

# Regional ERI SEE conference

## *“Introduction and implementation of standards-based education in SEE – models and challenges”*

### Creativity and standardization



Anton Dobart

Belgrade

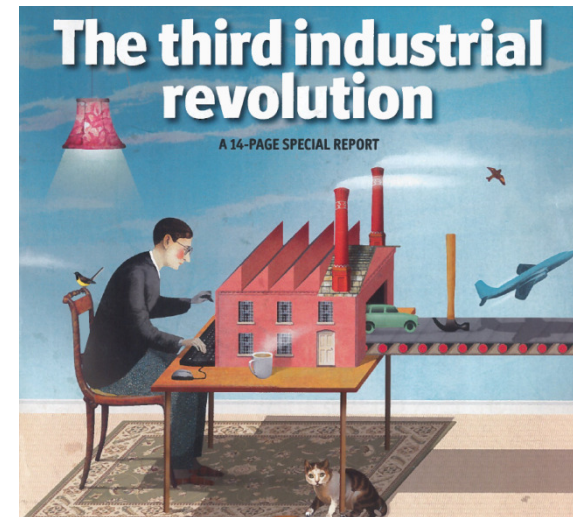
December 2012



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## ET2020 – the context

- Europe 2020 Strategy for growth and jobs
- Economic crisis and high unemployment
- Changing labour markets and demographic aging
- Meeting future skills needs, increasing qualifications
- Investing in education and training



Source: Economist

# EU 2020 – European Strategy for Jobs and Growth

The strategy focuses on the key areas where action is needed to boost Europe's competitiveness and growth potential: knowledge and innovation, a greener economy, high employment and social inclusion

## Priorities at the heart of „Europe 2020“:

- **Smart growth** – developing an economy based on knowledge and innovation
- **Sustainable growth** – promoting a more resource efficient, greener and more competitive economy
- **Inclusive growth** – fostering a high-employment economy delivering economic, social and territorial cohesion

## Priorities at the heart of „Education and Training 2020“:

- **Make lifelong learning and mobility a reality**
- **Improve quality and efficiency**
- **Promote equity and active citizenship**
- **Promote innovation and creativity, including entrepreneurship**

# Strategic Framework E&T 2020

- **Make lifelong learning and mobility a reality**
  - Lifelong learning strategies, incl. guidance
  - EQF/validation/learning outcomes
  - Expanding Learning Mobility
- **Improve quality and efficiency**
  - Language competences
  - Professional development of teachers and trainers
  - Governance and funding
    - HE Modernisation
    - VET quality assurance
  - Basic skills
  - New skills for new jobs
- **Promote equity and active citizenship**
  - Early school leaver
  - Pre-primary education
  - Migrants
  - Learners with special needs
- **Promote innovation and creativity, including entrepreneurship**
  - Transversal key competences
  - Innovation friendly institutions
  - Partnership

# Thematic Working Groups 2012-2014

## Transversal Groups

Languages in Education and Training (until May 2014)

Entrepreneurship Education (until June 2013)

ICT and Education (until June 2013)

## School Education

Professional Development of Teachers (until June 2013)

Math, Science and Technology (until June 2013)

Early School Leaving (until Dec. 2013)

Early Childhood Education and Care (until March 2014)

