



JAPANESE MINISTRY OF EDUCATION
CULTURE, SPORTS, SCIENCE AND TECHNOLOGY



HIROSHIMA UNIVERSITY

INTERNATIONAL OECD/JAPAN SEMINAR

SCHOOLING FOR TOMORROW

“Futures Thinking for Education: Policy, Leadership and the Teaching Profession”

OECD SUMMARIES OF THE COUNTRY NOTES

AUSTRALIA/SOUTH AUSTRALIA

“CREATING THE FUTURE”

Background:

Demographic change is influencing South Australia’s education with more schools facing sub-optimal enrolment numbers, underutilised resources and inequitable education provision. Through its *Creating the Future* project, South Australia’s Department of Education and Children’s Services (DECS) is exploring ways to meet these challenges. Scenario planning has been utilised to create a vision for education 10-15 years ahead, based on an analysis of communities’ needs.

Objective:

The project aims to create better learning opportunities for every child in the public education system by:

- Gathering perspectives from communities on educational futures,
- Embedding scenario planning into strategic planning,
- Developing leadership through enhanced capacity for inquiry and innovation.

Target: Pre-primary, primary and secondary education

Timeframe: 2004 – 2011

Who runs it: DECS with a Steering Committee representing a range of stakeholders but with a cross-agency approach. The Committee is responsible for the overall aims of the project.

How does it work:

- *Phase 1* worked through community consultations seeking views of over two thousand people across the State to understand how best to deliver schooling in the next decade.
- The identified trends and priorities were examined further in *phase 2* which used futures thinking and scenarios. Three scenarios were established; the *cluster school*, the *community centre* and the *village*.
- Building on the positive elements outlined in these scenarios, the project’s *third phase: “Education Works”*, acts out through several subprojects to create better learning opportunities for every child in the public education system.

Evaluation:

The project will develop a responsive and contextual design evaluation strategy, working, among others, with a group of health research professionals.

Project related websites:

<http://www.decs.sa.gov.au/deptinit/>

<http://www.educationworks.sa.edu.au/files/links/EducWorksBrochFinal.pdf>

AUSTRALIA/VICTORIA

“FOCUS ON THE FUTURE”

Background:

With a highly devolved schools management system, the Victorian Government aims to provide all students with a quality school education and a genuine opportunity to succeed. To achieve this, Victoria has undergone major reform with the release of the Blueprint for Government Schools Reform Agenda in 2003, linking across many initiatives.

Priority areas include: Recognising and responding to diverse student needs; building the skills of the education workforce to enhance teaching-learning; continuously improving schools.

Objective:

The programme utilises trends and scenarios thinking, together with toolkit prototypes, to engage and assist the education system at all levels (schools, regions, central authorities) in building preferred futures and to inform the further development of the State's reform agenda.

Target: Primary and secondary education

Timeframe: 2005 – 2006

Who runs it: Department of Education & Training State of Victoria

How does it work:

Through a series of workshops, **stream 1** exposes as many schools and system leaders as possible to the concepts of futures thinking. **Stream 2** follows up with a small number of schools - those accredited as part of the current *Performance and Development Culture* reform agenda - looking at what future schools will need to belong to the leading-edge, accredited group.

Evaluation:

An evaluation team participates in the development of the workshops process and materials.

Project related websites:

http://www.sofweb.vic.edu.au/knowledgebank/infocus/mar2006_focusonthefuture.asp

<http://www.sofweb.vic.edu.au/blueprint/default.htm>

<http://www.education.vic.gov.au/about/directions/schoolsin2020.htm>

AUSTRIA

REFORM DIALOGUE

Background:

In 2003 the Austrian Minister for Education launched a public discussion on reform and appointed an expert committee for future development, to analyse major problems with the school system and to provide strategies and measures for quality improvement. The Austrian contribution within the SfT framework is integrated into this broader reform discussion, bringing in several projects looking forward to a holistic approach to reform.

