

## The Education System – What to do?

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### **Abstract:**

The three main parameters of economic activity over coming decades are: Human maintenance, human entertainment, and improvement of human competences.

We deal with the last one. It is a cliché that the world is changing fast but unfortunately there is not sufficient understanding and insight of how to cope with change. As a consequence we see political turmoil and low economic growth sowing discontent with the current political system and economic model.

The key to move from perplexity to confidence is to retool the education system giving people the competences to handle change – prosper in an era of change. This is the case for educating young people growing up in this world, but also of those already on the labour market confronted with change and not knowing how to do. Therefore Life Long Learning gains in importance not only education wise but maintain social stability.

Education must span from kindergarten to old age – no one should be left behind irrespective of age as demographic trends point to elderly people staying on the labour market.

Gradually education changes from a sector living its own life to become integrated in all aspects of society and economic activities.

Interaction between teacher and pupil takes on a new dimension in the era of Information and Communication Technology (ICT). One way communication belongs to the past.

Main future pedagogic principles under the label ‘from sage-on-the stage to guide-by-the side’ in the context of problem based learning will be important.

Interdisciplinary & intersectoral approach – complexity – replaces the silo thinking calling for abilities to put things together in new contexts.

Learning methods – pedagogic – replaces curriculum as the cornerstone of LLL. How do we cope with learning & teaching of people already in the work place and some of whom no longer young?

Higher education becomes an industry with universities competing with each other as is the case for multinational companies. This poses problems for public versus private financing and even more for defining what universities teach and how they plan research.

Conclusion. We need the concept of a future social contract between universities and other education institutions, business, and governments about how to shape education in a completely new world.