

2014
 26TH CONGRESS OF
INEPS

Berlin, 26th - 30th April 2014

Documentation of the 26th INEPS-Congress:

**„Students in focus - individual
 education in Productive Learning“**

FROM THE OPENING SPEECH BY HEIKE BORKENHAGEN

„Dear Ladies and Gentlemen,

on behalf of the Administration Council of INEPS and on behalf of the *Institute* of Productive Learning in Europe - I would like to welcome you to our 26th INEPS Congress. This year, we are welcoming more than 90 participants from 10 countries: from Bulgaria, Finland, France, Greece, Lithuania, the Netherlands, Spain, Sweden, the USA and – of course – from Germany.

... **Diversity in school** – or heterogeneity – is today the normality in each and every school. Pupils are different from each other in many ways, for example, they may have different motivations, they may differ in their abilities to achieve, they can differ in terms of the pace and their style of learning, they may also speak different mother tongues, have diverse social backgrounds, and there are – of course - also gender differences. The average pupil only exists as a statistical figure.

When the topic of heterogeneity is addressed, we often talk about the issue of how we can make it possible that all children and young people are able to achieve certain standards of achievement, certain benchmarks. Thus our actions are based on the principle of creating *homogeneity*. In contrast to this, the aim of individualization is to nurture and to stimulate each pupil in accordance with his or her unique personality.

...Individualization is a central notion in Productive Learning. But what do we mean by this exactly? What are the indicators for independent learning? How is the learning process regulated?“ ... click [here](#) for the whole opening speech as pdf-document



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INEPS-Congress 2014 — Saturday, April 26th: Opening session

„WELCOME“ - OPENING SESSION



The opening session started for the members of the AC of INEPS with a meeting at the terrace at Liebig-School. The official starting point was then at 19.00 with the possibility of registration and getting to know each other.

After a warm welcome from Heike Borkenhagen and Holger Mirow (IPLE, Berlin), the welcome dinner was opened.

During the opening session everybody had the chance to subscribe to:

- Creative group activities on Sunday
- School visits on Tuesday
- Workshops on Wednesday



Opening session with registration, welcoming words, talks, music and a tasty buffet

IMPRESSIONS

OUR HOST:
LIEBIG-SCHULE

Liebig-Schule is a comprehensive school, located in Berlin-Neukölln. The school started in 2013 a pilotphase of becoming a comprehensive school.

The school has about 550 students and 50 teachers.

The project of Productive Learning was established in 2009.



INEPS-Congress 2014 — Sunday, April 27th: Creative group activities

Percussion



I'm not creative



Arts—design of congress shirts



CREATIVE GROUP ACTIVITIES

On Sunday the Congress took place at Neighbourhood Centre “Am Lietzensee” in Berlin-Charlottenburg.

As a good method to get to know each other and to get in touch with the main topic of the congress, the first day was focused on the personal interests and individual motivation as a starting point for learning. Therefore creative group activities were offered:

Percussion
(Thomas Pruchnik)

„I'm not creative“
(Sylvia Agotz & Egbert Jahn)

Arts - design of congress shirts
(Juha Lahtinen)

Exploring the quarter on foot
(Antje Karras)

Theatre / „Impro“
(Heike Borkenhagen)

Singing
(Friederike Bliss & Paulina Dreesen)

Every group then presented their results. It was really astonishing to see, how deep everybody got into his or her group topic by DOING und CREATING something. And a lot of good ideas were born to work with the youth back home!

26th INEPS-Congress 2014 — Sunday 27th of April: Creative group activities

CREATIVE GROUP ACTIVITIES

Outcomes:

- Get to know each other
- New ideas for creative work
- Being active feels good
- Fun
- Ideas for the own work
- Nice products as results
- Exploring ones own creativity



Singing



Exploring the quarter on foot

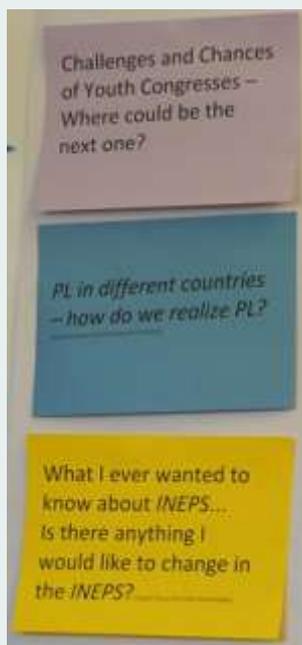
Theatre / „Impro“



INEPS-Congress 2014 — Sunday, April 27th: Groups about topics of INEPS

TOPICS OF INEPS

At Sunday afternoon different table groups worked on „Topics of INEPS“ and had the opportunity to discuss their thoughts and to address their wishes to INEPS.



Summary of the group „**Youth Congress (?)(!)**“, summarized by Egbert

Members: Egbert, Ryan, Ole, Petri, Heike O., Iris, Ekram, Antje B., Ariane, Frédéric, Lauri, Christelle, Kerstin

The aim of this conversation group was to discuss if there is a necessity for youth congresses and if so in what ways should they be held, what are the aims of such a congress and how can they be organized.

The participants in this group were some **“old fellows”** who had participated in youth congresses and some **“newcomers”**. It was clear to all that organizing a youth congress demands quite a lot of work and engagement. Many had been involved in students exchanges before and so the first question was about the differences between a youth congress and a students exchange. It was pointed out, that a students exchange is between two or three countries usually over a longer period with a certain topic they are working on and that there must be a result. In a youth congress students from many more countries meet. The focus is more on experience than on work. Youth congresses should bring students together for an exchange of ideas and for broadening the minds.

All participants agreed that youth congresses are important and should be organized. But certain rules should be followed:

- The number of participants should be at least between 50 and 60
- Students must be involved in the organization
- Students should stay together in one place during the congress
- There should be workshops organized by the participants and not only by the organizers
- The organizers choose a topic of the congress
- The goals of a youth congress are:
 - * Prepare the young people for work in different countries
 - * Creating social competences such as responsibility, reliability, open-mindedness
 - * Breaking stereotypes
 - * Overcome xenophobia
 - * Breaking borders
- These goals should be the guideline of every youth congress – no matter what topic

It was agreed that there should be one member of the AC responsible for youth congresses to give the organizers advice and help. The participating countries of a youth congress form an organization board with one member from each country. The goals should be recognized by the AC and laid down in the guidelines of INEPS.

France will be the organizer for the next youth congress, probably to be held in 2015.



