

ESHA's Values

- ESHA is a living support platform for school leaders in the primary and secondary education in order to be a vehicle for European projects and to enhance the European dimension in education.

ESHA believes that:

- our world is a global village in which our youngsters will be mobile inhabitants;
- international aspects will thoroughly influence their education;
- teachers have to restyle their approach;
- heads have to act as an internationally oriented role model;
- national associations have to pave the way for heads;
- ESHA is to facilitate the associations by forming a living network.

Educational changes in Europe



- Stress on skills rather than on knowledge
- Stress on learning instead of teaching
- Stress on individual learning styles
- Stress on ICT

(1) Steering of these educational changes

- All European countries are somewhere on their way from a centralised system to a (more) decentralised one with:
- More responsibilities, rights and risks for the schools and/or the local authorities
- More autonomy for the schools and the head teachers
- Lump sum financing

Conditions of the educational changes

Nearly all European countries have to face:

- Growing differentiation among the students (migrants' children)
- Society/parents expecting too much of the school's influence (school as repair shop for society)
- Growing influence of parents
- Declining social position of teachers
- Teachers wanting to stick to or to return to only the core business of teaching
- Difficult recruitment of teachers and shortage of staff
- Decreasing budgets

Changes for Heads

More stress on

- Management
- Leadership
- Professional development
- Deep understanding
- International/intercultural understanding

ESHA's influence in Europe

Participating in projects

Target groups

- European Commissioner
- Partner organisations
- Directorate for Education and Culture
- Board of Ministers (no priority)
- European Commission, other departments (no priority)

European Commissioner

- Meeting EB in Brussels 2000
- Meeting GB in 2001
- Conference letter 2002
- Importance of SL involvement in training and development
- Presentation of SL as the decision makers in European education.
- Recognition of ESHA's role in SMC

Partners in Europe

- SMC
- Open Science Info
- ESLN
- Bocconi Network
- EUN, Helsinki
- Heureka (Finland), Deutsches Museum (Germany), @ Bristol (UK), Ciencia Viva (Portugal)
- EUN, Strangnas (Sweden), LLC (London), Bologna University, ISIS (NL), KOVI (Budapest)

Directorate Education and Culture

- Evaluation group Socrates 1 (2000/2002)
- Meeting civil servants 2000/2003
- ESHA being invited into 3 preparing groups
- Heads to be incorporated in programs
- Preparing common projects
- ESHA (out of 71 alike organisations) is seen as leading organisation

European Education 2000-2010

- Lisbon 2000 (Board of Ministers)
- Political Cooperation on the future objectives of Education and Training System
- 13 associated objectives

European Education 2000-2010

- Barcelona 2002
(Board of Ministers)
 - 3 strategic goals, split into 13 associated objectives
 - Working programmes
 - No later than 2003

European Education

- Three Strategic objectives till 2010
 1. Improving the quality and effectiveness of education and training systems in Europe
 2. Facilitating the access for all to education and training systems
 3. Opening-up education and training systems to the wider world

13 European Objectives

starting phase

- Stage 1: Second half 2001
 - 1. Developing Skills for the Knowledge society
 - 2. Ensure access to ICT for everyone
 - 3. Increasing the recruitment to scientific and technical studies

13 European Objectives

- Stage 2: starting during 2002
- 4. Improving education and training for teachers and trainers
- 5. Making the best use of resources
- 6. Increasing mobility and exchange
- 7. Strengthening European cooperation

13 European Objectives

- Stage 3: starting between before end 2003
- 8. Open learning environment
- 9. Making learning attractive
- 10. Strengthening the links with working life and research, and society at large
- 11. Developing the spirit of enterprise
- 12. Improving foreign language learning

