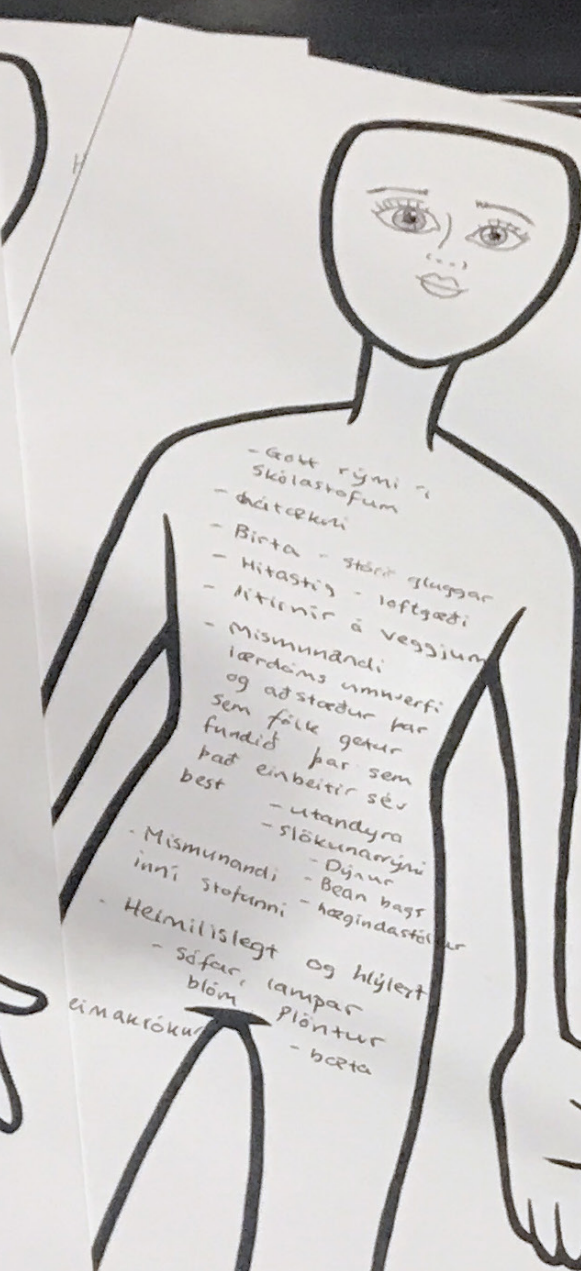
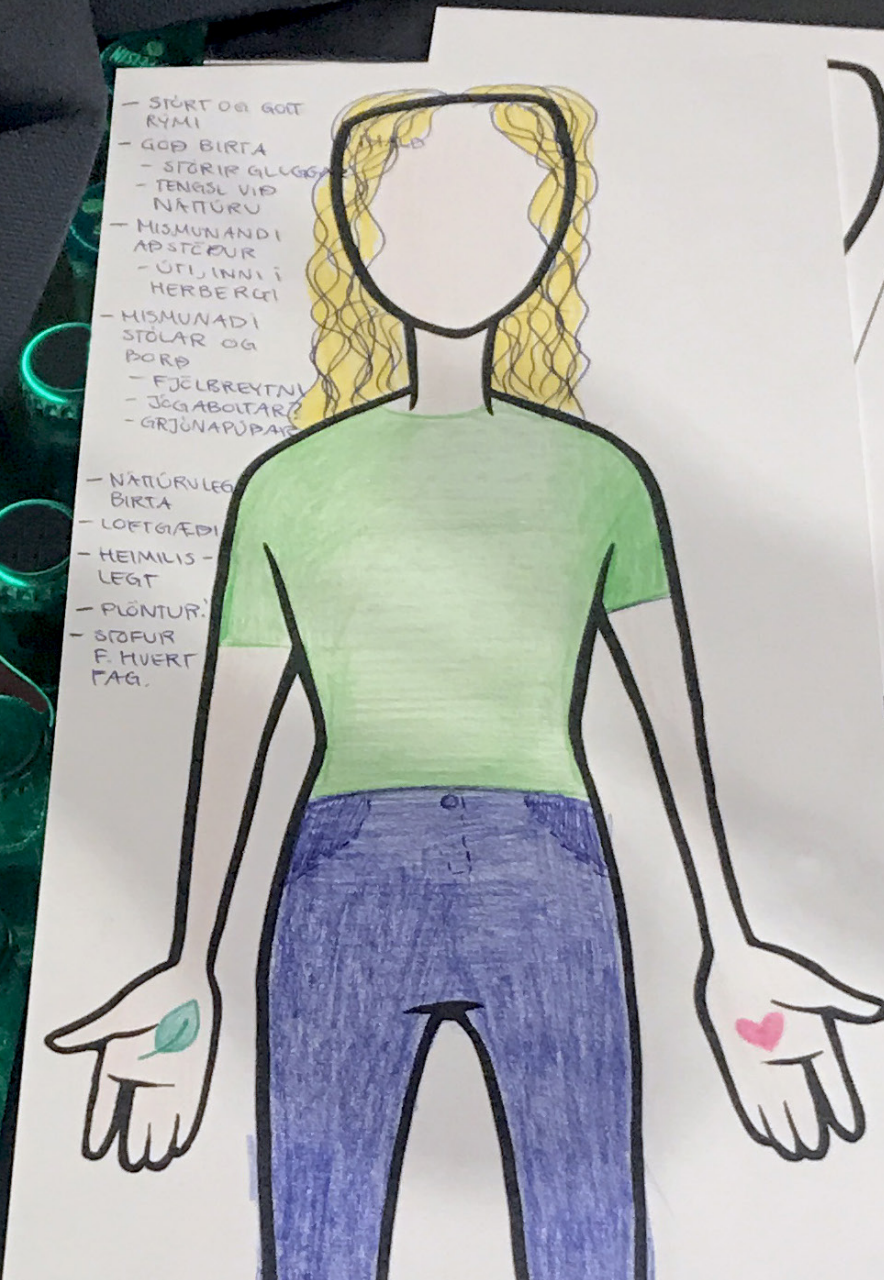




