



European Youth Forum  
contribution to the  
public consultation on  
“Schools for the 21st Century”

1 **Introduction**

2 Independently established by youth organisations, the European Youth  
3 Forum (YFJ) is made up of more than 90 National Youth Councils and  
4 International Non-Governmental Youth Organisations, which are federations  
5 of youth organisations in themselves. It brings together tens of millions of  
6 young people from all over Europe, organised in order to represent their  
7 common interests.

8

9 The European Youth Forum welcomes the European Commission consultation  
10 on Schools for the 21<sup>st</sup> Century. Bringing together youth organisations - the  
11 main providers of Non-formal education (NFE) - and being a democratic  
12 platform for youth organisations from all over Europe aimed at voicing their  
13 opinions, the YFJ has the responsibility to put forward the opinions of its  
14 members by contributing to this consultation.

15

16 **Thinking anew about Education**

17

18 At the beginning of the 21<sup>st</sup> century, European society faces many  
19 challenges, including that of transforming itself from an industrial economy  
20 to a knowledge-based economy, interacting with a globalised world. This  
21 change is increasingly recognised by the citizens of the European Union, and  
22 is being promoted by the European Union through the Lisbon Strategy and  
23 the Education and Training 2010 as a direct tool for achieving the objectives  
24 set. The EU commitment in relation to this transformation has also been  
25 reaffirmed by the European Youth Pact.

26

27 As an organisation which sees social aspects as being as important as  
28 economic ones, the YFJ must stress that despite the Lisbon commitments,  
29 the debate on knowledge in the EU should not only be tied to the economic  
30 level, nor should it focus solely on the, albeit important, issue of  
31 employment. The debate goes beyond these issues and should involve the  
32 whole of society and concentrate on the opportunities open to citizens for  
33 their self-development.

34

35 A knowledge society requires life-long and life-wide learning from its  
36 citizens: after leaving school in the evenings, and after graduating; in youth  
37 organisations; at home; in the work place, etc. Becoming a life-long and  
38 life-wide learner demands that people take responsibility for their own  
39 learning.

40

41 To be able to meet these demands and at the same time fully benefit from  
42 the opportunities life-long and life-wide learning can offer, an effective  
43 educational system is needed to support everyone. The current formal  
44 education (FE) system in Europe is struggling with these new demands. This  
45 often leads to people finishing formal education without being equipped  
46 with the necessary skills and attitudes for a smooth transition into  
47 employment and further life. The formal educational system has been  
48 successful in meeting certain challenges in these past years and many non-  
49 formal education methodologies and more dynamic curricula have already  
50 been introduced.

1  
2 However Formal Education should not be expected to take over the role of  
3 Non-Formal Education and informal learning. Non-formal education  
4 providers and youth organisations, in particular, are much better equipped  
5 to provide specific learning experiences due to their long-term involvement  
6 in developing this type of learning and their voluntary and self-organised  
7 nature. They are continuous providers of high quality education especially in  
8 competences such as learning to learn, social and civic competence,  
9 initiative-taking and entrepreneurship, and cultural awareness and  
10 expression.

11  
12 The Working Paper is correct in its assessment that school reforms should be  
13 comprehensive and based on long-term policy planning. That is among the  
14 main reasons why we need to approach education in a holistic way. Formal  
15 Education and schools need to open-up to other educational actors and with  
16 them form a single integrated educational sphere. This implies a paradigm  
17 shift and a new way of thinking about education. The word education should  
18 no longer conjure up in people's minds only pictures of school. Instead Non-  
19 Formal Education and informal learning should spontaneously spring to mind  
20 whenever someone hears about education.

21  
22 This new vision of education does not imply a complete overhaul of schools,  
23 as this might destroy a lot of good practice and, indeed, the central idea of  
24 formal education. Based on the work and experience of youth organisations,  
25 the European Youth Forum wishes rather, to propose three practical reforms  
26 that will lead to all educational actors coming together to form this  
27 integrated educational sphere. These three reforms are linked and mutually  
28 reinforcing.

- 29  
30 1. Framing education in a global world and seeing it as a tool to prepare  
31 young people for their role as European and global citizens.  
32 2. Making citizens and especially young people, owners of their education  
33 and protagonists of educational reforms.

