Schools in the 21st Century

23-24 October 2008 - Tapio Saavala
Education and Training
2010 work programme

How does it work?

1. Where are we?
   • Data, indicators, analysis

2. Where do we want to go?
   • Objectives, benchmarks

3. How do we get there?
   • Recommendations,
   • Reference tools,
   • Learning from good practice
   • Lifelong Learning Programme

Goal: “Comprehensive lifelong learning strategies”
Lifelong learning strategies?

1. Lifelong Learning
2. Life-wide learning
3. Quality of systems:

- Right competences for all?
  - Personal fulfilment
  - Social inclusion/citizenship
  - Employability/careers

Equity (access – treatment – outcomes)?
-> Quality of teachers & staff?

From cradle to grave

<table>
<thead>
<tr>
<th>Formal</th>
<th>Non-formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td></td>
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</tbody>
</table>

100... years

0 years
## Equity: EU benchmarks 2003-2010

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Situation today</th>
<th>2010 Target</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early school leaving</td>
<td>14.8%</td>
<td>10%</td>
<td>+ -</td>
</tr>
<tr>
<td>Completion of upper secondary</td>
<td>78.1%</td>
<td>85%</td>
<td>+ -</td>
</tr>
<tr>
<td>Participation of adults in learning</td>
<td>9.7%</td>
<td>12.5%</td>
<td>+ -</td>
</tr>
<tr>
<td>Low achievers in reading literacy</td>
<td>24.1%</td>
<td>15.5%</td>
<td>-</td>
</tr>
<tr>
<td>Maths, science, technology graduates</td>
<td>achieved</td>
<td>Increase of 15%</td>
<td>+ but...</td>
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</table>
Recommendation on key competences for lifelong learning

A ‘Key Competence’ is a combination of..... that serves for:

- Knowledge
- Skills
- Attitudes

- Personal fulfilment
- Social inclusion & active citizenship
- Employment
Key Competences

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning-to-learn
6. Social and civic competence
7. Initiative taking and entrepreneurship
8. Cultural awareness and expression
Key competences for all – schools as ‘learning communities’

Within the school…
Role of each subject?
What between subjects?
What as a whole school project?
Who coordinates - leadership?
Ethos of school?
Time and incentives for collaboration?
Assessment of competences?

Working with local community; parents; enterprises; NGOs; other schools…

Learner’s experience…. And development of key competences…
Communication on Teacher Education - 2007

Teachers do matter!
• teacher quality the most important within-school aspect explaining student performance
• in-service teacher training correlates positively with student achievement

But being a teacher has changed:
• Knowledge, but also skills and attitudes for lifelong learning
• Diversity of students growing, need to collaborate and “co-construct learning”

Therefore, more focus on:
• Initial education - induction – in-service training: continuous professional development
• Culture of reflective practice & research
‘Competences for the 21st Century’
Three areas for joint work:

<table>
<thead>
<tr>
<th>Focus on competences</th>
<th>High quality learning for all</th>
<th>Teachers and school staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key competences</td>
<td>Early learning</td>
<td>Teacher competences and qualifications</td>
</tr>
<tr>
<td>Literacy/numeracy</td>
<td>System equity</td>
<td>and qualifications</td>
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<tr>
<td>Learning to Learn</td>
<td>Early school leaving</td>
<td>School leadership</td>
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<tr>
<td>Personalised learning</td>
<td>Special needs</td>
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<tr>
<td>Assessment</td>
<td>School development: ‘learning communities’</td>
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</tbody>
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More information...

http://ec.europa.eu/education/lifelong-learning-policy/doc64_en.htm

Thank you!