



Emerging Models  
of Learning  
and Innovation

## **OECD/MEXICO INTERNATIONAL CONFERENCE**

### **EMERGING MODELS OF LEARNING AND INNOVATION**

**Merida, Mexico. 14 – 16 June, 2006**

**Programme**



At the start of the 21<sup>st</sup> century, all countries are facing the challenges arising from the complex driving trends at the heart of this conference: we are living in knowledge societies in which learning is paramount; technologies develop apace and play a key role in our economies and cultures; there are glaring inequalities within and between countries; and powerful citizenship demands for participation are defined by our understanding of human and social rights. Education is at the heart of this complex set of challenges. For many, education is still shaped by traditional structures inappropriate for today and tomorrow. It is easy to be critical; it is another matter to define new models for learning and innovation that might come to replace the traditional approaches.

This conference is the culmination of intensive reflection and field work on the Emerging Models of Learning and Innovation project over the past year, with Mexico in the lead role as part of CERI's "Schooling for Tomorrow" programme. The theme has been on inspiring models of learning and innovation for the future, with the initial focus on innovation for disadvantaged groups. The approach has been to combine the close study of learning innovation in concrete environments with broader reflection from a range of disciplines and countries. Accordingly, it brings together the results of:

- Case studies in Mexico of innovations in learning among vulnerable populations.
- Transversal analyses and reflections by Mexican and international experts on the broad theme of emerging models of learning and innovation, informed by the case studies.
- Experience and analysis from related OECD work on innovation and learning.

The aim is to create synergies between these different levels and areas of analysis in order to address these challenging subjects. The conference marks a culmination of this one study but otherwise it represents the start not the end-point of reflection. This conference is about issues at the heart of CERI's new agenda. Much of the CERI programme is covered by the defining themes 'focus on the future', 'learners and learning' and 'innovation in system change'. It is continuing its work on Schooling for Tomorrow, broadening this increasingly into a lifelong learning perspective. And, it is launching new activities in its 2007-2008 work programme on 'New Millennium Learners', 'Globalisation, Linguistic Competencies and Cultural Diversity', and 'Reviews of Educational Innovation'. 'Emerging Models for Learning' is included in CERI's programme for the next biennium in anticipation of specific follow-up to this line of work.

The conference aims to:

- *Advance international thinking regarding concepts and ways forward for 21<sup>st</sup> century education systems*, especially: moving from bureaucratic organisation to flexible learning systems; creating and sustaining cultures of innovation in learning systems; re-thinking the organisation of learning in schools, networks, and communities; innovation and equity.
- *Present and discuss the main conclusions of the study* carried out since mid-2005 to a wider audience of experts and stakeholders in both Mexico and other countries, and to use this to inform the finalisation of the analysis for publication.
- *Contribute to the balance of reflection in OECD/CERI work by integrating a substantial body of Spanish-speaking research into the international study of these issues*, complemented by the case experiences of Mexican innovations.

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- Use the Mérida discussion to help *elaborate on-going OECD educational analysis* and implications for action on Schooling for Tomorrow, Learning Sciences and Brain Research, and innovative design in PEB.
- Build on the project and the Mérida discussion *to help shape new work* in the OECD/CERI 2007-2008 programme, especially on ‘Emerging Models for Learning’ but including that on the New Millennium Learner and innovation in general.

The Yucatán conference is being jointly organised by the Centre for Educational Research and Innovation (CERI) at OECD and the Ministry of Education (SEP), Mexico, together with educational partners in the Yucatan - the regional Ministry of Education, the Autonomous University of Yucatán, the CICY (Yucatán Centre for Scientific Research) and CINVESTAV (Center of Research and Advanced Studies).

On the OECD side, within CERI the project has been carried out under the broader ‘Schooling for Tomorrow’ programme, in collaboration with the projects on neuro-science and learning and the ‘New Millennium Learner’, and within the OECD’s education work more widely in collaboration with the Programme on Educational Buildings (PEB).

**WEDNESDAY 14 JUNE**

**08:30-09:30** Conference Registration

**09:30-10:15** **Conference Inauguration and Opening Presentations**  
**Plenary**

This session will open the conference. In addition to the formal welcomes, it will lay the basis of current priorities and reforms on which the subsequent discussion will build, including the need to look towards new horizons of learning and innovation.