1  
2       **A. The complementariness of Non-Formal Education<sup>1</sup> and Schools:**  
3

4 Young people spend a lot of their time in school, however they often feel  
5 that what they do in school is not connected to other parts of their lives:  
6 their involvement in youth organisations, sports clubs, their friends and  
7 social circles. At the same time they do not often see those other activities  
8 as learning processes and learning opportunities. This is due to both the  
9 limited recognition of NFE and informal learning as well as the distance of  
10 formal education from other parts of young peoples' lives. Formal education  
11 is explicitly not a life-long learning experience as it usually stops at the age  
12 of 16 to 25. Nevertheless it should aim to provide learners with the skills  
13 and will to be curious and learn throughout their lives.  
14

15 This gap in the perception between formal education and the rest of one's  
16 life needs to disappear, both in practice, and in the minds of students,  
17 educators, and society in general. The Staff Working Paper recognises this  
18 gap and asks the right questions, "to what extent [will] schools...need to  
19 reorganise to help pupils acquire this kind of skill, both inside and outside  
20 'lessons'". However to really achieve comprehensive reforms and long term  
21 policy planning, the question should be, 'how can schools work with other  
22 educational actors to help pupils become life long learners with the skills for  
23 a knowledge economy?'  
24

25 The European Youth Forum proposes to answer this question by bridging the  
26 gap between NFE and FE in the following ways:  
27

- 28 • **Time for NFE:** education and learning should not be limited to 32 hours a  
29 week in formal education, but should be a continuous process. Every  
30 educational sphere should carefully assess the amount of time individual  
31 pupils need for their education. Within the educational sphere all actors  
32 should focus on what they do best. Formal education should consider the  
33 best ways of educating, by balancing which subjects are best approached  
34 in a formal style to those that are better left to other approaches or  
35 cooperation with other actors.  
36

37 These other approaches, Non-Formal Education and informal learning,  
38 can be allocated specific time in the curriculum. School should respect  
39 students' free time by limiting homework and extra tasks. There should  
40 be time for young people to engage in youth organisations, sport, art,  
41 music and to spend time with their friends. Students should also have  
42 time to use the educational resources of the school: the ICT, the library,  
43 informal contacts with teachers, students' clubs, student unions etc.

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<sup>1</sup> By 'non-formal education', the YFJ refers to an organised educational process which takes place alongside mainstream systems of education and training and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Unlike *informal education* where learning happens less consciously, the individual is usually aware of the fact that he/she is learning through non-formal education. (0618-03 YFJ Position Paper)

1 Using the resources of a school, for informal learning about issues that  
2 students care about, positions learning in a more positive light and helps  
3 to create a positive environment that supports the learning. In such an  
4 environment, students can feel involved in school life, take much more  
5 initiative, and take over part of the responsibility for their education  
6 from the school.

- 7
- 8 • **NFE at school:** Turning schools into real centres for learning and  
9 education requires time for NFE but also sharing the educational  
10 facilities with NFE providers.

11

12 The Working Paper correctly points out that: '[T]he extended use of  
13 school premises for after-school activities or as an educational resource  
14 for the whole community can help promote lifelong learning  
15 opportunities.' A lot of resources are indeed invested in school buildings  
16 and equipment. This investment should be used to its fullest extent by  
17 sharing it with other educational providers. For example, youth  
18 organisations could be provided with offices in schools and use of school  
19 facilities. Having to provide only one infrastructure for all educational  
20 providers would not only lower costs for society but will provide  
21 recognition for non-formal education and build effective bridges  
22 between the different educational actors. These bridges, and the  
23 ensuing communication between the various educational providers, will  
24 enable schools to better assess the real competences of pupils.

25

26 NFE approaches can also be further introduced in schools in an additional  
27 way. An evolution that has already begun, but which needs to be further  
28 encouraged, is to make the learner more central and to change the  
29 power relations between the learner and institution, through the  
30 application of Non-Formal Education methods. In particular, by centring  
31 the whole learning process around the learners' needs and promoting  
32 curiosity and the will to explore through 'learning by doing'. This  
33 paradigm shift is vital for creating a mindset open to Life Long and Life  
34 Wide Learning.

35

36 Both time and space for Non-formal education and its providers will bring  
37 schools closer to the communities they serve.