# Clever Competence



# Clever Competence

I think there should be less emphasis on the final outcome of your assignment and the focus is rather on what you learn while doing it and you should be able to choose what you learn at a younger age and have a deeper impact on what you do in school.

*From the workshop "My Future School"*

NVL 2020

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Writer:  
Hildur Oddsdóttir

Layout:  
Marika Elina Kaarlela / Gekkografia





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# Background

**The joint Nordic workshop Clever Competence, at which young people expressed their opinions as to what was most important in their education for the future, was held in Reykjavik on October the 10th. 2019.**

60 guests attended the workshop, and it was organized on the initiative of the Icelandic Ministry of Education and Culture (MNR), the Education and Training Service Centre (ETSC) and the Nordic Network for Adult Learning (NVL). In 2019, Iceland had the Presidency of the Nordic Council of Ministers and laid emphasis on three main themes: children and young people, sustainable tourism in the North, and the oceans. Many projects were implemented concerning children and young people, and topics developed from the main ideas, such as education for all, how young artists can be supported, and a child's first thousand days. A Clever Competence workshop was set up in the Reykjavik City Theatre and young adults were invited who had needed to be creative in their educational and working career and original in finding a path which suited their projects and interests. The theatre was a perfect platform, providing space for their voices and creative energy, and many entertaining ideas came to light about how young people want to learn, what they find important and how the education system can look more effectively to the future.

The concept development was linked to UN Global Target 4.7 and the set objective was to make suggestions to implement the values which are set out therein and could be relevant to the way forward for the Nordic countries.

No later than 2030, it should be guaranteed that all students acquire the knowledge and skills necessary to encourage sustainable development, including an education which is aimed at promoting sustainable development and a sustainable lifestyle, by fostering a culture of peace, human rights, gender equality, global awareness, an acceptance of cultural diversity and the contribution of culture to sustainable development.

# Preparation



The ideology behind the workshop is that everybody can learn, dropping out is not an option and that the system should be there for the people. Three work sessions were also based on UN Global Target 4.7, and in these, ideas were gathered as to how the values of the Global Target might become more visible in study and work environments. It was expected that the main outcome of the workshop would be continuing concept development, both in Iceland and the Nordic area, and sharing of any conclusions about suggestions concerning the introduction of Global Target 4.7.