INEPS-Congress 2014 — Sunday, April 27th: Groups about topics of INEPS

TOPICS OF INEPS

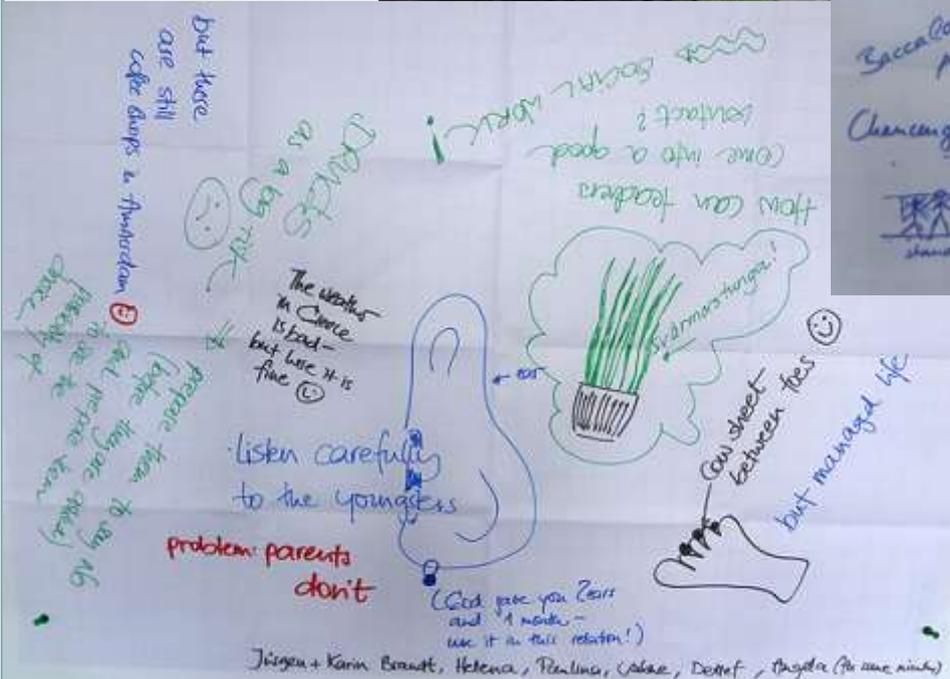
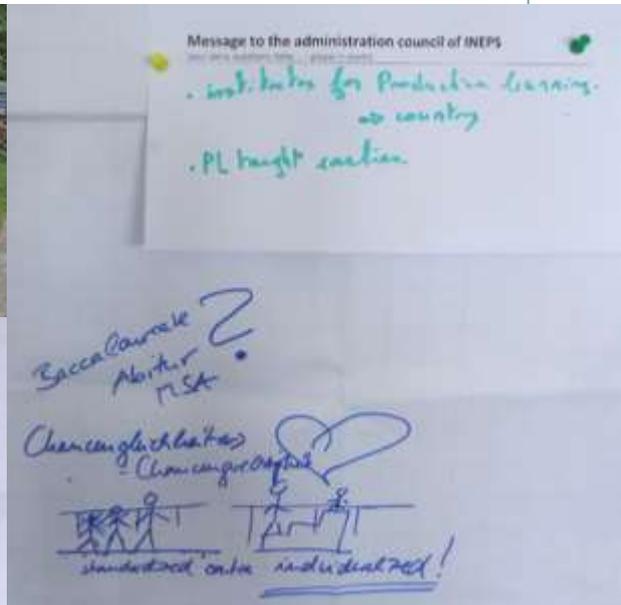


Summary of the group „**What I ever wanted to know about INEPS ...** is there anything I would like to change in **the INEPS**”, summarized by Angela

The conversation focused mainly on the reality and the perspectives of *Productive Learning* in different countries. The representative of HAMK (University of Applied Sciences), presented different aspects in P.L. in Finland and expressed a strong interest in becoming a member of INEPS. The representatives from France, expressed their satisfaction from INEPS and examined future cooperations. All the members concluded that INEPS should stay at the moment as an informal network, quite flexible and adapted to the contemporary needs of its participants.

Coordination of the Open Space discussion: Heike Borkenhagen, Angela Passa

Members: Bret Schlesinger, Heidrun Krause, Alan Cheng, Michael Käselau, Irmeli Lignell, Laurent Vernon and Laurent Podetti



INEPS-Congress 2014 — Sunday, April 27th: Groups about topics of INEPS

TOPICS OF INEPS

During the INEPS-conversation groups the Lithuanian teachers presented the different approaches of implementation of PL in their country. They experienced in three different kinds of schools, an urban school, a village school and a youth school, which is mainly dedicated to students who had problems in their previous classes. They also differ in the number and modus teachers are involved besides PL-educators and in the time the students learn in practice: one - one and a half - two days.

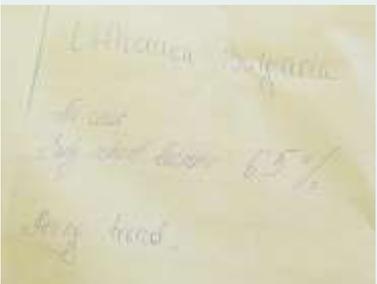
What they all have in common is the great development of the students, finding back ways to learning, experiencing success, participating in real-life situations and growing in their personality, self-confidence and independence. This year the first group finishes school and the teachers prepare to start a new turn in PL.

Afterwards the participants of the workshop presented their approaches in their countries and their experiences from “still struggling to start PL in my country” to “becoming regular offer”.

In France: PL is a one year offer for students being absent from school for at least one year. The aim is to find ways back to learning together with the students. Gerard explained in his school 70% of the students are successful.

In Spain/ Catalonia: PL is now accepted. After a ten years of arguing and fighting there are three schools in Vilafranca and even more in towns nearby.

In Finland every school has the opportunity to implement PL in the frame of Jopoclasses. Nowadays they try to offer PL in the sector of vocational schools.



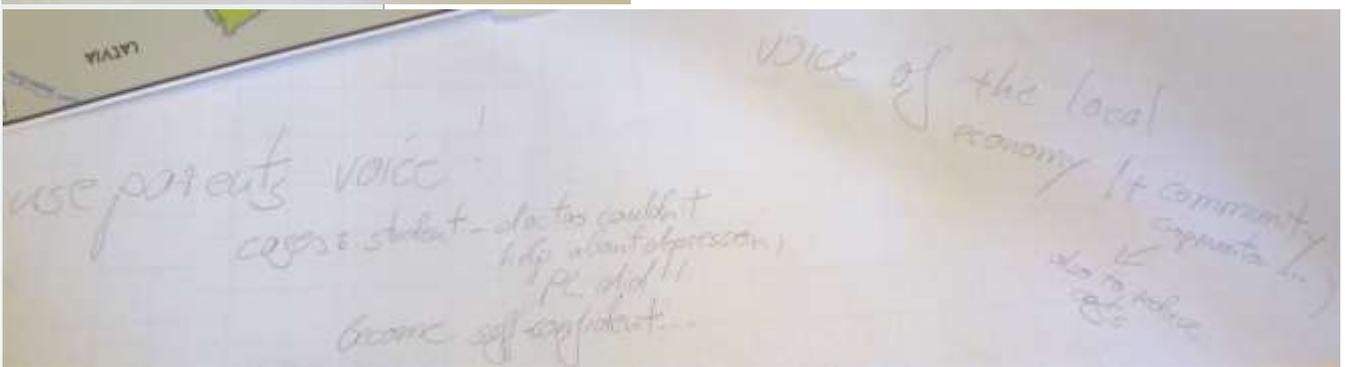
In Bulgaria: three schools are waiting to implement PL, but unfortunately the ministry of education rejected all initiatives. Russin reported they will not stop fighting for PL. Together with IPLE they will write letters and talk to the authorities this year.

In a second phase the discussion focused on options and possibilities to convince the authorities, may be in order to start PL or in order to change some conditions.

In the conclusions the group agreed, that different factors had **to come together: the right moment, the “need for a change”,** supporting persons in the right offices, etc.

But there are some good ways to contribute or even accelerate the process: There is international research on PL and its efficiency in different countries, the EU currently awarded PL as a best practice model, proud students and parents as well as local economy and their agencies are good partners and were heard as different voices from politicians.

We all hope for a good development of PL in many different countries.



