



THE LEARNING OF EUROPE

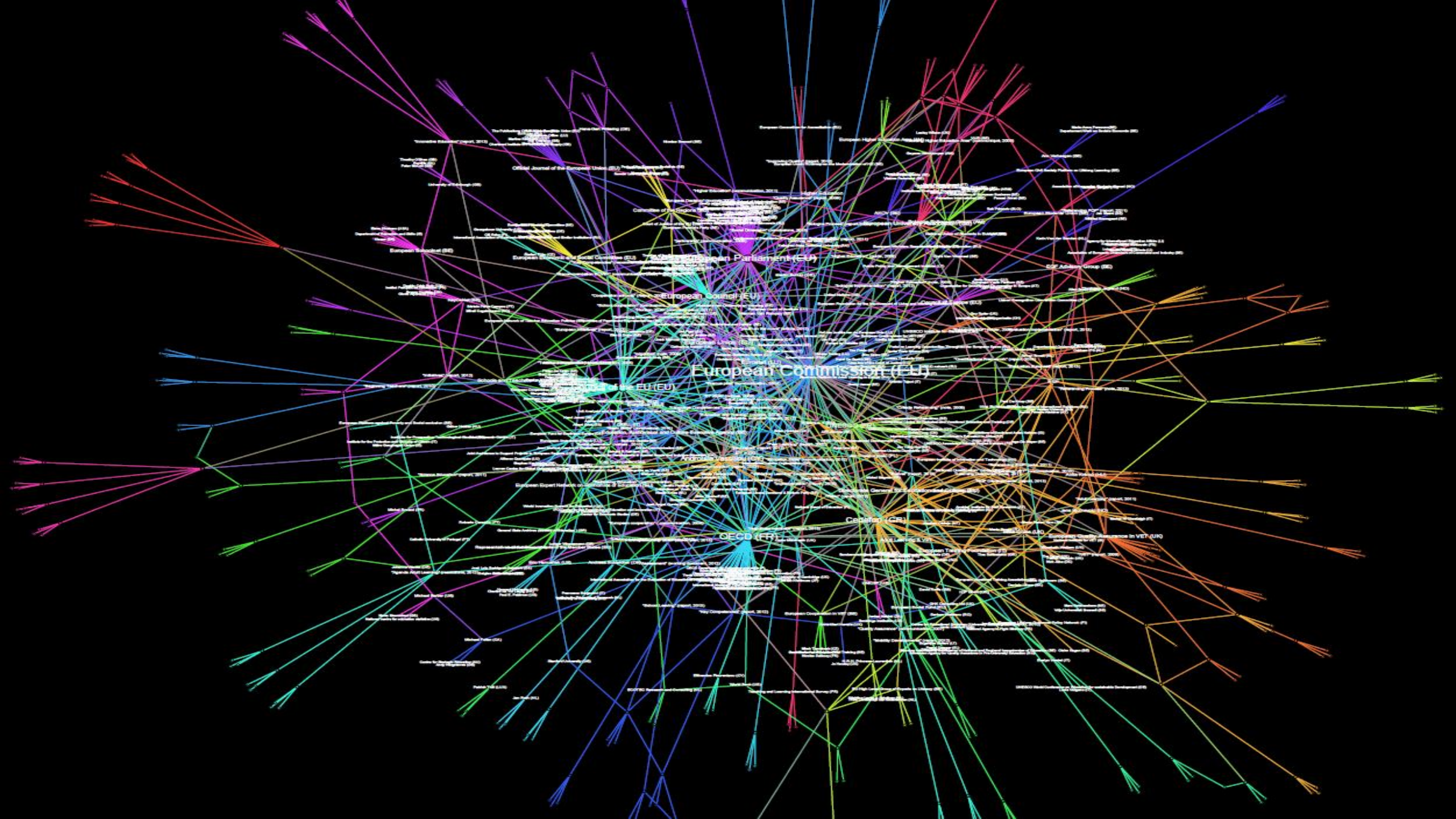
WHERE AND HOW TO LAND/SETTLE ?

