

# Open Education 2030

Call for Vision Papers

## School Education

### European education 2030 – open & free, integrative and sustainable – a vision

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*European education 2030 "open & free, integrative and sustainable" – based on a Common European Education Policy (CEEP) and the core elements of the European platform for open and free education media and materials, the European School Cloud and standardised digital standards and formats.*

#### 1. Overview

With the adoption of the Bologna Declaration in 1999, the 29 EU member states expressed the desire to create a uniform European Higher Education Area. The European Union thus took the first measures towards international collaboration in the education sector. However, the standardisation measures were just aimed at higher education. In the field of general education, Europe-wide approaches to uniform standards are hardly feasible at the moment and the criticism of the current education systems and structures is growing.

Pupils and young people are already taking to the streets across Europe with protests and campaigns to voice their criticism of the current education standards. While the students are requesting, amongst other things, less commodification, unrestricted access to education, less schoolification in the higher education system and a democratisation of colleges and universities, the protests from pupils are directed towards the three-tiered school system, classes which are too large, and the overloading of the curriculum with content and grading. A central request is the implementation of genuine free provision of teaching materials.

Up until now, there have only been supportive measures from the European Commission for the EU member states for further development of their education systems. As part of the EU programme for life-long learning in the subprogramme COMENIUS, exchange and school development projects as well as projects to improve the level of education are being promoted. The educational policy remains stuck in the rigid and extremely heterogeneous guidelines of the EU member states and their partly federal structures and thus lags far behind the notion of "Open European Education 2030". Pan-European mobility can thus only be achieved with difficulty.

#### 2. Vision for Open European Education 2030

It is still the case that the education sector at a European level attracts too little attention. However, the repercussions of a failed education policy in individual European countries are leaving their mark across the world as well and are thwarting the future of "open, free, integrative and sustainable education". The fundamental requirement and crucial resource for a democratic Europe is a sustainably organised educational system within an equal community and the identification of shared values. European identity emerges from the principle of community, shared cross-border experiences, Europe-wide exchange and comprehensive participation by and recognition of all community members. At the same time,



therefore, sustainably organised education is also a fundamental requirement for increasing European identity.

The principle of subsidiarity arranges the division of tasks between the member states and the EU in such a way that as much grass-roots policymaking as possible can be guaranteed. The education of each individual European citizen must in future be undertaken on the basis of the European community of values – with the observing of democratic principles, equal opportunities, accessibility and freedom of location – regardless of national perspectives and interests. Europe must recognise itself as a migration society which permits multi-perspective and equal participation.

The European education sector and school sector in particular must be completely reformed. The European school must become more open and integrative, inflexible (school) areas must be redefined, so that European pupils are able to experience self-determined learning irrespective of national boundaries – analogue as well as digital – and on the basis of individual advancement. In a new educational community in Europe in 2030, there would exist no separate types of schools, no class groups and no predetermined content based on rigid curriculums. Skill-oriented and interdisciplinary topics and projects are collaboratively implemented across the different years. At the centre is the constructive exchange of European pupils and teachers across national borders, free from the specifications of a rigid and incomparable assessment system (grades).

### **3. The Common European Education Policy (CEEP)**

As a first step towards implementation therefore, the approach of "European Education 2030 – open & free, integrative and sustainable" requires a common European educational landscape based on equal opportunities, accessibility and sustainable and self-determined learning and teaching, a Common European Education Policy (CEEP) and a European Ministry of Education.

#### **3.1 The European Ministry of Education**

Independent of national interests and regulations, the European Ministry of Education can bring about and implement a European education policy, properly, in a future-oriented way and multiperspectively – in view of the European migration society and its multifarious requirements and opinions. Each European pupil receives, depending on his/her own resources, a proportional basic budget for free and individual management and design of his or her education. Cross-border and collaborative projects and education are also promoted and enabled. Cooperation, and especially the exchange between teachers and students, and everyone else involved in school education are promoted using supranational instruments. This exchange also takes into account exchange semesters for teachers in other countries. The European Ministry of Education would also initiate measures for the structural and individual promotion of the implementation of unrestricted access and the standardisation and compatibility of the education systems – especially for the assessment systems and Europe-wide graduation and for both digital and technical standards.

#### **3.2 The European platform for freely accessible, open and modifiable educational materials**

European education 2030 should no longer be based, as previously, on the sovereignty in terms of topics of individual institutions and the commercial interests of individual publishing

countries and companies. The core elements for guaranteeing equal opportunities and accessibility is therefore, on the one hand, free and equal access to teaching and learning materials, whereby "free" is not synonymous with "without charge". On the other hand, it should also be possible for the teaching and learning materials to be disseminated and amended, i.e. optimised, in the educational context as well. Based on the newly set up European School Cloud, the European Department for Educational Media and Materials provides a central platform, organises the management, quality standards, communication with all users and technical implementation. All European member states, all teachers and every European pupil have equal access to the platform and can be involved in the creation and dissemination of educational materials.

The European education community safeguards the quality of content by means of the openly visible process during material preparation and its further development, an assessment system and a parallel communications forum, in which all interested parties can discuss all the content. The frame of reference for all content is global in nature. Collectively, the European education community stands for the protection of democratic values and an equal pluralistic society.

### **3.3 The "learning areas" – multiperspective and interdisciplinary**

In terms of topic, the freely available and public materials are divided in accordance with the newly defined and interdisciplinary "learning areas". After the abolition of the curriculums, topics such as "migration", "World War 1" or "Pythagoras' theorem" are prepared in modular fashion, multiperspectively, interdisciplinary and in a skills-oriented way. Every European pupil makes a choice, in groups or individually, based on personal learning perspectives and will if required be looked after individually by teachers or within the framework of the education community by other pupils. The results of the individual and group work are included in materials prepared so far. Open online courses amongst other things will also be offered on the platform, in which European pupils can participate equally regardless of learning success, age, nationality and social status.

### **3.4 Uniform standards**

The necessity of uniform digital standards formulated and adopted by the European Parliament will be gradually implemented in the individual member states by the European Ministry of Education up until 2030. The objectives are the equipping of every European household with digital devices and/or mobile devices, the European School Cloud and Europe-wide access to the internet regardless of location.

The central platform of the European educational media and materials is based on a piece of open software which publishes materials in the form of open and uniform formats. The fundamental requirement for preparation and dissemination is the standardisation of the EU Copyright Law and the rights of use (keyword: "licenses").

The assessment system of "European Education 2030" is no longer based on grades but on assessment using "learning successes" by means of discussions and individual tasks. If required, the teachers provide assistance, information and an assessment of the respective individual status and guarantee social cooperation and exchange. In many cases the European pupils receive support in the group of pupils itself. At the end of the period at school is the universally valid and globally recognised *Abitur*.

Communication within the Common European Education Policy and in the European education community will be simplified by the use of the common lingua franca of English in the field of education.

#### **4. Concluding statement**

Education is being revolutionised. To make the vision of "European Education 2030 – open & free, integrative and sustainable" a reality and to approach it step by step – this must be the objective of the Common European Education Policy. We therefore request the European Parliament, the European Commission and the Council of the European Union to declare their strategic goal to be the restructuring of the education sector and the development of supranational instruments, to take part in the coming debates regarding the issue and to bring all participants around the table. The goal of "open & free, integrative and sustainable" education can only be achieved with the committed collaboration of everyone in the community.