INEPS-Congress 2014 — Monday, April 28th: Key speeches

KEY SPEECHES

On Monday the congress took place at the Representation of the European Commission, close to Brandenburger Tor. It started with the following opening words and key speeches:

- Dr. Thomas Nix, representative of Senate Department of Education, Berlin: Inaugural address
- Heike Borkenhagen, president of INEPS and director of IPLE: Congress opening, —> see full text at: www.iple.de/Pdf/INEPS-2014/heike.pdf
- Marine Fieyre, Frédéric Mesguiche, Ariane Morris, France: „An individual approach versus common rules“, —> see full text at: www.iple.de/Pdf/INEPS-2014/ariane.pdf
- Dr. Vasilis Passas, Movement Protasi, Greece: „The value of individual education“, —> see full text at: www.iple.de/Pdf/INEPS-2014/vasilis.pdf
- Holger Mirow, director of IPLE, Germany; „Individual curricula and standardized testing in *Productive Learning*: Challenge or unsolvable contradiction?“ —> see full text at: www.iple.de/Pdf/INEPS-2014/holger.pdf
- Bret Schlesinger, National Academy of Alternative Education USA: “If hospitals were run like schools”



“The teacher must understand the pupil – not the pupil the teacher.’ ... It is possible only on that basis to delegate the responsibility for learning to the learner and to create a new relationship between teachers and pupils. Individualisation is a central notion in Productive Learning.” (Heike Borkenhagen)

„When you go to a hospital, what’s the first question that they ask you? Actually what insurance, let’s keep that out. What’s the second question? ... What’s wrong? Why are you here? And then they proceed to do what? They examine you, they treat you, they look at you, they treat you as an individual. Now let’s look at a school. What’s the first question they ask you when go into a school? How old are you? That’s all they need to know and then they place you with all the other students of the same age. They don’t care why you are there, they don’t care what you’re interested in, they don’t care what your needs are. You are there to fulfil the needs of the school. They are not there to fulfil your needs. And my question is: Imagine, if hospitals were run like schools. Half of us would be dead.” (Bret Schlesinger)

„Individualization in *PL* doesn’t only mean “different speeds and routes to the same prescribed results”. It means that also the goals, the activities in real life, the topics dealt with at the practice site and in school are agreed upon with a certain grade of freedom to meet the interests and needs of the individual. This is a key factor for success, especially for students with

difficult carriers and opposition towards former classroom learning.” (Holger Mirow)

“The projects are not only individualized to the needs and the potentials of the student but they also treat the student as a distinguished person, as a personality who has to be facilitated to get mature, to become a free and independent human. Under these circumstances this person will be able to obtain his-her self-awareness and self-esteem, to make his-her choices, to realize his-her dreams.” (Vasilis Passas)

“Very often when the student arrives at *Nouvelle Chances*, he is fed up with school and doesn’t want to go back to it at first. If it’s a he, he wants to be a plumber, if it’s a she, she wants to look after young children. ... Ok, you find an internship for them. Do they go to it? Not always. The plumbing business is a false dream. In fact, they much prefer to continue at school! You realize indeed at the end of the school year, that most of them wish to continue school and are quite scared of the working world.” (Ariane Morris)



INEPS-Congress 2014 — Monday, April 28th: 1st General assembly INEPS

EXCURSION TO THE
„REICHSTAG“
(GERMAN PARLIAMENT
BUILDING)



ADMINISTRATION COUNCIL (AC) OF INEPS

The AC of INEPS introduced its members with their responsibilities:

Heike Borkenhagen, Germany
(president)

Angela Passa, Greece
(vice-president)

Simona Plienaityte, Lithuania
(secretary)

Juha Lahtinen, Finland

Alan Cheng, USA

Ariane Morris, France

Aaltje Veen, Netherlands

Olof Person, Sweden



OVERVIEW OF INEPS-ACTIVITIES 2013-2014

With a very lively presentation Simona Plienaityte gave an overview of the activities of INEPS over the last year. You can see the whole presentation on youtube:

www.youtube.com/watch?v=jMzXiBPvTr0&rel=0

or as pdf-file at: www.iple.de/Pdf/INEPS-2014/simona.pdf



INEPS-Congress, April 2014 — Monday, April 28th: Presentation market



In the presentation market the participants used the chance to present their projects, countries and regions and to get into deeper conversations with each other.



INEPS-Congress, April 2014 — Tuesday, April 29th: School visits

School	Activity for School Visits
Stötzner-Schule, Berlin-Reinickendorf	„Student company— a school-based offer for practice-based learning“ Presentation and discussion about the concept of student companies and their links to PL
Wolfgang-Borchert-Schule, Berlin-Spandau	„Experiences of PL-students“ Film about PL, exchange with students
Gail-S.-Halvorsen Schule, Berlin-Dahlem	„Step into the role of a PL student“ Making of an individual learning plan, choosing a practice place, outdoor activity
Schule an der Haveldüne, Berlin-Spandau	„Students at work“ Practice places, exchange with students, rooms of PL
Hedwig-Dohm-Schule, Berlin-Moabit	„City walk through the district Moabit and visits at practice places“ Tour through the quarter, guided by PL-students; Practice places, exchange with students
Hufeland Schule, Berlin-Buch	“Student, educator in school, mentor in practice—impressions of a ‚work relation‘ in PL!“ Practice places, exchange with students, teachers and mentors
Liebig-Schule, Berlin-Neukölln	„My experiences, challenges and problems in Productive Learning and at my practice place“ Exchange with educators and students; Practice places
Ernst-Schering-Schule, Berlin-Wedding	„Our PL—school and practice“ Exchange with students; Practice places
Schule am Schillerpark, Berlin-Wedding	„It’s up to me— planning and preparing for the ‚life after school‘ in Productive Learning“ Exchange with pedagogues and students, participation in a student’s oral exam
Emanuel-Lasker-Schule, Berlin-Friedrichshain	„Englisch speaking day“ Exchange with students, presentations, practical places
Herbert-Hoover-Schule, Berlin-Wedding	„Individual learning in our Productive Learning“ Presentations, discussions, exchange with students
Pestalozzi /Wilma-Rudolph-Schule, Berlin-Zehlendorf	„Productive Learning in a cooperation project of a special needs school and a secondary school“ Presentations, discussions, practice places
Gemeinschaftsschule Schöneberg, Berlin-Schöneberg	„What I can, what I want, what I am expected“ Practice places, round table with students, educators and the headmaster





WORKSHOPS

Whole-day-workshops:

- ◆ „**The role of a PL-educator** in the development of personal and **social skills of students**“
(Angela Passa & Michael Käselau)
- ◆ „**Individuals and society**—Productive Learning through **participation in the community**“
(Antje Karras & Detlef Siehl)
- ◆ „**Personal learning experiences**—working with portfolio in **Productive Learning contexts**“
(Friederike Bliss)

Workshops in the morning:

- ◆ Curriculum reforming - from what to how
(Juha Lahtinen)
- ◆ Who needs to know what - and why? Or: How not to **waste our students' time**
(Alan Cheng & Bret Schlesinger)
- ◆ The profession—An important part of personal identity. How does Productive Learning support students in developing a professional identity?
(Sabine Liedtke)

Workshops in the afternoon:

- ◆ Curriculum reforming - **from what to how**“
(Juha Lahtinen)
- ◆ Individual curricula and standardized testing in Productive Learning: Challenge or unsolvable contradiction?
(Holger Mirow)
- ◆ Transferring methods and principles of Productive Learning into regular classes: A weekly project day
(Daniel Guzmàn)

WORKSHOP

„The role of a PL-educator in the development of personal and social skills of students“

(Angela Passa & Michael Käselau)

3. Development of personal and social skills

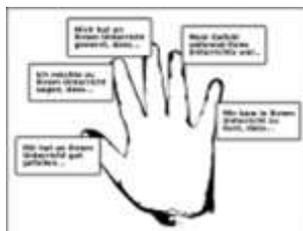
Powerpoint presentation of the “Train the trainer” philosophy and why basic skills are important to PL students. Making clear what different kind of skills are needed and what kind of methods will support the development of these skills. Tip: collection of a lot of **methods concerning the skills’ development at: www.pro-skills.eu** (in different languages)

Connecting on the theoretical input the group was practicing some exercises on personal and social skills (exercises “Ship of the intrinsic values” and ”Changing perspective” – you will find on www.pro-skills.eu in the “toolbox”).



4. Evaluation of the workshop

The evaluation of the workshop was realized in the plenary asking the participants to give comments among the “five fingers eva”.



Perfect was....
 I would like to point it out ...
 In the center for me was...
 Very useful was ...
 A little bit too short ...

The feedback was in general very positive and the participants pointed out the “good atmosphere in the workshop”.



WORKSHOP

„Individuals and society—Productive Learning through participation in the community“

(Antje Karras & Detlef Siehl)

Projects in Productive Learning are very much focused on vocational orientation, which is quite understandable, as an occupation gives you a base for earning your living, supports you in living a meaningful life and gives you the feeling of being an active member of society. But the **“professional life” has changed: Most people will change jobs and professional identities, they won’t have just one job for their lifetime**, sometimes there will be also times of joblessness and you have to be open for new orientation.