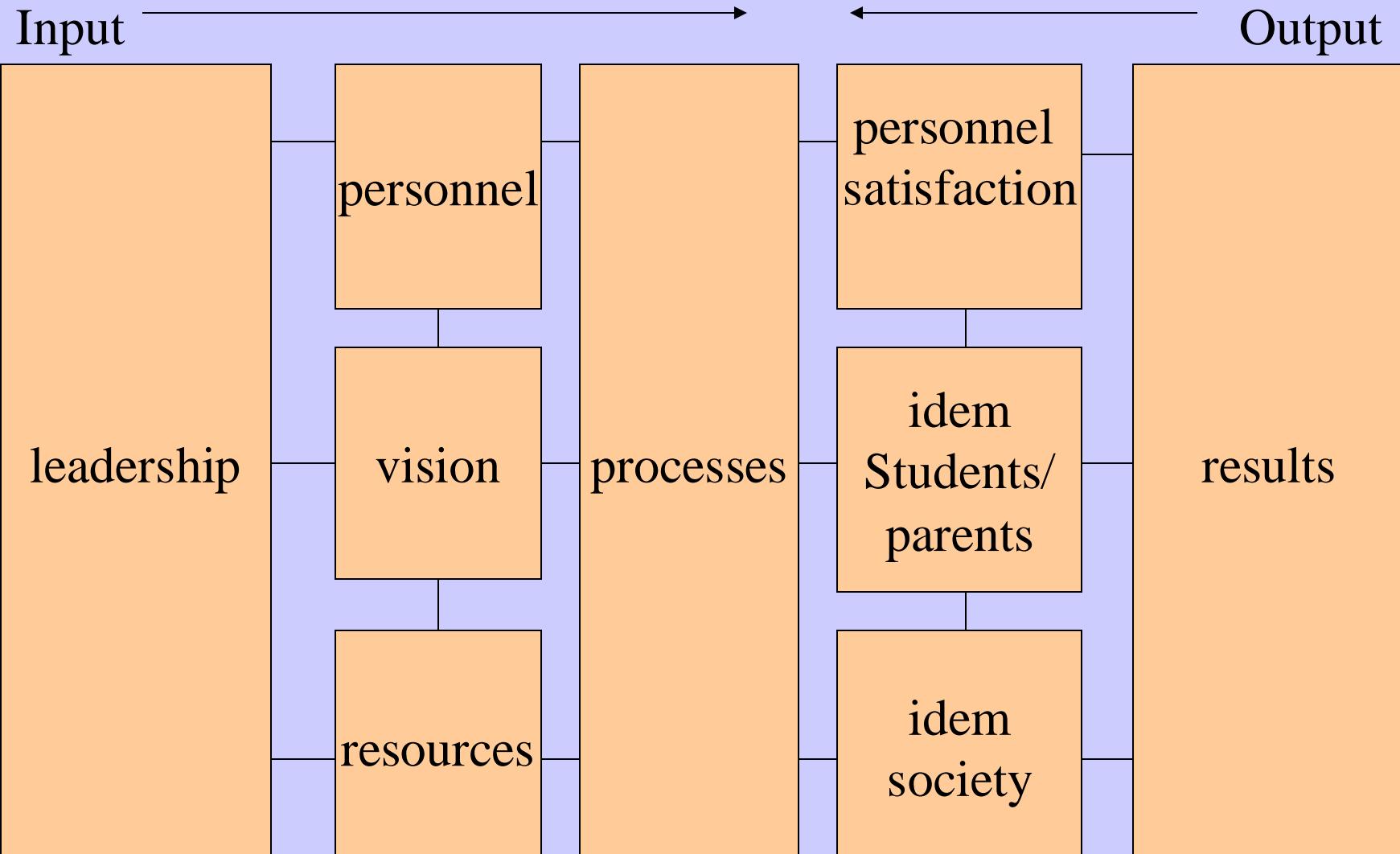
ESHA involvement

- Participation in three prep.workgroups (to be done before Spring 2004)
 1. Teacher and Trainer education (Kate Grifin)
 2. ICT in education and training (Anne Gilleran)
 3. Resources (Jan Gispen)

