



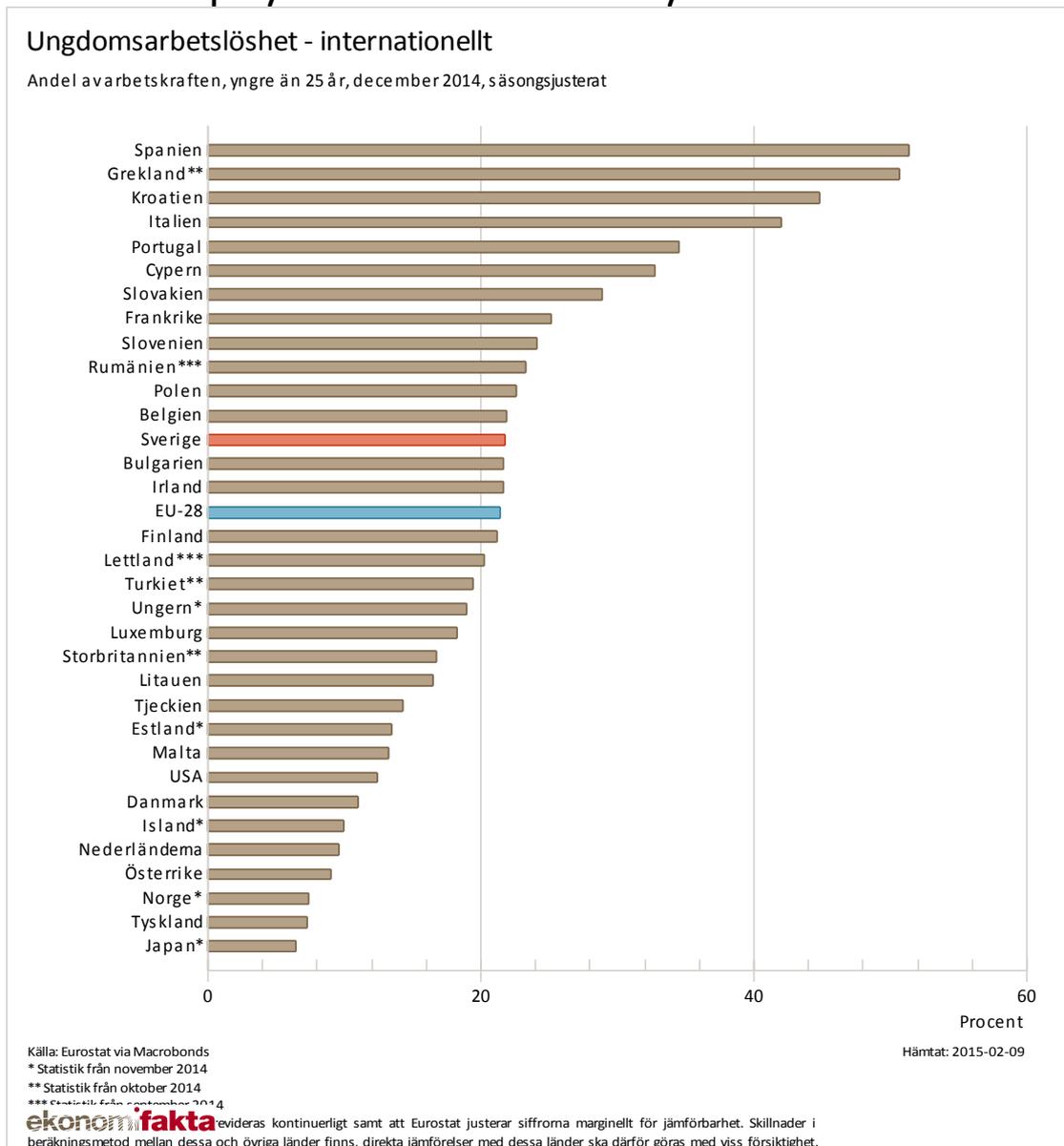
Effects of early leaving from education and training and changes in the working life cause high rate of Youth Unemployment, economic and social exclusion and severe risks for alcohol and drug abuse!

One of the main objects for the Thinkbeforedrink project is to reduce drinking alcohol and hopefully postpone the starting time of drinking during the adolescence. In order to succeed in these efforts there are some basic facts to be considered.