Participants were invited to join in, and for this various adult education establishments and schools were involved. The aim was, however, that there should be more participants from Iceland than from other Nordic countries. The target was set at signing up 60 participants – 20 from the other Nordic countries and 40 from Iceland. The project manager from the ministry was Hulda Anna Arnljótsdóttir, and the project manager from FA/NVL was Hildur Hrönn Oddsdóttir. The first meeting was held in February 2019. At that meeting, the concept development, content and expected outcome of the workshop were defined. The objective of the workshop was defined as follows:

*The main objective of the workshop is to use information from young people and their voices to make the Nordic countries leaders in the introduction of the United Nations Global Target 4.7.*

Furthermore, it was decided that the outcome from workshops would be gathered together on a digital pin board, in papers and journals and on Mentimeter, in addition to presenting the main conclusions and improving working methods by listening to the expectations and ideas of young people.

**The objective of the workshop was to call together young people aged 18-30 from all the Nordic countries and to listen to their points of view on how they wished to see the education system develop so that they could best make use of their opportunities, ingenuity and drive.**

# Selection of participants

It was decided at the outset that participants would be drawn from many different backgrounds. However, special emphasis was put on finding participants who had not taken the conventional path in the school system.

Examples of this are individuals studying at lifelong learning establishments, special employment resources or in educational rehabilitation. Particular emphasis was put on this with regard to Iceland. See list of participants in the appendix. Participants from other Nordic countries were sourced through NVL. NVL has working contacts in each Nordic country, and their role was to find social organizations/schools/rehabilitation resources for young people and pass this information on to an NVL project manager in Iceland. See requests in the appendix.

It was also decided to hold a meeting with social organizations or schools who were interested in sending participants, in which they would go over content and expectations regarding the workshop. This meeting was held in March 2019. Participants were directors/project managers from Hringsjá, Keilir, Fjölsmiðjan and the Lýðskóli, Folk High School in Flateyri. They expressed interest in taking part and their intention to advertise the workshop to their student groups. Following this meeting, it was also decided to meet with a student group from Hringsjá to go over the contents and objectives. The aim of this meeting was to consolidate the structure of the workshop and try out some of the methods on a group.



Two groups – 14 individuals altogether – took part. The United Nations Global Target was introduced, and students were given a few points to discuss, first in smaller groups, and then all together.

- What does “education for all” mean and what does “to do well in ones studies” mean?
- What can we do so that education is for everybody?
- What are the obstacles to things going well at school or in a study course? What are the stumbling blocks?
- How do you feel that the values in Global Target 4.7 are evident in schoolwork? Are the values, equal rights, human rights, sustainability, peace and diversity evident at school or in professional life? Should they be more visible and how could that be possible?
- How should the school of the future look? Wish list...
- How should the job of the future look? Wish list...

As has already been said, the selection of participants from the other Nordic countries was carried out via the NVL contact network. There was varying success in obtaining information about suitable social organizations, and the response from these varied in value from country to country. Gaining the participation of Norway was most successful. It was decided that the NVL project manager should use the opportunity when he was in Norway in August 2019 to get the participants together and go over the programme and contents of the workshop. The same questions were discussed as at Hringssjá. Participants from Denmark, Sweden and Finland were then invited to take part in an online meeting at the beginning of September. The suggestion was well received, and participation was good. All these meetings laid the groundwork for taking part in the workshop itself, which was held on the 10th. October, and those participants who took part in the review meeting were better prepared for work at the workshop itself. Participants from the other Nordic countries who confirmed they would attend numbered 15. Organizations associated with FA, as well as various social organizations and schools were sent emails advertising the event and inviting them to take part. There were about 50 participants from Iceland.

**The review meeting was held in Hringssjá on the 26th. March.**

**Because of the group’s diversity, the workshop was conducted in English.**



## Choice of workshops and workshop supervisors



Their content had to embody the issues referred to therein. To this end, keywords were sustainability, global awareness, cultural diversity, and the school of the future. Workshop supervisors all had experience in working with the following subjects.

→ see further details [here](#).

### The workshop supervisors were:

Kristín Vilhjálmisdóttir, founder of "Menningarmót" (Cultural Encounters) and project manager at the City Library (on leave).

Tryggvi Thayer, project manager at the University of Iceland and doctoral student in comparative education at the University of Minnesota, USA.

Skúli Freyr Brynjólfsson, Anna María Sigurðardóttir, Nanna Kristjana Traustadóttir, Mike Weaver and Hjálmar Árnason from Keilir.

**Workshops were selected bearing in mind the United Nations Global Target 4.7.**

# The workshop day



The programme began with a visit to CCP Games at 10.00 am and the visit lasted until 11.30 am.