Objective:

To establish a framework in which Austria is best prepared for the future challenges of a modern society and for a rapidly-changing economy. The following levels have been distinguished regarding the aims needed to sustain comprehensive reform: system aims (such as equity, integration and justice), educational aims for the learners (e.g. qualifications for active participation in the labour market and competences for citizenship), and quality aims for the classroom (with the focus on personalised learning).

Target: Primary and secondary education

Timeframe: 2006 -

Who runs it: Ministry of Education/Futures Ministry, its expert committee for futures development

How does it work: The Reform initiative has organised an open access Internet platform, expert meetings and provincial information events to share a reform dialogue. The reform is sustained through legislation enabling greater flexibility e.g. measures to enhance school autonomy. Teachers and school management are supported to sustain the changes towards the desired directions for 'new schools'.

Evaluation: By the end of 2006, the Ministry for Education will submit a progress report on quality development and assurance, including on the new trans-regional inspectorates for quality assurance.

Project related websites:

http://www.dieneueschule.gv.at/index.jsp?cur_nav=2

<http://www.klassezukunft.at/>

CANADA, ONTARIO

'TEACHING AS A PROFESSION'

Background:

In Ontario's English-speaking school system, the futures 'Teaching as a Profession' initiative was launched after a period of repeated reforms aimed at improving curricula, assessment, accountability, and regulating the teaching profession had had a negative impact on education's industrial relations. This scenario work was used to open up discussion about the futures of teachers and teaching to address an atmosphere of entrenchment and lack of dialogue among key stakeholders.

Objective: To establish fruitful dialogue and strategic thinking among stakeholders and address the sustainability of educational policies. The development, use, and evaluation of futures thinking will contribute to meeting the challenges within the educational sector in Ontario and other participating jurisdictions.

Target: Primary and secondary education

Timeframe: 2002 –

Who runs it: Ontario Ministry of Education

How does it work: In the earlier phases, the project's study group helped develop a series of workshops, which utilised and modified OECD scenarios concerning the future of teachers and teaching. To bring the work nearer to political realities, the present phase considers future scenarios in conjunction of current policy initiatives from Ontario and elsewhere in Canada, partly involving policy makers. The project has also successfully tested a different approach, Janus scenarios: this means looking both to the past, through actual cases of reforms, and the future. Scenario thinking in the context of real policy issues has shown promise for supporting change in the system.

Evaluation: Each workshop has been evaluated by the participants with the results utilised in the further development of the project.

Project related websites:

<http://www.edu.gov.on.ca/eng/>

CANADA, ONTARIO

‘VISION 2020’

Background: Six years after Ontario’s francophones gained access to school governance, Vision 2020 was designed to meet the province’s educational needs concerning its French-speaking minority. The Ministry of Education, French-language educational institutions, and various partners in education sought to define the challenges they face in delivering quality French-language education and to reflect on the future.

Objective: To establish a dialogue involving the Ministry of Education, education partners, and representatives of the youth generation, to develop a shared vision of French-language education in Ontario, sustained by joint strategies. One outcome of the process will be a participatory Facilitation and Consultation Kit, paving the way to developing Vision 2020’s classroom learning tools.

Target: Primary and secondary education

Timeframe: 2002 – 2007

Who runs it: Ontario Ministry of Education, French-Language Education Policy and Programs Branch

How does it work: The project has been developed through three phases, with an expert panel first discussing the six OECD scenarios in the context of considering governance, cooperative structures for different providers of education, models for HRD, and parent and community participation. The next phase explored links between language planning policy and the scenarios, leading to a third phase involving the “new generation” of stakeholders to identify a seventh or desired scenario, reflecting shared values and allowing for the complexity of the local context.

Due to the inclusive bottom-up approach, it is hoped that a vision with the stakeholders’ ownership for French-language schooling will be obtained and the project is becoming a significant consultation initiative.

Evaluation: The project report offers an evaluation of the project to-date; the next step is to analyse the consultations of each phase.