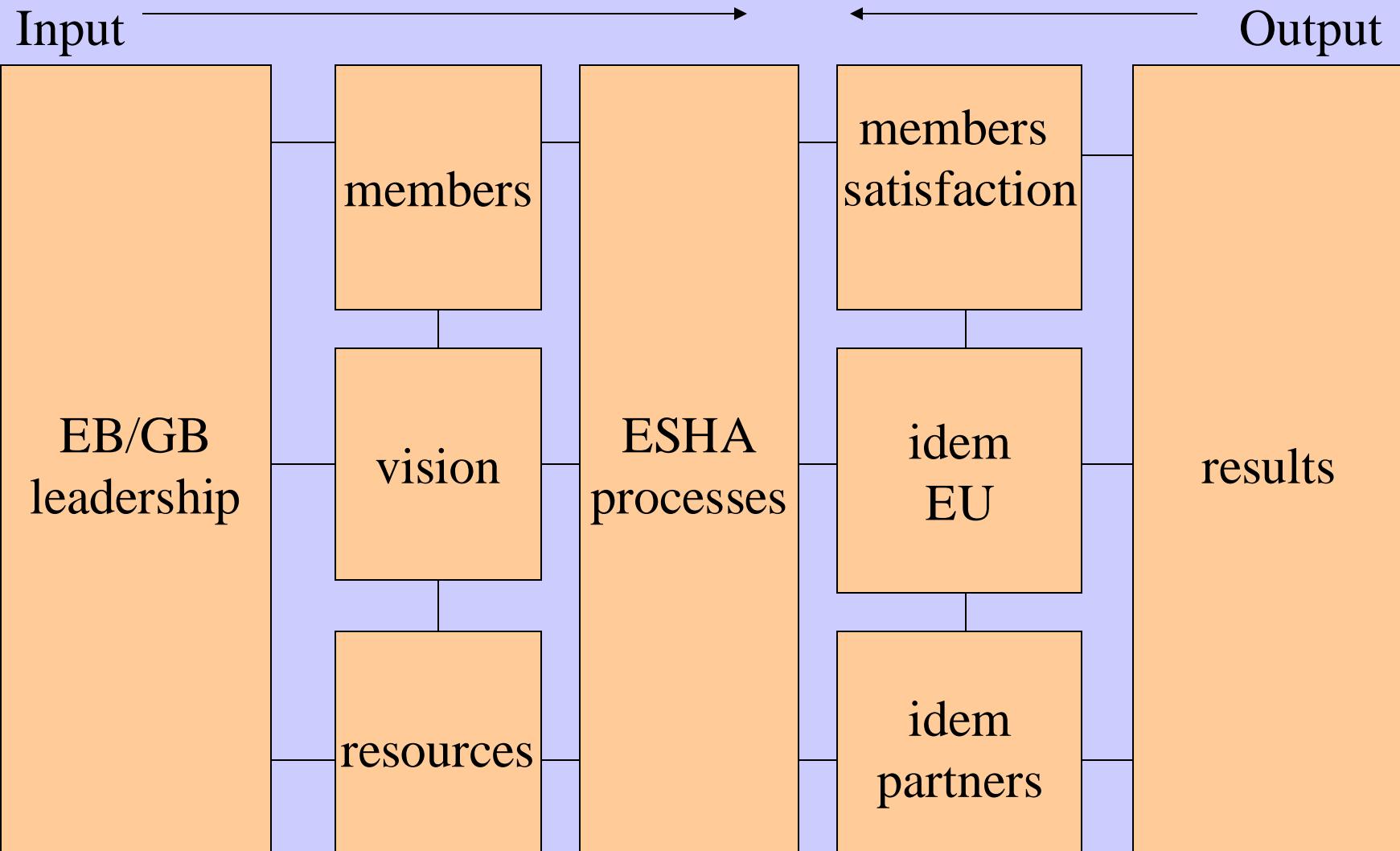
Conditions

- More active steering by the EB
- More active participation of the member organisations
- Stressing the principle of giving and taking

Quality model in general



Quality model as applied to ESHA itself



Questions

- Are these the right points?
- Please prioritise
- Who will do it and how will it be done?

