups***

The idea of Allen & Duncan-Smith (2010) illustrates very well what intervention strategy means:

*"If people keep falling off a cliff, don't worry about where you put the ambulance at the bottom. Build a fence at the top and stop them falling off in the first place."*

Three examples of projects illustrate how interventions with disadvantaged groups work; they allow to compare what happens with and without interventions.

1. The Perry Pre-school Project
2. The Abecedarian Project
3. The Early Head Start Project

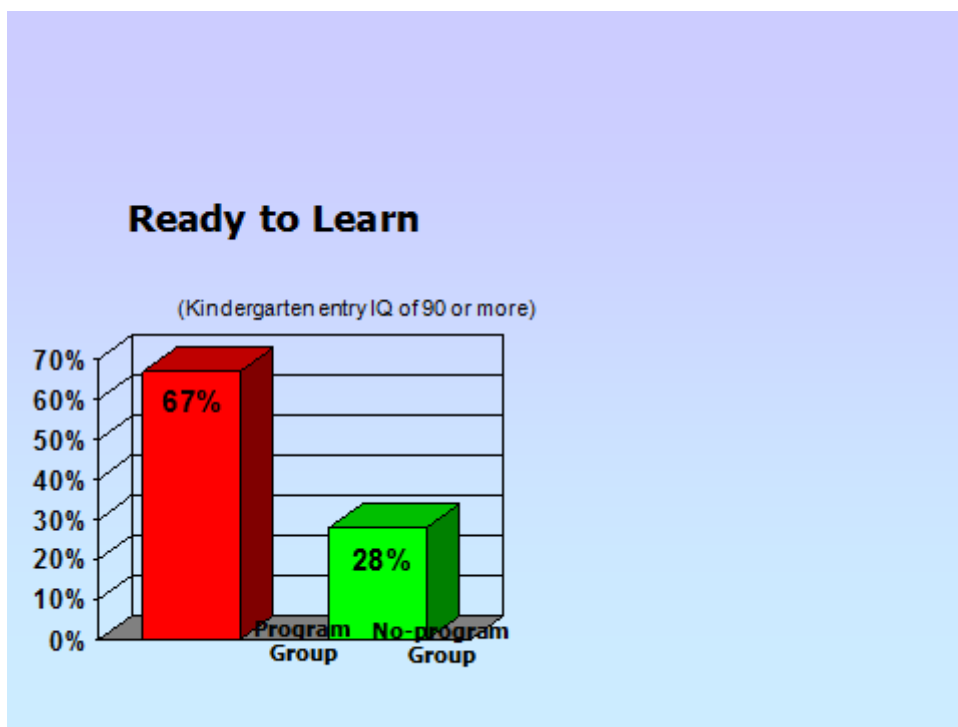
### The Perry Pre-school Project

Schweinhart, Barnes & Weikart, 1993

The target group of the project are pre-school kids between 3 and 6 years old. 123 young African-American children, living in extreme poverty and at risk of school failure have been randomly assigned at ages 3 and 4 to programme and non programme groups. Daily classes have been organized with planned learning activities and weekly home visits to the families.

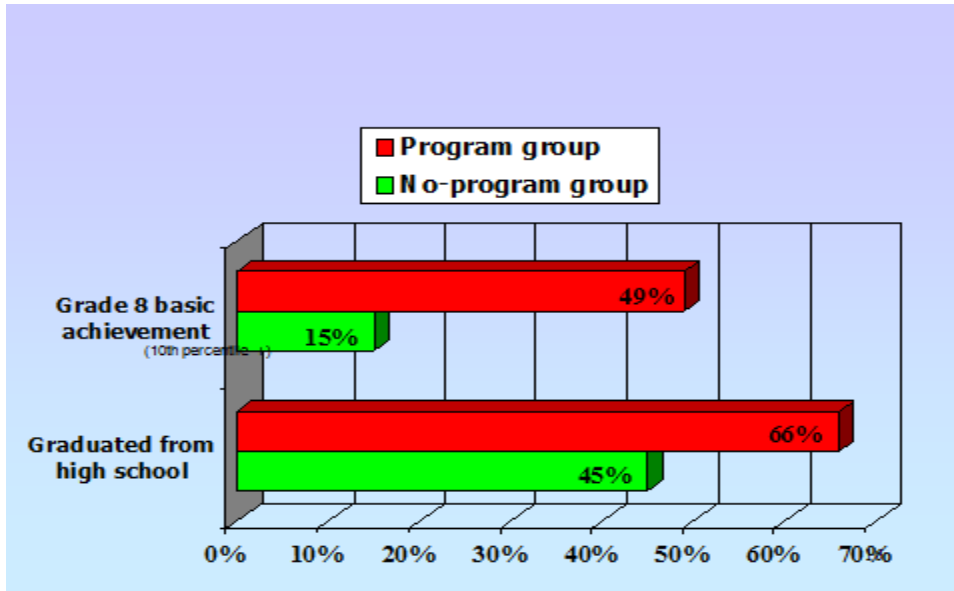
*More children intellectually ready to learn*

Only 1 out of 3 of these poor children would have been ready for school intellectually; high-quality pre-school made 2 out of 3 ready.

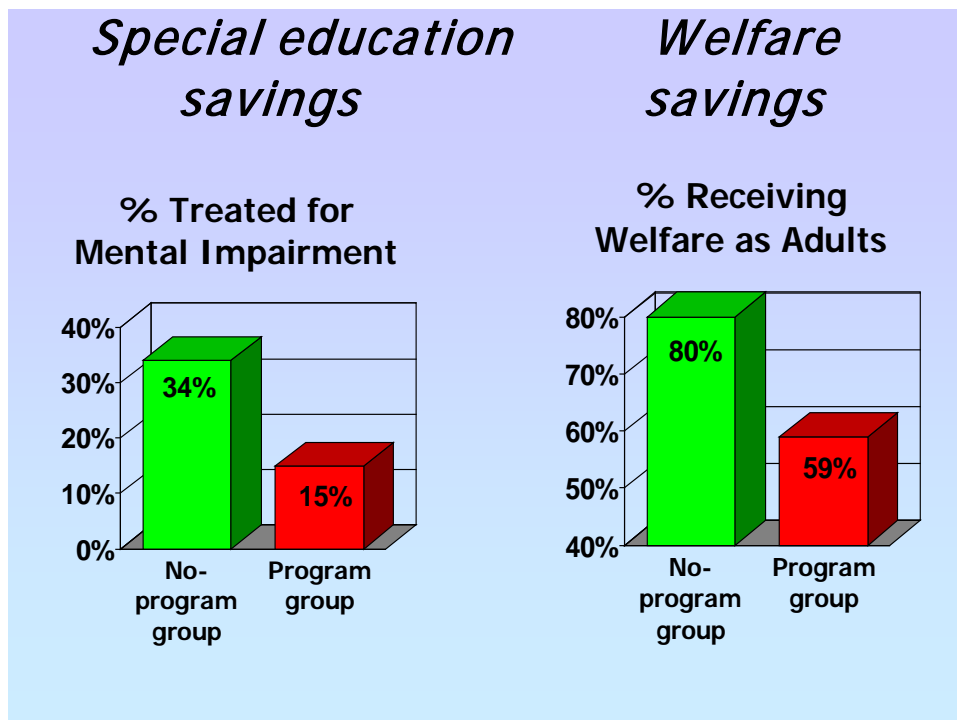


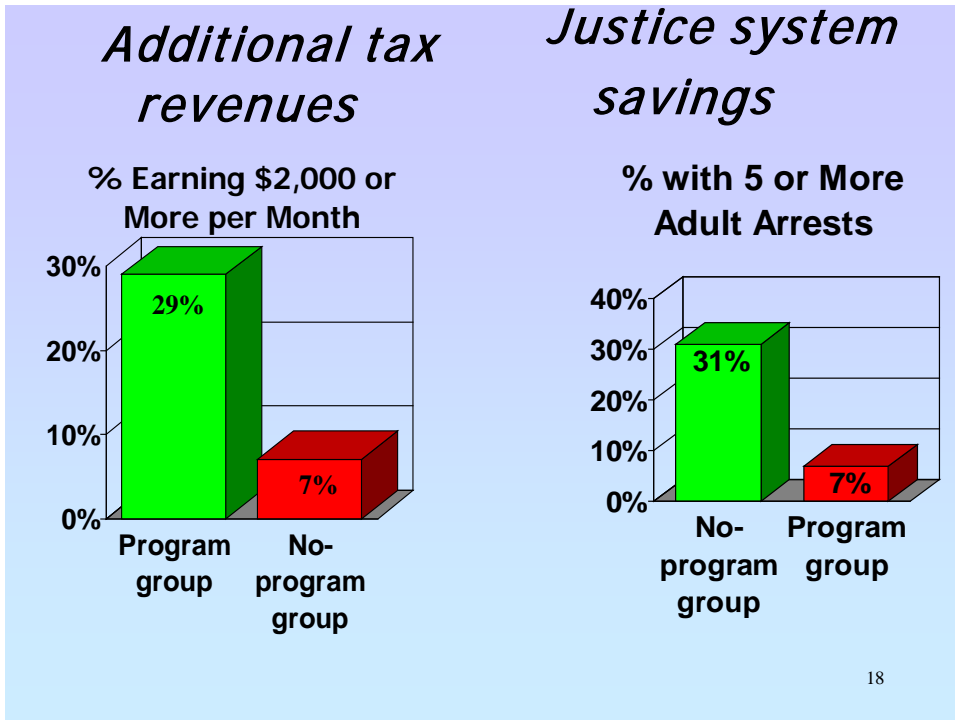


*Higher achievement, more children are finishing school*

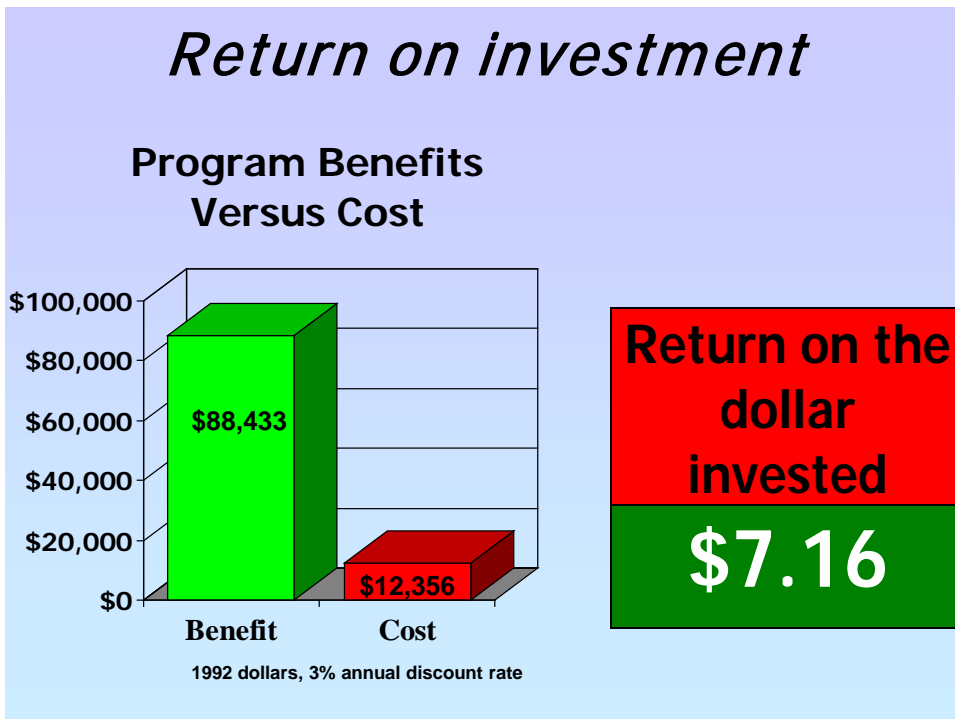


*Savings in special education, welfare, justice system and additional tax revenues*





The graph below illustrates the return on the investment. Now, these people are being followed in their 40s. The cost/benefit ratio will even be higher.



### **The Abecedarian Project**

The target group of this project were 111 African-American disadvantaged children randomly assigned at age three months to high quality centre-based provision (day-care and preschool) and a control group. Both groups are followed into adulthood.

At the age of 21 years, the intervention group showed:

- Higher cognitive development from 18 months on
- Greater social competence in preschool
- Better school achievement
- More college attendance
- Delayed child bearing
- Better employment
- Less smoking and drug use

The cost benefit ratio is 2.5. This is considerably lower than the ratio for the Perry Pre-school Project, probably because of the rural character of this project.

### **Early Head Start**

In this project, 3000 disadvantaged families, randomly assigned, have been studied from birth. The project included a home-based programme, a centre-based programme, centre and home visits and a control group.

At age three the intervention improved the cognitive and language development, sustained attention and reduced aggression. The parent-child interaction was improved, and the home environment improved: there was less spanking, more reading.

The best results were measured for the centre and home based programme, than the centre based programme, than the home based programme.

This project allows to conclude that intervention in early years has positive long term consequences for disadvantaged groups.

### *The general population*

What about the general population? Are the early years important for all?

Professor Melhuish presents three non-intervention studies for general population.

1. Day Care Project, London, 1980s
2. Effective Pre-school and Primary Education (EPPE)
3. Effective Pre-school Provision in Northern Ireland (EPPNI)

### **London Day Care Project**

Melhuish et al., 1990

255 children have been studied between 0 and 6 years, divided into four groups

- Home – no non parental care
- Relative day care (grandmother etc.)
- Childminder – individual care
- Nursery – group day care

The major results, after controlling for family background factors such as social class, parents education.. are that the language development is related to the quality of the care in the first three years, particularly as far as communication and responsiveness are concerned. These effects persisted to 6 years of care. Stability of care is associated with quality of care (the very young child understands more easily the person he knows).

Results from this study informed the childcare regulations in the 1989 Children Act.