1. Youth unemployment in Europe, background in each country and the present situation of the working area and prerequisites , factors that have an impact of the rate of young people at risk.
2. The young ME-WE-generation of today and how to make teens aware of risks and consequences of alcohol and drug abuse.
3. The capacity of the teenage brain grasping the whole picture during the adolescence and the extent of knowledge among parents, stakeholders and school staff of the brain development during the adolescence
4. The extent of New Public Management regulated educational systems  
The correlation between test-oriented education and immeasurable qualities like entrepreneurship fostering, career guiding, social competence etc.
5. Concrete changes in education appealing to students and decisive efforts to increase the transition from education to work.
6. Set support to youth transition from school to work prior to integration efforts and save a lot of money.
7. Awareness among adults of their supporting and monitoring role .

***When we all stop rushing around doing what we are doing and begin to think about it together we can make it better for the next generations  
We all have to think before drink.***

## Youth Unemployment -internationellt Dec 2014



Around 5 million young people (under 25) were unemployed in the EU-28 area in December 2014, of whom over 3.2 million were in the euro area. This represents an unemployment rate of 21.4% in the EU (23% in the euro area). More than one in five young Europeans on the labour market cannot find a job; in Greece and Spain it is one in two. 7.5 million young Europeans between 15 and 24 are not employed, not in education and not in training (NEETs). In the last four years, the overall employment rates for young people fell three times as much as for adults. ***European costs: €153bn in benefits and foregone earnings and***

***taxes a year. Establishing Youth Guarantee schemes in the Eurozone is €21bn a year***

Youth Guarantee: European approach to fight youth unemployment

<http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2173&furtherNews=yes>

## The ME-We generation

The values we develop during our adolescence will to a large extent follow us through life, like a lifelong companion. Who are the young people of today and how can a strategy be developed to make them postpone their drinking start and hopefully make them reject drinking alcohol. A Swedish research call them the Me-Wes, true individualists who also greatly treasure their best friends and family. They are Individualist but not selfish egoists. They believe people benefit more from collective solutions than from everyone minding their own business. (Lindgren, Furth, Kairos Future)) The decrease of alcohol use in Sweden during the last five years among younger adolescents can be explained by a more intensive use of facebook and other social media. There is less needs of alcohol when communicating with others on internet than face to face.

## The capacity of the brain grasping the whole picture during adolescence and knowledge among stakeholders, staff and adults of the teenager's brain development?

From one hour to the next, a teenager can change from a fully reasonable and sensible person to a complete risk-taker. The film series *Mind Your Teens*, explains research on the teenage brain using an accessible, popular-science approach. The research is presented on the basis of five themes: sleep, friends and family, the kick - about reward, emotions and learning. Speaking at the launch, Professor Åke Pålshammar at Uppsala University compared the teenage brain to a car with *"a powerful engine, but with dangerously weak brakes and steering systems. The rational thinking seems to reach adult maturity at about age 16, while the psychosocial maturity, such as impulse control, future orientation, and the ability to be independent does not seem to be achieved until the age of 25"*.(Mind your teens Astra Zeneca))

**How do these facts impact the possibilities to choose upper secondary studies and further transition to work?**

**What kind of information can be used to convince teens to be aware of the consequences of drinking alcohol and using drugs?**