## Focus of work is on...

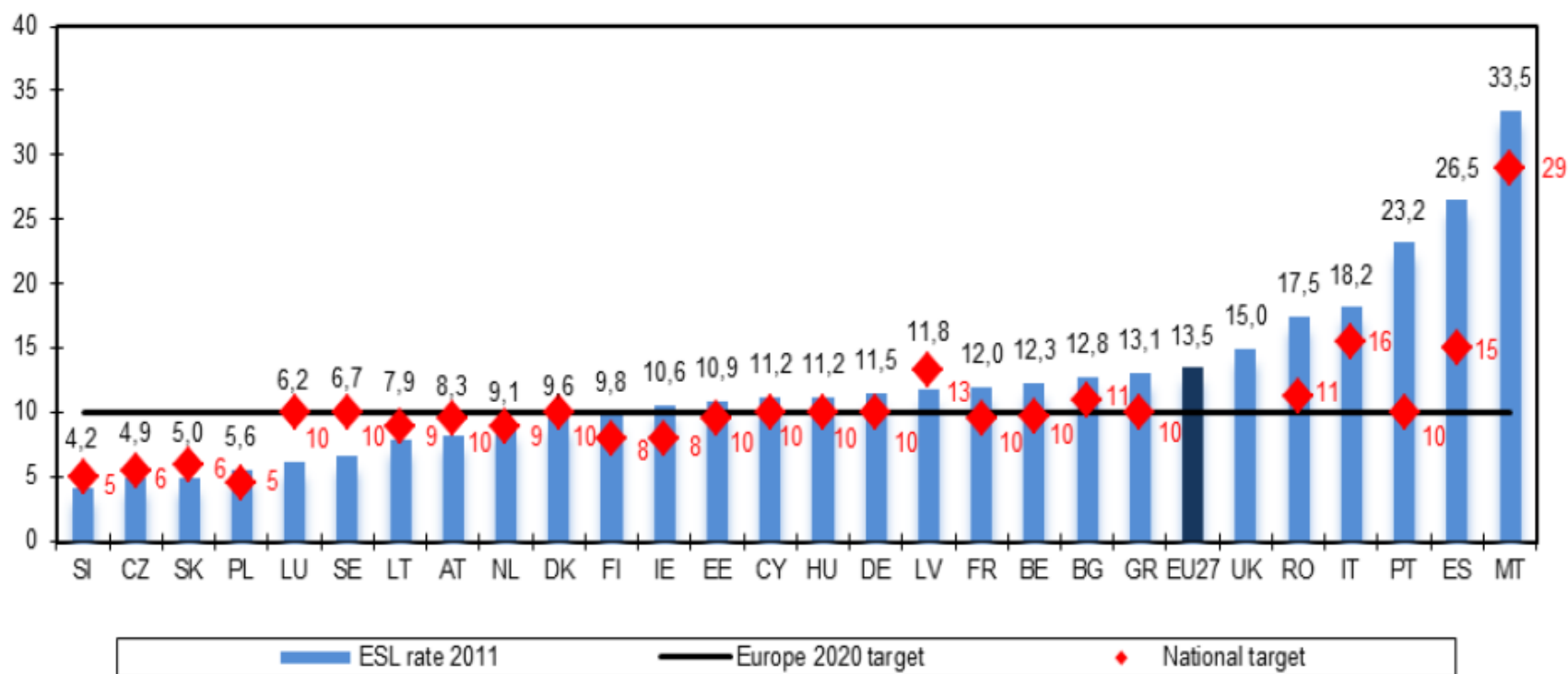
...peer learning and peer reviews

...production of evidence

...clear mandates and outputs, dissemination strategy

...feeding results back into political process

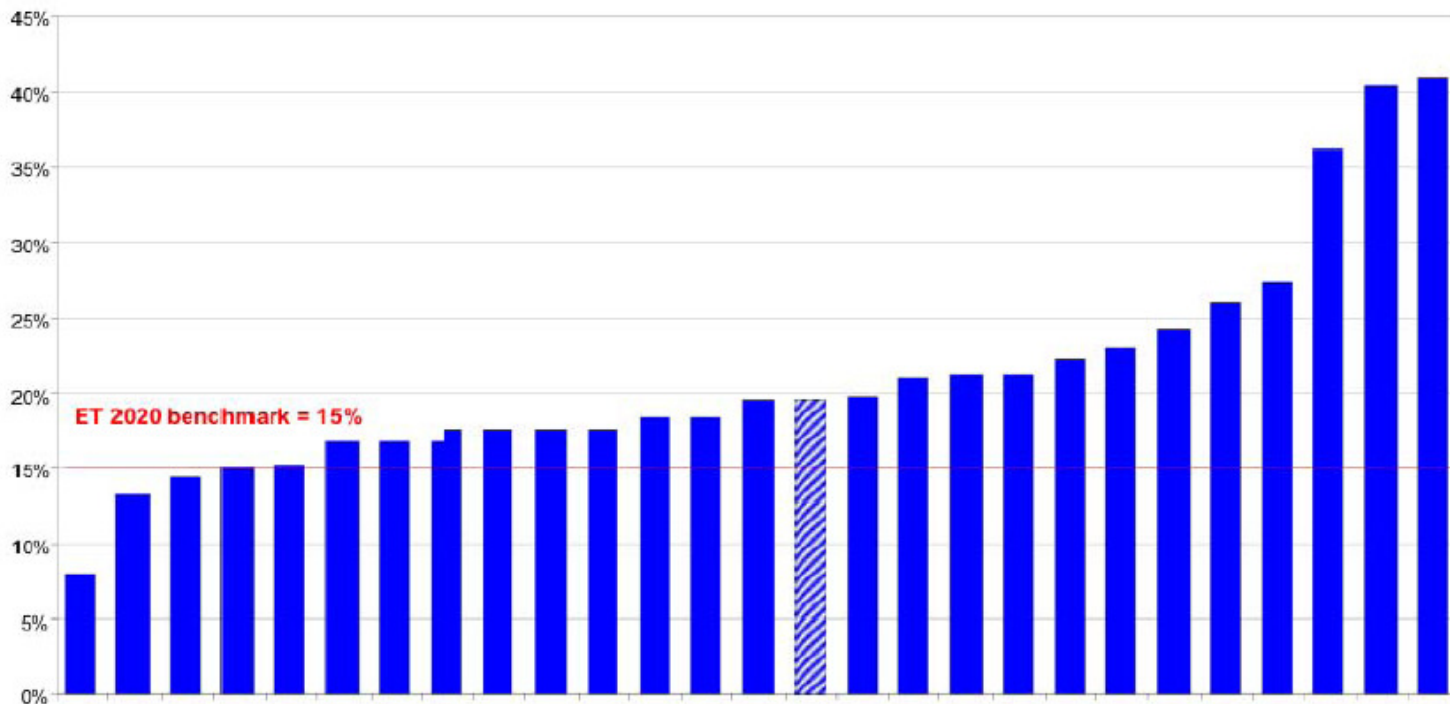
# Rates of Early School Leaving (ESL) must improve significantly to reach the 2020 target



Source:  
Rethinking Education - Xavier Prats Monné, EC-DG-EAC

# Basic skills levels are still lacking in many countries

## Percentage of low achievers in reading (15 year-olds, %), 2009



Source:  
Rethinking Education - Xavier Prats Monné, EC-DG-EAC

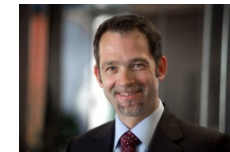
# Walter Huber: Skills for the future – The view of a global player



We need the best employees –  
at every job, everywhere in the world

## • Employees who...

- work in teams
  - across organizational units
  - across national borders
  - across disciplines
  - with internal and external partners
- easily adapt to new situations
- have a high degree of geographical mobility
- are willing and able to pursue lifelong learning
- perform their jobs independently and on their own authority
- take personal responsibility for what they do



Today's working environment offers great freedom,  
but also demands a lot from employees.

## OECD

# Skills: the global currency of the 21st century

“Skills have become the global currency of 21st century economies. Without sufficient investment in skills, people languish on the margins of society, technological progress does not translate into productivity growth, and countries can no longer compete in an increasingly knowledge-based global economy. And, at a time when growing economic and social inequalities are a major challenge, effective skills policies must be part of any response to address this challenge. But this ‘currency’ depreciates as skill requirements of labour markets evolve and individuals lose the skills they do not use. For skills to retain their value, they must be continuously maintained and upgraded throughout life so that people can collaborate, compete and connect in ways that drive economies forward.”