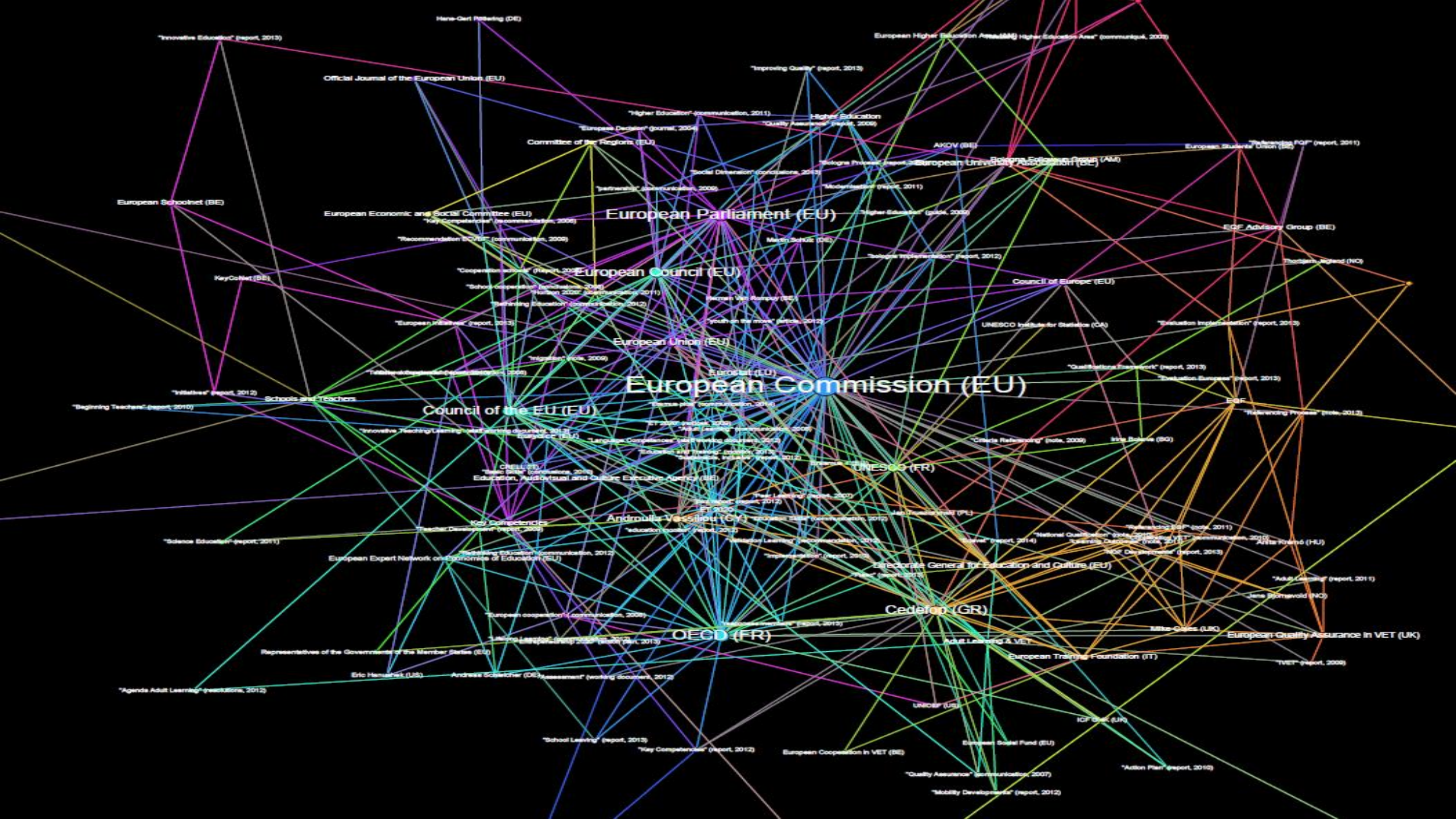
MAARTEN SIMONS

KU LEUVEN

MAARTEN.SIMONS@KULEUVEN.BE

EUROPE IN WORDS (>1 MILLION) EN IMAGES (>300 NODES)

