Transferability of promising practices

What political-pedagogical recommendations?

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EduTransfer

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APRENDER ATRAVÉS DE DIVERSOS CONTEXTOS EDUCATIVOS
Transferibilidade de práticas promissoras no quadro do Horizonte 2020

Team

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EduTransfer

Educational change in Portugal and the European guidelines

Reduction of ELET to 10% until 2020 (EC)

- Since 2015, focus on educational inclusion through a set of policy measures
  - Growing differentiation in the educational offer that tries to respond to the diversity of students who attend the institutions

Guiding principles

- curricular autonomy and flexibility

- guarantee of an inclusive school [education]

- recognition of teachers [and other professionals] as key agents in curriculum development

- appraisal of interdisciplinary projects and collaborative work

- recognition of the paths and progress made by each young person (in their role as student)

- resource to diverse literacies and multiple competences, both theoretical and practical

- promotion of education for citizenship and personal, interpersonal development and social intervention

On going constraints

- trend of hierarchization between systems, which divide young people into 'schoolable' and less 'schoolable' or 'vocationable'
    - prevalence of bureaucratization of teaching work, which leads to less investment in the relational dimension of pedagogy,
- curricula that are too long and complex
- focus on 'countable' education, that is, on the final assessment
- view of education (institutions, professionals and young people) as products
&
- macro conditions that inform young lives

# Conditions faced by young people

Some highlights

- considerable number continue to leave education and training without completing compulsory education

- high number are unemployed or in precarious work, above the European average
    - low qualification levels impact on unemployment rates – non-completion of upper secondary education increases the chances of becoming unemployed by 1.5 times.

- particularly in 2019 – (15 to 24 years) youth unemployment dropped below 20% for the first time in 10 years

- 2019 and 2020 - an increase of 4% on youth unemployment levels - impacted by the pandemic crisis

- in 2020 - unemployment among those under 25 was 5.8%, higher than the EU27 average
    - among young people who had a job - 56% had temporary contracts, 20% worked part-time
        - young women are more often affected by temporary contracts and part-time jobs
    - after years of progress, increase of the percentage of NEET - non-employed young people not in education or training

- in educational modalities informed by competitiveness, inequalities in access and success to education were accentuated
    - the mastery of a digital culture and access to resources associated with it

The problem at focus

- EduTransfer starts from the concern with the need for greater youth participation in the construction of knowledge based on the experience in their life contexts.

Main arguments

- Participation in citizenship has been framed by regulatory activities sanctioned by the State and by the involvement in the paid labour market

- learners
  - have been seen as in preparation for citizenship, through education
  - have not been recognized as citizens, with full rights, who participate in their present

- their experiences of schooling and training are oriented towards – and by – adult life: projected into the future, as adults who will have to insert themselves, and respond to the needs of society

- their knowledge and experiences are not valued enough – the view of deficit generates a deficit in their participation.
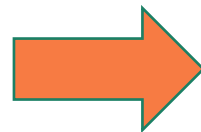
➡️ The EduTransfer project runs counter to this approach

Acting on the problem - Implications

The project EduTransfer **asserts**

that different institutions, policy makers and education and training professionals, as well as young citizens are to join forces to combat early leaving from education and training

➤ collaboration in the development of strategies to reduce what has been described as students' disinterest and lack of motivation, and their withdrawal from education

these problems affect social justice and inclusion; generated within society, its systems and institutions, MUST be addressed by them

the need for greater youth participation in the construction of knowledge based on their experience in their life contexts

➤ to go beyond adult culture, more cognitivist

to propose a holistic, inclusive and relational view of education that encourages the resolution of inequalities and of exclusion

Sociopolitical & pedagogical recommendations built through experience with PBL in EI

engaging diverse stakeholders

The EduTransfer recommendations are developed fit into the 4 axes of the project

1. Transferability of promising practices between different educational contexts

2. Authorship and appropriation in the construction of knowledge and the reduction of early dropout from education and training

3. Relevance of 21st century skills for students

4. Improvement of educational practices in the classroom through participatory methodologies

Given the transversality of the recommendations and the dialogic complementarity between the axes, they are presented in a non-categorical but inclusive way

Addressing the conditions, providing conditions, stimulating participation

- To take advantage of the challenges related to the macro, meso, institutional and individual conditions in order to build spaces to raise awareness and to listen to other possibilities of doing education, reinforcing young citizenship.
  - allocation of resources
- Reinforcing an educational policy of participation in educational institutions that respects the processes of young people's participation in the construction and appropriation of knowledge
  - educational proposals that promote the quality of learning
  - to register young people's claims to times and spaces for debate, towards a dialogic involvement in learning

Encouraging partnerships, strengthening relationships, *co-collaborating*

- **Stimulating partnerships** between universities and other educational institutions, creating conditions of **time, space and resources for reflexive dialogues between professionals**, in order to **enrich young educational experiences, at a crossroads between** distinct **professional cultures**