There are also other possibilities of meaningful occupation and **participation in society in the wide field of NGO’s, non-profit organisations, sports-clubs, or even political organisations.** But do we or the students spot these areas? Do they see them as opportunities, as a field of possible engagement?

A survey over the selection of practical placements by 200 students during their two- years-course of Productive Learning in Mecklenburg-West Pomerania (an overall of 1200 practical placements) showed that only a tiny fraction chose practical placements in the non-profit sector. There seems to be a blind spot. During the workshop we wanted to cast light on this spot.

At first we asked ourselves:



WORKSHOP

„Individuals and society—Productive Learning through participation in the community“

(Antje Karras & Detlef Siehl)

Later we discussed possible areas of engagement and ideas how to help students to start activities in their community:

Since 2010 IPLE has developed together with 18 Integrated Secondary Schools (ISS) in Berlin a project, in which students in an “ordinary” class exchange the regular curriculum during a few lessons per week for a project where they choose and learn individually in a practical placement in a social project according to their own interests.

In the afternoon session of the workshop some students and one of their teachers, being active in such a project, shared their experiences with the workshop participants. In their reports showing the importance of these learning experiences for the young people they emphasised that their real-life-experiences in the project had effects on their self-esteem, their way of looking at society as well as for their vocational interests.



WORKSHOP

„Personal learning experiences—working with portfolio in Productive Learning contexts“

(Friederike Bliss)

Working with portfolio in Productive Learning contexts is a way to reflect personal learning experiences students gain in their different practical places. In the workshop the participants from France and Finland had the chance to get to know a portfolio-model, which was developed together with students and teachers at the Productive Learning project in Bad Doberan, but also to exchange own experiences, ideas and thoughts from their working context or portfolio-work.



For that, the workshop started with a ‘round of exchange’ where the participants brought in their personal perspectives and interests or their experiences and discoveries from their own portfolio-work.

Issues or themes that emerged in this first round were on one side about *portfolio itself*:

What shall be included into a portfolio?

How can portfolio-work gain significance for the institution and for the students themselves?

How to integrate portfolio within my current work?

On the other hand there were questions which were stronger related to the *process* of portfolio-work:

How to achieve deeper understanding of a topic through portfolio-work?

How effective (even life changing) the method of portfolio can be in raising self-esteem and self-confidence?

What are possibilities of e-portfolios / digital portfolios?



WORKSHOP

„Personal learning experiences—working with portfolio in Productive Learning contexts“

(Friederike Bliss)

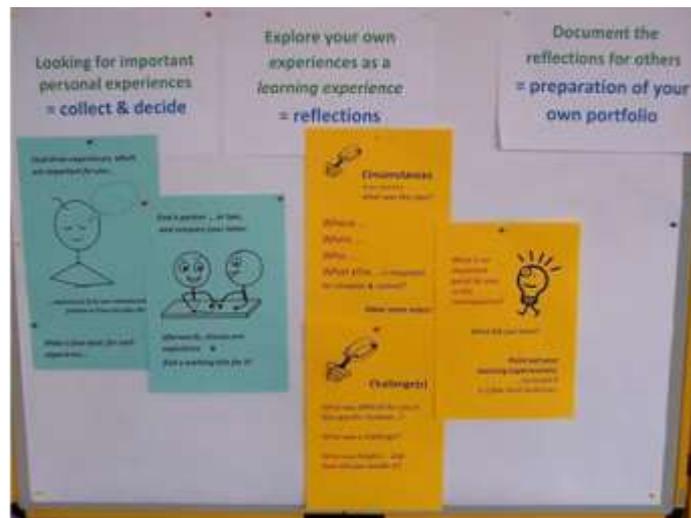
To get an impression of the portfolio-model which was developed in *Bad Doberan* examples of student's portfolio-folders were shown and the two PL teachers *Anke Weymann* and *Antje Stropahl* spoke about their experiences they have gained in the developmental process and their current practice with the students.

Beyond that the participants could explore first steps to get in a portfolio process as a reflective practice based on own learning experiences in different contexts.

The final discussion was focused on two topics:

Primarily, portfolios are the property of the student who is the 'owner'. In this perspective a portfolio is a medium for self-understanding and self-reflection: He /she decides what was or is important for him or herself while he or she was involved in the learning process. How can this be strengthened by the teachers?

And: There are different ways to arrange or style a portfolio folder. In the *Bad Doberan* portfolio model writing is very important. What does this mean for the students? What are the challenges associated, but also the opportunities?



WORKSHOPS

„Curriculum reforming—from WHAT to HOW“
(Juha Lahtinen)



We started about "pitching" - how to make our descriptions about curriculum crystal clear:

- Think about your work
- Make a seven words pitch about what you are doing and write it down.

And then we tried to find an answers to question:

WHY DO WE NEED CURRICULUM REFORM by using the motto: "If children have interest, then education happens."

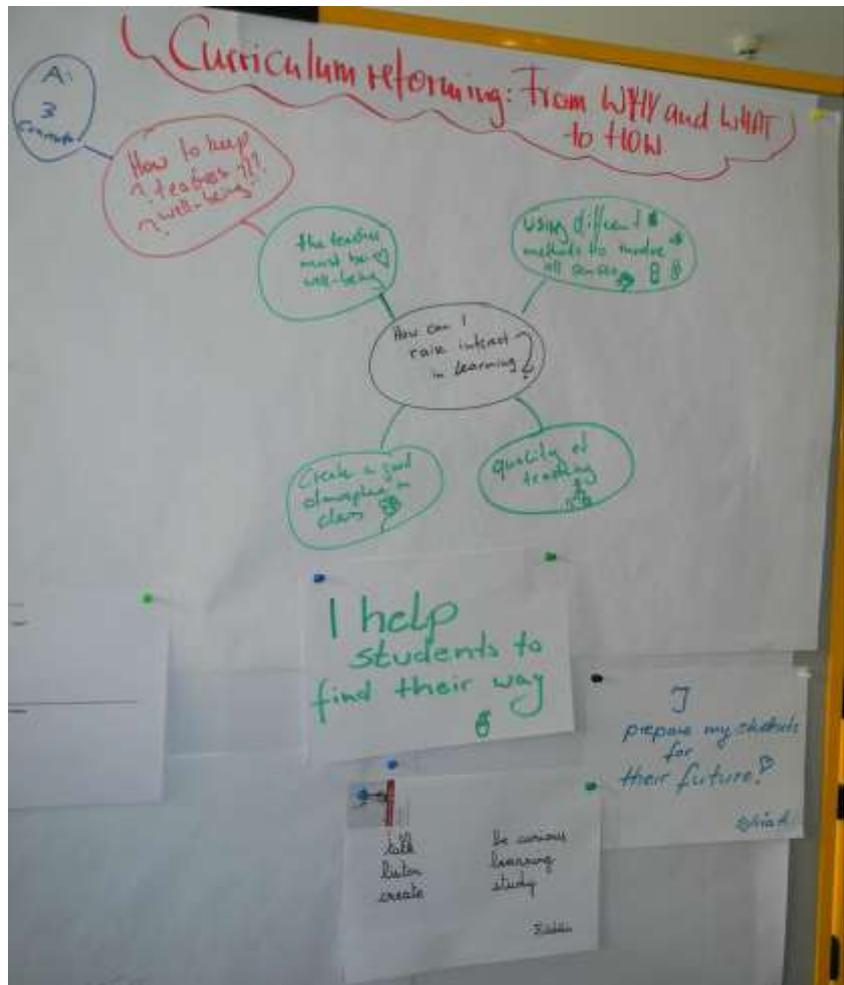
We compared words "learn" and "play" and the difference looked like this: Association with the word LEARN: Usually: Structured, Rigid, Goal-orientated, Difficult, Forced, Serious, Rule-based, Complex, Right answers

PLAY: Usually: Dynamic, Changing, Autonomous, Easy, Voluntary, Fun, No rules, Simple, No right answers

Learning is, In fact, never just processing information - Learning is doing.

