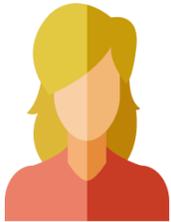


## What is Productive Learning?



### Origins

*Productive Learning* is a form of education which replaces traditional schooling during the last years of general school. This form of education started its development 20 years ago in Berlin in order to address mounting discrepancies and conflict between secondary school teaching and educational needs and interests of the pupils. From 1987 to 1991, Professor Jens Schneider and Ingrid Böhm (Med) established and tested, in co-operation with others, the basic principles of *Productive Learning* within the pilot project City-as-School Berlin. From 1991 to 1996, the concept of developing *Productive Learning* projects was drawn up and tested within the framework of an international *IPLE* project. This concept also includes a programme of further study in conjunction with these projects.



### Activity as the Basis of Learning

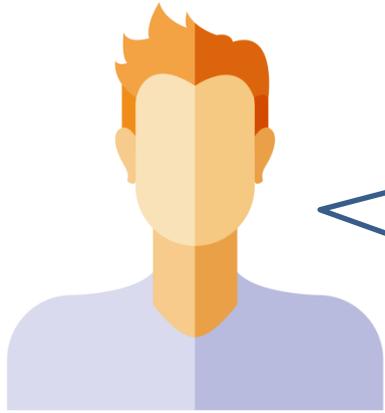
Underlying principle of the form of education *Productive Learning* is the participation of adolescents in social activities, particularly in professional life. The young people create individual curricula on the basis of experiences with activities within independently chosen real-life situations. For three months, they work three days per week at an independently chosen practice site, e.g. at a carpentry, in a vegetable shop, for a newspaper publisher, in a hospital, with Amnesty International, in broadcasting or in some other real-life situation.

## The Success of the Productive Learning

The successes of *Productive Learning* prove the appropriateness of this educational paradigm and of the methodology for increasingly rapid social changes. High completion rates on all German school levels - "Hauptschulabschluss", "Realschulabschluss"/"Mittlerer Schulabschluss" - and a high rate of school leavers successfully embarking on the transition towards vocational training and professional life - 70% to 80% respectively - show that *Productive Learning* is not only theoretically plausible but that it is also successful and workable, particularly when we take into account that we are talking about pupils whose failure in school seemed to be a forgone conclusion. A side-effect of this educational practice is that in many years of working in *Productive Learning* only little aggression seemed to surface, and no vandalism and xenophobia were observed. Because of the great successes of *Productive Learning* Berlin's parliament and Government have decided in 2004 to establish *Productive Learning* as a legal alternative programme which can be introduced by each secondary school.

### Guidance Tasks of IPLE

The introduction of *Productive Learning* is only possible when the process of innovation is carried through, planned and evaluated by educators and by pupils themselves. The *IPLE* advises individual projects, supports regionally, nationally and internationally the development of *Productive Learning* and facilitates its networking. *Productive Learning* requires significant changes in the role of the educator and in the way educators see themselves professionally. This process is assisted via a programme of further study at the *IPLE* in conjunction with the projects. The study programme itself is a *Productive Learning* project. The innovative practice of the educators is the real-life situation within which the educators teach themselves on the basis of 12 Study Letters which present the principal topics of *Productive Learning* and which are linked to the practice. Educators also learn in seminars as their *Communication Group*.



## Dissemination of *Productive Learning*

Since 1996, *Productive Learning* has replaced the standard education in school years 9 and 10 with school pilot projects in 16 secondary schools in Berlin. Beginning in school year 2002/03 seven secondary schools in Brandenburg and 21 secondary schools in Sachsen-Anhalt have introduced *Productive Learning*. Since 2005 25 secondary schools in Mecklenburg-Vorpommern have started *Productive Learning* programmes and in 2006 six secondary schools have introduced *Productive Learning* in Thüringen. From 2009 seven schools in Sachsen introduced *Productive Learning* programmes.

Internationally *IPLE* has done its best for spreading *Productive Learning*; several countries have started *Productive Learning* programmes as Finland, France, Hungary, Russia and Spain and more countries are examining ways and chances of introducing *Productive Learning*, for example the Baltic countries, Bulgaria and Romania.