- 38
- 39 • **Flexible and Learning Teachers:** The school should become the centre  
40 of the educational sphere in which all types of learning come together.  
41 This implies that all actors including teachers should be encouraged to  
42 switch between different educational fields (Formal Education, Non-  
43 Formal Education, adult education, etc). Teacher training needs to be  
44 improved to reflect the commitment of teachers to their Life Long and  
45 Life Wide Learning. Therefore teachers should be continuously trained in  
46 the use and development of inclusive and dynamic teaching methods.  
47 They should, at the same time, be encouraged to take part in  
48 international mobility programmes.
- 49

1 Teachers play a key role in the education of young people. They act as  
2 role models and can be a great example of self evaluation and  
3 reflection. Teacher training is already changing and focuses more on  
4 teachers developing themselves as guides to learning processes. This  
5 evolution needs to be further supported and encouraged.

6  
7 These measures have the added value of making a teacher's career much  
8 more open and diverse, and are a way to tackle the problem of retaining  
9 experienced teachers - a problem endured by many Member States and  
10 also raised in the Working Paper.

11  
12 The European Youth Forum believes that teachers are indeed 'key agents  
13 for change', they play a key and extremely worthwhile role in society,  
14 which needs to be further recognised. The dedication of teachers to  
15 their pupils also deserves praise.

16  
17  
18 The proposed educational sphere, with all educational actors working  
19 together, is not only a structure but also serves a joint purpose: to realise  
20 quality education. This quality needs two core components: evaluation and  
21 social inclusion.

- 22  
23 • **A school reflecting upon change:** The introduction to the Work paper  
24 refers to the development of a culture of evaluation within schools which  
25 is a much needed reform. A good model for this reform would be the  
26 culture of evaluation that already exists in many Non-Formal Education  
27 providers and especially youth organisations, as feedback and evaluation  
28 is an integral part of the work of youth organisations. Their experience  
29 can be used a source of inspiration when Formal Education and Non-  
30 Formal Education work together.

31  
32 Feedback is a condition for student learning; learning best occurs in  
33 settings that frequently provide learners with feedback about their  
34 learning as they are trying to learn. Self-evaluation and reflection play a  
35 key role in this: learners that are aware of how they learn, why they  
36 learn, and what works best for them, are able to perform much better  
37 and experience ownership over their learning and are thus much more  
38 motivated. Feedback from their peers and self evaluation are  
39 indispensable for acquiring the key competence of learning to learn.

40  
41 A culture of evaluation, reflection and feedback should be present at all  
42 levels of the school, and among all actors. This includes the active  
43 involvement of students in the evaluation of educational institutions and  
44 teachers.

- 45  
46 • **Schools for Social Inclusion:** The second quality aspect of education that  
47 needs full attention is the role of education and schools as actors  
48 promoting social inclusion. To be effective in the promotion of social  
49 inclusion, structures need to change but also specific measures taken.

1 The European Youth Forum sees the following issues as crucial inclusion  
2 challenges for which urgent measures need to be taken:

3

4 The Working Paper refers to a gap in learning achievements - girls perform  
5 less well in maths and science than boys, and there are other significant  
6 **gender disparities**: boys perform increasingly less well than girls in reading;  
7 and boys drop out of school more frequently than girls. To counter this  
8 trend, gender sensitive co-education should be promoted, that allows girls  
9 and boys to break free of stereotypes. A truly gender neutral education  
10 relies on self-reflection by teachers on the principles and values they may  
11 carry, allowing them to counter trends that increase gaps and thus  
12 encourage all children to realise greater achievements. Further  
13 requirements are: the creation of both an educational approach limiting  
14 gender specificity and of an environment equally supportive for all pupils;  
15 research into how curricula and textbooks etc. are reinforcing existing  
16 gender roles; and the introduction of anti-harassment policies in schools.  
17 Teachers have a key-role to play and educators should themselves be  
18 trained using gender-sensitive curricula, and methods, and be given specific  
19 training on gender-sensitivity.

20

21 Students with **migrant backgrounds** do often perform at levels significantly  
22 lower than their native peers. A special focus should be placed on  
23 integration and language support for children with migrant backgrounds.  
24 This includes support for the learning of an individual's mother tongue, as  
25 well as support to comprehend and master the language of instruction.