- Conference Chair: Sylvia Ortega, Federal Administrator of Educational Services in Mexico City, Ministry of Public Education (SEP) and Mexican CERI Governing Board member
- Barbara Ischinger, Director for Education, OECD
- Carmen Z. Solis Robledo, Yucatan Minister of Education
- David Istance, Head of Schooling for Tomorrow, OECD/CERI
- Francisco Larqué, Director General, Yucatán Centre for Scientific Research (CICY)
- Ivan Ortega, Director, Center of Research and Advanced Studies (CINVESTAV)
- Andrés Aluja, General Coordinator of Research and Inter-Institutional Relations, Autonomous University of Yucatan (UADY)

**10:15-11:00** **Moving Beyond the Traditional Boundaries – the Challenge for Reform**

The aim of this session is to bring all participating countries and stakeholders into the debate in response to the agenda laid out in the opening presentations. It will permit a broad discussion on the need to extend the traditional boundaries of schooling and challenges this poses for reform. The discussion will take the form of active debate rather than formal presentations.

- Session Chair: Sylvia Schmelkes, General Coordinator of Intercultural Bilingual Education, SEP (Mexico)
- Introductory presentations - experiences from contrasting systems: Sweden (Peter Holmberg), Argentina (Pilar Pozner) and Slovak Republic (*to be confirmed*)
- Open discussion and comments by Conference Rapporteur: María de Ibarrola, CINVESTAV (Mexico)

**11:00-11:30** *Tea/coffee*

**11:30-12:45** **Moving Beyond the Traditional Boundaries – the Challenge for Reform**  
**Plenary**

- Continuation

**12:45-14:30** *Lunch*

**14:30-16:00** **Keynote Address: Futures for Learning**  
**Plenary**

## Programme

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Tom Bentley is an internationally-renowned commentator on emerging trends in contemporary societies and economies, the future of learning, and the challenges these pose for policy. His keynote address will lay out the broad canvas which is the backdrop to the focus on emerging models of learning and innovation.

- Session Chair: Karen Kovacs, General Director for Academic Innovation and Improvement, SEP (Mexico)
- Keynote: Tom Bentley, Director, Demos (UK)
- Discussant: Inés Aguerrondo, IIEP-UNESCO (Argentina)
- Questions and discussion

**16:00-16:30** *Tea/coffee*

**16:30-18:00** **Emerging Models of Learning and Innovation – the International Study**

This session will introduce the approach, findings and conclusions of the international study for which Mexico took the lead. It will permit discussion of the theme and of the issues raised by the study. The detailed discussion will follow in the workshops on Day 2.

- Conference Chair: Sylvia Ortega
- Introduction to the Study: David Istance and Francisco Benavides Schooling for Tomorrow Project (OECD/ CERI)
- Comments by selected experts: Juana Sancho, University of Barcelona (Spain) and Cecilia Fierro, Universidad Iberoamericana (Mexico)
- Questions and discussion

**18:30-19:00** *Guided Visit*

**Anthropological Museum**

**19:00-20:00** *Informal conference reception*

**Anthropological Museum**

**THURSDAY 15 JUNE**

**09:00-10:45 Workshops on Emerging Models of Learning and Innovation (1):  
Workshops Understanding the Issues**

The workshops will deepen the analysis of the international study through reflection on the issues covered and its findings. They will broaden the discussion through bringing in other perspectives, experiences and expertise. This first set of workshops will concentrate on understanding the issues in four key areas, through parallel workshops:

***Workshop A - Shifting the centres of gravity in education systems - from bureaucratic organisation to flexible learning systems***

Chair: Barbara Ischinger (OECD)

Presentation: Maria Angeles van den Heyden Ballesteros,  
Ministry of Education and Sciences (Spain)

***Workshop B - Creating and sustaining cultures of innovation in learning systems***

Chair: Bruno della Chiesa (OECD/CERI)

Presentation: Sandra Mardones Larsson, Swedish National  
Agency for School Improvement (Sweden)

***Workshop C - Re-thinking the organisation of learning in schools, networks of learners, and communities – the way ahead?***