Why to reform a well-functioning system in Finland?

- The world in which schools operate has undergone major changes since the beginning of the 2000s, increasing the impact of globalisation and the challenges for a sustainable future WHY?
- Competencies needed in society and working life have changed, requiring skills for building a sustainable future WHAT?
- Content of teaching, pedagogy and school practices should be reviewed and renewed in relation to the changes in the operating environment and skills HOW?



INEPS-Congress 2014 — Wednesday, April 30th: Workshops

WORKSHOPS

„Curriculum reforming—from WHAT to HOW“
(Juha Lahtinen)

The core of change: In this world, our doing, knowing and being have changed (Pirjo Stähle, 2009)

- Doing – all important and most influential outcomes are produced by cooperation and networks
- Knowing – more and more decentralised both technically and socially
- Being – our identity is hard-pressed in a world of constant change and global information flows

Core of the reform: What? to How? The school will be developed both as a growth community and as a learning environment

Why? What? How?:

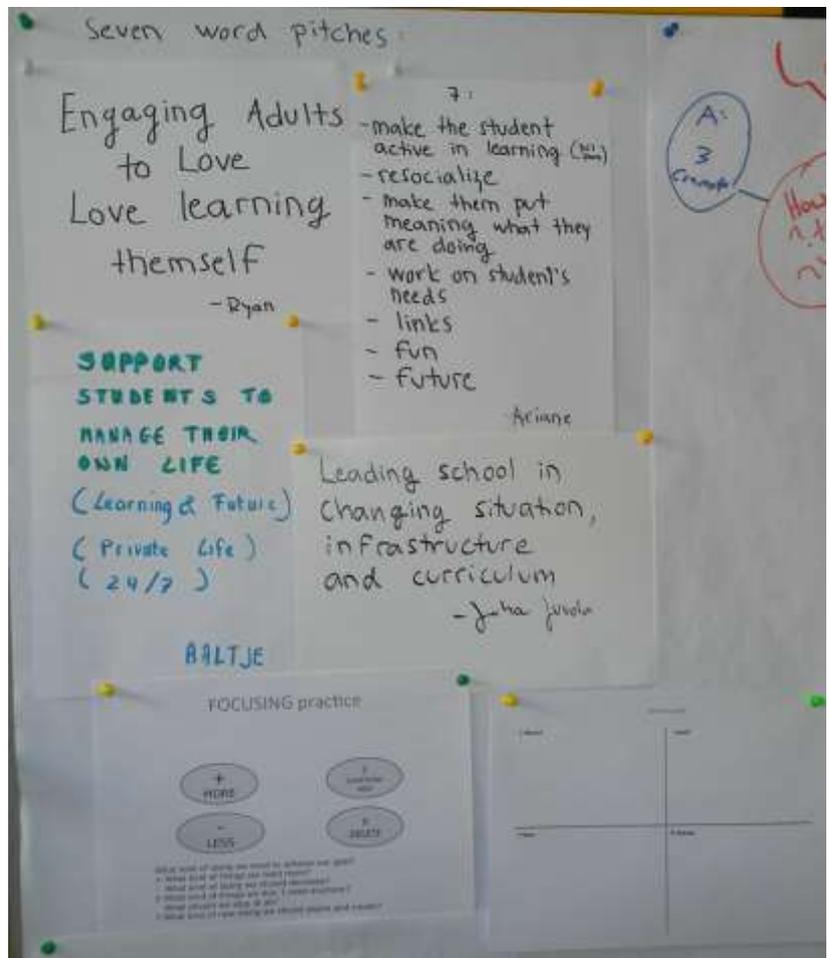
If you want to increase curiosity, allow questioning, If you want to develop problem-solving skills, link school knowledge to real-life problems and encourage pupils to work together to seek solutions, If you want to increase understanding, combine knowledge and skills from different subjects, If you want to raise citizens who will develop society, promote inclusiveness and participation, give opportunities to make a difference, and facilitate positive – not negative - critical thinking, If you want to strengthen learners' self-confidence and learning motivation, give constructive and honest feedback. Never humiliate or put down a learner.

IT IS ABOUT DEVELOPING THE ORGANISATIONAL CULTURE AND PEDAGOGICS

The participants of the workshop created their own developing questions about changing the curriculum, you see one of them above in photos. The main aim of the workshop was to show up that even in this tough situation in Europe we are able to develop our schooling system and make it better place to learn for the future.

We closed our workshop to a phrase: **”Help kids know how to make meaning and sense of what they are learning so they can see who they are.”** - Mary Helen Immordino-Yang

—> to see the slides: <http://www.iple.de/Pdf/INEPS-2014/juha.pdf>



WORKSHOP

„Who needs to know what—and why? Or: How not to waste our student’s time“

(Alan Cheng & Bret Schlesinger)

The following countries were represented: United States, France, Finland, Germany and Bulgaria.

In the first part of the workshop each country made a brief presentation concerning the present requirements for graduation. Except for Finland they all seemed to have a standard curriculum with a standardized test for the diploma. In some cases there are different types of diplomas that have different requirements.

Before moving to the next phase Alan made a detailed presentation on the need to begin emphasizing skills rather than just the acquisition of knowledge. Productive Schools have recognized this for years. He then presented through a series of charts and diagrams the various tools that have been created to measure and evaluate these other domains. He emphasized that these were necessary to prove to the authorities the the justification of this approach. Without these uniform evaluation tools it will very difficult to persuade the educational authorities on the effectiveness of this approach.

The last task was for the participants to then list those essentials they believed every student should master to graduate. What came out was that the specific acquisition of a similar knowledge base, aside from the basic skills, was almost completely eliminated and replaced by the abilities to master and transmit whatever one has learned (see essentials chart below).



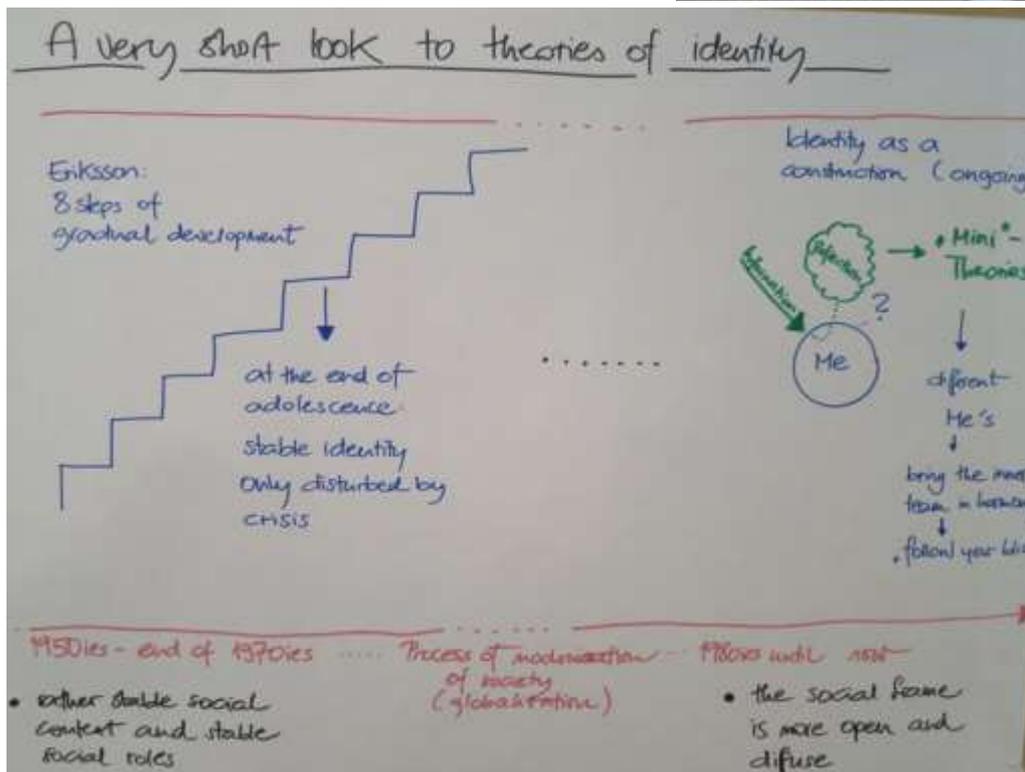
WORKSHOP

„The profession—an important part of personal identity. How does Productive Learning support students in developing a professional identity?“
(Sabine Liedtke)

Starting with an introduction of the participants by symbols (little toys, things) a main intention of the workshop was illustrated: how to make the process of building up identity visible in order to support students in their identity construction.