26

27 In an **inclusive** school there must be early support for children with  
28 disabilities and learning difficulties and extra support given to teaching staff  
29 working with children with behavioural particularities.

30

31 Schools also play an essential role in combating **child poverty**; they need to  
32 start breaking cycles of poverty early, through tailored support including  
33 financial support and quality childcare if needed, for single and working  
34 parents. Formal education, including activities taking place outside the  
35 classroom, should be free of charge.

36

37 "There is evidence that the **segregation** of children into separate schools  
38 based on ability before the age of 13 ('tracking') exacerbates differences in  
39 educational attainment due to social background, and leads to even more  
40 inequitable outcomes in terms of student and school performance." To halt  
41 this segregation, an alternative approach could be envisaged: one where the  
42 'best students' and the 'slowest students' are not separated in 'special  
43 classes' by level but giving the students that have reached the furthest the  
44 role of peer educators thereby acting as resource persons assisting and  
45 supporting the other students. The European Youth Forum sees this  
46 segregation as a serious issue and realises that it is not only a threat to  
47 achieving the Lisbon objectives but to a sustainable development of  
48 European societies as a whole.

49

50

1        **B. Global citizens**

2 Young people are growing up in a globalised world and are often at the,  
3 forefront of dealing with the global issues e.g. by forming global  
4 communities on the internet, by joining global actions such as Live Aid, by  
5 studying or working abroad or simply by being aware of their responsibility  
6 as citizens. However, many young people also simultaneously feel  
7 overwhelmed by global processes and do not feel that they have a say in  
8 how this interlinked world is developing.

9

10 A worrying fact is that there is a digital and literacy divide among young  
11 people, often coinciding with a gender divide, which widens the gap and  
12 excludes many young people from participating in this global community as  
13 a result of a lack of access to the internet or as a result of not being able to  
14 speak English or other widely used languages.

15

16 Education needs to prepare young people for their role in the global society.  
17 This education should consciously place itself in the global space by asking  
18 what the relevance of its objectives are, and of its content, in a global  
19 context.

20

21 Global Education<sup>2</sup> aims at fostering European citizenship in a global context  
22 as European citizens are also citizens of the world. It should furthermore  
23 provide young people with the skills and attitudes that enable them to live  
24 in an environmentally sustainable way.

25

26 Global education, due to its diverse nature, needs to be included in the  
27 curriculum but cannot just be limited to one course. Global education needs  
28 to be embedded in the school culture and be transversally included in all  
29 relevant subjects. Global education is participatory and requires time and  
30 space for student-led initiatives. The European Youth Forum therefore  
31 proposes that the integration of Global Education into the educational  
32 sphere should be done in the following way:

33

- 34        • **Transversal inclusion in all relevant subjects**, thus bringing an  
35        intercultural perspective into history, languages etc. Ensure that  
36        history teaching assumes a global perspective and not simply a  
37        national focus.
- 38
- 39        • **A specific citizenship course** should be included as an essential part  
40        of the curriculum. This course could provide a background and  
41        framework for the work done in other courses or projects. It would  
42        also include education on Human rights.

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<sup>2</sup> According to the definition of the North-South Centre of the Council of Europe, 'Global education is education that opens people's eyes to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education - the global dimensions of Education for Citizenship'.