There, participants were introduced to the computer games which the company produces and the possibilities which computer games offer in education and training. The discussion of sustainability and social development were the main themes of the visit. After the presentation, they went on to the City Theatre by bus, where, after lunch, the Minister of Education opened the workshop.

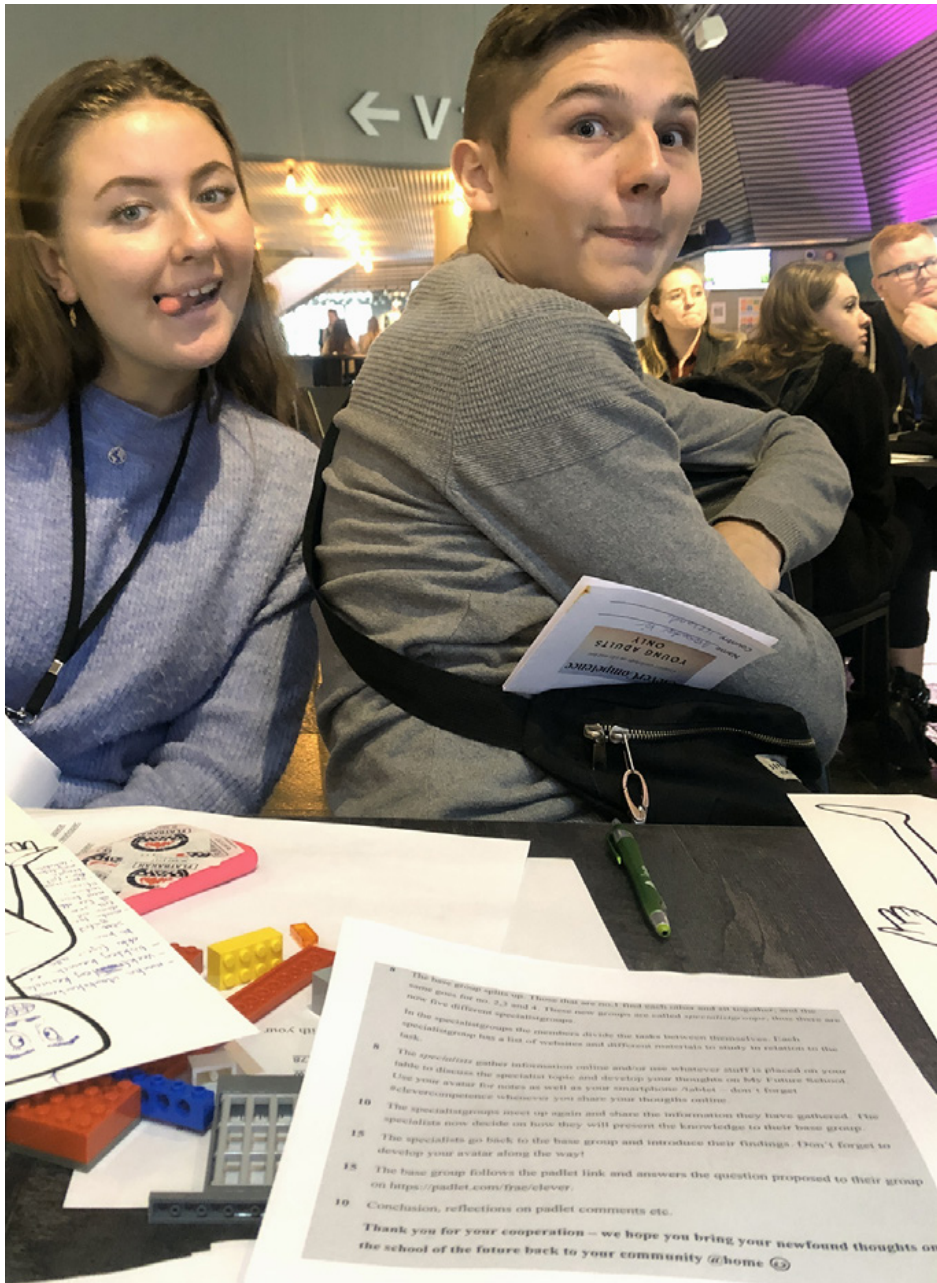
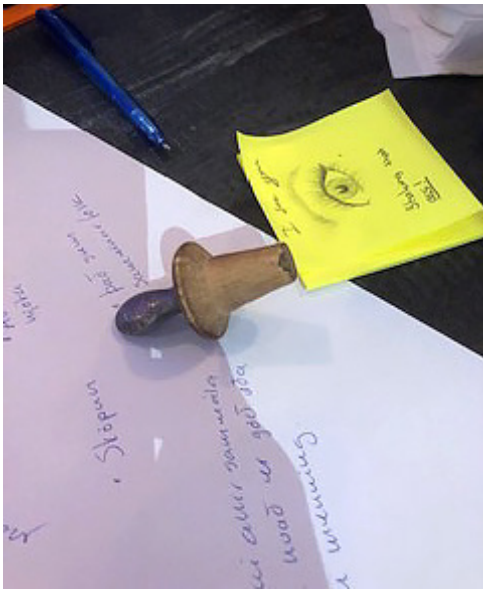
During the opening of the workshop, Lilja Alfreðsdóttir encouraged participants to apply critical thinking, form opinions and offer creative suggestions as to how-to set-in motion the changes to our world necessary for achieving the aims of the Global Target.