- **Strengthening intra-institutional relationships** - teachers, trainers, management bodies and the community in general, promoting professionals as *intellectuals, researchers and curious people*, valuing their work, in co-laboration
    - Involvement in the development of participatory projects, balanced distribution between **planning, implementation, discussion and evaluation of these projects**, based on the reflection of practices, aiming at its improvement

Living the curriculum, strengthening the relational construction of knowledge

- **Basing the curriculum on the resolution of real problems**, which directly affect the young people's lives
  - **reinforces citizenship practices**: gains in autonomy, confidence in learning and its appropriation
  - reinforcing **contact with the world outside educational institutions and with the community**, allowing practical appropriation, in partnership with other institutions
  - Contributing to the **dissemination of promising practices in education**

- **Incorporating PBL** as a participatory methodology in an **educational culture that mobilizes participation, as a teaching and learning strategy, to fulfil and go beyond the** prescribed **curricula**
  - Early introduction of this methodology with children in basic education may allow and naturalize an educational experience with participation, **implication of the students in the relational construction of knowledge**

Investing in research and training with young people and professionals, challenging their roles

- **Incorporate in the students' schedules** the **research work and the reflexive debate** inherent to its realization
    - **youth participation in the construction and definition of knowledge**
    - **designing/reformulating evaluation in the institutions**, with reference to **continuous** evaluation modalities, which allow for the **revision of processes** and learning
    - **specific times for PBL**
    - **mobilizing** for PBL the **technical and scientific knowledge acquired in the different subjects**, and contributing to the fulfilment of the syllabus, allowing **learning in a different way**
- **Setting in the initial and continuous training** of professionals the use of their role as **catalysers and support network for learning** - respect and reinforcement of young citizenships; **specific skills** for the development of projects based on their participation and their knowledge
    - Mastery of professional knowledge directed towards a culture of greater youth participation, decision-making on their own work, autonomy in the exercise of learning, reflexivity

Exercising a democratic culture: using media and social *literacy* to communicate

- Investing in the construction of media literacy, as a **tool to enhance wider communication** with the world and the people who inhabit it
  - warning about risks, and developing ways of critically managing those risks

- To implement processes of dialogue and cultural valorisation: recognition, dilution of power relations between *powerful* and *silenced voices*, **teamwork and peer relations**, taking into account the **singular life conditions** of each element in the pedagogical relationship
  - **stimulating the exercise of a democratic culture of participation** and recognition, **listening to all the voices, shared leadership**
  - It may include **consultants, critical friends** from other school years/classes/courses and from other institutions for a **shared construction of knowledge**

Investing in the relational dimension of pedagogy: democratic communication *with* autonomy *and* affection

- **Strengthening the communicative potential and approach**
  - affective, linguistic proximity between young people, exploring the **relational dimension of pedagogy**
  - creating **learning communities** where **participation** is at the core
- Promoting spaces for debate in the learning process and the construction of knowledge, creating a **dialogic learning and collective exploration of knowledge in progressive processes of autonomy**
  - It is about defending the values of democracy by experimenting it in the educational space and in learning

Valuing critical and creative thinking in the relationship with the social environment

- The implemented model takes into account each context and social reality
  - encourages the **definition of problem-questions with relevance to students' daily lives**; encourages **reflective action** through the presentation of proposals for solutions
  - **more rigorous research**, distinguishing facts from opinions, and questioning online information - **media literacy**, already mentioned, allowing filtering contents conveyed by information agencies or public entities and scientific knowledge
- It is recommended to work in an educational context**, where different perspectives of doing and thinking are present,** based on a **conception of education as science and practice,** which is implemented **in context** and is built in the **pedagogical relationship with young people**

Building a curriculum that respects the educational space and time

- Although digital literacy is essential and the educational space can take place in different environments, students demand **other forms of work and research, with a fieldwork component**
  - **relationship with the social context, communication and expression of worldviews** in presence, in line with the **Autonomy and Curricular Flexibility** of schools
  - construction of an **integrating curriculum of learning**, which allows the "replacement of encyclopedic enumerative accumulation", by deepening the complexity of knowledge that is chosen as essential
  - In this sense, the "less" - rupture with the quantitative-encyclopedic mode - becomes "more" - **qualitative gains of consistency, use and deepening of knowledge**

To establish young people and their educational community as partners in political construction

- **The 2030 Agenda for Sustainable Development** and the SDGs formed the backdrop for the development of PBL in numerous educational institutions, have **transferability potential in debates and reflections in the learning process within the community**
    - Because it encourages the experience of learning in dialogue, it points to pathways for the **progressive involvement of young people** in the public debate of education policy and the development model
- **To take advantage of the transferability of experiences and knowledge between contexts**
    - Introducing **more practical dimensions in scientific and humanistic courses; more scientific dimensions in professional courses** and **more reflexive and investigative dimensions in both**
    - Promoting a **curricular reorganization** of scientific and humanistic courses into modules, **recontextualizing promising practices** from professional courses
    - creating spaces favorable to the transferability of knowledge and experiences among professionals from different educational contexts, types of courses, scientific areas, levels of education

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Thank you!

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