- 1       • **Learning by doing** should be the key method of participatory global  
2 citizenship education. Schools should provide time, space and  
3 recognition for projects initiated by young people themselves,  
4 including projects in which pupils go out and educate others in  
5 society, and through which pupils can act as peer-educators and  
6 multipliers. This fosters a sense of initiative and entrepreneurship  
7 and so directly contributes to the development of the Key  
8 Competences for Life Long Learning. Entrepreneurship has a positive  
9 impact on economic growth and through providing space for personal  
10 initiative and learning by doing schools can contribute to supporting  
11 long-term sustainable economic growth in Europe (Question 3 of the  
12 Working Paper)  
13
- 14       • **First hand experience of another culture.** One of the most  
15 important intercultural learning experiences is spending time abroad  
16 and being immersed in a different culture. The *Comenius* Individual  
17 Pupil Mobility action is a step in the right direction but still does not  
18 provide the possibility for many young people to study abroad. We  
19 believe that all young people should be provided a possibility to take  
20 part in an exchange while being in secondary education, as this can  
21 be a defining experience in one's lifetime.  
22
- 23       • **Approaching the learner as a whole person.** Formal education too  
24 often puts too much emphasis on the importance of knowledge and  
25 developing the rational side of people. To acquire the key  
26 competences of 'social and civic competence' and 'social and cultural  
27 awareness' more sides of one's personality have to have the chance  
28 to develop. NFE providers such as youth organisations have been  
29 working on exactly this for a long time and can provide cognitive,  
30 behavioural, social and emotional education.  
31 For example, handling conflict, a situation that happens very often in  
32 everyone's life, is a skill that surpasses the rational level. To solve a  
33 conflict, a good understanding of what causes certain emotions and  
34 how they can be correctly communicated, is needed.  
35
- 36       • **A sensitivity of the diversity of our own societies.** Global Education  
37 aims to make people of aware of different cultural realities both in  
38 other parts of the world and in our own societies. This should not only  
39 help students become aware of their multicultural societies but also  
40 should adapt schools systems to new realities of diversity. One serious  
41 problem is that students who have a different cultural background  
42 than the mainstream culture and which is not sufficiently or  
43 accurately represented in the traditional curriculum are more likely  
44 to remain low achievers; so curricular reforms need to pay attention  
45 to the growing diversification of our society and should not reinforce  
46 stereotypes but support inclusion.  
47  
48  
49

1           **C. Young people as owners of their education:**

2  
3 Young people sometimes feel alienated from their education. Too often they  
4 equal education with schooling. A truly life-long and life-wide education  
5 requires people who want to learn because they feel it is important for  
6 themselves and because they feel ownership over their educational path.

7  
8 It is often noted that young people from youth organisations do have that  
9 feeling of ownership, precisely because they are in control of the process  
10 and can make educational choices etc.

11  
12 Giving ownership and co-decision power to pupils is sometimes portrayed as  
13 giving a “carte blanche” to pupils. Co-decision does not lead to students  
14 having absolute say over the school in the same way as being a citizen in a  
15 democracy doesn’t mean that the wish of the citizen is always taken into  
16 account. Ownership and participation supports young people in  
17 understanding the limits of individuals when living together with other  
18 individuals, that there are sometimes limits to what is possible and that  
19 accepting these limits does not mean giving up on questioning the system.

20  
21 The Youth Forum proposes to give young people a real sense of ownership  
22 over their own education in the following way:

- 23  
24 • **Youth as co-managers of the educational institutions:** In order to foster  
25 this feeling of ownership in Formal Education, it is essential to have  
26 students as co-managers of the educational institution. Much progress  
27 has been made in introducing student councils throughout Europe,  
28 however there is still a lot of room for improvement: some schools still  
29 don’t allow student councils and in some countries student councils have  
30 only symbolic value. To really be co-managing a school, student councils  
31 should have a say over budgets and the curricula, and their  
32 establishment must be guaranteed through education legislation.

33  
34 The Austrian and Italian systems serve as good examples of student  
35 councils co-managing budgets and curricula.

36  
37 This involvement of students is a factor that is sadly missing from point  
38 2.8 in the Working Paper, ‘helping school communities to develop’.  
39 Sharing responsibility between students, parents and school councils will  
40 lead to school communities of which young people can feel part.

- 41  
42 • **A Charter on student rights:** These educational reforms imply a  
43 rethinking of the position of all actors. The Youth Forum believes that  
44 the position of students should be based on rights and formalised in a  
45 charter of rights. The work done by OBESSU - the Organising Bureau of  
46 European School Student Unions and ESIB - National Unions of Students in  
47 Europe, members of the European Youth Forum, on developing a charter  
48 of rights should be acknowledged and built upon.

- 1 • **The right to leave and re-enter formal education:** Almost 15% of 18-24  
2 year olds leave school prematurely.<sup>3</sup> Many young people feel that formal  
3 education does not provide them with what they need at that moment,  
4 and consequently ‘drop-out’. However, very few educational systems  
5 allow those young people to re-enter Formal Education or support them  
6 in their search for alternative educational pathways. This has a big  
7 impact on young people, and especially those from disadvantaged  
8 backgrounds, as they have much weaker support networks.