Participants were encouraged to offer original and creative suggestions, for example on [padlet.com](https://www.padlet.com).



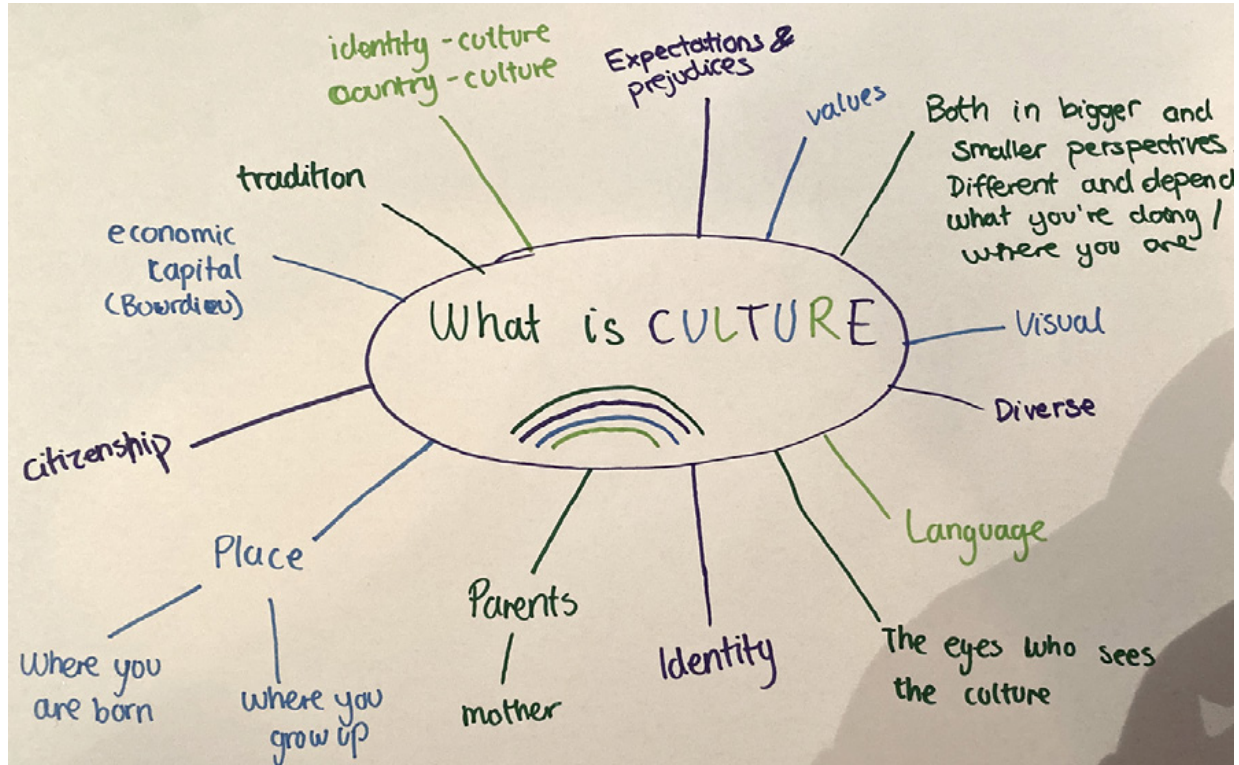


See appendix



- 8 The base group splits up. Those that are back first each receive one of the specialist tasks and then the other two groups.
  - 9 In the specialist groups the members divide the tasks between themselves. Each specialist group has a list of questions and different materials to study in relation to the task.
  - 10 The specialists gather information online and/or use whatever staff is placed on your table to discuss the specialist topic and develop your thoughts on the Future National #clevercompetence whenever you share your thoughts online.
  - 11 The specialist groups meet up again and share the information they have gathered. The specialists now decide on how they will present the knowledge to their base group.
  - 12 The specialists go back to the base group and introduce their findings. Don't forget to develop your avatar along the way!
  - 13 The base group follows the padlet link and answers the question proposed to their group on <https://padlet.com/trao/clever>.
  - 14 Conclusion, reflections on padlet comments etc.
- Thank you for your cooperation – we hope you bring your newfound thoughts on the school of the future back to your community @home 🏡

# Conclusions



Emphasis was put on the participants' creative work and activity. The reason for this was that they intended to hand in the results from the workshops to the Ministry of Education before the end of 2019.

The following are reports of the main results from each workshop.

## WORKSHOP 1

### Intercultural Encounters (The Flying Carpet)

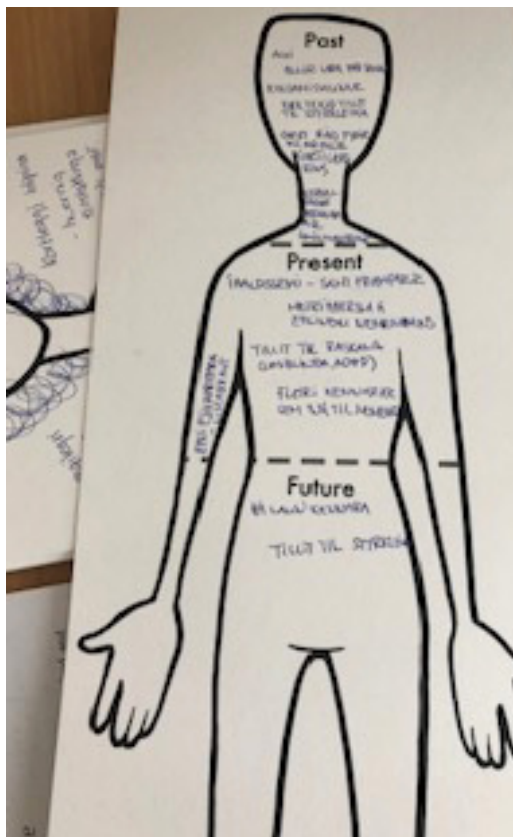
*The workshop was conducted by Kristín Vilhjálmisdóttir.*

The workshop started with a summary of the ideology of cultural events. Next came a free imagination session about the meaning of culture.

