

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central area is white, providing a clean space for the text.

The role of Education and the Protection of Children at risk

Hunting for the indicators

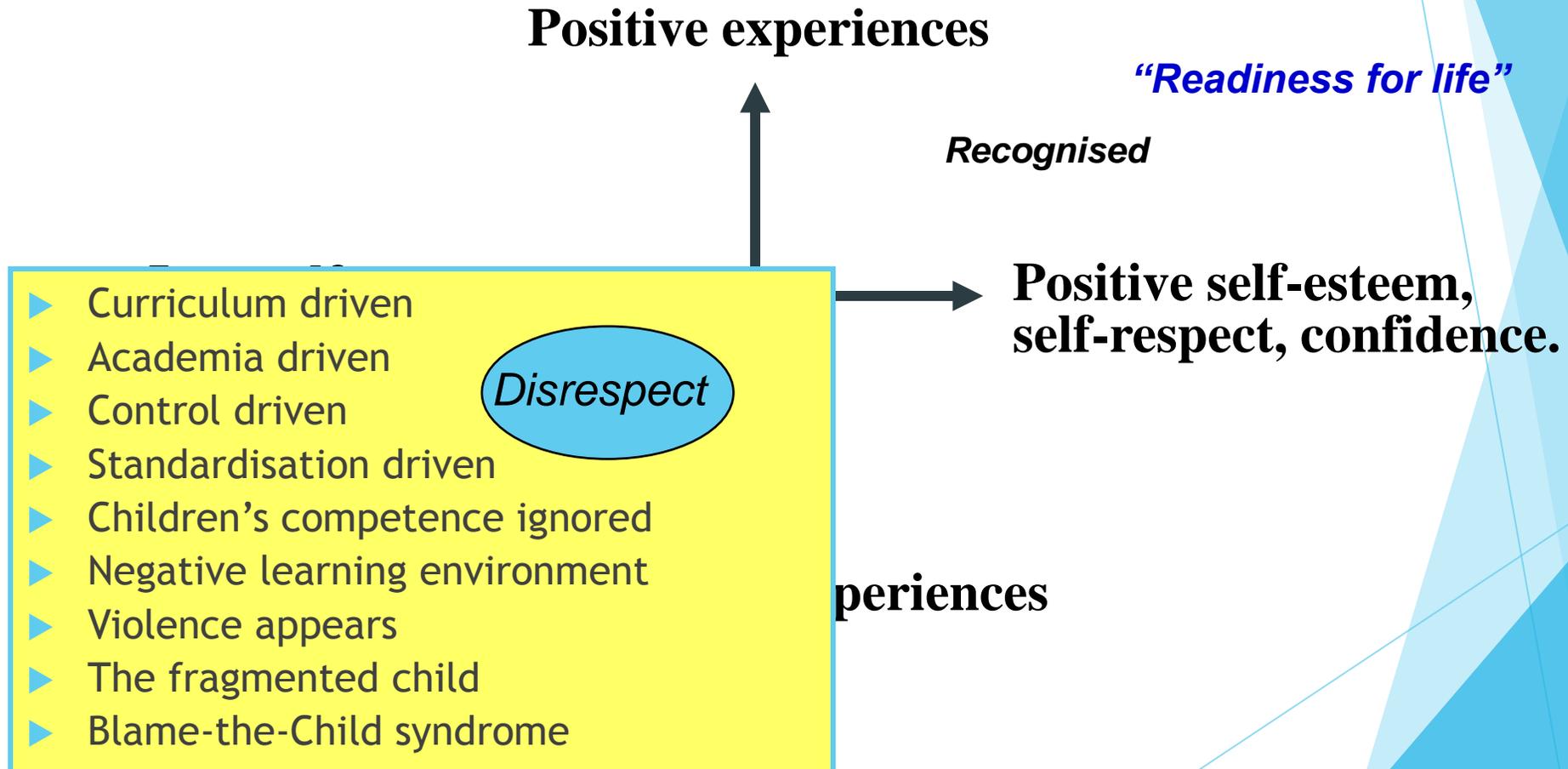
- ▶ Indicators define politics (PISA-syndrome)
- ▶ Indicators are misused - and pressing into protection mode(?)
- ▶ There are things that can't be measured - which outside the box - and may represent solutions needed - the holistic approach
- ▶ Ex. CRC: legislative exercise only (?) vrs the holistic approach
- ▶ Shaping our “mindset” on children.
- ▶ Creating “charity policymaking” - instead of policymaking based on investment and rights
- ▶ Creating a repairment, not an investment society for children.