Project related websites:

<http://www.edu.gov.on.ca/eng/>

ENGLAND
i) SYSTEM LEADERSHIP OF THE FUTURE,
ii) WORKFORCE REMODELLING

Background:

The reform of the school system is a continuing endeavour to bring about lasting and sustainable change now in its 9th year. The present stage of reform can be characterised by four interrelated themes: Accountability, Autonomy, Diversity, and Collaboration. Current legislation aims to give parents a greater sense of ownership, to generate a more personalised offer for young people and to encourage local authorities to become a provider, rather than commissioner, of services. In January 2003 the UK Government, school workforce unions and the employers signed a major agreement introducing significant changes to teachers' conditions of service, phased in over three years.

Objective: i) a focused programme to incubate and accelerate new models of leadership and governance of schools - the creation of *Next Practice in System Leadership*. ii) raise standards and tackle unacceptable teacher workloads and to create new roles for adults to support teachers' work and pupils' learning. Remodelling to bring about a cultural change and become a fundamental part of the school management system.

Target: Primary and secondary education (including 14-19 provision)

Timeframe: 2005-2008

Who runs it: The featured initiatives are distributed across a range of policy areas, and undertaken by different agencies. The leadership is provided by particular units and agencies of the Department for Education and Skills (DfES): the Innovation Unit and the Training and Development Agency for Schools (the TDA).

How does it work:

The Innovation Unit has focused since 2005 on the concept of developing 'Next Practice' (as distinct from transferring or disseminating 'good' practice) - releasing practitioner (and user) creativity, informed by research, environment scanning, and forms of future thinking. This is being employed across different content areas, the first being system leadership ('leadership beyond a single institution').

Remodelling in schools enables lasting transformation, embedding a proactive culture where staff have the skills, experience, confidence and commitment to apply an effective remodelling approach to all significant challenges. It has also promoted the extended schools programme, (extended schools is one which provides access to a range of services and activities, often beyond the school day).

Project related websites:

www.standards.dfes.gov.uk/innovation-unit

www.tda.gov.uk/remodelling.aspx

FINLAND

“EDUCATION INTO THE FUTURE!” (KOULUTUS TULEVAISUUTEEN!)

Background: Although considerable work has been done in Finland on futures thinking, education is something of an exception where broad national scenarios have failed to find a correspondence in education. Perceived future challenges include demographic, social and cultural changes, efforts to increase the employment rate, as well as globalisation in all walks of life. In education, the emphasis will be on economic thinking and efficiency, on the one hand, and customer orientation from the viewpoint of both the learner and working life on the other.

Objectives:

The project will help bring together several key development strategies of the Finnish National Board of Education (FNBE), and it aims to:

- Produce background and research data to support the development of education as well as increase related visionary and innovative capacity;
- Apply foresight methods in the development of education;
- develop and strengthen futures education at and between different levels of the education system

Target: Primary and secondary education and training, including adult learning.

Timeframe: 2005 - 2008

Who runs it: FNBE with the help of a two project coordinators and a project team.

How does it work: The FNBE project team works closely with key stakeholders, projects and networks operating at three inter-linked levels: national, regional and institutional. There is co-operation with national and international interest groups such as NGOs, the media and relevant international partners. After a launch seminar in June 2006, the project moves into national scenario development and reaches out to the provincial and municipality levels.

Evaluation: Continuous evaluation is based on a set of indicators such as: number of participating persons, institutions; educational innovations obtained; usability of scenarios.

HUNGARY

LONG-TERM PLANNING IN A NEW EUROPEAN CONTEXT

Background: Hungary became part of the European Union in 2004. In order to access EU funding, Hungary is preparing National Development Plans to set the framework for the utilisation of EU Structural Funds. The NDP are medium-term strategies, based on the long-term (up to 2020) National Development Policy Concept. Education, as an element of human resource and regional development, is part of this overarching strategy.

Objective:

The Hungarian futures initiative is to develop the education policy concept of the national long-term strategy in the ongoing social debate on Hungarian education. There will be a project report, a toolkit on the methodology and best practices learnt over the process, as well as an Internet portal accessing the wider public to the process. A possible output of the project could be the establishment of a regional Central-European sub-network tackling the future of education.

Target: Primary and secondary education

Timeframe: 2006 – 2007 (in three phases)

Who runs it: An Advisory Council under the auspices of the National Institute for Public Education.