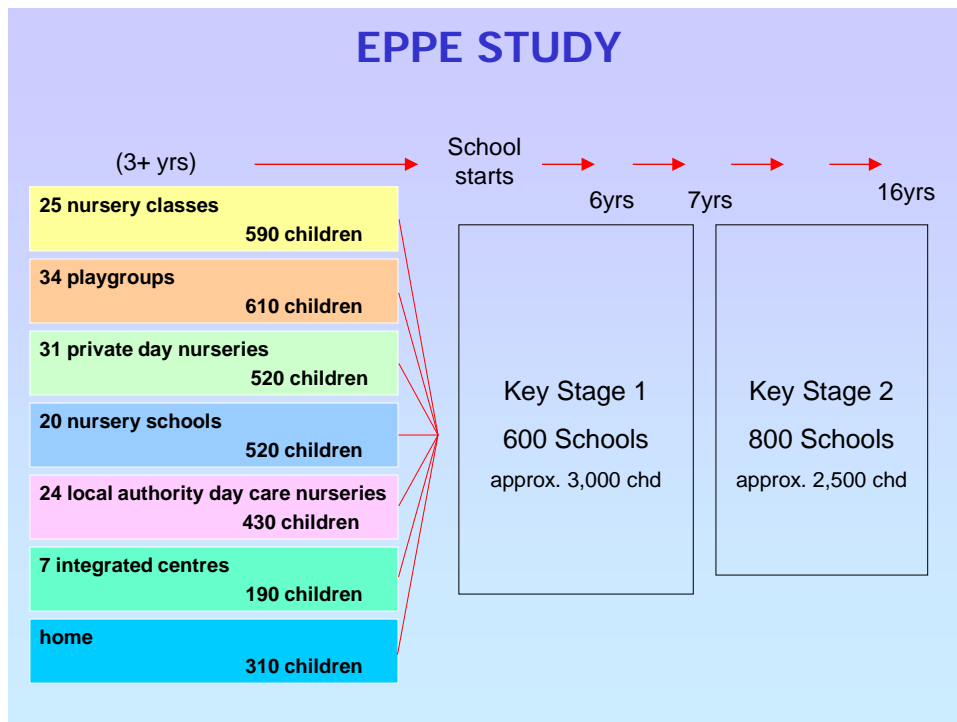
Similar results were found in several countries:

- The quality of childcare affects the development.
- The biggest effects are in the first three years for language development.
- Those children with good language development do better on literacy and most educational outcomes.

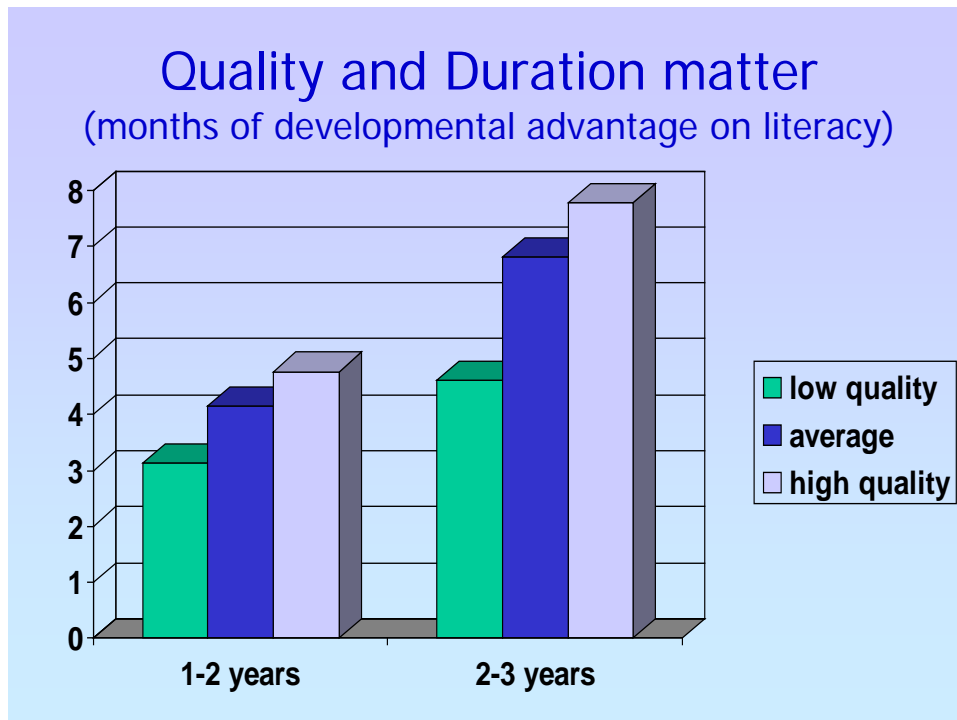
The NICHD Study of Early Child Care in the USA shows that Early Child Care has benefits and risks. Higher quality childcare is linked to better pre-academic skills and better language skills. Experience in child care centers is linked to better language skills and also to more problem behaviors. More hours in child care centers are linked to more problem behaviors, aggression and disobedience.

### Effective Pres-School and Primary Education (EPPE)

Professor Melhuish contributed to this large scale longitudinal study. A group of children has been assessed at age 3 – 4, parents have been interviewed. Today, the results have been published until age 11.



The graph on the next page shows that quality child care has an important impact on literacy: 7-8 months of developmental advantage; the longer the duration of the care, the bigger the advantage.



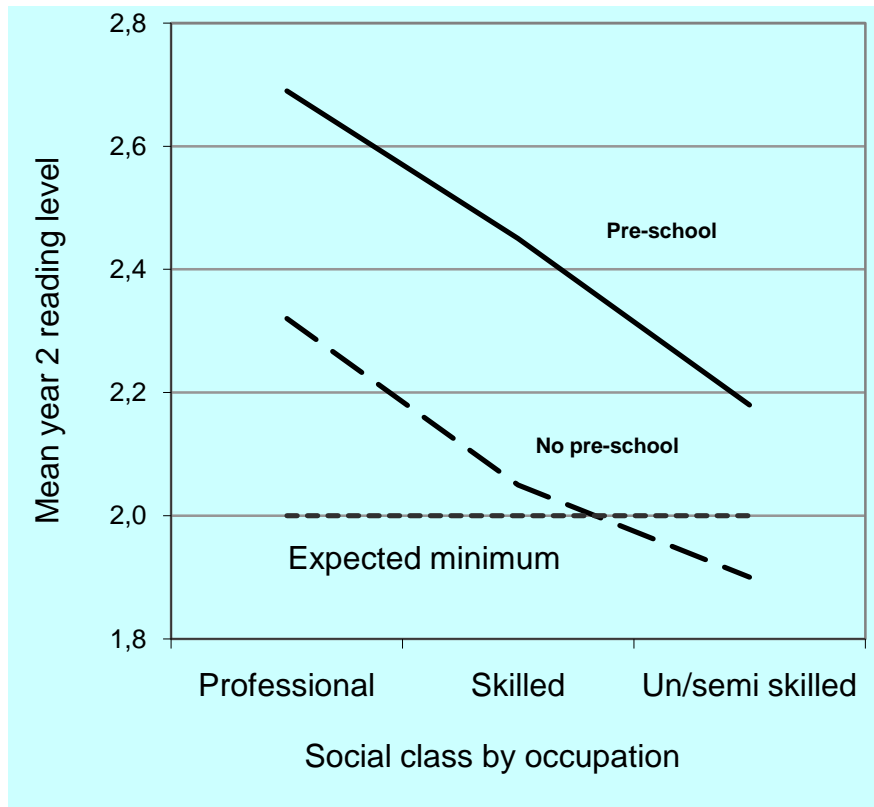
The effects of child, home and pre-school upon literacy have been compared: the home environment has the biggest effect, bigger than de gender, the birth weight, the duration and quality of pre-school, the social class. Learning activities at home before children go to school have the biggest effect.

Parents were asked about the home learning environment: learning and play activities in the home. An index of the home learning environment (HLE) was constructed, referring to seven types of home learning activities.

- Reading
- Painting and drawing
- Playing/teaching with numbers/shapes
- Library visits
- Playing/teaching the alphabet or letters
- Playing/teaching of songs/nursery rhymes
- Playing with letters or numbers

Each activity was rated on a 0-7 scale where 0 is not occurring and 7 is occurring very frequently. These ratings were then combined to form the HLE index.

The effects have been measured of social class and pre-school on literacy at age 7 (in Britain, a national assessment is organized for every child, on literacy, numeracy and science). One sees that, for children from un- or semi-skilled families without pre-school, the literacy level is below the minimum level. The consequences of no pre-school are even more severe for this particular group.

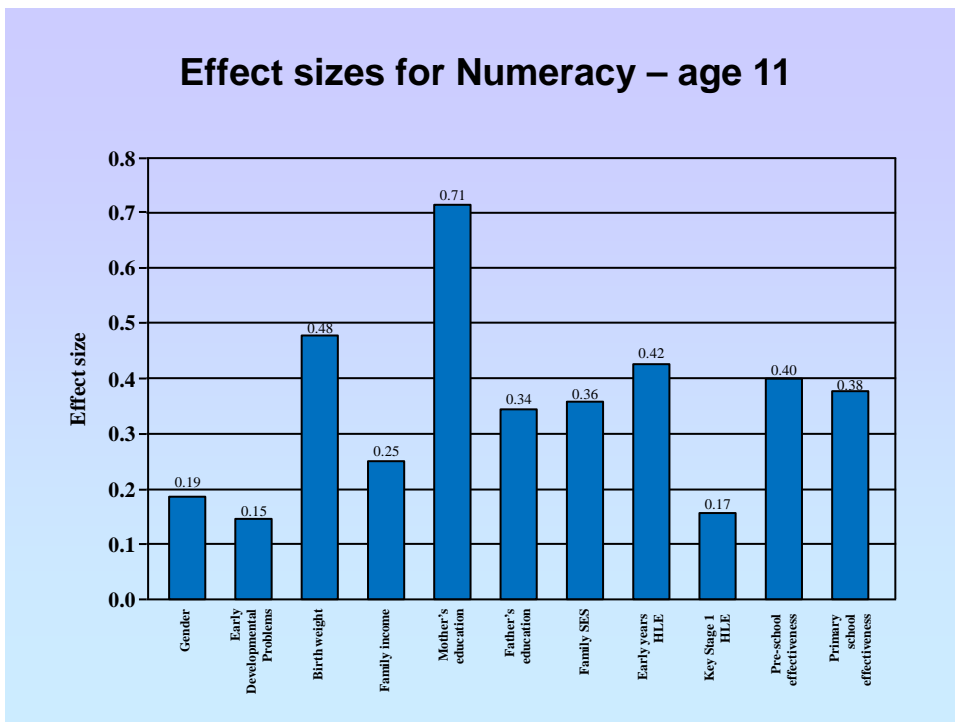
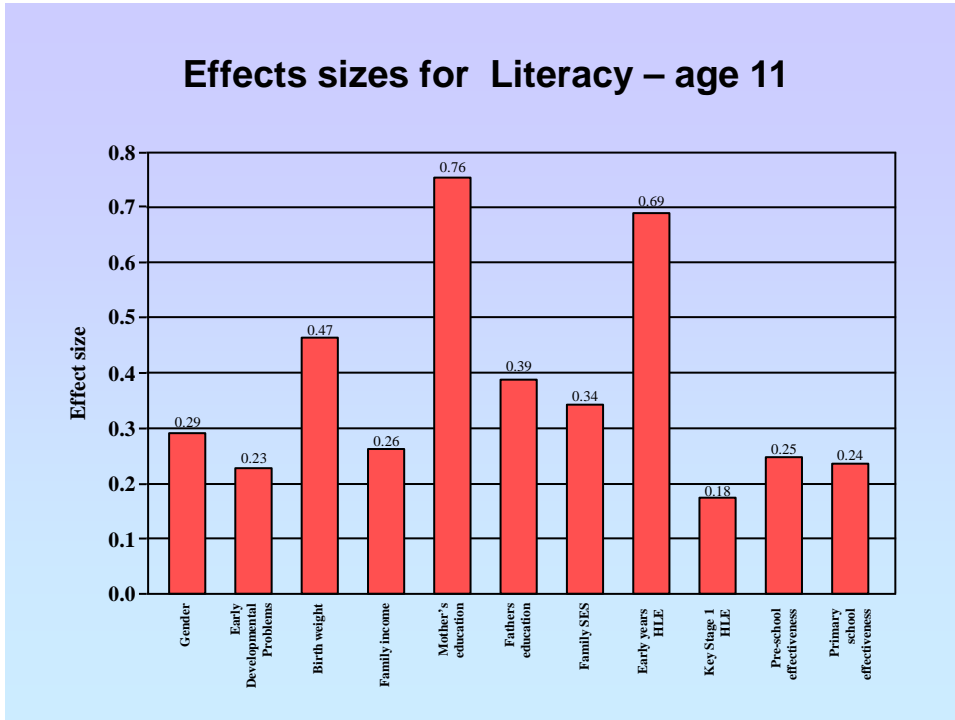


The research also included qualitative case studies, enabling the researchers to pick out which preschools were most effective for the child development. Five areas were particularly important in differentiating the most effective preschool from the not so effective:

- The quality of the adult-child verbal interaction.
- The knowledge and understanding of the curriculum.
- The knowledge of how young children learn.
- Adults skill in supporting children in resolving conflicts.
- Helping parents to support children's learning at home.

In England there are data of every child's ability at the beginning and at the end of primary school (in state schools). These data have been used by the researchers to calculate the effectiveness of each school. Schools where children make greater progress than predicted on the basis of the initial attainment and pupil and area characteristics can be viewed as more effective; schools where children make less progress than predicted can be viewed as less effective. This way, the researchers have a continuous scale of school effectiveness. All the factors influencing outcomes in reading and mathematics can be analyzed simultaneously: child factors, family factors (=social class), home learning environment, pre-school, primary school.