Chair: Juana Sancho (Spain)

Presentation: Lilia Perez Franco, UAM- Azcapotzalco (Mexico)

***Workshop D - Innovation and social justice: a luxury for the advantaged? A necessity for the poor? A possibility for all?***

Chair: Francesc Pedro (OECD/CERI)

Presentation: Marcela Tovar, UPN (Mexico)

**10:45-11:15** *Tea/coffee*

**11:15-12:45 Workshops on Emerging Models of Learning and Innovation (2):  
Workshops Implementation and Policy Directions**

Participants will continue with the same workshops in which they participated prior to the break. The focus shifts from understanding the issues to the concrete directions for change.

***Workshop A – Shifting centres of gravity in education systems - from bureaucratic organisation to flexible learning systems***

Chair: Ype Akkerman, Ministry of Education, Culture and  
Science (Netherlands)

***Workshop B - Creating and sustaining cultures of innovation in learning systems***

Chair: Inés Aguerrondo (Argentina)

***Workshop C – Re-thinking the organisation of learning in schools, networks of learners, and communities – the way ahead?***

Chair: Tom Bentley (UK)

***Workshop D – Innovation and social justice: a luxury for the advantaged? A necessity for the poor? A possibility for all?***

Chair: Teresa Garduño, SEP (Mexico)

**12:45 – 14:45**     *Lunch*

**14:45 -16:15**     **Emerging Models of Learning and Innovation: Conclusions and Implications for Further Analysis**  
**Plenary**

This session will draw together and discuss the outcomes from the workshops to inform the future agenda of analysis and discourse, including at OECD.

- Session Chair: David Istance (OECD/ CERI)
- Panel (Chairs of the previous workshop):
  1. Ype Akkerman (Netherlands)
  2. Inés Aguerrondo (Argentina)
  3. Tom Bentley (UK)
  4. Teresa Garduño (Mexico)
- Discussion of panel's proposals and comments by Juan Casassus (Chile) and Conference Rapporteur: Mar Rodríguez Romero, University of A Coruña (Spain)

**16:15-16:45**     *Tea/coffee*

**17:15-18:15**     **Learning and Neuro-scientific Research – New Ways of Thinking?**  
**Plenary**

An OECD/CERI programme on learning and brain research has challenged scientists and educators to create synergies from the burgeoning findings of neuro-science. The programme has produced many new insights into learning at different stages of the life cycle and into the acquisition of language and number. Does brain research suggest we need “radical” new ways to think about education and schooling?

- Session Chair: Rafael Freyre, Head of Planning and Programming Unit, SEP (Mexico)
- Bruno della Chiesa, Head of Learning Sciences and Brain Research Project (OECD/CERI)
- Open discussion

**19:30-**             **Main Conference Dinner**

**University  
Of Yucatán,  
Main Building**

**FRIDAY 16 JUNE**

**07:00-10:45**    **Study Visits to Yucatan Schools, Projects, Initiatives**  
**Different**  
**sites,**  
**Yucatán**

The visits will take place before the full heat of the day to different locations in Yucatan.

**10:45-11:15**    *Tea/coffee*

**11:15-11.45**    **Building Bridges: CERI/OECD Spanish Speaking Seminars**  
**Plenaria**

Short introduction of the CERI/OECD Spanish Speaking Seminars (SSS) goals and presentation of the most recent publication based on the outcomes of the last seminar in Santiago, Chile. Introduction to the 4<sup>th</sup> SSS to be held in Spain on challenges of multicultural education.

- Presentation: Bruno della Chiesa
- Presentation: Rosa Romero, Enlaces (Chile) and Maria Angeles van den Heyden Ballesteros (Spain)

**11:45-12.45**    **New Millennium Learners and 21<sup>st</sup> Century Learning Environments**  
**Plenaria**

The development of models of learning for the 21<sup>st</sup> century depend critically on addressing both the learners themselves – young people growing up in highly diverse environments in a technology-rich world - and the appropriateness of the learning environments, buildings and facilities available to them. These areas define two fields of OECD work. The New Millennium Learners (NML) project is a now being launched in CERI while the Programme for Educational Building (PEB) has a longstanding interest in innovative design and its relation to learning.