## The extent of New Public Management regulated school system

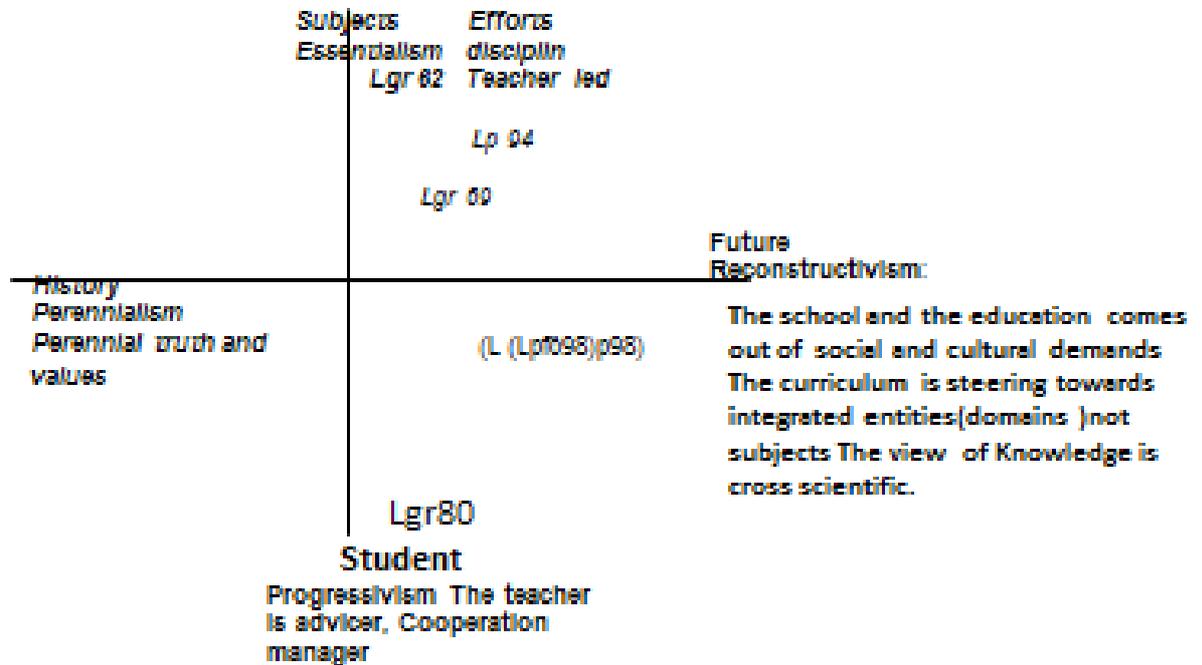
- First of all we need to know the perspective of different curricula and knowledge bases over time and according to existing societies.

- We have to discuss how different groups are dependent of the outcome of the curriculum.
- We need to compare Old Public Management, New Public Management and what lies beyond New Public Management
- We have to examine the current educational movement eg. GERM and its consequences (Sahlberg P. *Finnish Lessons*)
- We have to reduce the importance of international assessments

How to interpret the national curricula is an important question. Over time there have been different perspectives of how to build education processes according to curricula lines. The Perennial way has its origin in Aristotle. The Essential subject curricula also have its origin in Aristotle and is mainly teacher led in different subjects. Since the compulsory school system 1962 the curricula in Sweden are mainly interpreted from subjects education. The curricula Lgr 80 became more oriented from a John Dewey perspective with a progressive performance.

The development of New Public Management in education and school management and the increasing use of tests and competition among schools and countries has turned focus back to Essentialism whereas later research point to a more reconstructive beyond New Public management curriculum.

## Curricula (Lgr in Sweden)) and there role in education



Where do teachers and principal place the new curriculum 2011? How about the government? The national Agency? Research, The worklife? The municipal politicians?



By analyzing the learning processes from each leading factor OPM, NPM and beyond NPM it is possible to make conclusions in terms of student outcomes in different times..

### Sahlberg, Pasi 2012, *Finnish Lessons*

Educational systems are facing double challenge: how to change schools so that students may learn new types of knowledge and skills required in an unpredictably changing knowledge world, and how to make the learning possible for all students regardless of their socioeconomic conditions. This is both a moral and social imperative for leaders

Aftermath of recent global economic crisis is showing how unemployed young people are becoming hopeless to the extent that it is bringing governments down. To turn education around steps must be grounded in research and implemented in collaboration by academics, policy makers, principals, and teachers.

Main message of the book is that another way to improve schools is to improve the teaching force, limit student testing to a necessary minimum, place responsibility and trust before accountability, and hand over school-and district-level leadership to education professionalism.

## Consequences of a Global Education Reform Movement (GERM) during a period of education as a market.

GERM	LEADING LEARNING
<u>Testucation</u>	Education
New York origin	Finland model
Test core subjects	Teach <u>Learnacy</u>
<u>Standardise</u> – same skill level for all	<u>Customise</u> – “Each one is different”
Promote pre-test panic	Each at own learning pace
Ideas from corporate world	CHILD as the inspiration for change
Rank test results	Share evaluation personally
Treat child as student	Treat child as pupil : potential student
Shame and blame	Celebrate successes
Competition based	Open collaboration
Large-scale cheating	Shared teaching and learning
Cover-up gimmickry	Attention to compulsory schooling ideals

### International assessments

PISA-ranking 2012	Math	Reading	Science
OECD average	494	496	501
Italy 32	485	490	494
Spain 33	484	488	496
USA 36	481	498	497
Lithuania 37	479	477	496
Sweden 38	478	483	485
Turkey 44	449	475	463
Romania 45	445	438	439

Sweden is one of the countries where national tests have increased most since 2003. Many of the students who get high scores in mark-dependent tests get low scores on international mark-independent tests. A conclusion is that students are “test-tired” and prefer to do their best when it is really serious and counts.