General Remarks group 2

- Divide the plan into years
- Be more precise about the expected results
- Plan in terms of actions instead of terms of visions
- Work on several levels at the same time
- The model of the development plan could be simplified
- Making clear the relation between ICP and ESHA
- Making real use of the body of knowledge ESHA represents

General Remarks group 3

- Be aware of the fact that the real strength of ESHA is in its relation with its members, before going to Brussels. Therefore ESHA's focus could be more on members needs.

ESHA Priorities group 1

- Pedagogical Leadership
- ICT improvement
- Use of the website
- Making ESHA known in bureaucratic hierarchies in every country
- Making ESHA more known to ESHA's members
- Improve relations between colleagues via website
- Influencing Brussels and the national authorities at the same time

ESHA Priorities group 2

- A Policy plan, a manifesto to underpin ESHA's identity
- ESHA needs a full professional bureau/secretariat

ESHA Priorities group 3

- Less projects, more stress on the relation with the members
- Establishing a project management, professional bureau (with permanent staff)

Who and How? group 1

- Making a manifesto
- Mission statement
 - Pedagogical leadership
 - Preparing young people for European citizenship

Who and How? group 2

- Choose focus points for each GB meeting
- All the meetings should be based on preparation by all
- Use networks within ESHA

Who and How? group 3

- Budget has to be higher, or the professional staff has to earn its own money.

Follow up

from Snapshot to Movie

- Manifesto (before the next elections)
- Action oriented
- Vision paper (also meant for ordinary members) as basis for this manifesto
- Support Heads associations in all countries (strengthening ESHA from within)
- Start a professional support staff

8 Issues for European Education

1. Achievement/standards/outcomes
2. Inclusion
3. Accountability (quantitative and qualitative)
4. ICT impact on schooling (architecture of learning)
5. Demographic factor (more elderly people, lowering birthrate, migration)

8 Issues for Education

6. Nature of the communities (individual growth, wealth unlike happiness, materialism, suing society, schools isolated from communities)
7. Pattern of work is changing, schooling is not
8. We live in a world of political complexity

GB Comments on the 8 points

- Not only European issues, they are global
- Multiculturalism needs more stress
- We need a more transferable system of education
- Need for more compatible systems in Europe
- Pt 1 & 6 seem to contrast
- Predominance of learning is not in schools any more
- Teachers and training are **not** changing
- PISA is mis-used to plead for going back to basics

What is Europe?

- If only we knew!
- Is only a step towards the world
- It is dangerous to define the term Europe
- Europe is diversity (cultures/languages/histories)
- It is just a dimension
- A base for mutual understanding
- A certain area on the map, with a certain body of common history and because of that a common body of values and beliefs
- A loose system of independent states

Europe

- Certain area on the map
- A more or less common history (northern part of the Roman empire, medieval world)
- Common belief/values systems (classical/jewish/christian/humanist/islamic)
- Striving towards an economic and (federal) political entity
- Europe has the reality of a fog