Intercultural encounters or the Flying Carpet is largely about understanding the world. For example, can a group survive if it takes a journey on a flying carpet? The conclusion was that altogether a total of ten languages were spoken by the group, which meant that this group could travel around the world together and get by in these languages.

Intercultural Encounters was then acted out. Read more about the methodology [here](#). Participants came together and shared stories from far and wide among themselves. Tales from Syria, what it is like to be blind, recovering from serious substance abuse, to name but a few. Participants had to bring an object from their own lives and talk about this and what significance it had in their life. The objective was to understand the differences in cultures yet also the similarities, an idea which accords well with Global Target 4.7.





## WORKSHOP 2

### My future school

was conducted by staff members from Keilir.

The objective of the day was to describe "my future school". Among other things, participants got to work with an "avatar" or online character, see appendix, and schools of the past, present and future were defined. Participants also had to answer the following questions:

1. Where is the future classroom? Why and how will this affect global citizenship in your opinion?
2. What is your take on study materials – is there a common consensus whether study materials should be of some kind or the other?
3. What will happen to social connection and "making friends" in my future school?
4. What is the role of the teacher? Will a modernized view of a teacher's role have an impact on education for sustainable development?
5. What superpowers (skills) will be important to the student in My future school?

→ Answers to the questions can be found on the digital pin board [here](#).

The conclusion of the workshop was that more emphasis was needed on changes which were necessary in the teaching environment. The teaching space needs to be homely but must also provide for distance learning and emphasise working in groups. Study should be more project oriented and emphasis needs to be given to gender studies and political science and to teaching students to solve problems together.