The international assessments PISA, TIMSS and PIRLS according to James Harvey (Washington Post) are like an iceberg and points out ten things you need to know about.

1. These assessments were never intended to line up and rank nations against each other.
  2. The international average is not what you think it is. It is not weighted average of all the students in the world, but an average of the nations averages.
  3. The assessments compare apples and oranges
  4. The accuracy of the national samples ranges from questionable to abominable.
  5. The horse-race tables ignore differences in poverty, inequity and social stress aiming nations
  6. Assessment reports act as though social support for families was consistent and uniform across dozens of nations
  7. Assessment results for elementary school children are consistently ignored or underreported
  8. Assessment results for 15-year-olds are treated as though age 15 marks the end of the educational line.
  9. There are no assessment results comparing the performance of secondary school graduates across nations.
  10. The United States has the most highly educated population in the world in terms years of schooling completed and possession of high school diplomas and colleges degrees.
- ([www.washingtonpost.com/blogs/answer-sheet/wp/2015/02/](http://www.washingtonpost.com/blogs/answer-sheet/wp/2015/02/))

The question is changing focus from "Testucation" according to GERM to Education, from subject orientation to entrepreneurial orientation, from PISA, TMSS and PIRLS to GEDI( Global Entrepreneurship Index) with a different ranking:

Top ranking 2015 :1. USA 85, 2 Canada 82, 3. Australia 78, 4. United Kingdom 73, 5. Sweden 72, among 130 countries

The Global Entrepreneurship and Development Institute (GEDI Institute) is a non-profit organization that advances research on links between entrepreneurship, economic development and prosperity. The Index is a tool for identifying the right policies and programs to accelerate growth and job creation [www.thegedi.org](http://www.thegedi.org)

The GEDI methodology collects data on the entrepreneurial attitudes, abilities and aspirations of the local population and then weights these against the prevailing social and economic 'infrastructure' - this includes aspects such as broadband connectivity and the transport links to external markets. This process creates 14 'pillars' which GEDI uses to measure the health of the regional ecosystem

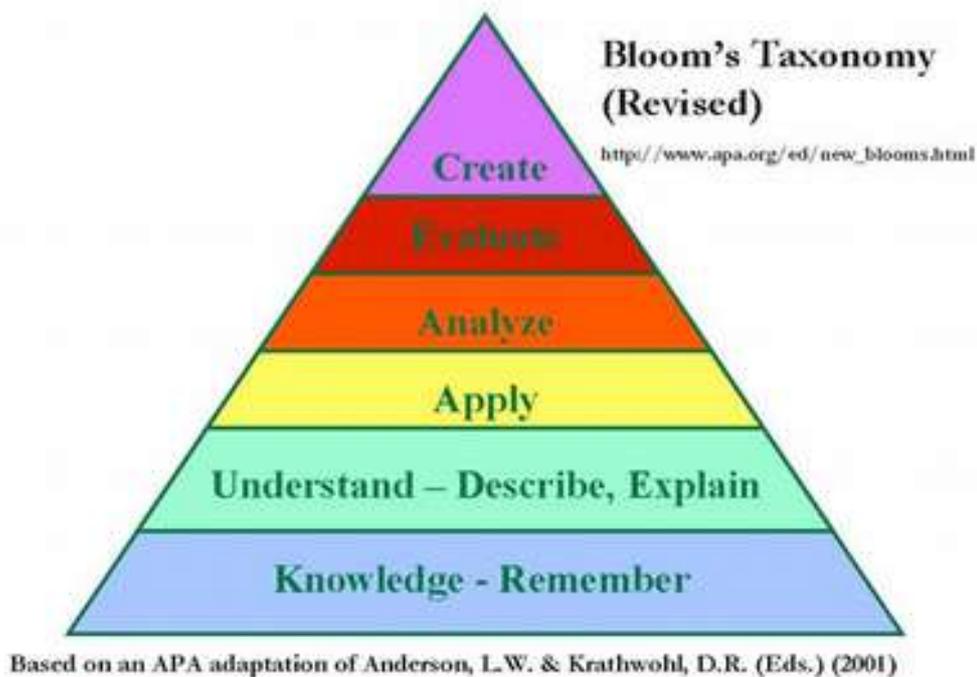
The Pillar Comparison are Opportunity Perception, Start-up Skills, Risk Acceptance, Networking, Cultural Support, Opportunity Start-up, Tech Sector, Human Capital, Competition, Product Innovation, Process Innovation, High Growth, Internationalization and Risk Capital

Ranking in 2014

Country	Rank	Score
USA	1	82,5
Sweden	4	73,7
Lithauen	26	49,6
Turkey	40	44,7

Romania	42	44,6
Italy	50	40,9

6. Concrete changes in education that appeal to students and decisive efforts to increase capacities for the transition from education to work.