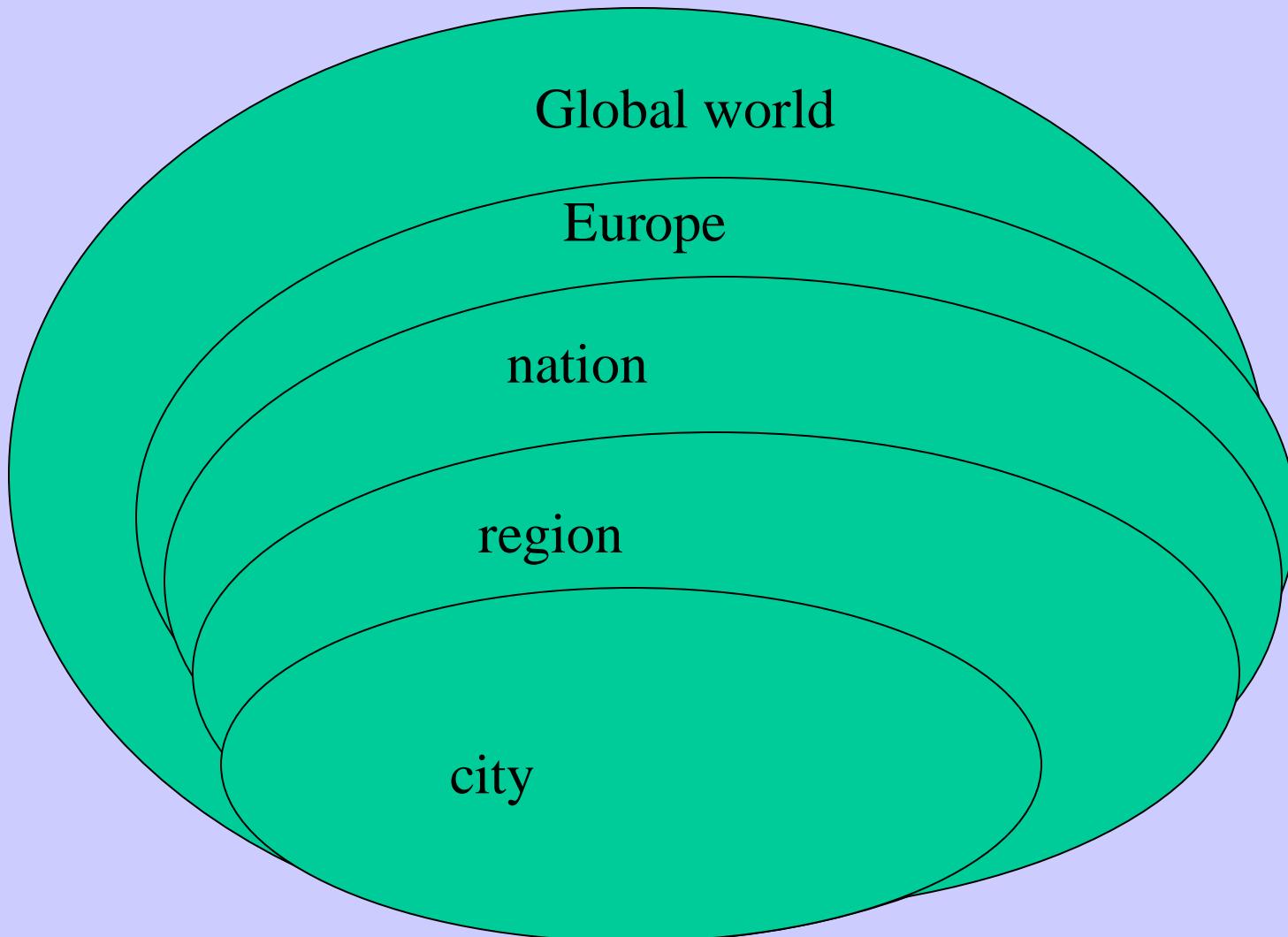
What is being a European?

- Having the same European Baccalaureate
- Being somebody else
- Having a glossary for common understanding
- Overcoming nationalism
- A common belief system, a system of values

General remarks

- How to motivate our politicians?
- How can we convince our members that working in an international setting is really important

Different levels



European elements in education

- All, except regional/national elements/facts (but all in a European/international perspective)
- No exceptions, but roots history and tradition
- Wish list:
- Open borders, students mobility
- European certification (portfolio)

National elements

- Religious education?
- Elements of national history and standards

psychological levels

What is my path?

spirituality

Who am I ?

identity

Am I allowed?

beliefsystems/character

Can I?

competencies

What?

activities

Where?

environment

Policy making

