Open Education 2030
Call for Vision Papers
School Education

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[Europe is in the process of rethinking education, a grand challenge needing inputs from many disciplines including neuroscience and new technologies. Open Education can be Europe's Knowledge and Innovation Enterprise in that process. Here Paul Kelley presents a vision statement in the form of a blog written in 2030 on the progress in Open Education since 2013.]

Open Education for Schools: Progress Review 2030

Today Europe leads the world in open education for schools. Since Rethinking Education was launched there has been rapid progress. Open Education complements school education by focusing on fundamental skills for adult life: literacy, numeracy, 21st century skills, languages, sciences, entrepreneurship and health.

Student experience

Students have responded enthusiastically to Open Education from the very beginning: the digital world is one they feel comfortable in, whether socializing or learning. Students routinely study longer and learn more through Open Education courses than traditional teaching. Almost every student in Europe now studies at least ten hours a week online in schools, often in specially designed spaces. This reflects the success of the Knowledge and Innovation Enterprises for Students (KIES) framework that has led to student communities creating hundreds of thousands of open learning resources and projects. Many of these passed the quality threshold for resources and are widely used in school. In 2024 the games and predictions sites alone attracted 58 million unique users in 24 hours (when awards for student KIES teams were announced). The only Open Education provision that exceeds this level of engagement is *Progress Dashboard* where students track their own learning and health, seek support from their peers and others, and organize their learning to maximize achievement and enjoyment.

Attitudes to school and learning become more positive the greater the integration of Open Education into school life, a finding found in all countries and with students of all abilities. Open Education is linked to rapidly improving achievement, and made the biggest impact in language learning, helping most children in school to be confident in three languages.

> *When I started school we sat in class listening to the teacher. Now schools feel different. I really liked new approaches like High Intensity training for fitness. I'm studying to be a doctor now, and I put that down to taking the Open Education course on healthy adolescent brain development.* Jean

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OPEN EDUCATION 2030. JRC-IPTS CALL FOR VISION PAPERS. PART II: SCHOOL EDUCATION
Paul Kelley
Open Education for Schools: Progress Review 2030

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Teacher experience

Teachers have embraced change, innovation, and rigorous methods in the last 15 years. There were challenges in the first few years in adjusting, but by 2020 82% of teachers reported greater job satisfaction. Key features were the chance to work with colleagues in the new Knowledge and Innovation Enterprises for Teachers (KIET) framework, and learning about other disciplines such as health. The greater flexibility teachers now have to help children learn is consistently the highest cited reason for greater job satisfaction.

The early decision that Open Education resources should be a mixture of commercial and teacher-created resources has proved a success. Like students, teachers report that Open Education courses

are engaging and effective.   These courses have built upon the earlier eBook, innovative training and Open University approaches. Improvements in learning have come from the combined use of collaborative inquiry, peer learning, learning diagnostics, personalization, and real-world emphasis. Teachers feel the Open Framework of skills recognition for students and for teachers has worked exceptionally well.

Complex systems data analysis of student learning from commercial / teacher resources is being used to improve all education, and dynamically improve open resources in real time. Europe is now the global leader in school education ICT-enabled resources, exceeding €10 billion sales in India each year since 2019 and a €17 billion annual contract with China from 2027. Although many teachers now work in business creating online training, many more businesses work in education.

Partnerships between education and research, health, ICT industries and science have created a range of schemes where professionals teach in schools, and this enhances the skills of teachers and students alike.

My job seems so different. All my students have Open Education time, and I'm free to work with my colleagues, or a single student as needed. So much assessment is online or by student self assessment, we have the flexibility to learn ourselves. I'm studying business, looking to set up a company. It's exciting to work here.   Zena

Organizational change

The prominent contribution of business and employers to Open Education has led to a dramatic increase in students taking employment-related courses, and business-sponsored degrees alongside employment, notably in digital industries. Businesses helped improve financial models so Open Education's own Knowledge and Innovation Enterprise now

generates a profit of €1.3 billion, continues to increase the market size, and has simple mechanisms for business charging and shared data analysis. Independent reports consistently rate it as highly efficient financially and organizationally. Open Education has a Europe-wide skills role too. It provides assessment, recognition and certification, as well as defining a curriculum for these skills. There has been a continual improvement in the percentage of students achieving both foundation skills and higher skills since 2021.

Education as Complex Systems Science

Educators now utilise their greater knowledge of research in health, neuroscience and science in their approach to learning for children and adolescents. This has changed school practices: later school starting times for teenagers, open plan learning areas, intense learning techniques, and other evidence-based innovations are now the norm in schools. The impact of science on the activities in schools has been cited by over 70% of students as a key reason for going on to study STEM subjects and aspiring to have STEM careers.

Research-based approaches have flourished in part because Open Education supports big data analysis in schools, and uses learning analytics in the creation and development of all its courses. Learning analytics are also freely available to teachers and students. The use of good quality data and analysis now informs most aspects of school education, and Open Education consistently leads further developments.

> *School leadership is completely different. In this school we don't feel so isolated from other organizations and support. I know teachers and students learn more, and faster, than they used to- and the school has a happier, more professional environment. We're closely connected to the real world now. Personally, I feel we're all pulling together across Europe for our students.*   *Alexander*

Society and economy

Addressing emerging skills requirements, fostering employment, active citizenship and inclusion remain on-going challenges, though much progress has been made. There have been major economic successes: creating a single education market across Europe, protecting copyright and generating educational services that have global appeal. Europe

has become the global leader in open education, translation services, and learning analytics. European companies and public/ private enterprises currently have 46% of the global market share for services to schools.

Attitudes towards education in schools have changed markedly since 2013, with employers now confident education meets their needs and the wider needs of society. European Employer surveys show skill levels, ability to work in an entrepreneurial way, and innovation characterize young applicants now and continue to improve. Courses created by industry have been remarkably successful in the last 10 years, and the growth of jobs with degree studies using open education methods has risen to 37% of all first jobs advertised.

Coordinated projects in Open Education with health, neuroscience and technological health monitoring have led to led to exceptional improvements in the health of students. Informed

by research organizations and complex systems science, it has become possible to implement preventative health and education initiatives on sleep deprivation, obesity, cardio-vascular fitness, emotional and mental health, and health awareness. These interventions have had a remarkable impact over the last 10 years on child and adolescent health. The 181% fall in students taking anti-depressants and 78% fall in adolescent suicides since 2018 are, in themselves, major achievements. These changes have been largely driven by the enthusiastic support of education systems, governments, researchers, and industry. A key element has been European-wide Open Education courses in health and neuroscience for students, families and teachers.

The World Health Organization considers European progress 2020-2030 for children and adolescents as the best in the world. European initiatives in education, health, neuroscience and technological health monitoring have had a huge impact since 2020. Our experts particularly praise the impact of Open Education for Schools in enabling these significant changes.   Director-General, WHO

Open Education is a world-leading Knowledge and Innovation Enterprise that has achieved high impact, low cost outcomes since its formal creation in 2015. It is now embedded into the education process for all European children, and continues to develop services to students and families of exceptional quality. It has also made significant contributions to the economy and wider society.