The current school systems based on New Public Management and GERM have merely been focused on the two lowest parts of Bloom's Taxonomy whereas entrepreneurship in education promotes the whole taxonomy. The teenage brain development creates possibilities to reach the top with less obstacles than adults have. That is one of the Fundamentals in the developmental process

## **Entrepreneurship in Education -What, Why, When, How**

Extract from *A Working paper prepared for the OECD*

Martin Lackeus, Chalmers School of Entrepreneurship, Gothenburg Sweden

The report “aims to clarify some basic tenets entrepreneurship in education, focusing on what it is, why it is relevant to society, when it is applied or not and how to do it in practice. The intended audience of this report is practitioners in educational institutions, and the basis of this clarification attempt consists primarily of existing research in the domains of entrepreneurship, education, psychology and philosophy”

*What it is* he describes as“ it is about making students more creative, opportunity oriented, proactive and innovative, adhering to a wide definition of entrepreneurship relevant to all walks in life. All students can and should train their ability and willingness to create value

for other people. This is at the core of entrepreneurship and is also a competence that all citizens increasingly need to have in today's society, regardless of career choice. Creating new organizations is then viewed as one of many different means for creating value."

**Why** because "that entrepreneurship can have on education is the high levels of student motivation and engagement it can trigger, and also the resulting deep learning." ". Students can become highly motivated and engaged by creating value to other people based on the knowledge they acquire, and this can fuel deep learning and illustrate the practical relevancy of the knowledge in question. Those students that pick up strong interest and aptitude for value creation can then continue with elective courses and programs focusing on how to organize value creation processes by building new organizations. Such an approach has far-reaching implications on how to plan, execute and assess entrepreneurship in education,

**When** " In theory we should start at an early age with a wide definition of entrepreneurship embedded across the curriculum and relevant to all students, preferably in preschool and primary school. Later in the educational system we should complement with a parallel voluntary and more business-focused approach, applying a more narrow definition of entrepreneurship."

**How** to make students more entrepreneurial is probably the most difficult *and* important question in this domain. There is increasing consensus among researchers that letting students work in interdisciplinary teams and interact with people outside school / university is a particularly powerful way to develop entrepreneurial competencies among students."

## Priority to support youth transition from school to work more than integration efforts.

EU:s Youth Guarantee efforts 21 bn euro and the proposal 150204 from the European Commission to make 1 bn euro from the Youth Employment Initiative(YEI) available this year will contribute to boost youth employment instead of a cost for NEETS of **€153bn in benefits and foregone earnings and taxes a year.**

## Awareness among adults of their supporting and monitoring role.

The overall conclusion of the different perspectives in this paper is that if we can succeed in stopping or postponing the use of alcohol and drugs until the time adolescents enter adulthood, is that every adult must contribute with themselves as good examples and really think before drink. On different levels in the Society there must be really obvious establishing the best prerequisites for next generations.

### SOURCES:

European Commission, Employment, social affaires & inclusion

Lackéus M.(2014)*ENTREPRENEURSHIP IN EDUCATION – WHAT, WHY, WHEN, HOW*  
Chalmers School of Entrepreneurship Department of Technology Management and

Economics, Chalmers University of Technology, Gothenburg, Sweden  
Sahlberg, P(2012) *Finnish Lessons*.

GEDI [www.thegedi.org](http://www.thegedi.org)

[www.washingtonpost.com/blogs/answer-sheet/wp/2015/02/](http://www.washingtonpost.com/blogs/answer-sheet/wp/2015/02/))