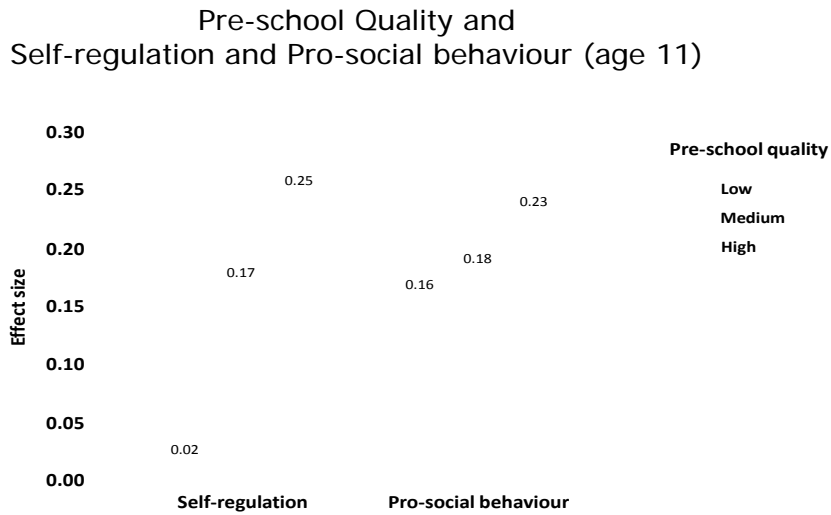
These are the results of this analysis on literacy and on numeracy at age 11. The patterns of results are similar, showing a very high effect of early years home learning environment.



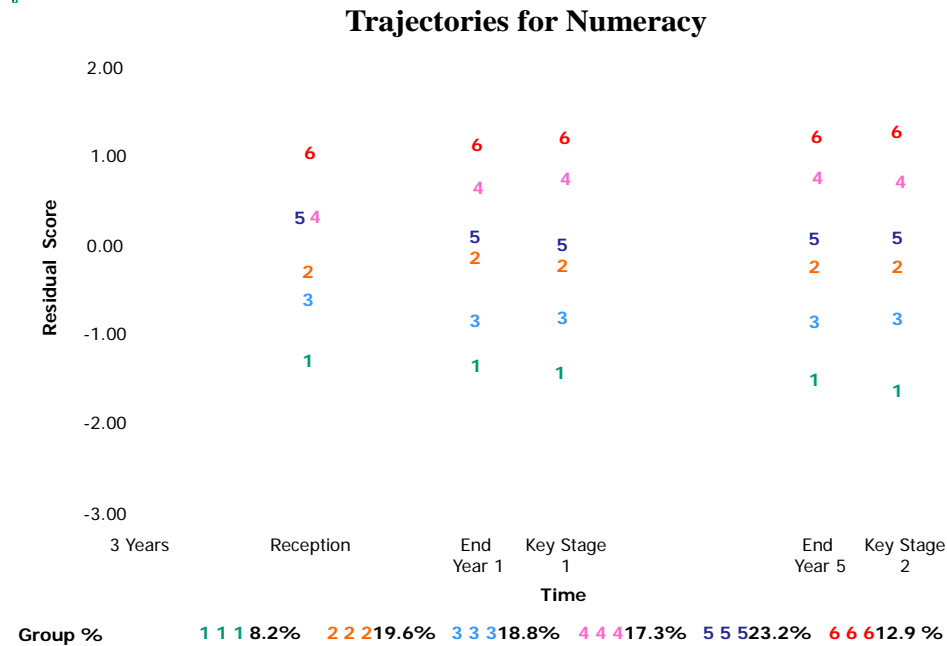
It is remarkable to see that the effect of 18 months of pre-school and the effect of 6 years of primary school is almost the same, for both numeracy and literacy. This means that pre-school offers clearly more value for money.



The graph below illustrates the effect of pre-school quality on self-regulation and social behavior (age 11).



The researchers also looked at the changes for children across time. In the graph, one can read that, as far as the trajectories for numeracy and literacy are concerned, the relative position of the lines remains stable after the age of 5-6 years. If you want effect, you better take action before that age.



### **Effective pre-school provision in Northern Ireland (EPPNI)**

This is a study, similar to EPPE, with children in Northern Ireland. 850 children have been followed to 11 years of age. Results are similar as in England.

At age 11, allowing for all background factors, the effects of quality of pre-school persist until age 11 years. High quality pre-school improved English and mathematics, and improved progress in mathematics during primary school.

Children who attended high quality pre-schools were 2.4 times more likely in English, and 3.4 times more likely in mathematics to attain the highest grade at age 11 than children without pre-school.

The conclusion of the described research is that, from age 2 all children benefit from pre-school. The effects are less clear before 2 years old.

The quality of pre-school matters, but, surprisingly, part-time pre-school has equal benefit to full-time. The quality of pre-school persists until at least the end of primary school. High quality pre-school can protect a child from consequences of attending low effective school.

The simple message to take home to politicians and advisors is that three elements can lead to educational success:

- Good home learning environment (pre-school)
- Good pre-schools for longer duration
- Good primary schools

Those children with all three will out-perform those with two, who will out-perform those with one who will out-perform those with zero, all other things being equal.

And EPPE results have influenced policy:

- Retention of nursery schools
- Free part-time pre-school place for all 3 & 4 year-olds (2004)
- Extension of parental leave (2004)
- 10-year childcare strategy (2004)
- Guidance for Children's Centres (2005)
- Childcare Bill (2006)
- Acceptance that money spent on pre-school produces savings later.

**Magnusson, Meyers Ruhm & Waldfogel** conducted a longitudinal study (2003) for a US nationally-representative sample of 12.800 children. For reading, children with low quality pre-school do better than children with no pre-school; children with high quality pre-school do better than those with low quality pre-school.

Age 5 Reading by sub-group & pre-school quality:

- Comparison with no pre-school

Year Before	READING				
	ALL	Poverty	Low Mother Educ.	Single Parent	Non- English
Pre-school (High Quality)	1.66**	2.23**	3.44**	3.10**	2.72**
Pre-school (Low Quality)	1.34**	1.48*	1.21	2.11**	1.56**

**Goodman & Sianesi** (2005) published the article<sup>2</sup>: 'Early education and children's outcomes: How long do the impacts last?'

In this research, the effects of pre-school have been examined for a random sample of children born in 1958 in UK, followed up until the age 33. It concludes that the effects on cognition and socialization are long-lasting. Controlling for child, family and neighborhood, there were long-lasting effects from pre-school education. Pre-school leads to better cognitive scores at 7 and 16 years. In adulthood, pre-school was found to increase the probability of good educational qualifications and employment at age 33, and better earnings at age 33.

In the **PISA results** for 2009, we read that old 15-year-olds who had attended pre-school were on average a year ahead of those who had not. Also, PISA results suggest that pre-school participation is strongly associated with reading at age 15 in countries that have sought to improve the quality of pre-school education and provide more inclusive access to pre-school education.

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<sup>2</sup> *Fiscal Studies*, 26, 513-548.

The relationship between pre-school and performance at age 15 is strongest when

- A larger % of population can use pre-school
- pre-school is for more months
- pre-school has smaller pupil-to-teacher ratios
- more is spent per child in pre-school.

The bottom line is that *'Widening access to pre-primary education can improve both overall performance and equity by reducing socio-economic disparities among students, if extending coverage does not compromise quality.'*<sup>3</sup>

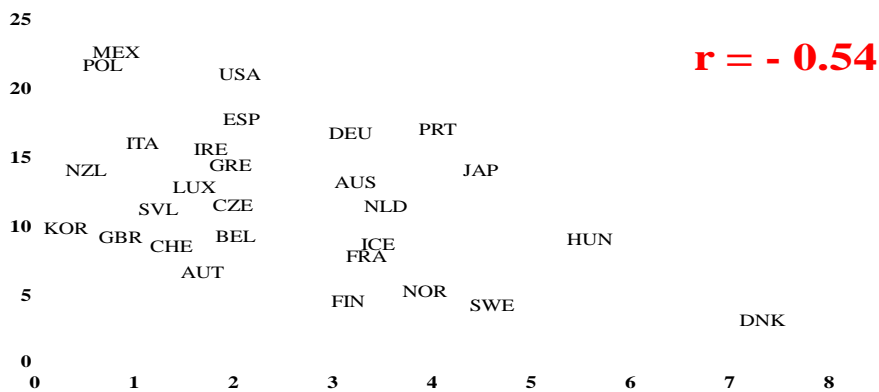
### *International perspectives*

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Countries planning for economic expansion are increasing their investment in pre-school education, for instance China, New Zealand, Scandinavia, Canada and some US States (California, Massachusetts, Minnesota).

The graph on the next page shows that early childhood spending is linked with lower poverty rates. On the vertical axe we read the child poverty rate, on the horizontal axe the early childhood spending as a proportion of the median income. The correlation is quite significant.

### *Early childhood spending is linked with lower poverty rates*



Early childhood spending as a proportion of median income - 2003

Finally, some governments are realizing that good quality pre-school is an essential component of the infrastructure for sustained economic development.

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<sup>3</sup> OECD (2011). *Pisa in Focus 2011/1: Does participation in pre-primary education translate into better learning outcomes at school?*, Paris.

# Report of the Informal Meeting of European Education Ministers

## *Zoltan Loboda*

*Zoltan Loboda is currently the education attaché in the Hungarian Permanent Representation to the EU. During the Hungarian Presidency he is chairing the Education Committee of the EU. Formerly he was the Director of EU Relations Department in the Ministry of Education and Culture between 2004-10. He also had the opportunity to lead the International Bilateral Department and managed the Hungarian Eurydice Unit. He represented Hungary in the OECD Education Policy Committee and EU Education Committee between 2004-2010. He also chaired the ASEM LLL HUB Advisory Committee. He was in charge of coordinating and preparing a proposal for the Government on Hungarian NQF concept and its implementation in 2008 and the Government LLL strategy in 2005.*

Mr Loboda reported on the Informal Meeting of European Education Ministers that took place under the Hungarian Presidency of the EU in Budapest, Gödöllő, on 28 and 29 March 2011. Main subject of the meeting was the discussion on active citizenship.

## *Rationale and policy framework at EU level*

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### *The crisis*

The current crisis has strong social consequences and ethical dimensions: youth unemployment, especially amongst the most vulnerable ones, risk of poverty and social exclusion, heightened social tensions and weaker social cohesion.

At the peak of the crisis, the OECD has undertaken the SOL project, 'Social Outcomes of Learning'. Education is the most cost-effective option to improve some of the key measures on social progress.

### *Growing interest for well-being and social progress*

Internationally, there is a growing interest to look at facets of well-being and social progress: health, civic engagement, happiness etc. The French initiative to measure economic performance and social progress is an example. Conclusions are that society is not as cohesive as it should be, citizens are not healthy as they deserve to be. There is a decline in indicators of social cohesion: voting, volunteering, interpersonal trust, high prevalence of obesity, depression etc., with impact on the quality of democratic societies and of life.

### *Implementation of the EU recommendation on Key Competences*

Two of the key competences are linked directly to active citizenship:

- social and civic competences
- sense of initiative and entrepreneurship

### *Education and Training 2020 Strategic Framework*

Two strategic objectives of the framework are linked directly to active citizenship:

- Objective 3: Promoting equity, social cohesion, active citizenship

Intercultural competences, democratic values and respect for fundamental rights and the environment, as well as combat all forms of discrimination, equipping all young people to interact positively with their peers from diverse backgrounds.

- Objective 4: Enhancing creativity and innovation including entrepreneurship

Transversal key competences, for instance a sense of initiative and entrepreneurship, cultural awareness and broader learning communities.

### *The European Year of Volunteering*

The European Year of Volunteering values civic participation and aims to increase solidarity and social cohesion. Voluntary activities provide new skills and competences.

### *The EU Trio Presidency Programme*

There is an explicit social dimension in the Trio Presidency Programme: how to enhance the social benefits of education. Under the Spanish Presidency, there have been Council Conclusions on the social dimension of Education and Training; under the Belgian Presidency there have been Council Conclusions on Education for Sustainable Development; under the Hungarian Presidency, early school leaving, early childhood education and care and active citizenship are high on the agenda.

***ICCS – International Civic and Citizenship Education Study***

Some conclusions of the study:

- Current participation in the wider community is a positive predictor of expected active participation
- Civic knowledge and engagement at school are related to the expected voting behavior
- Participation at school is widespread but not very common in the wider community
- The economic background is not directly linked to the expected participation.

***EC/CRELL Civic competence composite indicator***

CRELL, the Centre for Research on Education and Lifelong Learning, is working on a civic competence indicator. An expert group is presenting a report on how this indicator could look like in the future. Possibly, this indicator will be proposed in two years time. It will be composed by input, throughput and output indicators.

Input indicators for educational content are debating and writing skills (very relevant) and tolerance, non-violence, acknowledging the rule of law, human rights, critical reading skills (somewhat relevant). Indicators for culture of education are the classroom climate, teaching methods, assessment methods, opportunities to participate in and have influence on schools, and to participate in the community through schools (very relevant). Output indicators are political efficacy, trust, interest, tolerance, non-violence, rule of law, human rights (relevant).

***Proceedings and topics of the ministerial meeting***

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The Hungarian Presidency goals:

- What value could international and EU frameworks add?
- Discussing the reconstruction of contents of active citizenship according to the new emphasis: economic capability, financial literacy, entrepreneurship, environmental sustainability, social cohesion, community cohesion, intercultural competence.
- Sharing experiences on the contents and the contexts and on the policy implementation

- Serving as a contribution for the forthcoming discussions and negotiations on the operational priorities for the Education and Training 2020 strategic framework for the next cycle.

During the morning session, the topic on the agenda was 'Human capital'. Participants looked inside the competences required for students to be active and responsible citizens for the 21<sup>st</sup> century. The key note presentation was delivered by Professor David Kerr, leading expert of the ICCS study. He presented the first results of the research and drew lessons. After the key note presentation, there was a round table, guided by the presidency questions.

During the afternoon session, the topic on the agenda was 'Social capital'. The topic was put in context: how can school contribute to the social capital cooperating with the local context? Three examples of good practices were presented. Again, there was a round table, guided by the presidency questions.

### *The status of education for citizenship, first results of ICCS*

Civics and citizenship are a priority in educational policy. There are different approaches to citizenship education including teaching it as a specific subject, integrate it into other subjects, or implement it as a cross-curricular theme.

Half of the EU Member States have a specific subject concerned with civic and citizenship education. There is a broad range of topics in the curriculum, mainly human rights, understanding different cultures and ethnic groups, parliament and government systems, voting, political and administrative institutions.

According to teachers and principals, the most important aim of civic and citizenship education is the development of knowledge and skills. 'Preparing for future political participation' and 'development of active civic participation' are not frequently indicated aims in the questionnaires.