# Creativity and Innovation for Smart Growth

- **CREATIVITY** is multidimensional. It manifests itself in every field of endeavour. It is a cognitive ability, a form of intelligence. It involves the ability to combine data and information and to synthesize it and the confidence to take risks.<sup>2</sup>
- **INNOVATION** is a new or significantly improved product (good or service), or process, a new marketing method, or a new organizational method, business practice, workplace organization or external relations”<sup>1</sup>

**Innovation** can be understood

„as a process of collective creation, in the course of which the members of a particular total population learning i.e. invent and establish, new ways of playing the social game of collaboration and conflict, in a word a new social practice, and in the course of which they acquire the necessary ... abilities to do this.“

<sup>1</sup> Oslo Manual, OECD 2006

<sup>2</sup> Council of the European Union: Background paper on promoting creativity and innovation in education and training. Brüssel, 25.02.2008

# Competences and Skills for the 21st Century

## Key competences for Lifelong Learning-European Reference Framework

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

[http://ec.europa.eu/education/policies/2010/objectives\\_en.html#basic](http://ec.europa.eu/education/policies/2010/objectives_en.html#basic)

## Seven Survival Skills

1. Critical Thinking and Problem Solving
2. Collaboration Across Networks and Leading by Influence
3. Agility and Adaptability
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination

Tony Wagner: The Global Achievement Gap

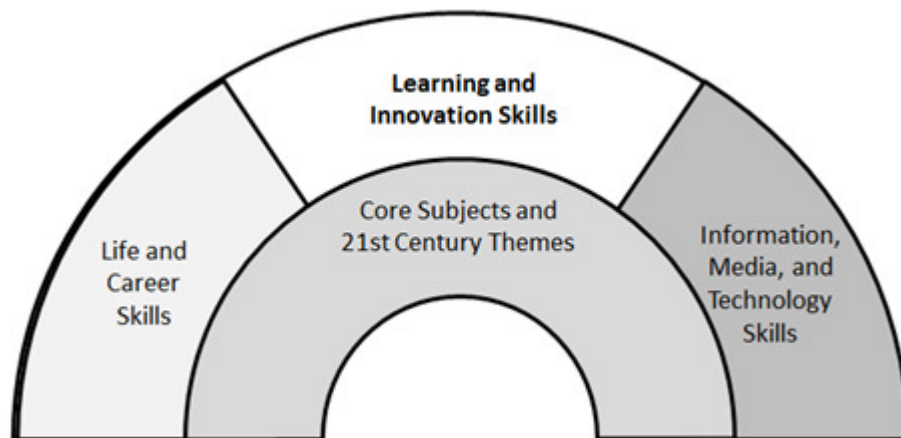


Figure 3.2. The 21st Century Knowledge-and-Skills Rainbow

### Learning and Innovation Skills

- Critical thinking and problem solving (expert thinking)
- Communication and collaboration (complex communicating)
- Creativity and innovation (applied imagination and invention)

### Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Interaction
- Productivity and Accountability
- Leadership and Responsibility

### Information Media, and Technology Skills

- Information Literacy
- Media Literacy
- ICT Literacy

[www.21stcenturyskills.org](http://www.21stcenturyskills.org)

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# Tranversal Competences and New Professionalism of Teachers

## 1. Skill development strategy

- Maximize the use of skills
- Ensure that people use their skills effectively
- Ability to assess quality and quantity of skills available
- Determine and anticipate skills required in labour market
- Establish effective and equitable arrangements of foundation skills
- Build a base for LLL
- Foster whole government approach and include all relevant stakeholders

## 2. Development of new professionalism of teacher

- Need for a system that teaches learners skills regardless of their starting point
- Reorganization of classes so as to identify and remediate individual pupil's difficulties with the support of all school staff (teachers, principals, counselors)
- Democratization of institutions
- Implementation of measures to make teacher profession more attractive
- Utilization of new digital media and social networks
- New innovative learning settings

## 3. Strategic planning and investment in infrastructure, education and jobs

- Replacement of collective problem solving by institutional based networks
- Creation of innovation networks (universities, research centres, service providers, education institutions and business networks)
- Creation of regional approach in knowledge transfer, research, infrastructure and training