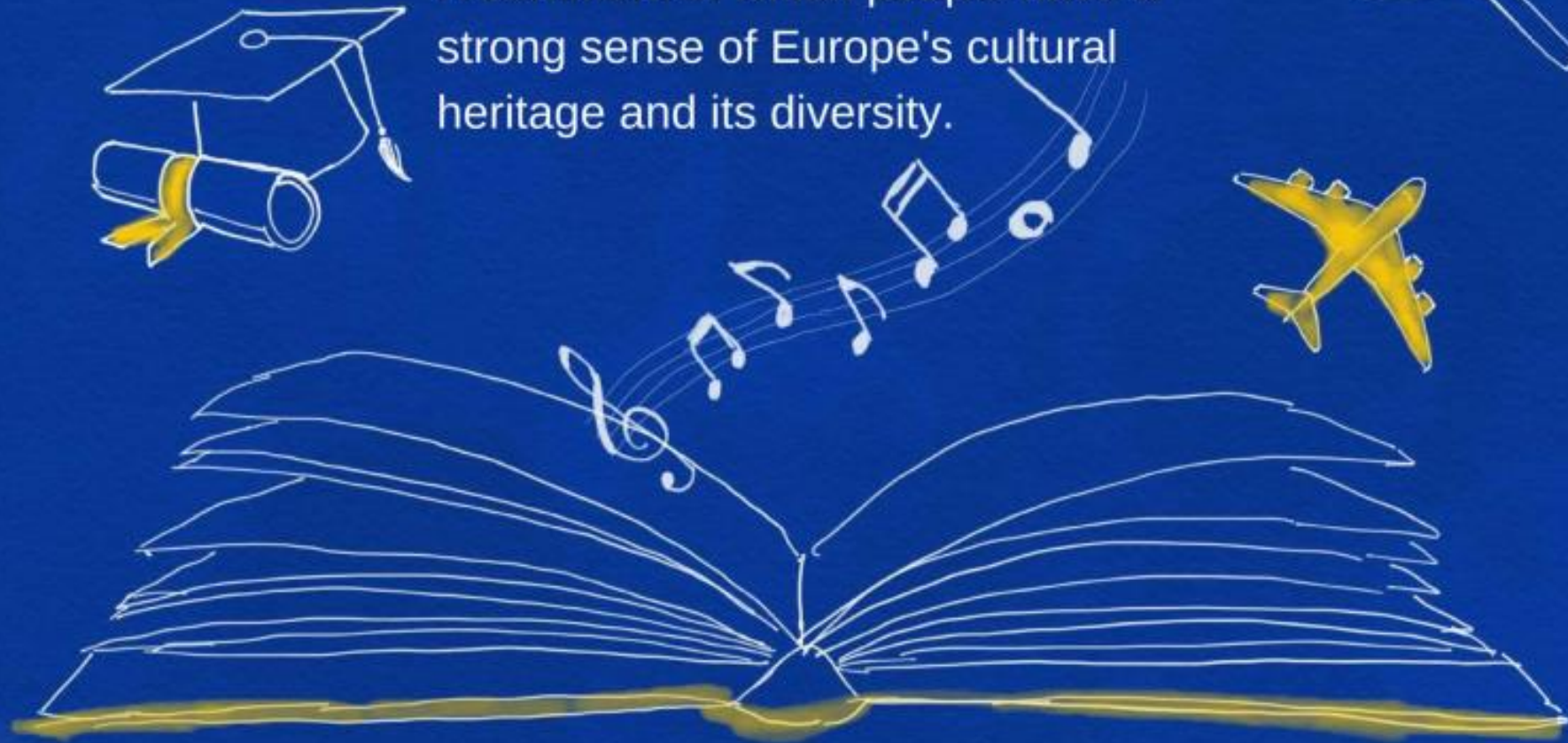




A vision for 2025:

A Europe in which learning, studying and doing research would not be hampered by borders.

A continent in which people have a strong sense of Europe's cultural heritage and its diversity.



IN ADVANCE 1 / 2

from 'modernisation' to 'globalisation'

Historical/institutional

- past-present-future
- nature-culture
- change concept: progress, reform
- emancipation (social mobility)
- employment
- education as bridge between past/future
- virtues: conservative vs. progressive
- issue of tradition
- instrumentation: watch/clock, CV