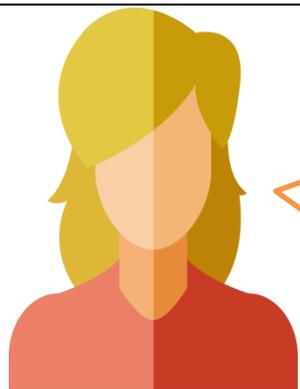
## Culture and School Subjects as Tool

On the basis of individual curricula, pupils employ the traditional educational heritage, including school subjects, in their productive activities. They use all cultural traditions in order to better understand and in order to improve their activities. In this way, school is no longer reduced to the teaching of school subjects. Also, the lack of application of what has been learned within the educational process - something which defined general school in the industrial age - is addressed. Additionally, this form of education offers a highly personalised, practice-related and therefore very successful professional orientation.



## Educational Objectives and Curriculum

On the basis of German and European school legislation which defines pedagogical objectives in a similar fashion, the institute has formulated 12 Educational Objectives of *Productive Learning*. *Productive Learning* strives towards the best possible participation of the learning persons in their own educational processes. Through this participation, the learning persons change their status from being objects to that of being subjects of their own educational processes. The institute - in cooperation with educators from 12 Berlin school pilot projects and from three educational projects outside of school - developed a Framework Curriculum on the basis of these educational objectives. Within this framework, pupils study according to individual curricula and with the assistance of educators. *Productive Learning* enables pupils to obtain a school leaving certificate for secondary school.



### Educational Aspects (Curriculum Elements) and Methodology

Within the most substantial curriculum element - Learning at Practice Sites - the young people choose a placement in a firm or in social, cultural and political institutions three times per school year. There they participate 18 hours per week and, at the same time, explore, question and reflect on their own activities. For 5 hours per week, pupils are able to discuss their new experiences in the *Communication Group* where they also prepare further activities, observations and research, and where they also personally reflect on their activities and process their new experiences. All this takes place in the Learning Workshop which replaces the traditional class room. 8 hours per week are linked to a subject but even these are connected to the practical experiences: German (respectively the national language), English and Math in *Productive Learning*, the learning areas *People and Culture*, *Society and Economy* and *Nature and Technology* which are dealt with on the basis of epochs, furthermore one optional subject. In addition to the curriculum, a differentiated methodology of *Productive Learning* was developed which includes methods of individual learning, educational counselling, group work and International Learning.



### International Network of Productive Learning Projects and Schools (INEPS)

*Productive Learning* is intrinsically international and intercultural learning. The *International Network of Productive Learning Projects and Schools (INEPS)* consists of schools and institutions outside of school from more than 20 European and overseas countries. The network partners regularly exchange their experiences in seminars and at conferences; they also set up youth congresses and carry out exchange programmes for pupils and educators. The common methodology and, in particular, the practice of the pupils form the educational bridge via which language difficulties and cultural barriers are overcome and compensated for. On the basis of the solid subject knowledge gained at home, pupils are able to continue their learning abroad.

## Why productive learning in Vocational Education?

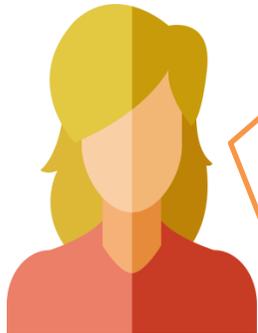


PROVED (“Productive Learning in Vocational Education”) is a two years project which will be performed in Finland, Germany, Greece and Lithuania.

The MAIN AIM is to contribute to a higher employment rate of youth and young adults, to reduce the rate of drop-outs of the vocational education system and in that way to fight poverty and social exclusion of young disadvantaged people. By improving the VET systems in the participating countries, disadvantaged young people should get a better support in their transition to the labor market.

[www.iple.de/PROVED](http://www.iple.de/PROVED) [www.ineps.org](http://www.ineps.org)

## WHY Greece in project “PROVED”?



In Greece 64% of the young people between 15-24 years are without a job. Disadvantaged young people with no certificate and low qualification have no chance to find a job after leaving school. At the same time the VET system is underestimated as a school only for “bad students” of for those who are not good in academic studies. It provides indoor workshops and laboratories but is not connected with enterprises and labor market. Young students don’t have options to choose a study program according to their interests, potentials, skills, needs. Therefore PL will give young people the opportunity to learn in real life situations referring to their interests and needs and it will connect practice and theory.

[www.protasi.org.gr](http://www.protasi.org.gr) [www.2sek-patras.ach.sch.gr](http://www.2sek-patras.ach.sch.gr)

# PROJECT “PROVED”

## PRODUCTIVE LEARNING IN VOCATIONAL EDUCATION

### INFORMATION MEETING

WEDNESDAY - 11 FEBRUARY 2015

AT THE 2ND LABORATORY CENTER

PATRAS-GREECE



PROVIDED BY:

