



Schooling for Tomorrow

Conclusions & Next Steps

1 October 2008



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Global Demography

- ***Balancing the numbers***
 - Pupils and/or Teacher shortage
 - Balancing budgets
- ***Diversity***
 - The impact of migration
 - Differential demographic patterns
- ***Lifelong learning***
 - Developing skills for a longer and more flexible life
 - Integrating formal, non-formal and informal learning
- ***Ownership and partnership***
 - Governance of schools
 - (grand)parental involvement
 - Private investment in schooling

ICT knowledge economy

1. As a learning tool, pockets of success as systemwide ICT investments have paid off in variable and unpredictable ways; we don't clearly understand what problems we are addressing, which interventions will work, where ICTs fit. But we do know that we need change management and professional development.
2. But as a communication tool use of technology is already highly beneficial e.g. teacher and parents, student:student and teacher:teacher networking. The same could be said about ICT as an administrative tool.
3. We need education specific benchmarks for ICT e.g. bandwidths, refreshment rates, other ICT devices, etc. As well as teacher and student usage of ICT.
4. Need to reframe schooling for C21 knowledge economy – of which creativity, communication, entrepreneurial skills, flexibility etc are central. Frameworks exist but curriculum and assessments need development.
5. Globalisation/ internationalisation is not finding its way into education policy/ practice/ curricula. Is the 'globalisation divide' the new digital divide? Capabilities needed include: handling diversity in classrooms, cultural sensitivity, language and mobility, etc.



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Values and social change

- Coordination is the main challenge: how do we organize chain of professionals around a child needs incl. Responsibility & accountability.
- We need interdisciplinary teams in schools. With a clear and dynamic role definition for teachers.
- Don't wait for political consensus (although you need it): start on a small scale : the wellbeing of a child, involving parents, teachers and students.

Big transformations & Mega-trends

- Connectivity
- Sustainability
- Gender
- Complexity
- Multiculturalism



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Weak signals & Intangibles

• System relationships

- Individual-profession-community-state
- New influence of corporations/consultancies/philanthropy
- Groping towards *transformation* not reform (revaluing Values)

• Schools and teachers

- Smudged boundaries
- New units: federated, all-through, smaller, expanded faculty,
- Teachers: re-professionalising

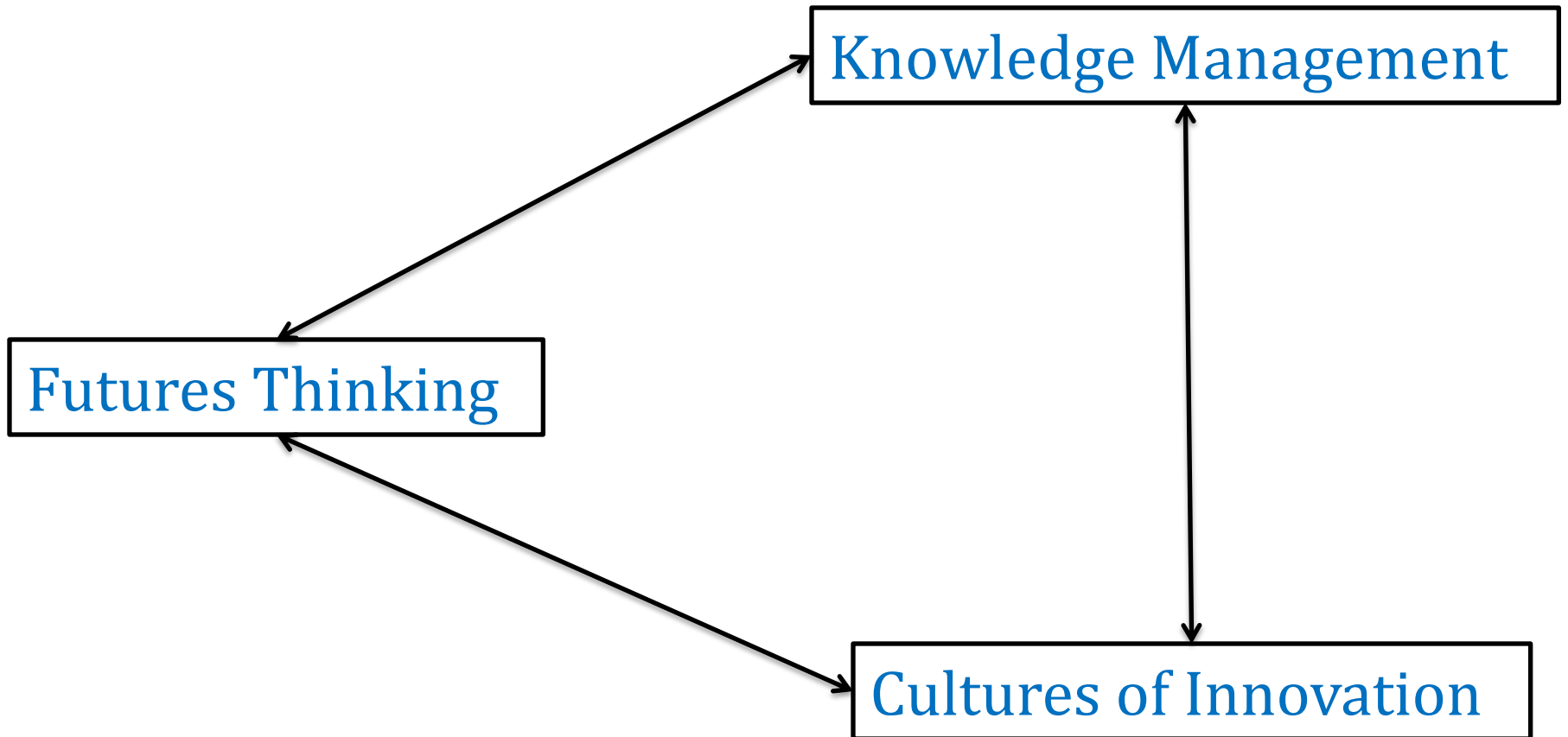
• YOUNG PEOPLE

- 2nd lives (new realities)
- Emergent diversifying identities

Futures thinking works best when:

- Politicians or high level management openly support it
- There is strong leadership and organisation
- It can be used to give direction to existing momentum
- With capacities and practical material already developed
- Strong networks/ communities are created around futures thinking
- Connected to political decision making but not defined or captured by that process

Embedding Futures Thinking



Emerging scenario – an agenda for action?

- Engaging student voice
- Changing relationship individual, community/ state
- Transformation, not only reform
- Beyond ICT: social networking plus
- New pedagogies – learning sciences
- Schooling for life long learning
- Valuing broader goals