Momentary/ecological

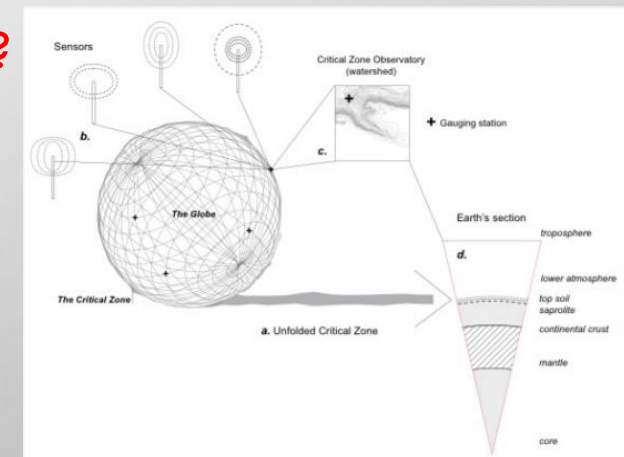
- here and now/instant
- resources-production
- change concept: innovation
- empowerment (learning mobility)
- employability
- learning as investment in human capital (eternal present, Castells)
- virtues: pro-active vs. re-active
- issue of context
- instrumentation: GPS (mobile), portfolio

IN ADVANCE 2/2



- THESIS:
 - BESIDES: **THE 'GLOBAL' EUROPE OF 'FLOATING FRAMEWORKS'**
 - FOCUS: FRAMEWORKS, TRAVELLING NUMBERS, STANDARDISATION, UNIFORMISATION, ...
+ LOCAL IMPLEMENTATION

- ALSO: **THE 'MONDIAL' EUROPE OF THE 'UNIQUE ENTANGLEMENTS'?**
 - FOCUS: CRITICAL ZONES, DIPLOMACY, WAYS TO 'LAND'
+ LOCALIZED DELIBERATION AND SETTLEMENTS



3 EXAMPLES

- FRAMEWORKS
- MONITORING
- COMPETENCIES

3 QUESTIONS:

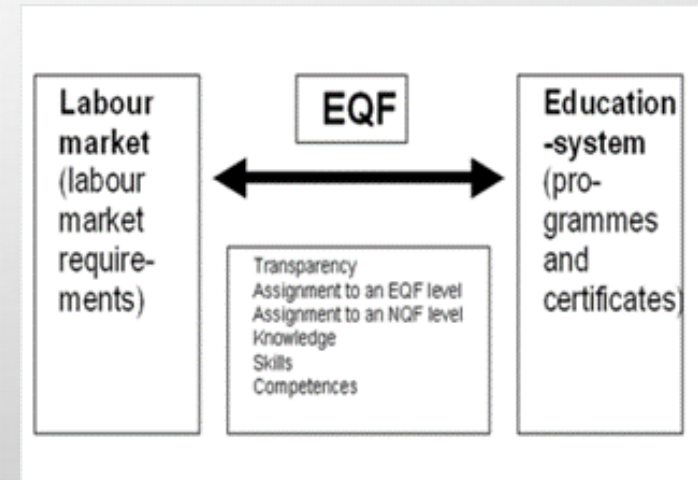
ASSUMPTION?

IMPLICATION?

CHALLENGES: HOW AND WHERE TO LAND?

FRAMEWORKS

- ENTREPRENEURSHIP, LANGUAGE, CITIZENSHIP, ...
- ASSUMPTIONS EQF:
 - FOCUS ON QUALIFICATION
 - FOCUS ON OUTCOMES
 - FOCUS ON (TRANS)PORTABILITY



NOT ALL LEARNING IS DONE IN THE CLASSROOM

It's your life. Get the credits you've earned.



Badges and Competency-Based Learning: A New Dance in the Ecosystem



badges = visual representations of a **skill** or **achievement**



- **IMPLICATION:**

- **PERSONALISATION:**

- LEARNER, AND OBJECTIFYING WHAT HE/SHE HAS LEARNED

- **DE-INSTITUTIONALISATION:**

- DISMANTLING THE INTEGRATION OF EDUCATION, EVALUATION, RECOGNITION AND QUALIFICATION

- **RE-INSTITUTIONALISATION:**

- NEW CONCENTRATION OF POWER, NEW ACTORS AT EUROPEAN/NATIONAL LEVEL

NOT ALL LEARNING IS DONE IN THE CLASSROOM

It's your life. Get the credits you've earned.



Badges and Competency-Based Learning: A New Dance in the Ecosystem



badges = visual representations
of a **skill** or **achievement**



Earn **Issuer** **Displayer**



Open
Education
Europa

- **CHALLENGE: WHERE AND HOW TO LAND?**

- NON-QUALIFICATION ASPECTS OF LEARNING AND EDUCATION?