### *Lessons learnt*

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Educating for citizenship in Europe is more a specific subject, not yet integrated as a cross-curricular theme. This is only the beginning of a process.

Most Member States are active in the field of financial literacy, of entrepreneurial education, but it is not widespread to include it into the curriculum. It is more dominant to implement it in form of projects, simulation games, mini companies, internet and e-tools, partnerships with banks and companies. Opportunities are taken to outreach to some economic stakeholders.



It is important to develop cognitive and non-cognitive skills that facilitate citizenship education. It can be promoted through curricular and extra-curricular activities: values, attitudes, beliefs and motivations will be developed that encourage active citizenship.

Ministers emphasized the role of situated learning in which students learn democracy in action by engaging a democratic participation. It is important to have an open classroom climate in which students feel free to openly participate in classroom discussions. Healthy, safe and open environment, school ethos and peer effects matter most.

However, school cannot do it alone. Ministers stressed that local communities should provide opportunities for children to engage civic activities such as volunteering.

### *Some conclusions*

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There was a strong agreement that children's cognitive, social and emotional skills should be developed early, as early as possible.

The concept of citizenship needs to be refreshed, there is need for a broader understanding including for instance conflict resolution, social and economic entrepreneurship.

In the curricula, it is necessary to focus on civic learning, broadening from knowledge and related skills to participatory skills and strategies.

Important levers are pre-service and in-service teacher education, student parliaments, governments and councils, programmes aiming at community participation, internet and e-tools for the implementation.

Horizontal complementarities have to be ensured: broader teacher and school instruments, cooperation with parents and local communities.

Policy coherence and a holistic approach have to be promoted:

- Horizontally: across sectors and with the implication of all stakeholders from wealth, family, welfare and social sectors
- Vertically: across different levels of governance
- Dynamically: across different levels of education.

### *Outcomes*

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An important message from the Ministers is to consider this topic as an important issue for further EU policy cooperation. EU policy cooperation adds value, thanks to the tools of the Open Method of Coordination, especially the

exchange of best practices, the expert groups, the Lifelong Learning Programme, the thematic year programmes.

The European Commission wants to put all aspects of active citizenship in a lifelong learning perspective:

- Collection of best practices
- A policy handbook
- A stakeholder conference
- Partnership with the Council of Europe in this field
- Extension of the mandate of the expert group on indicators for active citizenship
- A Commission Communication on Media Literacy, to be expected in 2012

# Role of teachers and school development: pedagogic relationships

*Adrie Van der Rest*

*Adrie Van der Rest is secretary director of the Dutch Education Council and former teacher*

M Van der Rest presents the recommendation of the Dutch Education Council 'Onderwijs vormt'.

His speech:

You will no doubt have heard of Maastricht, one of the oldest cities in the Netherlands. The city is located in the south of our country, and has a beautiful and historic city centre. It attracts many tourists. People who live in Maastricht are not just in touch with the city's rich Catholic past, but also with 21<sup>st</sup> century Europe. Maastricht is just a few kilometres from the Belgian border, and about thirty kilometres from Germany. Almost ten years ago, the city was the venue of the signing of the Maastricht Treaty, which established the European Union. For secondary school pupils looking to broaden their horizons internationally, this Treaty provides ample opportunities.

But school pupils are not necessarily aware of these opportunities. Similarly, they do not necessarily appreciate the historical tradition of their city. Someone should make them aware of these things, and point out the opportunities available to them. Fortunately, one of the city's schools has a special teacher of Dutch. His name is Andre van Dijk. He has been teaching for almost thirty years. He conveys not only a great passion for his subject – for language and literature – but also for the area where he lives and works. He analyses texts with his pupils at school, but also takes them into the city centre. There is a statue in the city of the first Dutch writer who we know by name. When Andre is in the city centre, he takes his students to the historical building called the "Spanish Government", because in the sixteenth century King Charles V of Spain stayed there on a number of occasions. He also takes his pupils to the great Basilica of Saint Servatius, where he has much to tell them about the Catholic history of the city. But it does not end there. At the weekend, if Andre and his wife go to see the film version of a book or a play, he invites his pupils to go along. At school, he regularly asks about the welfare of his pupils.

You get the idea: Andre van Dijk interprets his role as a teacher broadly. He believes that education is not just about transferring knowledge, but also about forming young people. The Dutch Education Council agrees entirely. We believe that knowledge transfer and *Bildung* belong together, and are even synergetic. A focus on language and literature can, after all, be very formative. I think many people would probably agree with this proposition.

Yet knowledge transfer and *Bildung* are often diametrically opposed. Not just in the Netherlands, but also further afield, questions are regularly asked about *how* schools should fulfil their *Bildung* role. The OECD has launched a study into this, entitled "Social Outcomes of Learning". In the Netherlands, the government currently places a great emphasis on hard learning outcomes: on achieving good grades in basic subjects, such as language, arithmetic and mathematics. The motto of our current education minister is: raise the bar, a good basic standard. There is less attention for *Bildung*. How can schools - in spite of this - fulfil this *Bildung* role well in a contemporary manner? The Dutch Education Council recently published an opinion on this subject. The opinion was prepared at the request of our Senate. I will tell you in a moment about the recommendations we made to our senators. Before I do that, I want to explain what we mean by the term '*Bildung*', so that we all know exactly what we are referring to.

The Dutch Education Council defines the term '*Bildung*' in a broad sense: it is about personal development, but also about social development. Young people should not only build a personal identity for themselves, but also learn to function in a community, for example, in a professional environment or in society at large. We are talking about *Bildung*, which we emphatically wish to achieve in a contemporary way. There are two sides to this: the substantive side and the process side. I'll explain what I mean by this.

First and foremost, *Bildung* has a substantive side. We have to ask ourselves: what do we want young people to focus on, what exactly should be their compass? The answer to this question is simple: the world. We want to give young people a broad view of the world. To achieve this, they have to be aware of everything we have built in our society: traditions, literature, philosophy, technology, and much more besides. The transfer of knowledge on all these things is *Bildung*. Teachers focus on moral views, values and ideals that indicate what is of value, and what is right and meaningful. Knowledge then provides young people with a compass to guide them. It makes it possible to make a sensible judgement, making them capable of applying acquired knowledge with wisdom.

This was the first aspect of *Bildung*. The second is the process needed to achieve this. *Bildung* is a relatively open process with an uncertain outcome. Pupils and students are presented with knowledge, insights, values and ideals, and take these to enter into a dialogue. They discover for themselves what they consider to be of value and helpful in finding their direction - as well as what is not. They start to relate to a subject in a specific way. Pupils and

students immerse themselves in a subject, examine it from a variety of angles, pose critical questions and put the issue into perspective with previously acquired knowledge or personal experiences. This gives pupils or students a certain commitment towards values, goals and ideals. They become meaningful. In this way, moral knowledge is linked to actions and attitudes. This is a process of discovering a sense of purpose.

The broad, contemporary *Bildung* of young people therefore has the two aspects, which I have just explained. The content aspect - the compass - and the process aspect - a sense of purpose. So we now have a definition of *Bildung*. The Dutch Education Council believes that education should pay attention to both aspects of *Bildung*. This means that schools should firstly offer their pupils an orientation towards certain values. Secondly, they must teach young people to develop a critical approach, because this gives meaning to the acquired knowledge and allows it to be placed in its context.

This is necessary not only because - as I just mentioned - *Bildung* and knowledge transfer strengthen each other. It is also necessary to give young people something to hold on to. We live in a complex, dynamic society that places high demands on citizens, including young people, both in terms of their personality, but also in terms of the way they function socially and professionally *Bildung* prepares young people for this. This has always been true, but the culture of *Bildung* now seems to have been lost, in both society and in education. The traditional faith-based institutions that formerly played a major role in *Bildung* scarcely exist anymore in the Netherlands. In cultural and religious or ideological terms, society has become more pluralistic. We live in a network society, where people form part of very diverse, transient communities and groups, which are also more dynamic and international. These developments have had important positive effects, such as emancipation, more freedom of choice, more tolerance for individuality and a greater focus on independent and critical thinking. But there are downsides too. There is no obvious social sense of connectedness any more. Children and adolescents are more self-reliant when it comes to how they organise their life and find a sense of purpose. Increasing freedom is, at the same time, a duty: young people have to make choices and be 'authentic'. People these days often look inwards towards themselves to find the source of their purpose, rather than looking outside. Every individual needs to express and develop themselves. Yet at the same time, all these individuals need to live together harmoniously.

Against this background, it is good to regularly reflect on *Bildung*, and on giving it a contemporary take. This leads me to the key question. What does the Dutch Education Council believe is needed to increase the focus on *Bildung* in schools?

Again, the answer is simple. A school governor phrased it like this: "Education starts with superb teachers." She is right. Without people like Andre van Dijk from Maastricht, we would be unable to offer young people *Bildung*. Van Dijk

is well aware that he has a central role in the development of his pupils. *He* is a role model, *he* dares to set the example himself. It is no surprise that the two aspects of *Bildung* - orientation and purpose - come together in the person of the teacher. This is why Andre van Dijk takes his students out, to show them that there is more to learning than just texts. He loves learning and tries to share that. He follows current events and literary developments, and discusses these things with his pupils. He wants them to reflect on current events, adopt a point of view on certain issues, and come up with arguments in a discussion. But he works on the development of his pupils by showing them the right example in his daily interactions. He always arrives on time, prepares the lessons well, and asks how his students are.

A teacher must demonstrate basic manners, know his subject, show passion or sources of inspiration, and dare to give an informed opinion. It sounds simple, but it is not. In fact, it is becoming more and more difficult. Pupils and students often have much more information and options available to them than they did before. The authority of the teacher can no longer be taken for granted. Authority is something that has to be earned.

In its report, the Education Council places the teacher centre-stage. We made three recommendations to support teachers in their role. Allow me to take you through these. They are not only aimed at the teachers themselves, but also at teacher training colleges and schools.

The first recommendation is for teachers. The Education Council tells them: acknowledge the important role you play in *Bildung* – and develop a feeling for it. If you are aware that you are *always* working as a role model, whether you intend to or not, then you will see better opportunities in your day-to-day teaching practice to work on *Bildung*. It is about the things that I mentioned a few moments ago: respectful interaction with pupils, showing passion or inspiration, bringing the outside world into your lessons. According to a survey conducted by the Education Council among teachers, many of them do not make use of these obvious opportunities. Teachers say that *Bildung* is important, but they also find it difficult. They are too absorbed by the pressure of high educational achievement or by students' behavioural problems. *Bildung* activities are not reflected in the quality ratings that the government assigns to schools, meaning that teachers pay less attention to it. In our report, the Education Council notes that even merely being aware of the *Bildung* role can already have a substantial effect. It leads to the systematic use of opportunities that already exist in educational settings. The Education Council has conducted a stock-take of interesting case studies. Although we found some, it is often the case that they came about more or less by accident. For instance, subjects such as literature, history, philosophy, art and citizenship education offer ample opportunities for *Bildung*. The same applies to internationalisation activities, internships and projects. Pupils at the Maastricht School where Andre van Dijk works comes together every year with pupils from Germany and Belgium to perform a classic Greek tragedy. All the actors speak their own language during the performance. The show is

prepared under the guidance of professionals, in this case teachers from a performing arts academy. After only five minutes, the audience is completely enthralled by this curious, multilingual reality. It is a wonderful meeting of cultures. Students also seize the opportunity that acting offers to help overcome their fear of speaking or presenting in front of large groups.

The case studies collected by the Education Council show that the first aspect of *Bildung* - broadening the view of pupils and offering them a compass - receives deliberate attention by putting young people into contact with the world outside school or with practicing professionals. The confrontation with the unknown or with unexpected events encourages them to reflect on previously acquired knowledge, their own views and their own role. Especially with non-commercial projects, pupils and students are triggered to think more about transcendent questions of purpose.

The second aspect of *Bildung* - developing a critical attitude and involvement in what is being offered - is given special attention in reflective interviews. These can be held in a group, in the class or as part of a subject, such as philosophy. They can also be held individually, for example, during mentor interviews or in personal talks inside or outside the classroom.

In summary, teachers who are aware of their *Bildung* role should organise extracurricular and practice-oriented activities. Examples include visits to organisations and businesses, internships, practical assignments and guest lectures. They should also involve practicing professionals in their teaching. Professionals can share specific knowledge, but they can also serve as role models. Teachers must also incorporate enough moments of reflection into their teaching, so that pupils can link the knowledge and insights they have acquired to the question: how does this relate to me? Finally, as I outlined earlier, the attitude of teachers is important too.

This was the first recommendation that the Education Council made to teachers: acknowledge your *Bildung* role and develop a feeling for it. The second recommendation we made to support teachers in their *Bildung* role was aimed at teacher training colleges. Developing a feeling for *Bildung* begins with the initial teacher training. Future teachers need to develop specific skills to help them give pupils a broad perspective on the world. The Education Council wants teacher training colleges to pay more attention to these skills.

First and foremost, this is concerned with subject-matter knowledge and teaching skills. This means that teachers must have knowledge of their subject as well as knowledge of teaching methods and educational theory. Put briefly, teachers must have an excellent understanding of their job. They need to know the history of it and be able to place their knowledge in a broader context. In particular for teachers in vocational education, it is important that they have up-to-date knowledge of professional practice. For teacher training colleges, this means that they must give their students a solid foundation of knowledge. Subjects such as physical sciences, philosophy,

social sciences, cultural history, pedagogy and didactics must be given an important place in the training programme.

A second competency that teacher training colleges should devote more attention to is the social and educational engagement of teachers with their pupils and students. Teachers must be able to build good relationships with their pupils. Like Andre van Dijk, teachers should have an interest in their pupils. Teachers should know the world as perceived by the pupils, and be able to fine-tune their lessons to this. It is also important that teachers respect the self-reliance and the self-esteem of their pupils, and show that they do. For teacher training colleges, this means that they should devote some targeted attention to the pedagogical attitude. The programme should therefore devote some time to creating a good educational climate, and to knowledge of the world as experienced by young people, and contemporary youth cultures.