- Session Chair: Amb. George Troup, New Zealand
- Presentations from Francesc Pedro, Head of New Millennium Learner Project, (OECD/CERI); and Jaime de la Garza, OECD-PEB programme (Mexico)
- Questions

**12:30-14:00**    *Lunch*

**14:00-15:30**    The workshops will address the issues of emerging models of learning through the lens of  
**Workshops**    each of the preceding plenary presentations. The purpose in each case is to elaborate the implications for new forms of education of the focus on a) characteristics of contemporary learners; b) understanding the nature of individual learning; c) appropriate environments for learning.

***Workshop A - Who are the new learners? What are their needs?***

Chair: Juana Sancho (Spain)

***Workshop B – The insights of brain research and new models of learning***

Chair: Juan Casassus (Chile)

***Workshop C - The impact of the learning environment on outcomes – designs for the 21<sup>st</sup> century?***

Chair: *to be confirmed*

**15:30-16:15 Plenary Emerging Models of Learning and Innovation - Drawing the Threads Together**

This session will bring together the outcomes of the morning's workshops. It will relate these to the conclusions emerging from the earlier discussions in the conference.

- Session Chair: Francesc Pedró
- Workshop Panel: Juana Sancho (Spain), Juan Cassasus (Chile) and George Zegarac (Canada)
- Reflections from Conference Rapporteur: María de Ibarrola (Mexico)
- Open discussion

**16:15-16:45** *Tea/coffee*

**16:45-18:30 Official Closings Statements from the Conference Partners**

This session will bring together the different themes and conclusions of the conference. In particular, it will identify the agenda for future analysis and research emerging from the debates.

- Conference Chair: Sylvia Ortega, Federal Administrator of Educational Services in Mexico City, SEP, Mexico
- Policy and research agenda
- Reflections from Conference Rapporteurs: Mar Rodríguez Romero (Spain) and David Istance (OECD/CERI)
- Closing Messages
- Barbara Ischinger, Director, Directorate for Education, OECD
- Patricio Patron, Governor of Yucatán
- Gabriela Ramos, Head of the OECD Centre for Mexico and Latin-America

**18:30 Informal Closing Social Events**

Closing cocktail in the conference hotel and an informal dinner in a local restaurant

**Workshop Dynamic and Questions. Thursday, June 15<sup>th</sup> 2006**

**Workshops on Emerging Models of Learning and Innovation (1): Understanding the Issues**

**09:00 – 10:45**

*Workshop A – Shifting centres of gravity in education systems - from bureaucratic organisation to flexible learning systems*

*Workshop B - Creating and sustaining cultures of innovation in learning systems*

*Workshop C – Re-thinking the organisation of learning in schools, networks of learners, and communities – the way ahead?*

*Workshop D – Innovation and social justice: Innovation as a luxury for the advantaged? A necessity for the poor? A possibility for all?*

The workshops will deepen the analysis of the international study through reflection on the issues covered and its findings. They will broaden the discussion through bringing in other perspectives, experiences and expertise. This first set of workshops will concentrate on understanding the issues in four key areas, through parallel workshops:

Each workshop in the first session on Thursday morning will be started by a short presentation (10-15 minutes). This will serve to raise some key issues under each of the workshop themes as a way of opening discussion to bring in all the different country and stakeholder perspectives around the table. They can refer to some concrete experiences from the presenter's own country. They will raise questions as much as report on-going developments.

The aim is to develop a rounded picture of key questions, problems, challenges and dimensions with which to address policy issues and implementation in the Workshops following the morning break. The questions are intended to guide the discussion rather than to be slavishly followed. They may be adapted and other questions added.

- How far is the topic of this workshop a live one in your country, region or district? Where is the pressure for change coming from, if at all?
- If it is not an issue, what are the main reasons why it has not emerged onto the policy, social and educational agenda? What are the prospects of this changing?
- What are the different positions taken by the different stakeholders involved? Who are they? What are the interpretations given and arguments made?
- What are the main ways of fostering consideration of new directions regarding flexible learning systems/ cultures of innovation/ reorganising learning at the micro/local level/ and the equity and social justice dimensions of innovation? What are the main barriers preventing this?