A childhood full of expectations

- ✓ Must succeed at school
- ✓ Be the best at sport
- ✓ Popular among your peers
- ✓ Branding your image
- ✓ Be the family's representative of success
- ✓ Be the winner - not the loser
- ✓Survive childhood !



The Push-Out Process



Rethinking education

- ▶ We are offered technocratic solutions to complex social problems.
- ▶ The perceived impact of education on competitiveness and other economic outcomes has shaped the debate on what educational systems are supposed to achieve (Desjardins, 2015).
- ▶ The exclusive focus on skills, the enhanced valuation of competition, growth and other ideals have reinforced market-based governance (Kordik, 2015).
- ▶ At the same time, researchers, policy-makers and practitioners have recently been rethinking the interrelation between education and the increasingly complex, changing and uncertain world and calling for 'outside the box' vision (Tawil, 2015).

Learning for the 21st century

Based on comprehensive literature review, the Futures of Learning series (UNESCO Working papers, 2015)

- ▶ A new vision and model for education from a **‘bottom up approach’**. The authors examine how developments to transform education systems are now being driven and sustained primarily by teachers and students. The report reflects on experiences of schools across the globe involved in the New Pedagogies for **Deep Learning partnership**. The ‘new pedagogies’ can be defined as a new model of learning partnerships between and among students and teachers, aiming towards deep learning goals and enabled by pervasive digital access.

Learning and well-being

- ▶ Over the past decade, well-being has been on the agenda for a number of international institutions and organisations (UN, WHO, UNESCO, Council of Europe, OECD) and researchers for some time.
- ▶ Recent years have shown increasing awareness of the need to consider **a more holistic approach to the factors that drive well-being and social progress in societies, and to the important role of learning for well-being.** Holistic education for all was the central focus on the recent Global Forum in Paris, June 2015.

Changing role of teachers, changes in teacher education and professional development

The teaching profession, teacher education and professional development are now among the top priorities in European and national education policy agendas. This increased interest is reflected in a number of publications on teachers, teaching practice, and teacher education.

A shifts in thinking that are required for the professional learning to be effective: focus on students (student learning and well-being); shift from forms of delivery (teaching practice) to knowledge and skills (student learning); professional learning as collaborative inquiry; and professional learning at all levels

Assessment and curriculum -Learning for tests or learning for 21st century competencies?

- ▶ Concern with the quality of education has spurred significant growth in the number and scope of large- scale learning assessments over the past two decades. The evidence documents that large-scale assessments can serve as valuable tools for national accountability of public and private investment in education, particularly by monitoring the learning outcomes of those most disadvantaged by educational systems.

Non-cognitive outcomes of education, social and emotional skills

- ▶ Study of non-cognitive outcomes of education is another area of growing research interest, particularly on social and emotional skills, such as self-concept, motivation, and engagement (Muijs et al., 2014).
- ▶ Research documented positive effects of social and emotional skills for specific, particularly marginalised, groups of children. A meta-analytical review of 75 recently published studies on the effects of universal, school-based social, emotional, and/or behavioural (SEB) programmes documented overall beneficial effects on social skills, anti-social behaviour, substance abuse, positive self-image, academic achievement, mental health, and pro-social behaviour (Sklad, 2012).

Early school leaving - critical examination of policies and strategies

- ▶ Early school leaving (ESL) is one of the key policy priorities across Europe. A special issue of the European Journal of Education (Volume 48, 2013) critically discusses the underpinning assumptions and rationale for this policy focus. In the articles, authors challenge the association that is made between early school leaving, economic growth and employment.

The Rethinking Process is Ongoing

- ▶ Calls for more complex, holistic, integrated approaches to education development and change at all levels are also increasingly present in current research discussions. The dialogical approach, although a permanent feature in research, policy and practice, has become even more important. There is an increased awareness of the need to be more attentive to bringing those most affected (particularly voices of children and young people) to the dialogue.