<http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2173&furtherNews=yes>

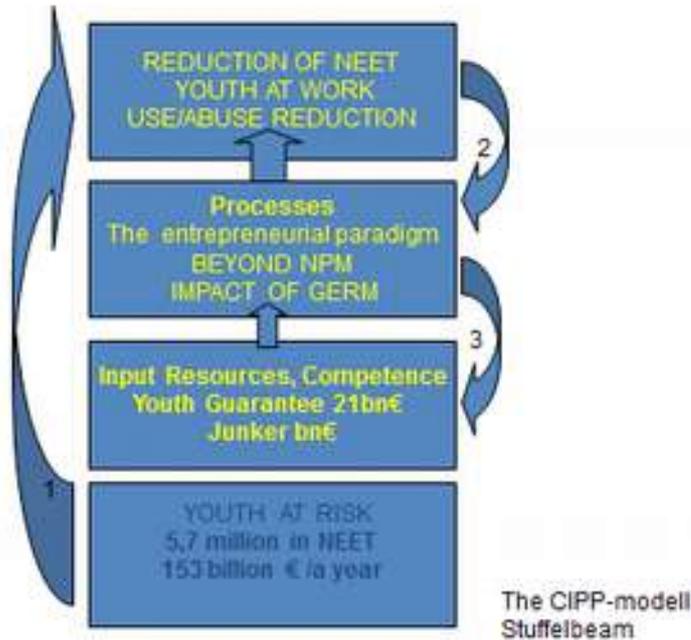
Appentics.

The power point presentation and explanations

## Mind our teens

Bo Sundström Konya 27-29 March 2015





The model shows a strategy to start from the actual situation described in the paper and to formulate a Product or a vision to be fulfilled. According to the vision you need to formulate Processes and when these processes are described comes the need of Input in forms of competence, organization and economic resources. The bottom Concept tries to combine the present situation and a mutual agreed need to change it from a mutual accepted interpretation of what the present society needs..

## New Public Management

- Increasing pressure for outcome-based assessment
- The exposure of school performance to public scrutiny
- The assessment of teachers against employer defined competencies
- Tighter regulation of the teaching profession
- Recentralization of curriculum and assessment control
- Quantitative accountability not qualitative
- Limited view instead of grasping the whole picture

. The picture tries to explain the outcome of NPM in education

## Emerging new epistemic practices? (Säljö 2009)

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• PISA and TIMSS are carried out as largescale paper and pencil tests.</li> <li>• Students sit alone without access to books computers or other resources</li> <li>• These results form national political strategies</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Educational goals of our time</b></li> <li>• Creativity,</li> <li>• Inventiveness,</li> <li>• Social responsibility</li> <li>• Collective problemsolving</li> <li>• Using digital resources</li> <li>• Entrepreneurship</li> </ul> |
|---|--|

The Swedish researcher Säljö sees the contrasts between the political use of the international test results and what the educational goals in fact really are in our time. Comparing what has been the main objects in during to modern historical period and what our post- or late modern society needs makes it more obvious to formulate a adequate education where the key competences can be developed .

### **Modernity -**

- **Knowledge mastery, attempts to embrace a totality. The encyclopedia.**
- **Broadcast media, centralized one-to-many communications.**
- **Centering/ centeredness, centralized knowledge.**

### **Postmodernity**

- **Navigation, information management, just-in-time knowledge.**
- **The Web. Interactive, client-server, distributed, many- to-many media (the Net and Web).**
- **Dispersal, networked, distributed knowledge**

## Key competences

### Competence Category 1: Using Tools Interactively

- 1.A: The ability to use language, symbols and text interactively
- 1.B: The ability to use knowledge and information interactively
- 1.C: The ability to use technology interactively

### Competence Category 2: Interacting in Heterogenous Groups

- 2.A: The ability to relate well to others
- 2.B :The ability to cooperate
- 2.C: The ability to manage and resolve conflicts

### Competence Category 3: Acting Autonomously

- 3.A: The ability to act within the big picture
- 3.B: The ability to form and conduct life plans and personal projects
- 3.C: The ability to assert rights, interests, limits and needs

## Conclusions

learning management, knowledge management, knowledge creation,	not classroom management; not knowledge imparting; not information finding;
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collaboration and teaming;  
shared leadership;  
negotiation;  
shared expectations;

self-awareness and self-evaluation;  
self-direction; and,  
critical social awareness.

*Entrepreneurial pedagogy- something new or?  
A leadership matter or?*

*Comments from the Homo Zappiens generation?*

**So when we all stop rushing around doing what we are doing and begin to think about it together we can make it better for the next generations**

**We all have to think before drink.**

According to the latest findings of the development of the adolescent brain she will be capable to decide her long term development, work and life after she has left high school as a nineteenth year old student eager to work or further studies. The questions

are what the New Public Management school steering system has given her and what she meets.



**What will the future give our adolescents?**

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