**Workshops on Emerging Models of Learning and Innovation (2): Implementation and Policy Directions**

11:15 – 12:45

*Workshop A – Shifting centres of gravity in education systems - from bureaucratic organisation to flexible learning systems*

*Workshop B - Creating and sustaining cultures of innovation in learning systems*

*Workshop C – Re-thinking the organisation of learning in schools, networks of learners, and communities – the way ahead?*

*Workshop D – Innovation and social justice: Innovation as a luxury for the advantaged? A necessity for the poor? A possibility for all?*

Participants will continue with the same workshops in which they participated prior to the break. The focus shifts from understanding the issues to the concrete directions for change. The issues and analysis generated during the first set of workshops will be feed directly into the discussion about what are the best ways forward regarding implementation and policy directions.

This is a workshop for all participants, no matter what their country and situation in the education – it is as much for those in leadership and practitioner positions at the local level as for those with research or policy responsibilities. Indeed, the interest of the discussion will be enhanced by the dialogue between such different positions.

The aim is to generate a set of points about implementation, directions for change, and strategies to make these happen which can be reported back to the main conference by the workshop chair.

The questions below are suggested as guidelines, not as a rigid or exhaustive list. It is expected that each workshop will give their own emphases to this core, adding new questions and adapting these below to their own particular topics.

- Taking account of the different national, regional and local situations, what should be the main directions for introducing positive change? Who should introduce these changes?
- How can the main positive factors fostering innovation, flexibility and equity be enhanced? How can the barriers be addressed, even overcome?
- Are there particular roles for the macro, meso, and micro levels? Where should the main changes particularly focus?
- Should new institutions, agents of change, or other arrangements be created that might make a significant difference in unlocking innovation?

## **Case Study Visits General Programme. Friday June 15<sup>th</sup>, 2006**

### Route 1

Departure time: 6:45 am

Location: Community near Mayapan  
45 minutes from Merida

#### **Visit 1.** *Educational attention to indigenous children at intercultural bilingual schools*

Attention to great variety of linguistic situations in the communities, particularly inside the classroom. Under these circumstances, intercultural bilingual education favors the acquisition, strengthening, and development of two languages.

#### **Visit 2.** *Teaching at Kindergartens of Mayan speaking communities*

At the *Escuela Normal de Educación Preescolar*, a group of female students that come from Mayan speaking indigenous communities receive teaching training. Within the corresponding curriculum, the professional practices that the students do in the communities are included.

### Route 2

Departure time: 7:00 am

Location: Municipality of Ixil  
30 minutes from Merida

#### **Visit.** *Cultural Missions*

The educational service *Cultural Missions* promotes the economical, social and cultural improvement of rural communities through basic education to young people and adults and through non formal education focused on daily life work. It promotes the integration of community members into the labor field or self-employment. It impulses integral development of rural communities by creating equity conditions, as well as by promoting its inhabitants participation to achieve *self-management* societies with social initiative.

Route 3

Departure time: 7:05 am

Location: Merida

**Visit 1:** *Sports High Performance Center (CARD)*

It offers educational attention, lodging, and feeding to students that are considered sports talents and high performance athletes within the State of Yucatan. These students attend secondary school and high school. The selection process is made through a sports résumé of each athlete. The educational curricula are as follows: in secondary school, the curriculum has been divided into sections for high performance athletes; in high school, it is an open curriculum with semi-scholarized tutorships.

**Visit 2:** *Use of regional facilities in a creative and innovative way in a Kindergarten*

The Kindergarten uses, in a creative way, the educational facilities to keep the State of Yucatan traditions alive. Children have the opportunity of knowing the elements and materials found within the region and they use them daily.

Route 4.

**Visit:** *Rural fish growing. Use of residual waters from ponds in order to grow vegetables at the CDI shelters at Maxcanu and Cepeda*

Departure time: 7:00 am

Location: Maxcanu Municipality  
30 minutes from Merida

The National Commission for the Development of Indigenous Villages (*CDI*) has several shelters throughout the Country. They offer shelter and feeding to children from indigenous communities and of low economical incomes. They also offer provide them with scholar implements so the children may assist to primary and secondary school. A project consisting in growing *Tilapia* (fresh water fish that may grow with ducks) is implemented.