The third competency which the teacher training colleges should devote attention to is about teachers being *Bildung*-oriented. Knowledge and understanding of the world as perceived by the pupils is not enough. Lessons have to match the world of the pupils, yet at the same time education also needs to be aimed at offering pupils something that gives them a compass and invites them to discover their purpose. Teachers must be motivated to show pupils a world that is greater than themselves. During their teacher training, they should be properly equipped so that they have the courage to present themselves as a representative of the adult generation, as someone who has been formed in certain traditions and morals. But this also requires attention for setting moral boundaries. The German educator Thomas Ziehe argued that young people ask for this themselves. Their own world is no longer in contrast with the world of the generation before them. If schools give pupils more freedom and more choice, then the pupils' own world doubles in size. The implicit message of young people is, in Ziehe's view, correct: make the school a different world than my own world. Most pupils find too much openness and individualisation - having to make even more choices - uncomfortable.

The fourth and final competency that teacher training colleges should pay attention to is about teachers being inspired and having the will to continue developing. Teachers who want to form others must themselves have had, and continue to have, a broad development. They must continue to learn, be curious and reflect on their profession and their own professional development. For teacher training colleges, this means that training support should continue to be offered to teachers even after they have qualified. The support offered need not only be comprised of professional know-how, but there should also be modules that focus on personal development or the development of a critical approach towards their own teaching practice. Teachers in vocational education should be able to regularly take part in professional internships.



I have now set out the skills which teacher training colleges should pay more attention to. This was the second recommendation made by the Education Council: devote more attention to the skills needed for *Bildung*. This brings me to the third and final recommendation made by the Education Council to support teachers in their *Bildung* role. This final recommendation is aimed at schools. We are actually telling them the same thing as we said to the teachers: be more aware of your *Bildung* role, and make use of opportunities that already exist to support teachers with this role. To do this, schools must formulate a clear educational vision and create space in their curriculum for *Bildung*.

A clear educational vision reflects the central values of the school, as well as the activities that these entail. Schools may be affiliated with a faith-based tradition, but may equally follow an emancipatory ideology, for instance. Once a clear educational vision has been formulated, schools can use this to profile themselves. Teachers can then lean on this vision to carry out their *Bildung* role. For example, the Education Council spoke with a primary school in a medium-sized city in the Netherlands, which presents itself as a school that focuses on citizenship education. The aspect of citizenship is present in all the school's activities. Special activities focusing on citizenship and democracy are organised two days a year. Each year, every class establishes a set of rules of behaviour and evaluates whether they have been observed. There is a system of peer mediation, where trained pupils mediate when there are conflicts between children. The committee of pupil representatives has an important position in the school. Everything discussed by the committee is also discussed by every class in briefing and debriefing sessions, and the election of pupils to the committee is a big event.

So you see, an educational vision is a tool that allows you to devote attention to *Bildung* with raised awareness and in a more systematic way. But schools need more than just a vision. There must also be space in the curriculum for *Bildung*. Schools must create a social environment where everyone feels that they are noticed and are taken seriously. They should preferably organise small-scale forms of education and provide adequate support to the pupils. School governors and school leaders can similarly also highlight certain aspects in their staffing policy, for example, by making *Bildung* part of their recruitment policy or professional training requirements. Schools that profile themselves with an emphasis on citizenship, for example, could decide to only recruit teachers who fully support the school's profile and actively want to contribute to it. Right from the outset, teachers would then be aware that the citizenship profile of the school must be reflected in their attitude, and they should, in particular, be willing to listen to their students.

Governors and school leaders must also give teaching teams the space to decide the objectives and the content of lessons themselves. This will demand trust. Schools should also facilitate the extracurricular activities I referred to, and invite practicing professionals to the school to give guest lectures. Finally, schools could devote attention to building a common, unifying school culture.

This could be achieved by organising meaningful meetings and activities in the field of sports, culture and society.

This recommendation, which is aimed at schools, is the final recommendation made by the Education Council to help teachers perform their *Bildung* role more systematically. I started with the recommendation aimed at teachers themselves: acknowledge your role in *Bildung* and develop a feeling for it. The second recommendation was aimed at teacher training colleges: devote more attention to the competencies needed for *Bildung*. The final recommendation was aimed at schools: support teachers by developing a clear educational vision and by creating space in the curriculum for *Bildung*.

As I mentioned at the start, the Dutch Education Council believes that knowledge transfer and *Bildung* must go hand in hand in schools. Schools cannot choose between concentrating on knowledge transfer or concentrating on *Bildung*. They must do both, if only for no other reason than that both these roles are - in the Netherlands, at least - prescribed by law. Another reason, of course, is to prepare young people well for the complex society in which they will have to function. Parents cannot do it by themselves. They really do need the school to help them. Within the school, the role of the teacher takes centre-stage.

We prepared our opinion on *Bildung* at the request of the Dutch Senate. We want our recommendations to initiate a debate on *Bildung* in schools. We would like to see politicians, ministers and representatives from the world of education to think hard about a contemporary interpretation of the concept of *Bildung*. We would like to see the education minister regularly emphasise that a contemporary interpretation of *Bildung* and knowledge transfer belong together, so that we devote attention to more than just high educational achievement. The government should also consider *Bildung* as an aspect of teaching quality. The Education Council considers it worthwhile to examine whether this aspect could be incorporated into the school inspection process.

The debate in the Netherlands will get underway in the coming months. The Dutch Education Council will, for its part, be organising some meetings on this subject. We are convinced that the debate is needed. To quote Andre van Dijk from Maastricht: "devoting attention to *Bildung* prevents an educational void. It also prevents young people from dropping out of school. It keeps them on track".

# ***Bildung* in the advisory work of education councils**

## ***In the Flemish Education Council***

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How to realize *Bildung* in Education is in Flanders a policy theme that is running as a 'fil rouge' through a lot of different dossiers. Some tensions came across in recent recommendations.

### ***The pedagogical mission of education***

In compulsory education in Flanders, we witness a strong pedagogical engagement: often, the functional approach of pupils and learning contents is questioned.

Within the European education policy, there is the tendency to work with reference frameworks, such as EQF (European Qualifications Framework), key competences. A lot of teachers think that the 'pedagogical mission' of education, the idea that pupils have to be 'educated' in a broad sense, is neglected in this European approach. Every time the Flemish Education Council has to make a recommendation on an international policy line, this tension is present.

- The recommendations emphasize the development of the human being as an individual, and not only related to societal expectations
- The recommendations ask for the development of this individual in all his dimensions, in the field of employment, care (for instance within a family) and engagement in society
- The recommendations insist on the need for critical reflection and meta cognition.

### ***The reform of secondary education***

We are working on a major reform of secondary education; this is a hot item in Flanders. The Flemish Education Council wants a debate on a more actual definition of the concept of '*Bildung*' or 'general education'. The curricula in secondary education have two parts: a common part (the general education) and a specific part (leading to a final qualification or preparing to higher education).

As far as the content is concerned, there is need for a debate on what is most important in general education. In a recent recommendation, we ask for instance, for more emphasis on the scientific and technical literacy of youngsters. Recently, there has also been a reinforcement of languages competences in general education.

A recent OECD review on VET in Flanders shows that pupils in VET don't have enough competences to go to post secondary education and lifelong learning. OECD is pleading for a reinforcement of these competences. This is important, because we see that more and more youngsters, also after initial VET, want to go to post secondary education.

There are also questions on the basic education, the way it is now described in the 'final objectives' (= de eindtermen). Don't we lose too much the core of general education? In other words: what is essential for further life in society, and what isn't?

### *Societal educations (= Maatschappelijke educaties)*

A third field in which the concept of *Bildung* plays an important role is 'societal educations'; this is the title of a Vlor recommendation of last year. When we say 'societal educations', we mean transversal clusters of competences that prepare youngsters to functioning in society, such as health education, citizenship education, education in sustainability, social competences, policies preventing bullying... Schools are confronted with a multitude of societal demands.

The Flemish education council recommends that schools should make choices and construct policies together with the whole school team, together with parents and local stakeholders. These policies should rely on an analysis of the needs of the school in its environment.

The choices that the school is making, will also be determined by the educational concept of the school, by its 'mission statement'. Those educations have influence not only on the curricula, but on the school culture, on the pedagogic relationship between the school team and the pupils, on the relationships between the pupils.

### *Heritage versus societal evolution*

The concept of *Bildung* is a field of tension between passing on heritage and the societal evolution.

It remains important that pupils have reference frameworks, and are able to find their way in, for instance, literary trends. The element of tradition and heritage is important, also from the perspective of social cohesion. Our individualized post modern societies need reference frameworks that allow people from very different backgrounds to live together.

But: this cannot be done without taking into account the important changes in the societal context: technical and digital literacy is as important as literature. In a multicultural society the notion of 'heritage' is becoming more international, more multicultural. The perspectives from which we speak about the crusades, or colonization, have changed considerably.

*The 'Conseil de l'Éducation et de la Formation',  
French Speaking Community, Belgium*

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The CEF does not use the term *Bildung*, but promotes an open view on education in a broad sense in its recent recommendations.

Some examples

*Recommendation on basic competences*

In this recommendation, from June 2006, 'Appropriation des savoirs fondamentaux', the CEF confirms the importance of reinforcing basic competences: development of reading, writing and calculating, because it is important not only for achieving school but also for social achieving. But this is not enough: the teacher, independent of the subject he is teaching, has to have the objective to equip his students with the skills allowing them to live as independent citizens, responsible and able to adapt to changing situations.

*Recommendation on language learning in primary school*

One of the main causes of early school leaving is without any doubt the lack of knowledge of the teaching language. Teaching French in primary school is a matter of equity and of combating against early school leaving. (Recommendation 'Regards croisés sur l'enseignement maternel – Au départ d'une réflexion sur l'apprentissage de la langue de l'enseignement à l'école maternelle, un enjeu d'équité et d'accrochage scolaire', May 2009)

*Recommendation on innovative skills for the 21<sup>st</sup> century*

In this recommendation from June 2008, the CEF tries to stimulate the importance of arts in schools. ('Les capacités créatrices pour le 21<sup>ème</sup> siècle. Quelles approches des Arts à l'école?')

*Recommendation on non technical competences*

In this recommendation, the CEF insists on the importance of non technical competences ('Les compétences non techniques', February 2008)

### *The 'Consejo Escolar del Estado', Spain*

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In the latin countries, education includes all the aspects that have been discussed during the seminar on *Bildung*. One cannot even think about education without all these aspects. The narrow focus on just training or just academic knowledge simply would not be considered as education.

A key issue in the concept of *Bildung* is the role of the teacher. The teacher has to show different alternatives to his pupils so that they can construct step by step their own personality. The teacher has the crucial role to decide what values to show. This remains a difficult issue.

### *The Conselho Nacional de Educação (Portugal)*

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Although every teacher, confronting the students, has his own vision, it is the objective to develop a common vision with the vision of the school, as referred to in the recommendation of the Dutch Education Council.

In this period of financial and economic crisis, it is very important that pupils learn to live with less. The question is: are the pupils going to be just miserable because of this crisis, will they be victims of the crisis, or will education – the teachers – try to teach them how to try to live happily even if they cannot consume so much?

Portugal being a country with economic difficulties, it is not enough to learn how to compete. In this time of crisis, competing often becomes impossible, in some countries youngsters cannot compete anymore. That's why we need a revolution of minds. Stakeholders in education, and policy makers have to realize that, in order to be able to compete, a country needs happy citizens. And this brings us back to the importance of *Bildung* in education.

# *Bildung* and EU benchmarking

*Richard Deiss, European Commission*

*Richard Deiss is Policy Officer - Indicators on higher education, learning mobility, citizenship education, ICT, demography at Unit 4 'Analysis and studies' of the European Commission, DG Education and Culture*

## *Looking back*

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In a way, Leonardo da Vinci can be considered as an example of the ideal of *Bildung*: He did not study, but he became an engineer, and an artist. He was oriented internationally too: he lived most of the time in Italy, but has also been invited by the French king to live in the Château du Louvre in Paris.

In the times of Erasmus (1466-1536) and of Comenius (1592-1670) there already was some kind of European education area. The link was the *lingua franca* in higher education, latin. They lived in a period of high mobility, for some people. Erasmus lived in Louvain, in Cambridge, in Bologna, in Germany, and he died in Basel. Comenius, originally Czech, studied in Germany, lived in Sweden, England and Hungary, died in the Netherlands.

Nowadays, a lot is being said about the competitiveness of Europe, globally. Often we forget that, in the times of Erasmus and of Comenius the biggest economic power was not in Europe but in China.

The interaction in Europe got lost. Grundtvig, for instance, the father of adult education, spent all his life in Denmark. Europe only took over in the 19<sup>th</sup> century, with the development of the steam engine and the industrial revolution.

The rise of Europe in the early 19<sup>th</sup> century is linked to *Bildung*. Germany played a leading role, having the best universities, for instance in Goettingen. The word Kindergarten is still used in German; alternative schools were 'invented' in Germany (the Steiner schools).

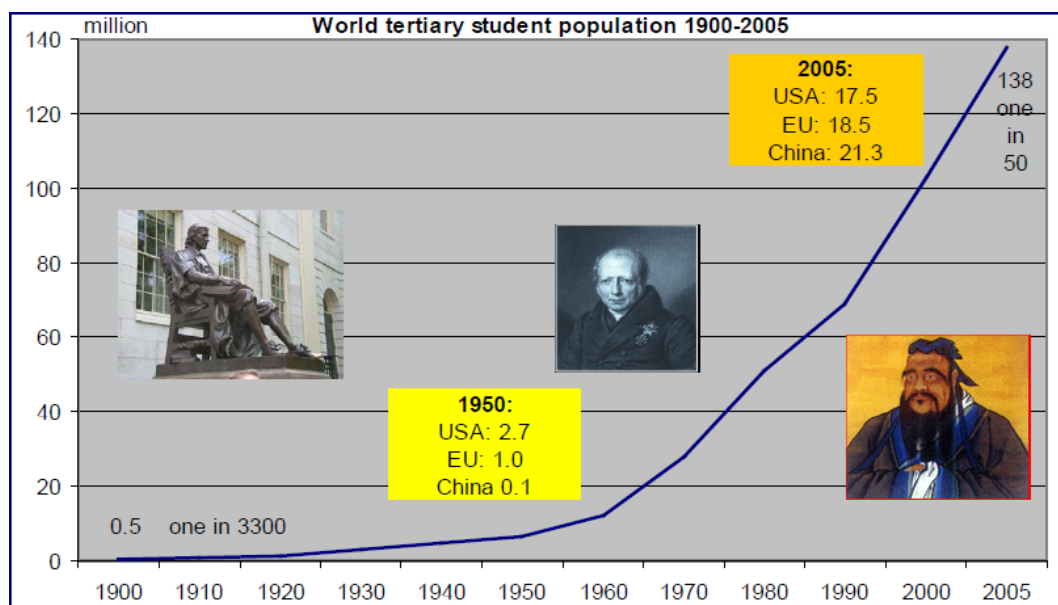
In the 20<sup>th</sup> century, with the world wars, this German supremacy has been destroyed, destroying also European cooperation. A lot of German scientists for instance, left for the North of America. Europe was just playing a mediocre role.