A short input about theories of identity and their continued development until today lead to the question how PL-educators can support the students to orientate in their (school)-life and regarding their vocational orientation. In this frame we also discussed the question of gender aspects of vocational choice.



WORKSHOP

„The profession—an important part of personal identity. How does **Productive Learning support students in developing a professional identity?**“
(Sabine Liedtke)

The participants had the occasion to test several methods – that support the reflection on identity, group membership and professions the students know already - and discuss their utility in daily pedagogical work.

There was a great satisfaction about the workshop but also disappointment because of the lack of time.



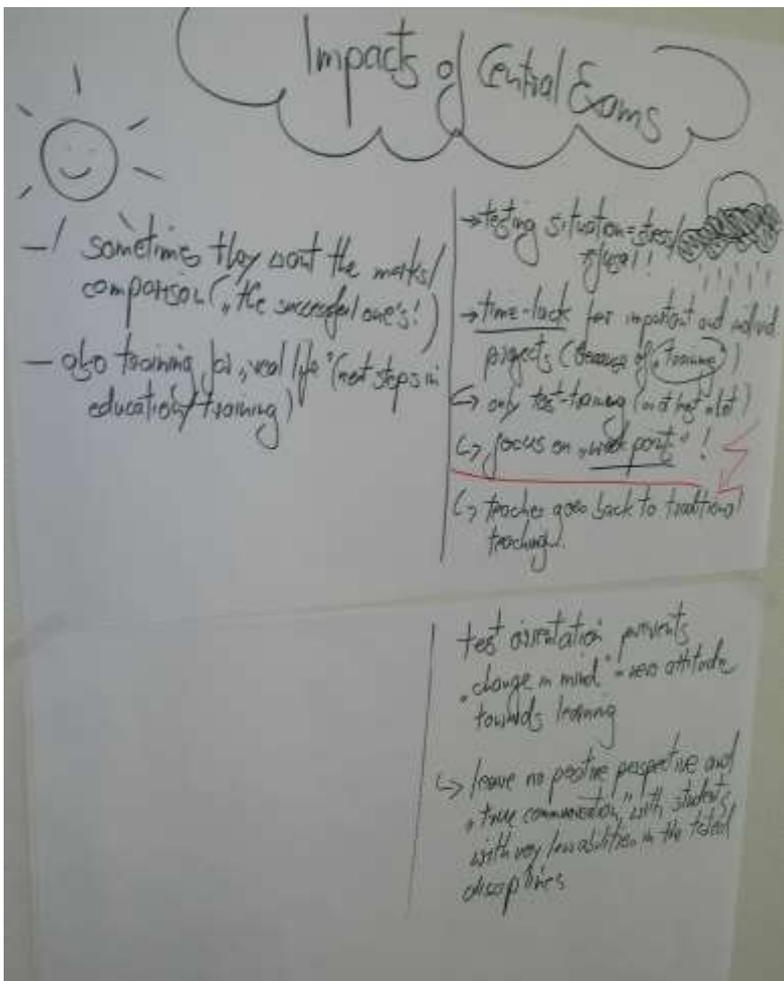
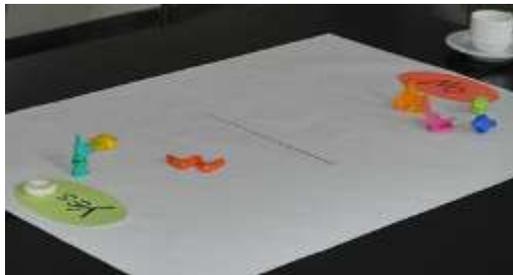
WORKSHOP

„Individual curricula and standardized testing in Productive Learning: Challenge or unsolvable contradiction?“

(Holger Mirow)

The workshop offered an opportunity to continue the discussion on standardized testing and individual curricula in Productive Learning. The discussion was facilitated by a “playful” method. The participants formed representations of themselves from plasticine and answered to questions by taking a position on a field between the antipodes “Yes” and “No”. Seeing the position of all participants the questions was discussed in depth.

A survey showed that in the three countries represented in the workshop standardized testing plays a different role:



◆ In Germany the situation differs in the federal states. In Berlin standardized tests are introduced for monitoring purpose as well as an instrument for assessment at all levels of school leaving certificates down to the 9th grade for at least 2 subjects (native language and math).

◆ In the USA the situations differs in the states as well; in New York five subjects are tested centrally (math, English, history, science, second language). It was emphasized that tests play an important role in the application process for college and university as well.

◆ In Finland standardized tests are used for monitoring purpose, but there are no central exams. The school decides about the integration of standardized tests into the assessment for the school year (marks in the subjects concerned).

WORKSHOP

„Individual curricula and standardized testing in Productive Learning: Challenge or unsolvable contradiction?“

(Holger Mirow)

In the following some interesting aspects and results of the discussion are summarized:

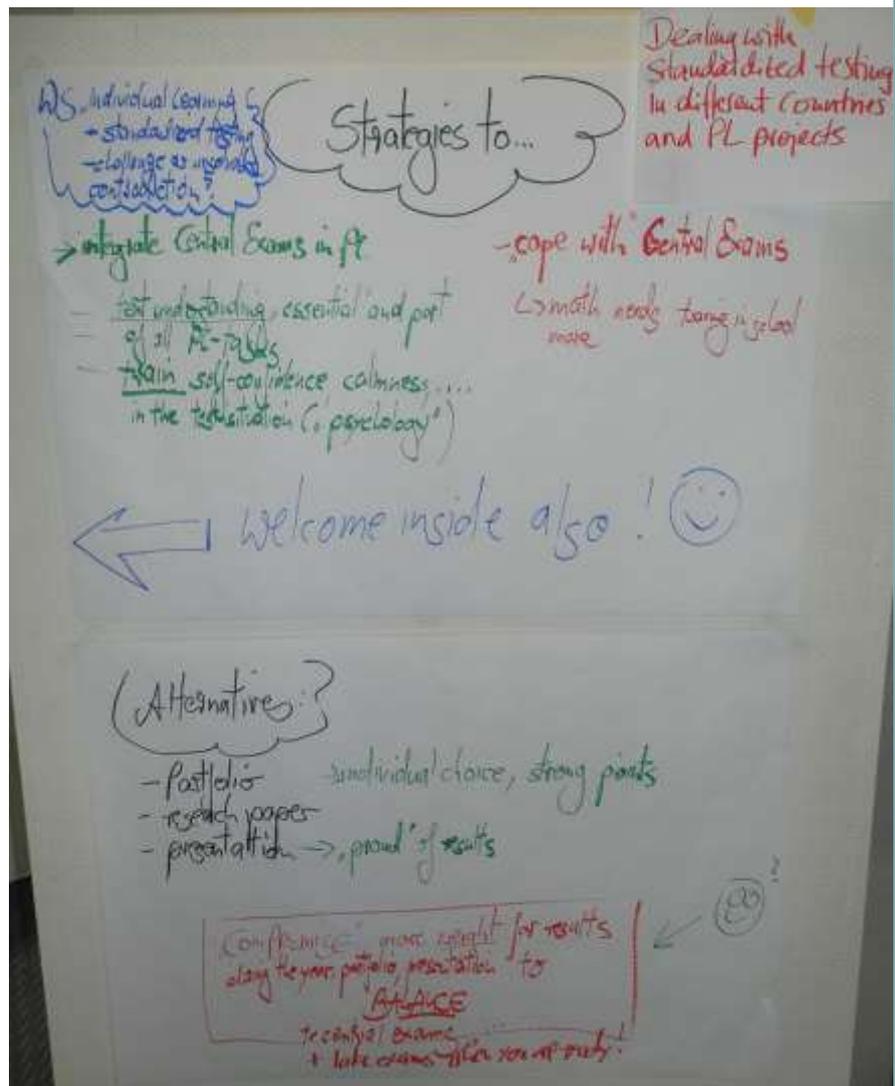
The majority of the participants stated that they “would change things in the educational program” a lot “without the exams”. The preparation takes a lot of time, it shifts the focus to typical “week points” of many students and therefore hinders the work on interests and strengths of the youngsters. It was also said, that “in case of success” the coping with the test can support the self-esteem of the kids, especially when they feel stigmatized because of the participation in “alternative education”.