How does it work:

Through a series of workshops, the project will foster an intensive dialogue between various stakeholders from education experts and decision makers to interest groups like teacher, parent and student organisations as well as labour market agencies. The project will draw on OECD, European, other international and national scenarios, and methodologies for addressing the future of education. One project strand is organised to sustain and draw strength from EU sources such as the Structural Funds. The second phase is on-going - adapting the methodological toolbox to the project's needs.

Evaluation: The feedback from continuous monitoring of activities, which serves to improve the methodology for the discussions and future thinking.

Project website:

<http://www.oki.hu/oldal.php?tipus=cikk&kod=sft-projektterv>

NEW ZEALAND

'SECONDARY FUTURES'

Background: In 2002, the Ministry of Education along with a newly-elected government launched a broad discussion about secondary schooling for the next twenty years. An important focus was professional views on quality teaching, student outcomes and diversity. A structured approach was elaborated, including participation in OECD's SFT project.

Objective: Create a space to consider the future, provide tools to promote thinking about the future of education, share trends, and develop ideas about how to make more students more successful; elicit people's preferences on the future of the education system and support change by taking information further.

Target: Secondary education

Timeframe: Project: to 2009; for thinking: 20 years, from 2002 to 2020s

Who runs it: Ministry of Education funded but a separate unit supported by a secretariat together with 'touchstone group' representing various stakeholders. The project has four 'Guardians' to protect the independence of the process, prominent citizens representing education, business and sports,.

How does it work: The project provides a structure for a nation-wide conversation as well as a toolbox of resources for systemised futures thinking from school level to government policy. The OECD scenarios were a starting point, the project dropped ones it considered counter-productive and developed the rest to match the country's context. The project is also working with futures projects in other public sectors. The project website is a frequently used interactive tool for collecting and spreading innovation and excellence occurring in schools.

The conversation is being widened by bringing in 'voices not traditionally heard' and by providing training to people close to education but from outside teaching/learning to facilitate the dialogue.

Evaluation: An external evaluation by the New Zealand Council for Educational Research noted that the Project has reached several of its goals and suggests further steps to be taken.

<http://www.secondaryfutures.co.nz/index.php>

NORWAY

“SCHOOL DEVELOPMENT PROGRAMME”

Background:

Research findings have revealed Norwegian schools to be underachieving with regard to student learning. The national reform in primary and secondary education, *the Knowledge Promotion Scheme*, presents schools with several challenges:

- Providing new curricula with specified competence objectives for all age groups and for all subjects
- Digital competence as a basic skill and
- Expectations of more individually adapted teaching.

At the same time schools have been given more freedom of action in combination, this places major demands on schools as learning organisations.

Objective:

The programme is intended to help more schools create better learning environments for students to develop academically and socially. The focus is on schools as learning organisations and on holistic school development.

Target group: Selected primary and secondary schools, providers of education

Timeframe: 2005 – 2008

Who runs it: The Norwegian Directorate for Education and Training under the Ministry of Education and Research. A supervisory Programme Board represents the various stakeholders.

How does it work: The programme initiates a variety of development projects in primary and secondary schools. The first Call for Applications has been completed and the first projects have been launched in the autumn of 2006. The providers of education are the applicants and they will run the projects. Several schools may cooperate in one project. Every project is to liaise with expert bodies and seek cooperation with related projects. The programme secretariat can be consulted for guidance and analytical advice.

Evaluation:

An external evaluation of the programme will commence in 2006.

Project website:

No web-site in English for the moment

SCOTLAND

‘LEARNING FUTURES – NEW DESIGN FOR LEARNING’

Background:

Since 1998 Glasgow has aspired to be a ‘learning city’ embarking first on a four-year programme of public sector partners to develop a network of community-based learning and business centres. Scottish Enterprise Glasgow was a key partner, with statutory responsibility for vocational training of young people and adults. Since the opening of the first centre in 2000, more than 150,000 Glaswegians have joined the programme. The focus is on projects to re-engage young people, assisting them into employment or further learning.

