



Malta-EU Steering & Action Committee

# EDUCATION, YOUTH & CULTURE

Sectoral Committee

Weekly Update

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## The Spanish Presidency is committed to putting education “at the heart” of the 2020 Strategy

The Spanish Minister of Education, Ángel Gabilondo, speaking before the Culture, Education and Youth Committee of the European Parliament, insisted on the importance of strengthening the idea of a Social Europe by means of a new link between the economy and education, one of the basic pillars of the Spanish Presidency's proposals in the area of education.

The Minister said that education and training should be the drivers for European development and social well-being, adding that research and innovation are the basic pillars of the new knowledge society, to which the new pillar of the social dimension and social responsibility at all levels of education, must be added. To reach these goals, investment in education must be increased, using sufficient, transparent, efficient and fair financing models.

Gabilondo stressed that the Spanish Presidency will be working towards four objectives:

- making continuous learning and mobility a reality;
- improving the quality and efficacy of education and training;
- promoting fairness, social cohesion and active civic responsibility; and
- reinforcing creativity, innovation and entrepreneurial spirit at all the levels of education.

He also said he was convinced that **the best social policy is education**, in the sense that equal opportunities in accessing education and social cohesion will be the hallmarks of the work to be carried out over the next six months.

In terms of adapting education to suit labour market needs, Minister Gabilondo said that community policy priorities in vocational training would be renewed during the term of the Spanish Presidency, with the aim of increasing mobility and facilitating access to new learning models, such as skills acquired from work experience and through non-formal training channels.

The internationalisation of higher education and the modernisation of universities will also be among the top priorities of the Spanish Presidency, which has made a decisive commitment to the Bologna Process and the creation of a European Higher Education Space. Together with these agreements, convergence requires university policies to be in tune with each other: more autonomy for the universities; demanding assessment systems; greater and more diversified



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sources of university financing, more transparent university management; greater student and lecturer mobility; greater fairness in the system and the opening up of the universities to society.

**Presidency website: <http://www.eu2010.es/en/index.html>**

## **...Commission**

### **Measuring creativity: a wide analysis**

**A new publication, *Measuring Creativity*, looks at the different ways to measure creativity both of individual people and at national and regional levels. The publication is based on the outcomes of an international conference, which the European Commission hosted in May 2009 under the title "Can creativity be measured?" The publication looks at these perspectives, giving a wide analysis of measuring specific aspects related to creativity.**

#### **Why measure creativity?**

In the new strategic framework, which sets out European co-operation in education and training for the coming decade (Strategic framework for European cooperation in education and training (ET 2020), the importance of creativity is recognised as "*a prime source of innovation, which in turn is acknowledged as one of the key drivers of sustainable economic development*".

The role of creativity and innovation is also paramount in the current European context: creativity is the core component of the capacity to innovate and it is the engine for improving the quality of life and the sustainability of development. Creativity contributes to developing flexible environments for skills and innovation in education, where it cuts across all the key basic competences.



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The 2009 European Year of Creativity and Innovation promoted awareness of the importance of creativity and innovation for personal, social and economic development. Its aim was to spread good practises, to stimulate education and research and to promote policy debate on these issues. The Manifesto of the Year concluded that we have to foster creativity. And if we want to foster it, we need to measure it: *Measuring Creativity* is an important step answering to this challenge.

### **Measuring creativity: the book**

*Measuring Creativity* contains different approaches to measuring creativity like creative societies and creative classes, creativity and culture, creativity and economic growth, national and cross-national measurements of creativity and innovation, but also approaches to measure and analyse creative skills and competences of individuals applying psychometric methodologies and theories. In *Measuring Creativity* problem solving/problem finding skills are highlighted as tools for potential creativity, but it is also recognised that creative skills integrate essential dimensions (analogical and divergent thinking, risk taking) that should be included in any measurement of creativity.

### **To know more**

- ET 2020: [http://ec.europa.eu/education/lifelong-learning-policy/doc1120\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc1120_en.htm)
- Full text of the book:  
[http://ec.europa.eu/education/lifelong-learning-policy/doc2082\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc2082_en.htm)