The question, if “the competences needed for the central exams can be developed “through PL” (= also individually and in real-life situations” led to answers mainly “in the middle of the field”. The following discussion showed that the participants see many opportunities to connect subject learning and activity-experiences on the one hand side. But the strict specifications of the standardized tests demand “completeness” according the subject based curricula. Regarding the limited time “training of typical test competences” seems to be unavoidable. For a part of the students this reactivates “aversion behavior” and therefore bares risks for the change in attitude that is necessary for successful reintegration in school.

The participants named assessment methods that fit the educational approach better than standardized tests, e.g. portfolio, research paper, presentations of individual projects and results. An important conclusion of the discussion was, that PL-projects may engage in the political discussion promoting a “compromise”:

- ◆ the mentioned alternative forms of assessment should gain more weight and “balance” standardized tests,
- ◆ schools should have more responsibility for the adequate integration.

The experiences in Finland were seen as a strong argument for this position: A country with top results in international student assessment studies (e.g. PISA) gives schools exactly this liberty in designing the school curriculum and the assessment schemes.



WORKSHOP

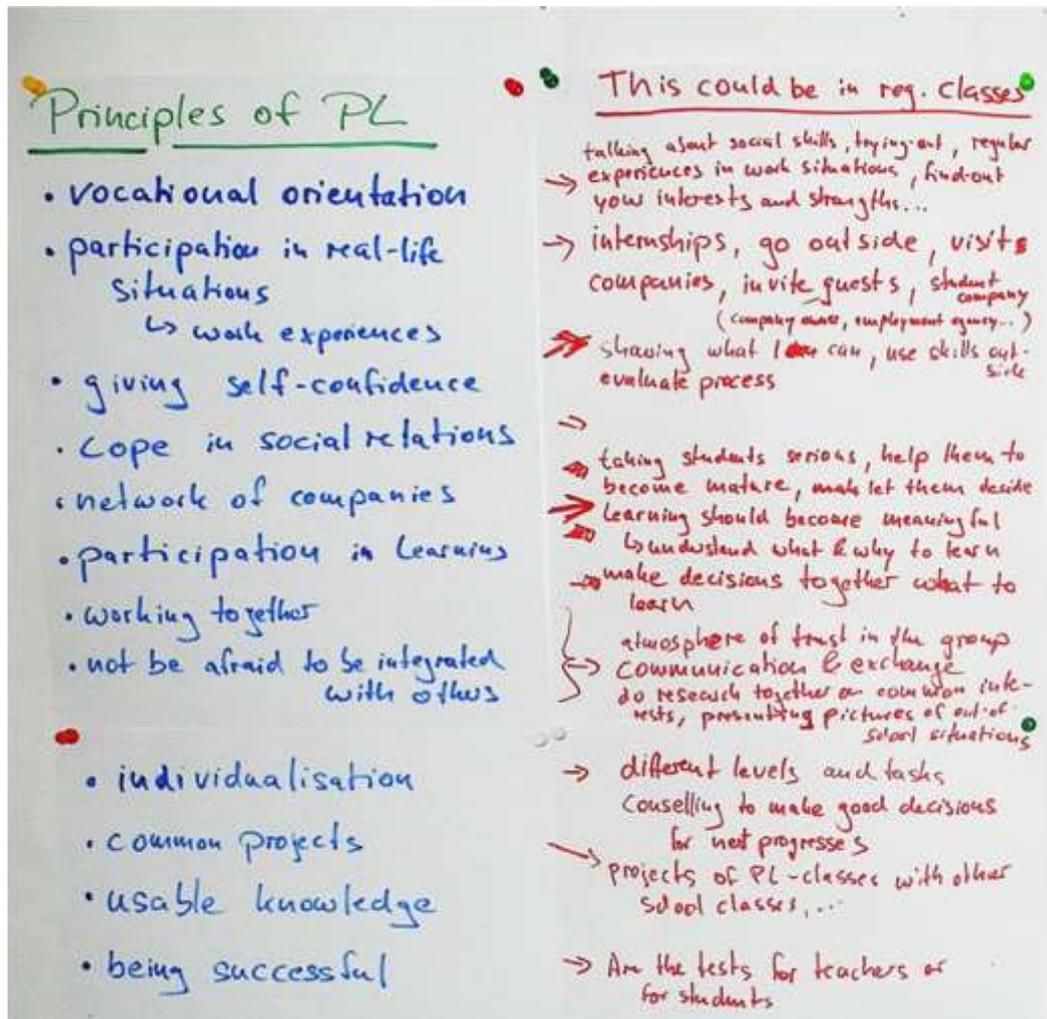
„Transferring methods and principles of Productive Learning into regular classes: A weekly project day“
(Daniel Guzmàn)

The moderator introduced the workshop and the program to the participants. The purpose was to create ideas, how it would be possible to react to the request of some schools to participate on PL methods without changing the whole system.

The moderator explained that in Mecklenburg-West Pomerania the federal ministry of education asked for a project designed for 7th graders, which uses principles and methods of PL.

But in advance to a presentation of already existing models the group discussed this request as if it was to be developed now, by the conditions of their countries and their personal experiences in PL.

In a first block the group listed those principles of PL, which they experience as essential, and how these could find equivalence in the setting of a regular class



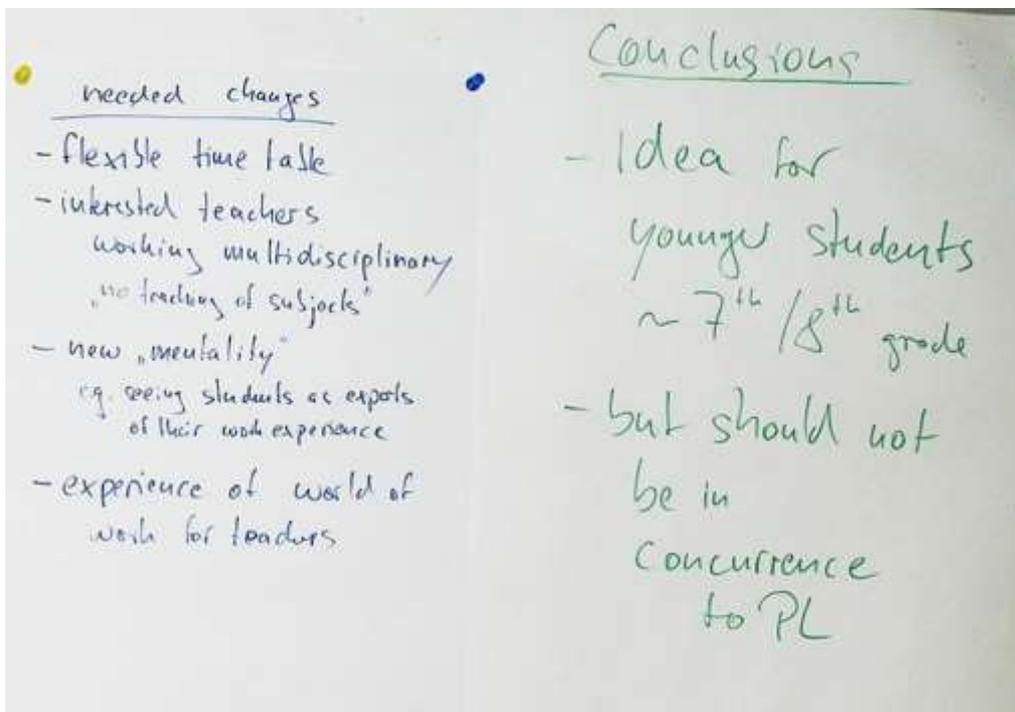
WORKSHOP

„Transferring methods and principles of Productive Learning into regular classes: A weekly project day“

(Daniel Guzmàn)

The process showed that it was easy to agree to principles for PL between France, Sweden and Germany. The step to find equivalences was a bit harder, because the conditions in regular classes differ between these countries. So it took a lot more discussions to come to agreements.