Now we see that it is difficult for Europe to keep up with America, and that Europe is taken over by the Far East.

*World tertiary student population*

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In the graph below, on the global trends in the world tertiary student population from 1900 until now, we read that, in 1900, only 0.5 million people went to higher education. All of them found a job. Higher education was of course not open for all: women were not allowed to study, for instance. In the 1950's, a lot of people went to higher education in America. There are several explanations, linked to the after war context. A lot of young American soldiers came back from the war, did not find a job and went to university; a lot of scientists from Europe went to study in America. In 1950, Europe was lacking behind; China was just starting..



After 1950 we witness the so called massification of higher education up till now. China is taking over: it has the largest number of higher education students in 2005, larger than the USA, larger than the EU. This has a strong economic impact, as there is a correlation between a countries GDP and its number of students in higher education.

A consequence of the massification of higher education is the fact that, now, it matters where you study. Having a higher education degree is not sufficient anymore to distinguish oneself.

*New studies*

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After 2000, more statistics are coming up. IEA, TIMS and TILLS are doing surveys since the fifties, but are not very well known by the broader public. With Andreas Schleicher and the PISA inquiries, as from the mid 80s, statistics started to have a big impact, especially in countries with bad results. One can speak of a real PISA choc for some countries, realizing that they were not doing well at all.



A study focusing on geographical knowledge (example of a question: find Afghanistan on a map) shows that Europe has good results (see the list below). We could conclude that, although the USA has the best universities according to the rankings, there is quite a mediocre knowledge about geography (and history as well). This geographical and historical knowledge is precisely an aspect of *Bildung*.

- National Geographic study, correct answers
- Germany 55%
- Sweden 40%
- Italy 37%
- UK 28%
- Japan 27%
- France 25%
- Canada 21%
- USA 17 %
- Mexico 12 %

### *Spending on education*

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We can look at both public and private spending on education.

As for public spending on education, in 2007, the EU spends about 5% of the GDP on education (600 billions of euros). The USA spends about 5%, Japan less than 4%. The highest spending on education is in Denmark, with almost 8%,; the lowest spending is in Slovakia, Greece and Romania, with less than 4% of the GDP.

As for private spending, in the EU the total spending is about 240 billions of euros (over 2%), of which private households contribute 50 billions, which means about 1 euro per day. Entreprises spend about 190 billions. In the USA, about 300 billions of euros is spent on education (3%).


As John F. Kennedy stated years ago 'There is one thing that costs more than education: the lack of it'.

### *Returns to education*

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The graph below clearly shows that the first affected by the crisis are those with only lower secondary education. This confirms the words of John F. Kennedy: education is expensive indeed, but not investing in education is even more expensive.

EU-LFS data 2007	Lower sec	Upper sec	Tertiary
<b>unemployed</b>	9.2%	6.0%	3.6%
<b>Employment rate 55-64</b>	36%	47%	65%
<b>LLL participation</b>	4%	9%	18%



Given the high return of spending on education, one might wonder if it would not be a good thing if households would invest more in education, including lifelong learning, as there are a lot of private benefits. This is a politically a very sensitive discussion.

The graph also shows that those with tertiary education are less unemployed, and participate more in lifelong learning. We see a kind of Matteus effect here. We see also that those who come in schools with good reading skills, improve them most. One explanation of this phenomenon could be that those with higher education levels have a better knowledge of what is available in lifelong learning. Moreover, during their careers, they might feel more often the need of updating their skills than someone with lower qualifications.

### *From Lisbon to Europe 2020*

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The goals of the Lisbon Strategy, in March 2000, were basically to have the most competitive knowledge based economy in the world with better jobs and more social inclusion. In March 2002, as it appeared that the EU would not reach the goals and would be overtaken by Asia, additional goals were formulated, linked to languages, pre-school. Those general goals have been translated into concrete goals with concrete benchmarks to be monitored.

In 2010, the main goals of the Europe 2020 Strategy, are to obtain smart, sustainable and inclusive growth. Two concrete benchmarks to be monitored are directly linked to education and training: to reduce the number of early school leavers to maximum 10%, and to enhance the participation in higher education to minimum 40 %.

*Key competences for lifelong learning*

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In the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, the following eight key competences are stressed:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence
- Digital competence
- Learning to learn
- Social and civic competence
- Sense of initiative and entrepreneurship
- Cultural awareness and expression.

Progress in those key competences is being monitored. Communication in the mother tongue and mathematical competence are being monitored by PISA. The EU is commissioning studies on monitoring the communication in foreign languages and learning to learn. A IEA study is monitoring digital competence. The recent ICCS study is monitoring social and civic competence. Discussions are ongoing about the monitoring of entrepreneurship and cultural awareness.

*The five (old) education benchmarks*

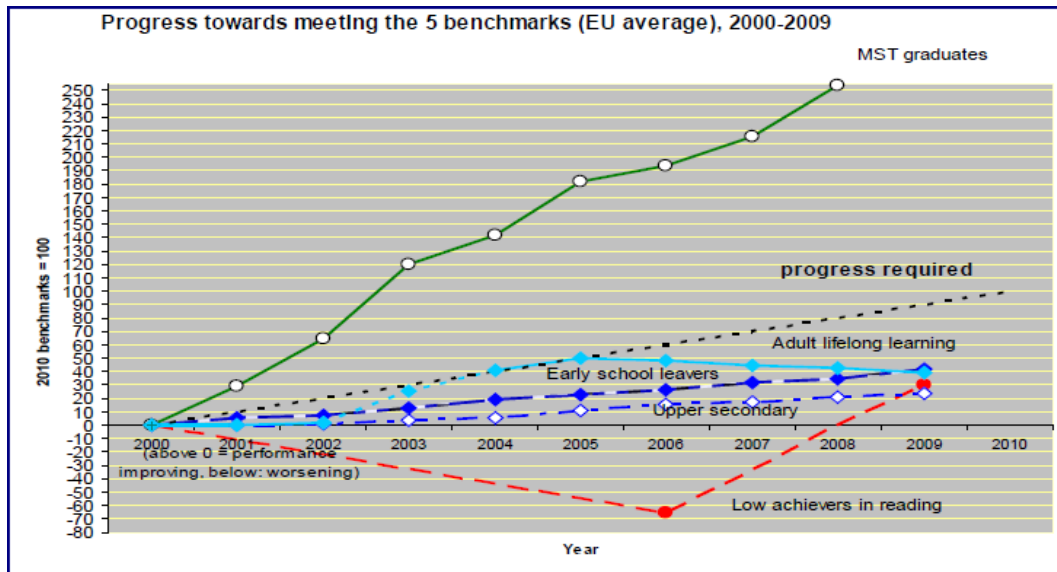
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The five old education benchmarks have to do with

- MST graduates
- Participation in lifelong learning
- Share of early school leavers
- Low achievers in reading
- Upper secondary education attainment

The graph on the next page shows the evolution in the five old education benchmarks since 2000.

## ‘BILDUNG’ IN A LIFELONG LEARNING PERSPECTIVE



Only one out of the five benchmarks has been reached by 2009, the number of MST graduates. And after all, this goal was not that ambitious, given the growing number of students. In all four other domains, there has been progress, but not enough to reach the goals.

We can see the same thing in the next graph. We can compare the percentages of the benchmarks, the percentages for the EU in 2000 and the latest EU percentages. It is good to see the improvement in all domains. The EU is moving in the right direction. And then again, one has to realize that possible progress should not be overestimated.

A worrying evolution is the fact that participation in lifelong learning is decreasing for some years now.

5 old benchmarks	Benchmark	EU	EU
	2010	2000	latest
Low achievers reading, %	-20 (to 17.0)	21.3	20.0
Early school leavers, %	10	17.6	14.4
Upper secondary, %	85	76.6	78.6
MST graduates (% growth)	+15	Female share 2000/2008 30.7/32.6	Growth 2000-2008 +37.2
Lifelong learning, %	12.5	8.5 (2003)	9.3

*Education and training 2020: five new education benchmarks*

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The Education and Training 2020 Framework has four overall strategic objectives:

- Making lifelong learning a reality
- Improving quality and efficiency of education and training
- Promoting equity, social cohesion and active citizenship
- Enhancing creativity and innovation

These objectives are very broad, the question is how to translate them into benchmarks.

The Council Conclusions of May 2009 present five 'European benchmarks' or reference levels of European performance.

Three of them are based on already existing ones:

- Low achievers in basic skills (reading, maths and science) max 15%
- Adult lifelong learning participation min 15% (previously it was 12.5%)
- Early school leavers maximum 10% (same as before)

Two of them are new:

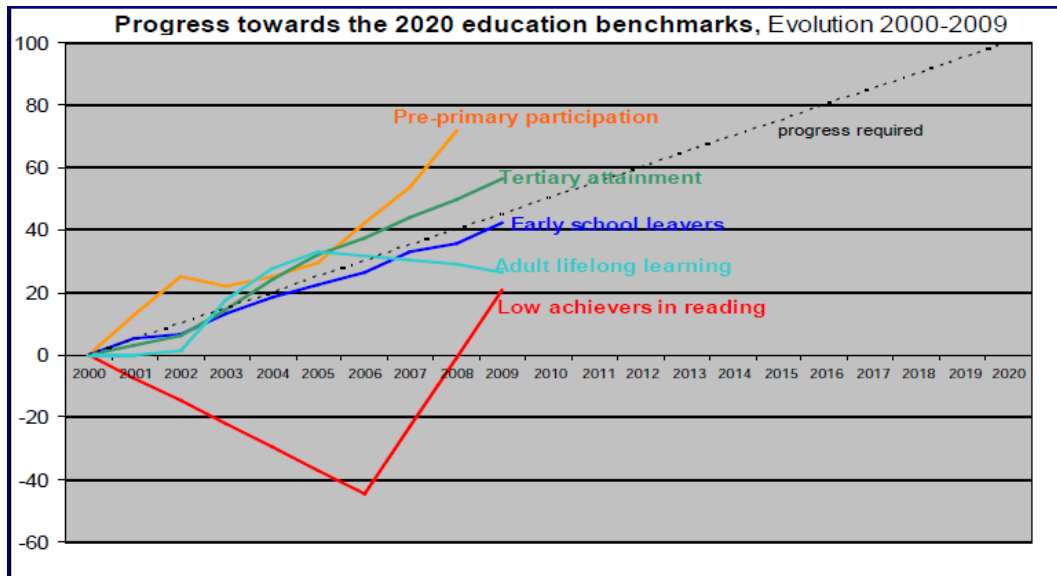
- Pre-primary participation: 95% of the children between 4 years old and the age for starting compulsory education (before the target was 90% for 4 years old)
- Tertiary level attainment at least 40% of the age group 30-34 (before the target was 45%%)

The European Commission is working further in the following areas:

- Employability
- Mobility
- Language Learning

In the mean time, the European Commission has published a proposal for a benchmark for employability and for mobility.

If we see the evolution for the five new education benchmarks since 2000, we see that the results go in the right direction, except for adult lifelong learning, where there is a decline in performance since 2005.

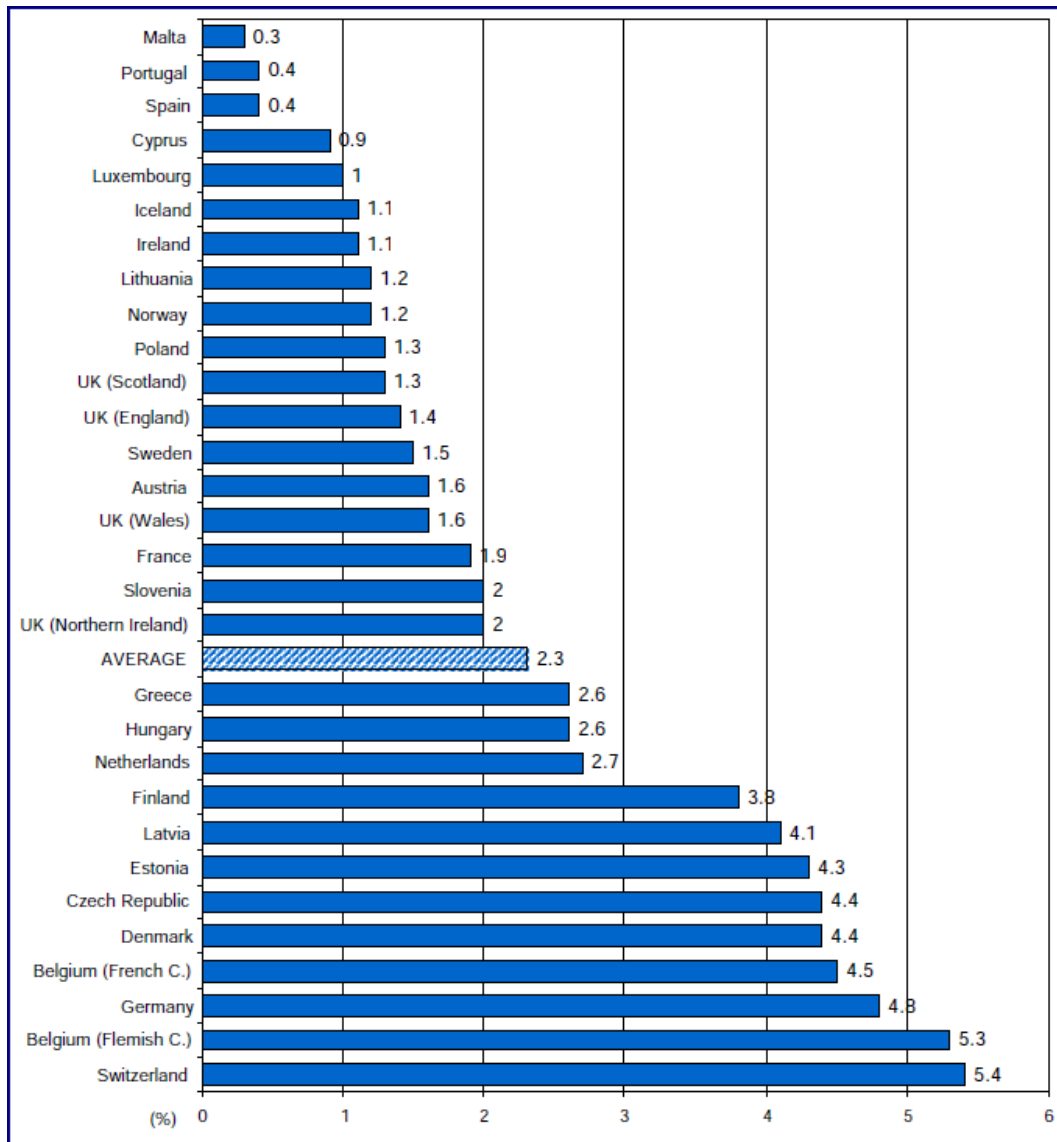


### Equity

DG Education and Culture of the European Commission is concentrating the responsibilities for equity in a new unit: special needs education, migrants, gender issues, Roma etc. DG EAC Unit A.2.: Equal opportunities and social inclusion.