Rethinking education

- ▶ The school is society, not only a place for cognitive reproductive skills for the next test.
- ▶ The school is a society where children are learning and exercising lifeskills, democracy, relations and human rights, - not only be taught - but living the rights fully.
- ▶ Competences for the future - as a political rhetoric

The Struggle for Recognition

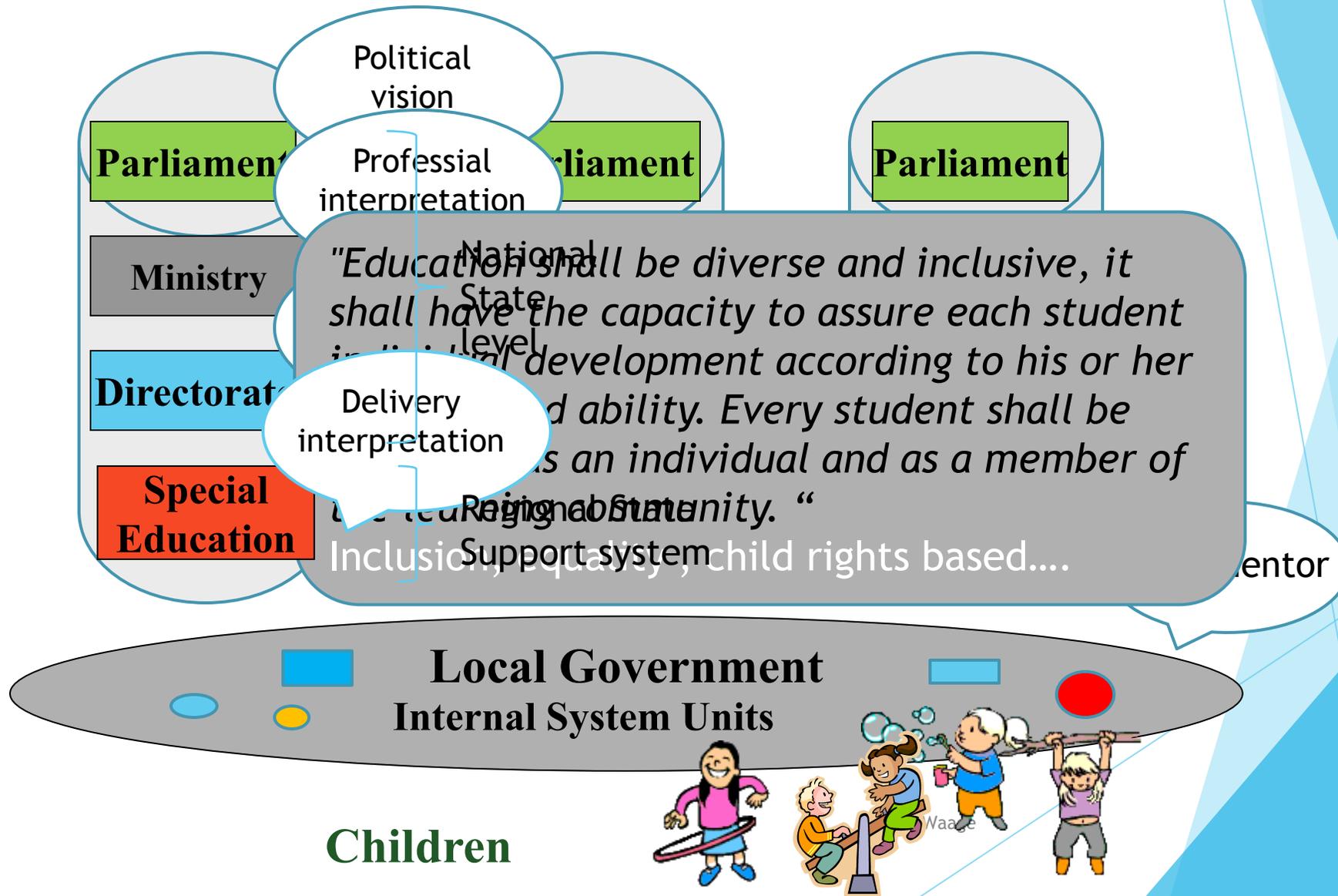
The Moral Grammar of Social Conflicts

- Axel Honneth, 1992 (conceptual framework)

Forms of relating to self	Forms of recognition	Forms of disrespect	Component of personality
Self Confidence	Parent secure attachment & love and care	Neglect, abuse, emotional neglect	Physical integrity & psychological damage
Self-respect	Legal rights	Violation of legal rights, civil and human rights and employment rights	Social integrity And treated as an object
Self-esteem	Community of practice, respect & solidarity	Bullying, ignoring, excluding, constant negative feedback	Honour, dignity,

Table 2 Honneth on Forms of relating to self and forms of recognition

The fragmented system



Mobilise the innovators