9  
10 An educational sphere should allow young people to take different  
11 educational paths with the possibility of multiple entry and exit points. A  
12 modular system could facilitate these paths and provide the possibility of  
13 taking a pause in formal education, of trying vocational training or Non-  
14 Formal Education, and of re-integrating into Formal Education with  
15 recognition of the learning done in other fields. Competencies acquired  
16 through professional activities or civic activities, such as work in youth  
17 organisations, should be recognised in the form of credits. Recognition of  
18 prior learning achievements should be seen as a fair tool for encouraging  
19 students and enabling them to start at their level of competence.

20  
21 At the same time, the reasons/nature for these students leaving formal  
22 education early should be investigated, to ensure that leaving school  
23 early is an option and not a forced choice.

- 24  
25 • **Education crossing borders:** The Staff Working Paper poses the question  
26 of how school systems contribute to supporting long-term sustainable  
27 economic growth in Europe. One of the key answers is a better cross-  
28 border recognition of different educational achievements (within Formal  
29 Education, mobility programmes or Non-Formal Education and youth  
30 work) and a better comparability of national systems or even within  
31 national systems. The European Qualifications Framework, as a  
32 translation tool for national qualifications systems, can be a useful way  
33 of implementing this, provided that it gives due recognition to the  
34 specificities of Non-Formal Education.

35  
36  
37 **Conclusion:**

38 Our society is facing many challenges, of which globalisation bears perhaps  
39 the biggest impact. To meet these challenges, and to use the opportunities  
40 they present, we need citizens that are at ease in a knowledge economy and  
41 in a rapidly changing society; that have been given the skills and attitudes  
42 by their education to deal cautiously but fearlessly with it; citizens that are  
43 learning every day and everywhere; that feel ownership over their  
44 education; and that see themselves as global citizens.

45  
46 If the European Union and its Member States are serious about their  
47 commitment to changing into a knowledge society, and about the demand  
48 that their citizens become Life-Long and Life-Wide learners, the Member

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<sup>3</sup> Progress towards the Lisbon objectives in Education and Training SEC (2006) 639

1 States need to rework educational systems to give citizens the necessary  
2 Life-Long and Life-Wide Learning support.

3  
4 These new education systems need to put learners at the centre, not  
5 institutions. As our society moves towards a network-based society, our  
6 school systems cannot remain in their traditionally rigid structures. The  
7 schools in Europe cannot meet this challenge alone. Other educational  
8 actors need to interact with them and form an educational sphere in which  
9 formal education, non-formal education and informal learning are seen as  
10 three sides of an education triangle. This implies the active involvement of  
11 non-formal education providers, such as youth organisations, that provide a  
12 positive example of how young people can manage their education and that  
13 of their peers.

14  
15 This cooperation by educational providers should be structural but also  
16 focused on content, and on a joint vision of the major issues to be tackled:  
17 the two main priorities are the development of a culture of quality and  
18 reflection and of education as an actor for social inclusion.

19  
20 Developing a culture of evaluation and feedback means going beyond simply  
21 awarding grades to pupils, but rather, making them aware of their learning  
22 and making them able to steer their learning. Education has worked in the  
23 past as an actor for social inclusion but some old forms of exclusion still  
24 exist with new ones having arisen. Many disadvantaged groups in our society  
25 see their disadvantage not lessened and sometimes even worsened by  
26 education: this reveals a need for drastic reform with specific measures  
27 targeted at underperforming groups.

28  
29 Education needs to provide all people with the skills, knowledge and  
30 attitudes to be active citizens in a globalised world. Serious implementation  
31 of Global Education can open the windows of schools to the world.

32  
33 This reform process is for young people and students and should be co-  
34 managed by them. A mere consultation process is not sufficient. Student  
35 organisations and National Youth Councils should be involved at the national  
36 level.

37  
38 The European Union can play a crucial role in this reform, but education  
39 policy should be decided on the level closest to the pupils. The role of the  
40 EU should therefore be a facilitating role, bringing together and provoking  
41 debate among Member States and key stakeholders.

42  
43 The 21<sup>st</sup> century goes on beyond 2010, and a communication by the  
44 European Commission should be much more visionary. The European Youth  
45 Forum hopes that, when asked in 2027 to reflect on education, the title of  
46 the Commission communication will not be 'Schools for the 21<sup>st</sup> century' but  
47 'Educational Centres in the 21<sup>st</sup> Century.'