CF. LEARNING A LANGUAGE VS. STUDYING A LANGUAGE

- SOCIETAL MEANING/ROLE OF SCHOOLS, UNIVERSITIES, ADULT EDUCATION, YOUTH WORK, ...?
- SOURCES OF CREDIBILITY/AUTHORITY? (IN MARKET OF ASSESSMENT AND OPEN QUALIFICATION SYSTEMS)

MONITORING

- ASSUMPTION:
 - FOCUS ON PERFORMANCE
 - FOCUS ON FEEDBACK (BENCHMARKING)
 - FOCUS ON IMPROVEMENT (PERFORMATIVITY)

MONITORING

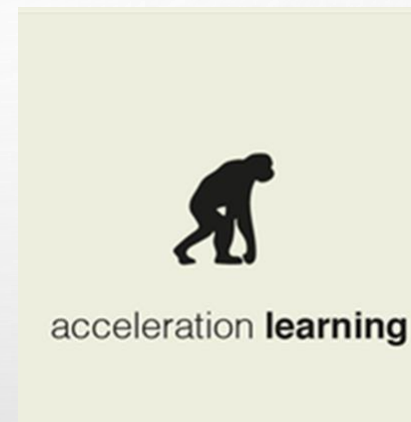
- IMPLICATION: NEW MODE OF POWER/GOVERNING

GOVERNING THROUGH FEEDBACK

(NOT RULES, NOT NORMS)



GOVERNING THROUGH FEEDBACK (NOT RULES, NOT NORMS)



- CHALLENGE: **WHERE AND HOW TO LAND?**

- WHERE DO RANKINGS LAND?

- TIME/SPACE BETWEEN OBSERVATIONS AND IMPROVEMENT/CHANGE
- NEED FOR (ROUND) TABLES, GATHERING, DELIBERATION
- SPOKESPERSONS OF PERFORMANCE, NEXT TO SPOKESPERSONS OF...

- LIFE (LIVING TOGETHER) BEHIND THE PROFILES?

- ALPHABETISATION AND GRAMMATISATION OF VAN REFERENCE/NETWORK-LOGIC
- INSIGHT INTO POWER OF ALGORITHMS (CF. ROUVROY)



COMPETENCIES

- KEY COMPETENCES, CITIZENSHIP, SKILLS-AGENDA, ENTREPRENEURSHIP, CREATIVITY, ... (SEE ALSO OECD)
- ASSUMPTION:
 - FOCUS ON ACTIVITIES/ACTS
 - FOCUS ON ASSUMED KNOWLEDGE, SKILLS AND ATTITUDES
 - FOCUS ON ASSESSMENT

- IMPLICATION:

- EQUIVALENCE: OUTPUT OF LEARNING & INPUT FOR SOCIO-ECONOMIC WELFARE
 - HOW TO 'EXPLOIT' THE LEARNING 'FORCE' AND 'CREATIVE POTENTIAL' ?
- FROM 'EMPLOYEE' TO 'FREE-LANCER' (OR: 'ENTREPRENEURIAL WORKER')
 - OPPORTUNITIES TO 'EMPLOY' COMPETENCES (POTENTIAL)
 - EVERYTHING (INCLUDING LEGISLATION/RULES) IS A 'MARKET' (CF. SUPIOT)
- NEED FOR 'POP-UP' INFRASTRUCTURE
 - PLATFORMS, TASK-FORCES, POP-UP WORKPLACES, ...

- CHALLENGE: **WHERE AND HOW TO LAND?**
 - PROTECTION OF THE FREELANCER
 - INFLATION OF (VALUE OF) COMPETENCIES
 - NEW FORMS OF SOLIDARITY
 - MEANINGFUL PLACES FOR 'LIFELONG LEARNERS'
 - SITES OF ADULT EDUCATION

CONCLUSION ...OR A NEW INTRODUCTION (1 / 5)

- THE 'GLOBAL' EUROPE: MOBILE, FREELANCE LEARNER IN NEED OF CREDIBILITY
- TWO (AT LEAST) WAYS TO DEAL WITH 'GLOBALISATION'
 - PRO-ACTIVE: SCENARISTS (2030, 2050, ...), 'FUTURE PROOF', (SOCIAL) INNOVATION & DESIGN, (GOVERNANCE) DIRECTORS, ...