# Three Key Levels of Action

## Learning and Teaching, School organization, Governance

- Innovative developments in the relationship between learners and lecturers
  - Creativity needs space
  - Individual and institutional networking needed
  - Change of performance assessment needed
  - Roles of teachers need redefining
- 
- More flexible structure and organization of schools
  - Open-minded organizations can support the creativity of students and learners
  - Establishing team structures
  - Change in teachers' training
- 
- Strengthening autonomy of schools to support and fosters creativity and innovation
  - Increasing school democracy creates an innovative climate
  - Integration and inclusion
  - Regional educational activities – regional education management
  - Dissemination of new and innovative ways of learning
  - Development of quality through standards in education

## Educational Trends and Settings

- Students' identities and destinies will be fluid
- Customized learning
- Education will be user-led, teach less learn more
- Education will be lifelong, formal and informal
- Schools will be culturally heterogeneous;
- Schooling as response to social and cultural diversity
- Collaborative group learning
- Roles will be blurred and overlapping;
- Education will be unconstrained by time and place
- Availability of diverse knowledge sources
- Schools and teachers will be embedded in complex, interconnected networks; and,
- Assessment of the conceptual understanding

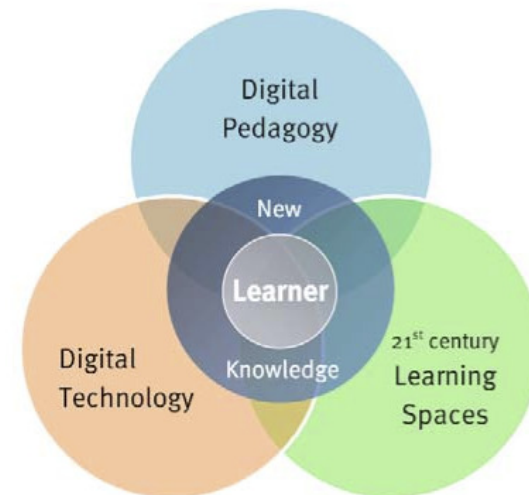
## Professionalism

Teachers now and in the future must know how to:

- Teach the Googled learner, who has grown up on virtual-reality games and can find out almost everything with a few taps of the finger
- Work with a student body that's increasingly diverse (by 2030, 40 percent of students or more will be second-language learners)
- Prepare kids to compete for jobs in a global marketplace where communication, collaboration, critical thinking, and creative problem-solving are the "new basics"
- Help students monitor their own learning using sophisticated tools to assess whether they meet high academic standards, and fine-tuning instruction when they don't; and
- Connect teaching to the needs of communities as economic churn creates family and societal instability, pushing schools to integrate health and social services with academic learning