In a third step the group discussed which changes would be necessary to implement these principles in regular classes.



In the end the group discussed the idea of the weekly “project learning day” which PL-teachers and IPLE developed in Mecklenburg-West Pomerania and if the principles were realized in this concept. Especially work experience and a network of companies are missing but this would be difficult to implement in the frame of 7th graders. Further the group discussed the differences to the well-known project methods from the 80’s. The main difference is the ways of participation from the students in decisions and learning organization: to take themselves responsibility for that weekly day and the teacher’s attitude to follow the students need and proposals.

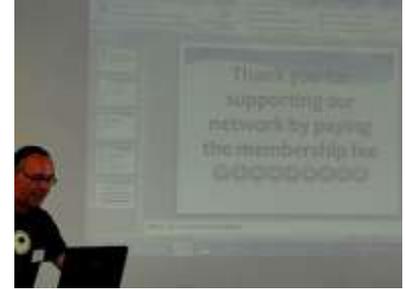
Afterwards the discussion focused the topic whether we should support such kind of projects besides PL. The group concluded that there should be no concurrence to PL, in order not to interfere with the development of PL and the struggle for a new learning approach. But considering the younger students it could be a good idea to open minds for PL methods and to foster the development of independent learning and self-confidence.

INEPS-Congress 2014 — Wednesday, April 30th: 2nd Assembly INEPS

2ND ASSEMBLY OF INEPS



In the second assembly of INEPS, the treasurer, Egbert Jahn, gave an overview of the financial situation of the network and remembered everyone to pay the annual member fees.



Ariane Morris said, that she and her colleagues in France will organise a Youth Congress in 2015.

Aaltje van Veen showed some information about the next INEPS-Congress, that will take place in the Netherlands in 2015.



Summary of the conference and farewell dinner

IMPRESSIONS



INEPS-Congress 2014 — [List of participants](#)

- Rusin Borislavov (School "Ivan Vazov", Burgas, Bulgaria)
- Sanna Kallio, Virpi Reynders, Hely Salmi (JOPO, Helsinki, Finland)
- Outi Lindholm (Helsingin kaupunki, Helsinki, Finland)
- Riitta Saarinen, Juha Juvonen (Vesala Comprehensive School, Helsinki, Finland)
- Petri Hänninen (Omnia, Helsinki, Finland)
- Reetta Ahlfors, Lotta Kuivalainen (Omnia, Espoo, Finland)
- Helena Halla, Jaana Makkonen, Pertti Paukkuri, Marko Lepistö (Emäkosken koulu, Nokia, Finland)
- Petteri Reinikainen (Vocational School, Pohjolankatu, Finland)
- Irmeli Lignell, Keijo Hakala (HAMK, Hämeenlinna, Finland)
- Lauri Holja, Johanna Järvinen-Tauber, Juha Lahtinen, Maria Ruokonen (Learning Bridge, Tampere, Finland)
- Marine Fieyre, Frédéric Mesguiche (Lycée Costes, Bobigny, France)
- Christelle Raffaëlli (Direction académique de Seine-Saint-Denis, Bobigny, France)
- Martine Baudras, Laurent Podetti, Laurent Vernon, Yacoub Saïd (Nouvel Élan, Seine-Saint-Denis, France)
- Ariane Morris, Ekram Bondue (Dispositif nouvelles chances, Brie Comte Robert, France)
- Gérard Olivieiri (Lycée professionnel Bartholdi, Seine-Saint-Denis, France)
- Angela Passa, Vasilis Passas, Eleni Kotta-Baladakis (Movement Protasi, Patras, Greece)
- Laura Paulauskiene, Violeta Ramanauskaite (Kedainiy Adult ir Youth school, Kedainiy, Lithuania)
- Vaclovas Kriksciunas, Rasa Urbonaviciene (Pajstrys District Pajstrys Juozas Zikaras Secondary School, Pajstrys, Lithuania)
- Asta Karliene, Vanda Mazeikiene (Rokai community Secondary School, Rokai, Lithuania)
- Simona Plienaityte (Education Supply Centre, Vilnius, Lithuania)
- Auksė Petruškevičiūtė (Lithuania Social Pedagogues Association, Vilnius, Lithuania)**
- Co van Houten (MBO college, Hilversum, Netherlands)
- Aaltje Veen, Twan Kuijpers (Productief Leren, Hilversum, Netherlands)
- Mercè Marcé (Institut d'Aprenentatge Productiu – IDAP, Vilafranca, Spain)
- Helena Hartphil, Olle Persson (Bräckegymnasiet, Gothenburg, Sweden)
- Alan Cheng, Ryan Glass (City as School, New York, USA)
- Bret Schlesinger (NAAE, New York, USA)
- Antje Bräuer (Georg-Weerth-Oberschule, Chemnitz, Germany)
- Iris Knöner, Heidrun Krause (121. Oberschule, Dresden, Germany)
- Heike Opfer (Lessing-Oberschule, Freital, Germany)
- Kathrin Lehmann (Regionale Schule, Garz, Germany)
- Kerstin Sickert (Helmholtzschule, Leipzig, Germany)
- Karin Brandt (Schulcampus Rostock-Evershagen, Rostock, Germany)
- Jürgen Brandt (Rostock, Germany)
- Kristin Bernig (Sächsisches Staatsministerium für Kultus, Dresden, Germany)
- Christine Gautsch, Michael Strahl (Hedwig Dohm Schule, Berlin, Germany)
- Regina Dreißig, Antje Leppin (Pestalozzi-Schule, Berlin, Germany)
- Annett Pareigis, Michael Schramm (Schule an der Dahme, Berlin, Germany)
- Ingrid Böhm (Berlin, Germany)
- Jens Schneider (Berlin, Germany)
- Egbert Jahn, Lutz Hersch (Hufeland Schule Berlin, Germany)
- Sylvia Agotz, Joachim Böker (Wolfgang-Borchert-Schule Berlin, Germany)
- Bernd Zimmermann (Liebig Schule Berlin, Germany)
- Rudolf Hirsch-Mirre (Berlin, Germany)
- Franka Syniawa, Ulla Hesse (Ernst-Schering-Schule Berlin, Germany)
- Kalle Freynik (Berlin, Germany)
- Hildegard Freynik (Gail. S. Halvorsen-Schule, Berlin, Germany)
- Reinhard Gocht (proSchul, Berlin, Germany)
- Verena Kellmann (Herbert-Hoover-Schule, Berlin, Germany)
- Christine Heike (Schinkel Gesamtschule Berlin, Germany)
- Friederike Bliss, Heike Borkenhagen, Veli Frank, Daniel Guzman, Antje Karras, Michael Käselau, Rüdiger Liedtke, Sabine Liedtke, Conny Miksch, Holger Mirow, Thomas Pruchnik, Detlef Siehl (IPLE, Berlin, Germany)