An important goal is to integrate pupils with SEN (special educational needs) into mainstream education.

In the 2010 draft progress report of the European Commission, we find statistics about the percentage of pupils with SEN in segregated settings of total pupils in compulsory education (2009):



*Europe 2020 Strategy*

For the first time, education is prominently represented in the five quantitative targets of the overall Europe 2020 Strategy. This means that the member states will have to include those targets in their national reform programmes.

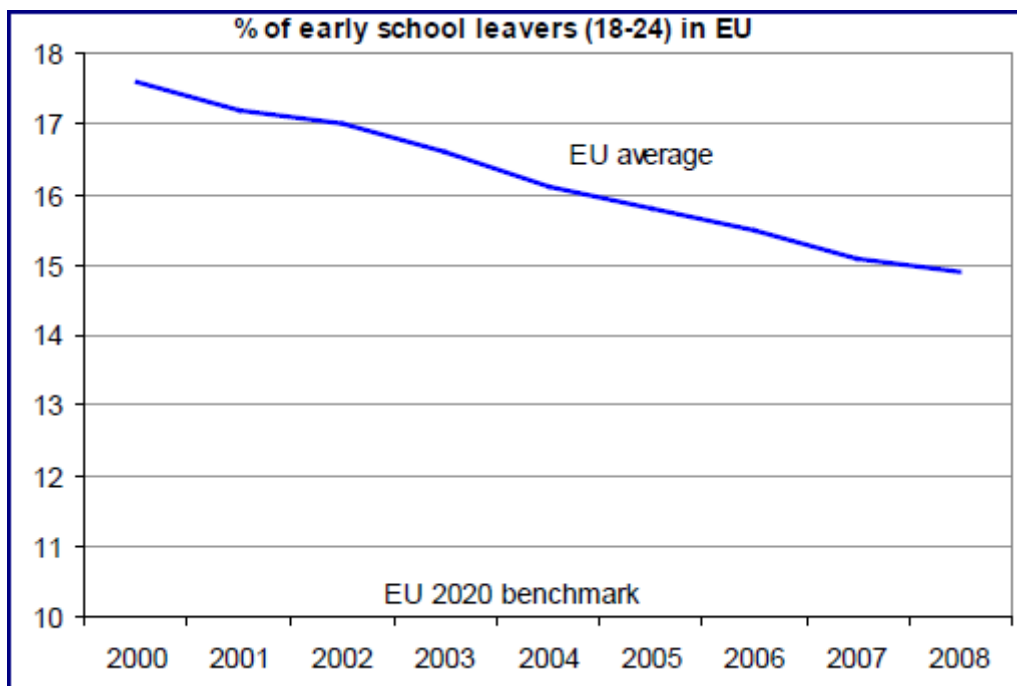
The targets are:

- 75% of the population aged 20-64 should be employed
- 3% of the EU's GDP should be invested in Research and Development
- The 20/20/20 climate/energy targets should be met

- **The share of early school leavers (18-24) should be under 10% and at least 40% of the 30-34 years old should have tertiary attainment**
- 20 million less people should be at risk of poverty

### *Early school leavers*

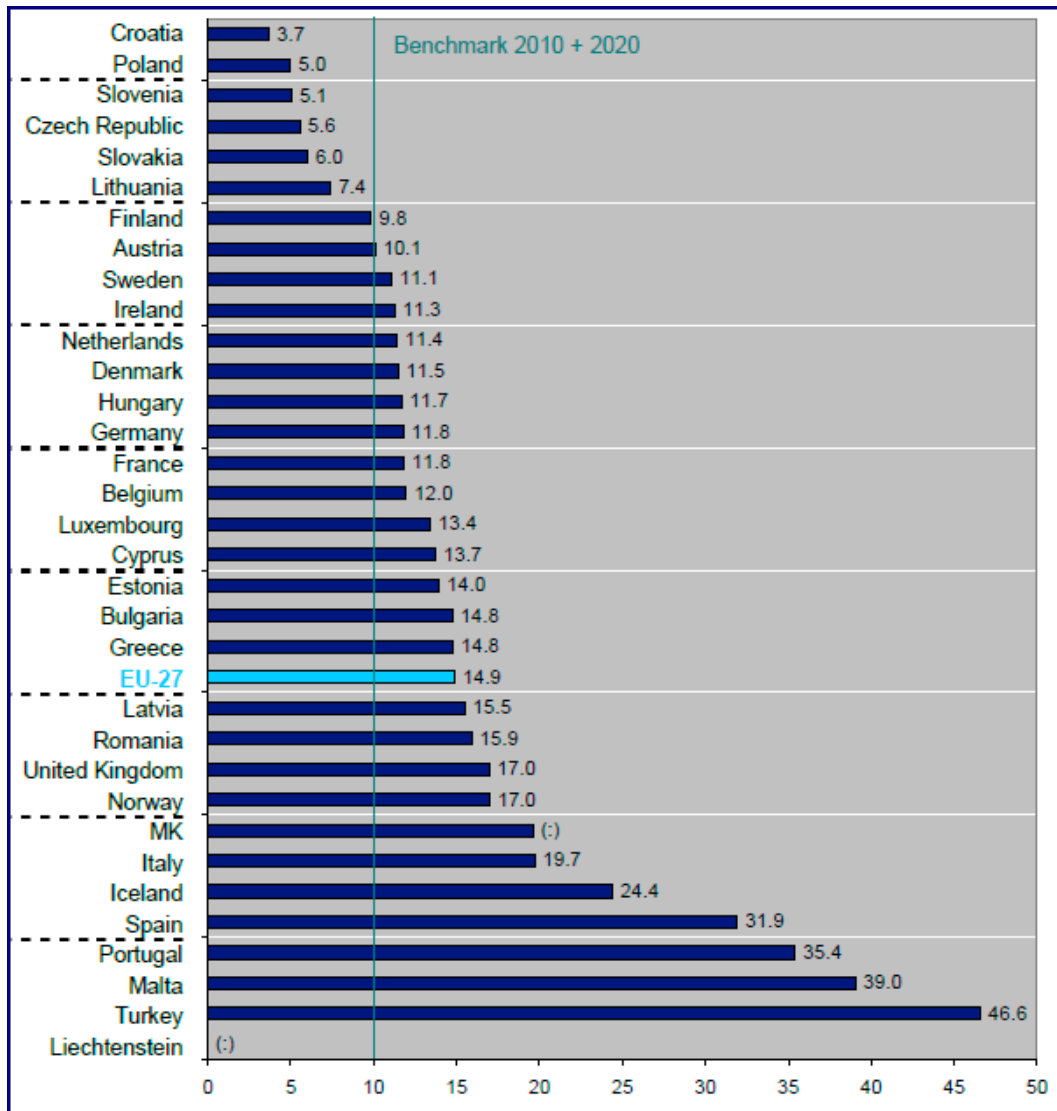
There is a continuous progress in reducing share of early school leavers. However, the benchmark of reaching 10% remains a very ambitious goal.



Six countries are already below the 2020 10% target: Croatia, Poland, Slovenia, the Czech Republic, Slovakia and Lithuania.

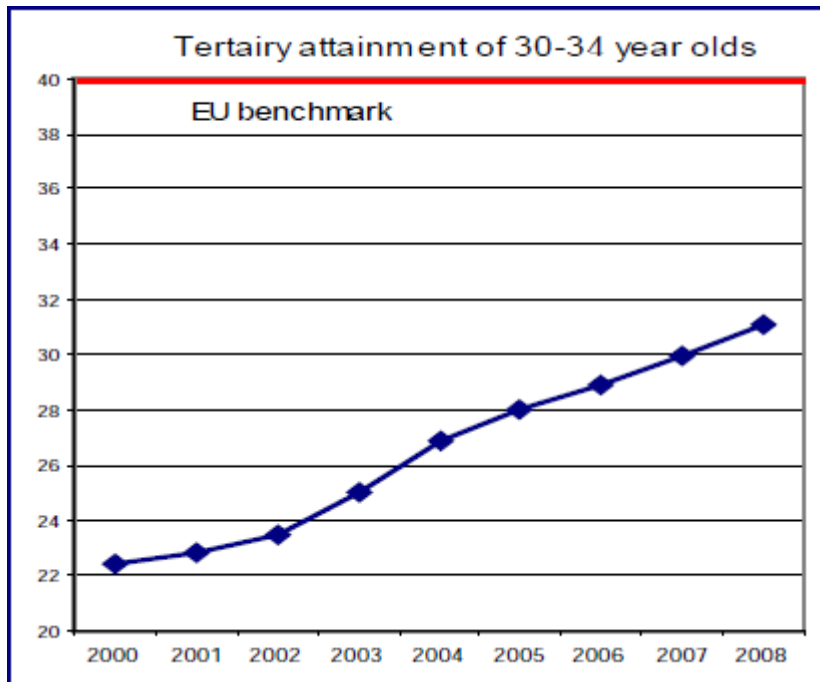
The highest levels of early school leavers are, amongst other countries, in Portugal and Malta. It is important to look at the reasons behind those figures. In Portugal, for instance, it appears that a high percentage of young people go working in the family enterprises, before finishing school. In Spain, given the fact that there are opportunities for well paid jobs for unqualified, young people don't feel the need to stay in education; they prefer earning money at a younger age.



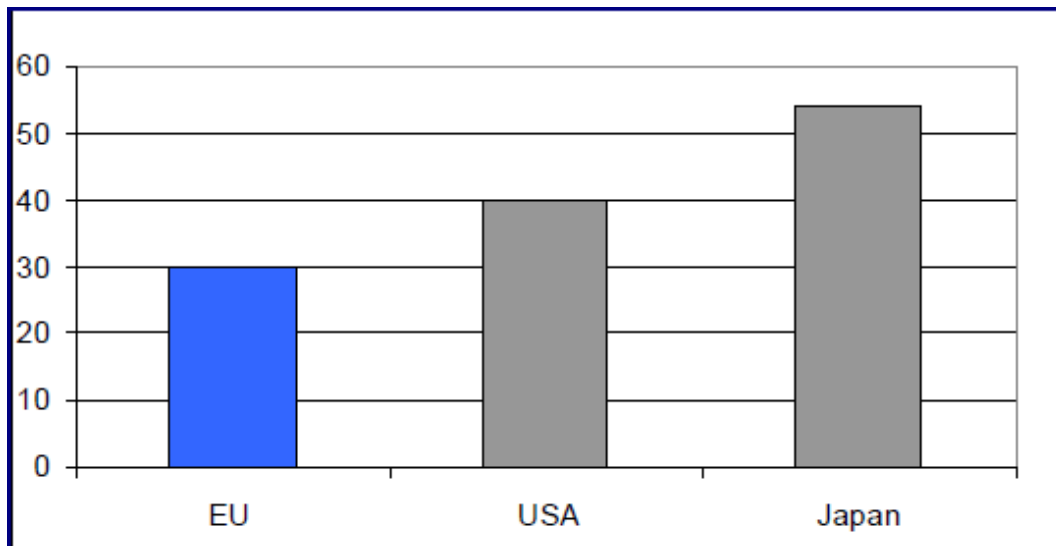


### *Tertiary attainment*

There is a continuous progress of tertiary attainment since 2000 in the EU: the goal of 40% should be attainable. Problem is that those who will have 30-34 years in 2020 are now 20-24 years old, and already in – or out – of higher education, it is difficult to influence through policy. Motivating school pupils to go to higher education will have no effect at all on this group; we will only see the effect later.



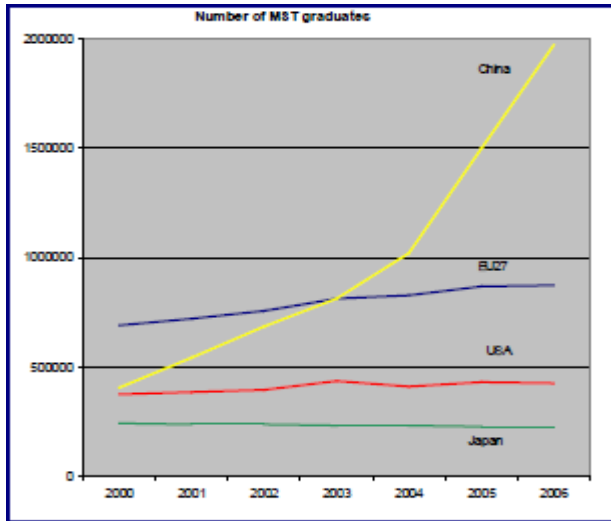
However, if we compare the rates of young adults in the EU (32%) with the rates of young adults in the US (40%) and Japan (50%), they are much lower.



