

Education in Europe in the 21st Century: Trends and Challenges

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Education is institutionalised

**Institutions
reflect values
in society**

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The robust model of schooling *I. Underlying values*

- Industrial mode of development
- Enlightenment
- Emergence of nation states
- Meritocracy

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The robust model of schooling *II. The school as an institution*

- Screening
- Standardisation
- Codified objectives and curricula
- Fixed temporal and spacial arrangements
- Latent functions
- Strong bonds with state bureaucracy
- Knowledge paradigm

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Change

- Increase of participation
- From supply to result based vision
 - Convergent forces from administrators, researchers, practitioners
 - Resistance, lack of knowledge, proletarianisation of teachers
- Emergence of competence based vision
 - focus on effects, rather than results

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Limits on growth I

Internal pressures

- Upper limit of hidden talent
- limited type of possible achievements sets limits to effectiveness
- Self-generating growth leads to lack of external relevance

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Limits on growth II

External pressures

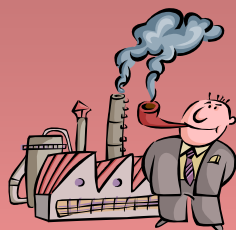
- The knowledge paradigm
- Identity and social texture
- Globalisation

The rise of the network society

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The emerging network society



from:

Order, rules, hierarchy, separation between thinking and doing, task/time, planning/control, stock of knowledge, standardisation, growth, mass production

to:

Change, design, innovation, horizontal relations, integrative competences, employability, variety, complexity, flow of knowledge, mass-individualisation



These Forces pose greater demand on people



Consequently: people express higher demands for work, life and education

Higher, and especially different demands

KPE

Scenarios for the future

The "status quo extrapolated"

Scenario 1: "Robust bureaucratic school systems"

- Strong bureaucracies and robust institutions
- Vested interests resist fundamental change
- Continuing problems of school image and resourcing

Scenarios for the future

The "status quo extrapolated"

Scenario 2: "Extending the market model"

- Widespread dissatisfaction leads to re-shaping public funding and school systems
- Rapid growth of demand-driven "market currencies", indicators and accreditation
- Greater diversity of providers and professionals, greater inequality

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Scenarios for the future

The "re-schooling" scenarios

Scenario 3: "Schools as core social centres"

- High levels of public trust and funding
- Schools as centres of community and social capital formation
- Greater organisational/professional diversity, greater social equity

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Scenarios for the future

The "re-schooling" scenarios

Scenario 4: "Schools as focused learning organisations"

- High levels of public trust and funding
- Schools and teachers network widely in learning organisations
- Strong quality and equity features

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Scenarios for the future

The De-schooling scenarios

Scenario 5: "Learner networks and the network society"

- Widespread dissatisfaction with/rejection of organised school systems
- Non-formal learning using ICT potential reflect the "network society"
- Communities of interest; potentially serious equity problems

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Scenarios for the future

The De-schooling scenarios

Scenario 6: "Teacher exodus – The 'meltdown scenario'

- Severe teacher shortages do not respond to policy action
- Retrenchment, conflict, and falling standards leading to areas of "meltdown", or
- Crisis provides spur to widespread innovation but future still uncertain

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Three cases

- European educational policy makers prefer re-schooling
- Finnish system: from meritocratic model to neo-liberal model. [The Finnish Case](#)
- European Commission: Life long Learning.

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Assimilation or transformation?

- *Transformation cannot be expected from large innovation-projects*
- *Rather: emerging practices – often outside education.*

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From Schooling to Learning I

Learning patterns

- Micro-choice and self-directed learning
- Learning networks/communities
- Long timelines in tertiary education
- Financing of individuals and not institutions

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From Schooling to Learning II

Educational institutions and learning venues

- Diversification of learning venues
- In- and outsourcing and specialisation
- Internationalisation
- Open to other life worlds and community projects
- Quality management focus on:
 - Strategic human resources management
 - Orientation towards consumers and "users"
 - Knowledge-management

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From Schooling to Learning III

Learning content and methods

- Innovation-competencies in real-life contexts
- Less emphasis on assessment of individual outcomes
- ICT at home and in the street

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From Schooling to Learning IV

Teachers in the knowledge society

- Diversification of teachers, specialisation in educational competencies
- Partnerships of educational entrepreneurs
- Vision, motivation, a sense of direction
- Knowledge Space for staff
- Challenging tasks for faculties of education

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The Finnish Case

The Former Finnish model (The Meritocratic Model)

- The goal is educational equality and through it social equality
- Common school system for all
- Highly centralised state control
- Uniform curricula
- Expertise seen to rest with teachers and officials
- Education is totally public monopoly
- Education totally funded publicly
- Great autonomy for education
- Bureaucratic administration
- Targeted pre-panned funding

The Neo-Liberal model of the 1990's

- Competition between individuals and schools
- Diversification and stratification of the school system
- Growth of regional and school-specific decision-making power (deregulation, decentralisation)
- Differentiated curricula
- Stronger parental choice
- Some degree of private competition
- private funding entering education
- Evaluating the profitability of education beginning (The evaluative state)
- Managerialisation of administration
- lump budget funding

Return to [Three cases](#)