# Enabling Spaces – Learning Environment

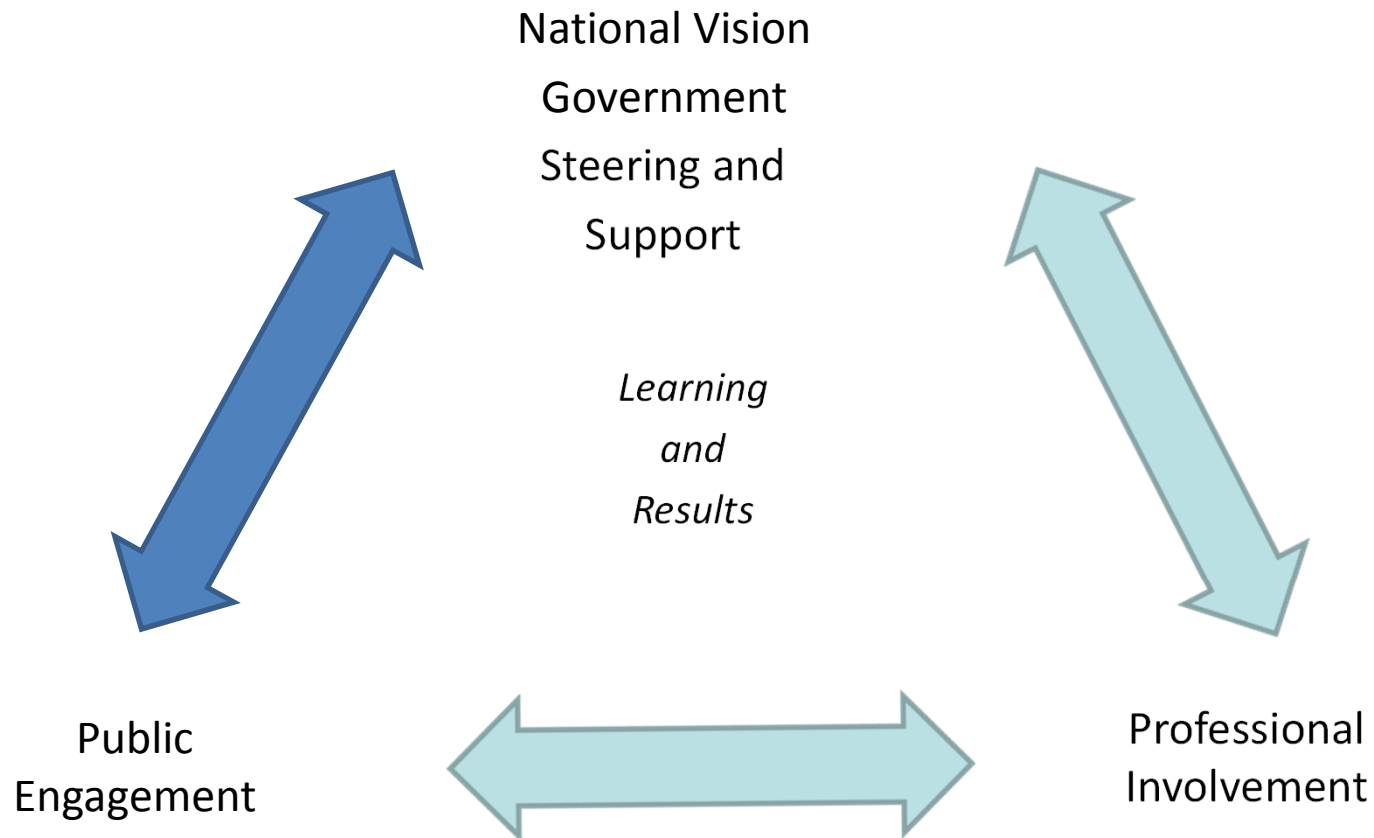
- Physical space not only as a „place to sit“ or a „place to communicate“, but as a fulcrum for the learners productivity and creativity
- Space: multidimensional, physical/architectural, social (trust), cognitive, emotional, technological, epistemic, cultural, (attribute)
- Learning space as a physical place and space in which learning takes place
- Internet and mobile technology has helped to redefine learning spaces
- Self-direction, collaboration, creativity, risk-taking, prioritisation, presentation, classification and critical analysis and reflections have to propell a reconsideration of the physical and virtual learning environments
- Digital technologies have enabled effective online spaces for learning which are possible when the physical and virtual learning spaces are considered along with the pedagogy and digital technology



Source:

<http://jperk30.edublogs.org/2009/11/07/enabling-21st-century-learning-spaces/>

# From Government to Governance



Source:

[http://education.alberta.ca/media/6451052/the\\_fourth\\_way\\_of\\_leadership\\_and\\_change-andy\\_hargreaves.pdf](http://education.alberta.ca/media/6451052/the_fourth_way_of_leadership_and_change-andy_hargreaves.pdf)

# Five Pillars of Purpose and Partnership

- **An Inspiring and Inclusive Vision**
- **Public Engagement**
- **No Achievement Without Investment**
- **Corporate Educational Responsibility**
- **Students as Partners in Change**

Source:

[http://education.alberta.ca/media/6451052/the\\_fourth\\_way\\_of\\_leadership\\_and\\_change-andy\\_hargreaves.pdf](http://education.alberta.ca/media/6451052/the_fourth_way_of_leadership_and_change-andy_hargreaves.pdf)

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**for your attention!**

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