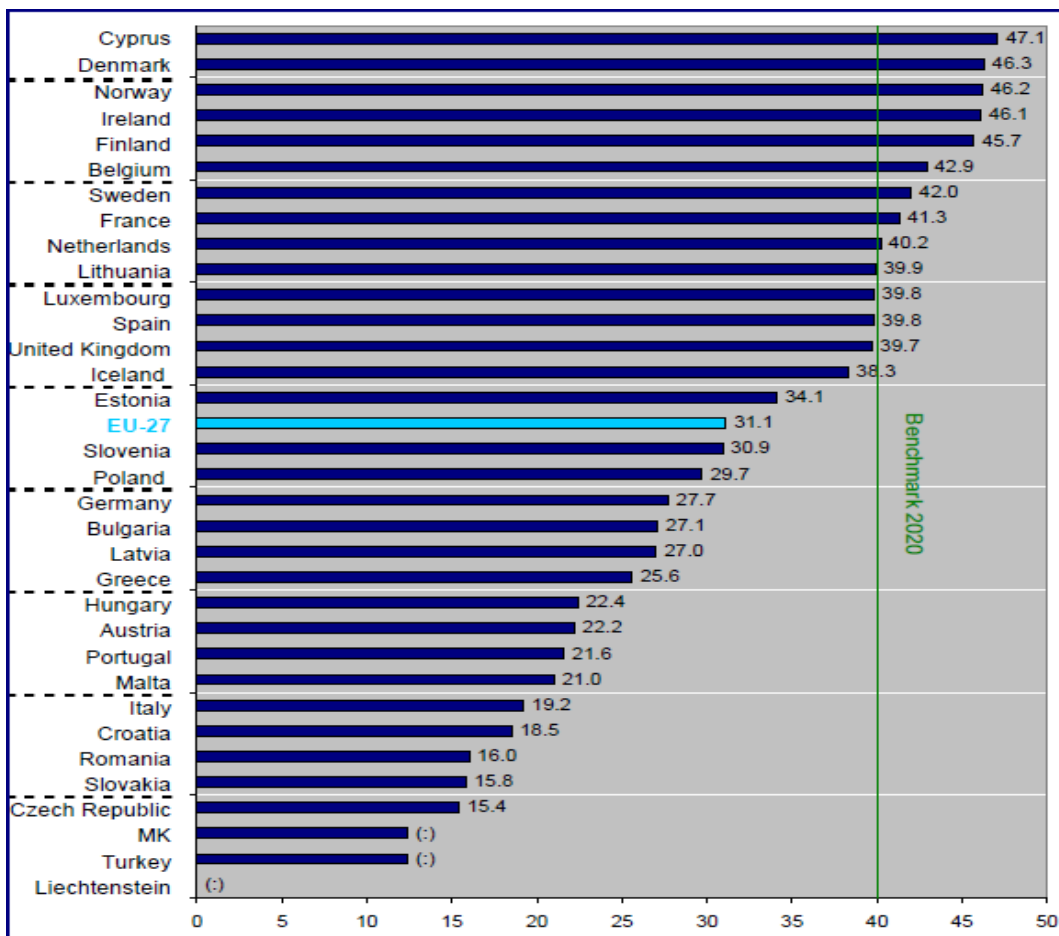
When we go to conclusions from these graphs, we have to bear in mind that this figures don't say anything about the quality of higher education. In the new member states, for instance, there are a lot of new students now, which leads sometimes to the ad hoc creation of schools. Working on the quality of this higher education will be a challenge in the near future.

Same thing as far as the evolution of the number of MST graduates is concerned: Europe is making progress, which is a good thing, but compared to China, this progress remains very modest (figures from 2006).

## 'BILDUNG' IN A LIFELONG LEARNING PERSPECTIVE



We see a wide range of results for tertiary attainment between the EU member states. Eight Member States are already above the 40% target: Cyprus, Denmark, Norway, Ireland, Finland, Belgium, Sweden and France. There is very low performance in the Czech Republic, Slovakia and Romania, but progress is strong in those countries.



Research and analysis are necessary in order to improve the understanding of education statistics. Several questions can be raised, that have to do with the credibility of data, the comparability of systems. Questions about cause and effect: are countries rich because they invest in education, or do they invest in education because there is money? Questions about correlation between different phenomena also: is there causality or maybe just co-variation?

Education changes are slow. Some changes over time are just statistic noise, and have nothing to do with real educational trends.

As a conclusion, M Deiss refers to D. Rumsfeld, saying 'There are unknown unknowns, things we don't know we don't know'....

The Commission Progress Report 2010/2011 with statistical data and information on composite indicators is available on the website of DG Education and Culture<sup>4</sup>.

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<sup>4</sup> [http://ec.europa.eu/education/lifelong-learning-policy/doc2881\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc2881_en.htm)

# Statements

## *The theme of 'Bildung'. Why ?*

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Recently, stakeholders in education and training have been witnessing an enhanced emphasis on the functional approach of education. Education and training seem to have as main objective to prepare young people for life in society, and to contribute to the development of a knowledge society and economy. According to the recent Europe 2020 Strategy, education plays a key role in achieving smart, sustainable and inclusive growth.

As a consequence, in European policy documents, the emphasis is put on tools, on competences, on measurable outcomes.

However, there is an anthropological tension between the two following questions:

- Do education and training have to provide young people (and adults in lifelong learning) with the competences, skills and knowledge that are useful for society?
- Or do education and training have to contribute to the development of the whole human being (cf. the meaning of 'humaniora')?

The need for a debate on the pedagogical mission of education and training is even more urgent in this period of economic crisis, where the economic returns of education and training are stressed, and in the context of rapidly changing societies, where young people, more than ever, need to make choices.

## *The EUNEC seminar: objective and context*

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We started from the 18<sup>th</sup> century definition of the concept of '*Bildung*', based on a humanistic ideal concept of the human being. '*Bildung*', according to Humboldt<sup>5</sup> aims at the harmonic development of the individual, of the human being as a whole. The question of '*Bildung*' is as old as human thinking. The concept is difficult to translate: there is no good equivalent for '*Bildung*' in many languages.

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<sup>5</sup> 'Wilhelm von Humboldt: The theory and Practice of Self-Formation (Bildung), 1791-1810'. Author: David Sorkin; Source: Journal of the History of Ideas, Vol. 44, No. 1 (Jan. - Mar., 1983), pp. 55-73; Published by: University of Pennsylvania Press

Several other concepts seem to be related to the general concept of '*Bildung*'. It sets forward the development of human qualities such as

- citizenship
- critical judgement
- creativity
- values
- general knowledge
- appreciation for arts and culture
- ability to deal with diversity and different cultural backgrounds
- tradition.

The main objective of the EUNEC seminar was to come to a common understanding of the concept of '*Bildung*', and to reflect on how this concept can be implemented in the contemporary education and training systems.

This common understanding was built up progressively in small working groups, discussing elements for reflection advanced by experts.

The present statements are an element to be kept in mind when EUNEC will reflect on New skills for new jobs in Autumn 2011.

### *How to put 'Bildung' into practice? How to link 'Bildung' to existing policy lines?*

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EUNEC wants to initiate a debate at political level to think about a contemporary interpretation of '*Bildung*'. Given the fact that outcomes related to '*Bildung*' are not easily measurable, the concept of '*Bildung*' is hardly present in European benchmarks and progress reports. There is a risk that this particular aspect of education of the human being is neglected, as other outcomes of education and training are more measurable, are more linked to employability and have a larger impact on the ranking of a country in international education statistics.

The emphasis on '*Bildung*' can be enhanced linking up to already existing European policy lines, through the open method of coordination, including peer learning. We refer to the European framework of key competences<sup>6</sup>. Four of them can be translated into '*Bildung*'.

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<sup>6</sup> The *Key Competences for Lifelong Learning – A European Framework* is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning that was published in the *Official Journal of the European Union* on 30 December 2006/L394. ([http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l\\_394/l\\_39420061230en00100018.pdf](http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00100018.pdf) )

- Sense of initiative and entrepreneurship
- Learning to learn
- Social and civic competences
- Cultural awareness and expression

On the informal meeting of European education ministers of 28-29 March, under the Hungarian presidency, two objectives of the education and training 2020 strategic framework have been stressed:

- Promoting equity, social cohesion and active citizenship.
- Enhancing creativity and innovation including entrepreneurship.

These objectives are translated explicitly into transversal competences

- Intercultural competences
- Respect for democratic values
- Respect for the environment
- Respect for fundamental rights
- Competence to interact positively with peers from different backgrounds
- A sense of initiative
- Cultural awareness

The fact that Europe stresses the competences above, reinforces schools and all those involved in education and training that work on '*Bildung*' is crucial.

EUNEC also refers to the title of the Europe 2020 Strategy: growth will have to be sustainable. One of the aspects of '*Bildung*' is indeed that young people should become aware of the fact that unlimited consumption will no longer be possible: sustainability is an important feature of '*Bildung*'.

Enhancing emphasis on '*Bildung*' in a broad sense can give trust to young people, give them something to hold on to and keep them on track and prevent them from dropping out of school. This way, working on '*Bildung*' can contribute to achieving one of the Europe 2020 headline targets.

### *Towards a contemporary definition of 'Bildung'*

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EUNEC is convinced that attention for the personal development of youngsters and their capability to live in society is part of the mission of education and training; we would like to see policy makers confirm this.

EUNEC does not deny the importance of knowledge transfer. We are in fact convinced that the functional approach of education and training and the attention for the pedagogical mission of education and training can go hand in

hand, are synergetic. Work on enhancing competences and '*Bildung*' can reinforce each other.

Education and training are now on a crossroad: is it all just about learning in order to compete? Or is it also about learning how to live happily? Choosing one of both directions is not an option. A strategic decision is necessary here. Europe has to be aware of the fact that, in order to be competitive, a society needs happy citizens.

During this working seminar, EUNEC started from a Humboldtian definition of the concept of '*Bildung*', putting emphasis on the development of the individual. After two days of discussions with experts and members of education councils coming from 12 European countries, we came to a broader understanding of '*Bildung*', as an interaction between an individual and a collective vision on education. '*Bildung*' can be defined in a broad sense: it is about personal development and about social development, brought together in a coherent and balanced way. The contemporary '*Bildung*' has two aspects: the content aspect (we want to give young people a broad view on the world, a kind of compass) and the process aspects: pupils will discover for themselves what they consider to be of value (or not) in finding their direction.

This brings us back to the words of Comenius: 'Omnes, omnia, omnitudo'<sup>7</sup>

- '*Bildung*' concerns all human beings (omnes). Everyone has a fundamental right on education: the choice of learning contents should allow everyone to enjoy education and to learn.
- '*Bildung*' is all-encompassing (omnia). All dimensions of the human being should be addressed by education, including the relation with the world and the others.
- '*Bildung*' concerns the whole world (omnitudo). Through education everyone should become prepared to engage oneself to a better world.

'*Bildung*' is thus an all-encompassing concept, which starts at birth and never ends. It is not only an individual process, but a collective interactive process that brings together different generations and different cultures. Quality input in the early years cannot be underestimated. This concept, by its nature, will have to be constantly redefined in interaction with the changing challenges from society.

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<sup>7</sup> 'Who's afraid of Bildung?', Hans Van Crombrugge, senior lecturer family pedagogy, Higher Institute of Family Sciences of the University College, Brussels (presentation at the EUNEC seminar, Budapest, 9 may 2011)



### *The crucial role of education and training*

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#### *- In early years*

Professor Edward Melhuish<sup>8</sup> insists on the importance of quality input in early childhood. Research demonstrates that the life conditions and education and care during early childhood have a large impact on learning (language learning and literacy, a.o.), behaviour (communication and receptiveness, a.o.) and mental and physical health. Investment at this early stage guarantees the best returns, in terms of employability as well as in terms of the personal development of the child.

EUNEC insists on the importance of giving particular attention to early childhood education and care: the foundations of '*Bildung*' are laid here, as well as the foundations of all learning competences.

#### *- In lifelong education and training pathways*

Richard Deiss, representing the European Commission, DG Education and Training, insists on the results of statistical studies demonstrating the difficulty of achieving equal opportunities. It is clear that the best jobs are for those with a master degree; it is clear that the ones struck hardest by the crisis are those with low levels of education. It is crucial that all have access to key competences; this was confirmed by EUNEC in 2006 in the statements on key competences.

EUNEC reaffirms the necessity of developing those key competence, with an emphasis on the most vulnerable target group: this is a question of equity, of dignity, of '*Bildung*'.

### *The crucial role of teachers and schools*

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If we consider '*Bildung*' to be a regulative principle, a challenging motive for education and training, it is clear that teachers play a crucial role. They are now so much pressured by the emphasis on knowledge transfer and competence building, that there seems little time left for work on '*Bildung*'. The focus in teacher training is very much on schooling and subject matters. EUNEC is convinced that learning to write, to read and to count is simply not good enough. Good teachers, crucial in a well functioning education and training system, are masters in '*Bildung*', through their personality they illustrate what '*Bildung*' means towards their pupils. For that reason, initial teacher training has to focus to skills that help teachers to give their pupils a broad view on the world: teachers have to have good knowledge of their

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<sup>8</sup> Edward Melhuish, professor of Human Development & Executive Director National Evaluation of Sure Start, Birkbeck, University of London (presentation at the EUNEC seminar, Budapest, 9 May 2011)

subject, but also develop a good pedagogical attitude and be prepared to continue developing.

Education needs superb teachers. However, it is necessary that the attention that teachers pay to '*Bildung*' can be translated in terms of workload in order to make a constructive dialogue with teacher trade unions possible.

But teachers should not be left alone. Schools have to formulate a clear educational vision reflecting the values of the school. This way, the teacher can lean on the vision of the school. But the development of a vision is only a first step. Schools also have to create space for '*Bildung*' in the curriculum. Only this way, the educational vision of the school becomes a tool that allows to enhance attention for '*Bildung*'.

## List of Participants

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