



Lifelong
Learning
Programme

Mind our teens

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REDUCTION OF NEET
YOUTH AT WORK
USE/ABUSE REDUCTION

Processes
the entrepreneurial paradigm
BEYOND NPM
IMPACT OF GERM

out Resources Competence
Youth Guarantee 21bn€
Junker bn€

1
YOUTH AT RISK
5,7 million in NEET
153 billion € /a year

3

2
The CIPP-modell
Stuffelbeam

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

Emerging new epistemic practices? (Sälgö 2009)

- PISA and TIMSS are carried out as largescale paper and pencil tests.
- Students sit alone without access to books computers or other resources
- These results form national political strategies

2012

- Australia
- Austria
- Belgium
- Canada
- Chile
- Czech Rep.
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Israel
- Italy
- Japan
- Korea
- Luxembourg
- Mexico
- Netherlands
- New Zealand
- Norway
- Poland
- Portugal
- Slovak Rep.
- Slovenia
- Spain
- Sweden
- Switzerland
- Turkey
- UK
- US



GLOBAL EDUCATION REFORM MOVEMENT (GERM)(Sahlberg P)

| GERM | LEADING LEARNING |
|---|--|
| Testucation | Education |
| New York origin | Finland model |
| Test core subjects | Teach <u>Learn</u> acy |
| <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 |

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

Entrepreneurship

- Entrepreneurship is firstly a mindset. As attitudes take shape already at an early age. School education can greatly contribute to fostering entrepreneurial mindset, starting from primary school to the University level.

■ (Raposo and do Paco 2009,s2)

Conclusions

learning management,
knowledge management,
knowledge creation,

not classroom management;
not knowledge imparting;
not information finding;

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?

The Entrepreneurial paradigm – a
means for knowledge
enhancement/learning in the current

What will the future give our adolescents?