PROLIFERATION OF HORIZONTAL POWER/NETWORK -- **NETARCHICAL** (CF. BALL)

- RE-ACTIVE: TRUMP, BREXIT, ...

RE-DISCOVERY OF VERTICAL POWER/TERRITORY -- **HIERARCHICAL**

--- BOTH WAYS HAVE DIFFICULTIES TO FACE:

- PUBLIC ISSUES (A MATTER OF CONCERN BECAUSE IT DIVIDES US, CF. DEWEY)
- WITH NEWCOMERS (MIGRANTS....AND THE YOUNG GENERATION)

CONCLUSION...OR A NEW INTRODUCTION (2/5)

- TOWARDS “MONDALISATION”?
 - EUROPE IS (ALSO) THE NAME FOR ‘UNIQUE ENTANGLEMENTS’? THE SHARED DESTINY IN LOOKING FOR A COMMON WORLD? (CF. LATOUR)
 - EUROPE IS NOT JUST AN ‘IDEA’, NOT JUST A ‘TERRITORY’, BUT A MEANINGFUL PLACE WITH CRITICAL ZONES, SITES OF CONFLICT, ...
 - LOOKING FOR AND INVENTING NEW WAYS TO LIFE, WORK, LEARN TOGETHER, ...AND TO GOVERN TOGETHER

CONCLUSION... OR A NEW INTRODUCTION (3/5)

- TOWARDS 'MONDALISATION'?
 - TO TAKE 'CRITICAL ZONES' OR 'SITES OF CONFLICT' (IN SHARING A COMMON WORLD) SERIOUS
 - 'HOW TO WE RELATE TO NEW GENERATIONS?', 'WHAT SCHOOLS DO WE PREFER?', 'HOW DO WE DEFINE GOOD EDUCATION?', 'HOW DO WE FUND GOOD EDUCATION?', 'HOW DO WE DEALS WITH FREEDOM AND EQUALITY IN EDUCATION?', 'WHAT SHOULD BE THE INSTRUCTION LANGUAGE?', ...
 - ASSUMING THAT THESE QUESTIONS INDICATE A (REAL) BATTLE/FIGHT, NOT JUST DIFFERENCE IN OPINION

CONCLUSION... OR A NEW INTRODUCTION (4/5)

- TOWARDS 'MONDALISATION'?

- THESE QUESTIONS NEED A TIME/PLACE TO BECOME 'ISSUES OF PUBLIC CONCERN', TO LAND/SETTLE
 - PUBLIC VOICES, BECAUSE THESE VOICES OFTEN DISAPPEAR IN **HIERARCHIES** OF THE POLITICAL CLASS/EXPERT LOBBY AND THE **NETARCHIES** OF MULTI-STAKEHOLDER FORA
 - LOGIC OF **LOCALIZED** DELIBERATION/SETTLEMENTS, NOT LOGIC OF LOCAL IMPLEMENTATION OF GLOBAL POLICIES
 - NEED: ORGANISATION OF PUBLIC **GATHERINGS** (NOT JUST INTERESTS), **DIPLOMACY** (ACKNOWLEDGING POSSIBLE WAR), AND **DELIBERATIVE INQUIRY** (STUDY AND DECISION MAKING)

CONCLUSION... OR A NEW INTRODUCTION (5/5)

- TOWARDS 'MONDALISATION'?

- ARE EDUCATIONAL COUNCILS SITES WHERE THESE CRITICAL QUESTIONS **CAN LAND**?
- ARE EDUCATIONAL COUNCILS THE SITES WHERE GLOBALISATION/EUROPEANISATION (POLICIES) CAN/HAS TO **TOUCH GROUND**?
- CAN EDUCATIONAL COUNCILS **MOVE BEYOND** (THE BLACKMAIL OF) EUROPEAN OR NATIONAL, IMPLEMENTATION OR PREPARATION?
- CAN EDUCATIONAL COUNCILS BECOME **OBSERVATORIES** OF CRITICAL EDUCATIONAL ZONES?
- WHAT KIND OF **GATHERING, DIPLOMACY AND DELIBERATIVE INQUIRY** IS ABLE TO TAKE CARE OF (EUROPEAN) EDUCATION?