Objective:

- Inform the human capital strand of Glasgow’s New Economic Strategy and the skills and learning strategy for Scottish Enterprise Glasgow through a futures-orientated methodology.
- Develop and pilot processes and tools to enable translation of strategic futures thinking into innovative vocational learning programmes for 16 – 24 year olds.

Timeframe: 2006 -

Who runs it: Scottish Enterprise, Glasgow

How does it work: There are two strands: *Learning Futures*, focusing on the development of strategy and linking with organisation, city, and regional plans; and *Design for Learning* seeking to translate the strategy shaped by futures thinking into practice so ensuring alignment between vision and action.

For the first strand, groups from a wide range of organizations have been formed to develop thinking around the learning futures theme. A discussion paper will be produced to stimulate more workshop output. Futures tools will be selected for the next stages. The second strand will focus on the characteristics of future orientated learning experiences before designing appropriate tools and techniques.

Evaluation: A mixture of reviews will be used to evaluate both strands of the project. An *ex poste* evaluation will identify outputs and impacts, providing a comparison with previous projects.

Project related websites:

<http://www.scottish-enterprise.com/about/lcs/glasgow/>

<http://www.urbanlearningspace.com/about/>

SWEDEN

NATIONAL AGENCY FUTURES PROJECT

Background: The 1990s introduced dramatic changes in the Swedish educational system. Strong government control was replaced by a goal-oriented system, with considerable local control. The responsibility of meeting national objectives decided by the parliament now lies with the local authorities and the national budget provides municipalities with funding for this purpose.

Objective:

The futures project will help generate tools to analyse the national situation and identify and formulate future scenarios for schooling, as well as study what is likely to impact the route into the future. The project will support national level administration in actions taken towards the system as a whole and towards the local level.

Target: Primary and secondary education

Timeframe: 2005 – 2007

Who runs it: The Swedish National Agency for School Improvement

How does it work:

The Agency is using to use the OECD scenarios in two phases and action levels.

a) Within the MSU Analysis and Support Unit: develop further scenarios; identify key factors and principal actors influencing the options available; clarify the balance between the Agency's assignment in the development of schooling and future scenarios for education; test scenario analyses in one focused area.

b) In one municipality: initiate strategic dialogue with school authorities and educators regarding future scenarios in education; support work towards describing plausible local visions of educational development based on relevant local and national information; stimulate innovative decision-making.

The project thereby links national and municipality level strategic planning.

Evaluation: Continual, formative local evaluations organised in the municipality as well as a summative evaluation at the end of the project on Sweden's participation in SfT as a whole.

Project related websites:

<http://www.skolutveckling.se/>

THE NETHERLANDS

‘SHARING KNOWLEDGE FOR INNOVATION’

Background:

The government’s steering philosophy stresses the autonomy and accountability of schools. This means educational innovation is shaped from schools. The first Dutch SfT initiative focused on school leadership. The next one on a possible future school, envisaging knowledge belonging to its consumers such as students, and thus personalised yet based on team work.

Objective:

To optimally establish and share knowledge for innovation through a cohesive framework of on-going key projects, which are part of national innovation plans for primary and secondary education. Participation in SfT is envisaged to contribute to the national education agenda and the creation of an international knowledge base.

Target: Primary and secondary education

Timeframe: 2006 – 2007 (possibly longer)

Who runs it: Projects are managed by participating institutions or umbrella organisations. The programme and its components are monitored with the help of a reporter and programme secretary as well as the project leaders’ team. A national study group of all partners identifies and collates lessons from each project and issues feedback where necessary.

How does it work: The programme has four components representing specific aspects of educational innovation: 1) pilot study in primary education and formation of knowledge communities 2) pilot scheme in secondary education emphasising exchanges of knowledge between education and research by means of knowledge communities. 3) Knowledge Roundabout focusing on deployment of ICT 4) Academic Teacher Training.

Selection of participating institutions/projects took place in 2005/06 with ongoing networking and meetings for exchanging knowledge continuing since.

Evaluation: Evaluation will be used to decide on how the programme will be continued after the set project duration.