### WORKSHOP 3

## Future Citizenship

conducted by Tryggvi Thayer.

The following questions were put to this group.

1. What are the essential elements of citizenship in the future?
2. Who/what is eligible for citizenship in the future?
3. If we start altering our bodies/biology, at what point would we no longer be considered a citizen?
4. Of what are we citizens in the future?



And the key question: What do we need to learn to prepare ourselves to be citizens of the future?

Participants worked in groups, who endeavoured to answer these questions. They were given the opportunity for role play through which these questions could be answered, or they could simply come up and state their answers.

*"Citizenship [is] different in different countries. Maybe you leader isn't always the responsible person? Maybe it's you?"*

On the one hand, citizens' rights were discussed, and on the other the responsibilities of the government regarding the future.

The objective of the seminar was to imagine the future and whether things like civil rights will change. What will happen, for example, with robots, will they and can they become citizens of the future? What skills do we need to have in the future? There was speculation among the group as to where we stand as citizens today, among other things. The year 2030, when the United Nations Global Target is to be achieved and the world will be more interconnected than now, (i.e. Global) was also discussed.

**Participants listed the following, among other suggestions.**

#### Rights

Right to vote  
Freedom of expression  
Freedom

#### Responsibilities

Education  
Care of the sick  
Passing laws

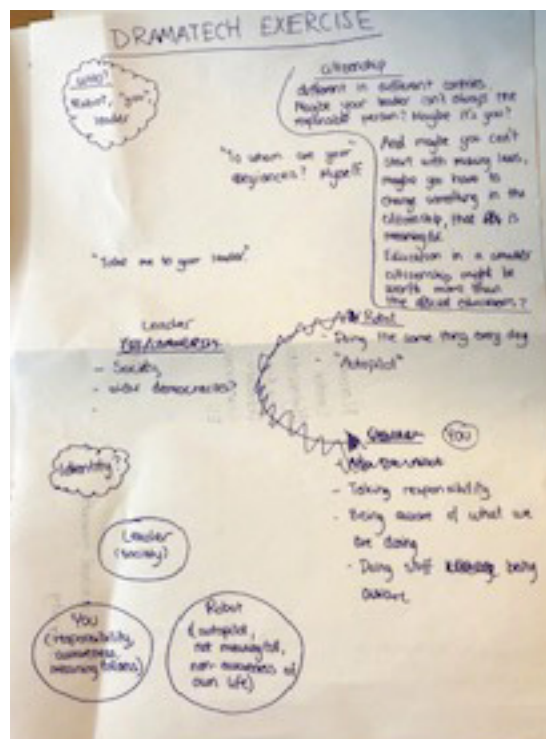
# Discussion

The workshop 'Flott Færni' or Clever Competence was organized with a view to introducing young people to the United Nations Global Target and at the same time providing an opportunity to discuss topics relevant to their future, such as sustainability, future skills and education for all in the future.

This objective was accomplished. However, it proved difficult to gather the data which the participants worked on. This can largely be attributed to the fact that much emphasis was put on the experience of everyone. One workshop outdid the rest in being highly organized in its data collection. Data from this source will be useful in continuing with this work.

Great emphasis was placed on creative and project work. This method succeeded well. Participants all had the opportunity to work on a project which had already been defined to them in advance and knew well what was expected of them. This method will be applied again for the next project. There are many improvements which could be considered regarding the next projects. The greatest improvement could be made by recognizing the real need for a more targeted approach to gathering data, preferably by ensuring that members of staff are in place wherever required, to encourage data gathering.

Participants were generally pleased with the event and most said they would wish to take part in ongoing projects. It is the wish of NVL and the Education and Training Service Centre that the project should be continued and receive further investment.



Great emphasis was placed on creative and project work. This method succeeded well.

## APPENDIX 1

### List of schools and social organizations who sent participants.

There were also participants who were not from these schools/social organizations.

- Hringsjá
- Fjölsmiðjan
- Verzlunarskóli Íslands
- Námsflokkar Reykjavíkur
- Sameyki
- Ferðaklasinn
- Keilir
- Háskóli Íslands
- NVL
- Menntamálaráðuneytið
- Epale
- Fræðslumiðstöð atvinnulífsins
- Norwegian Associations of the Blind
- ABF Arbetarnas bildningsförbund
- Nuorten Akatemia
- Höjskolerne i Danmark

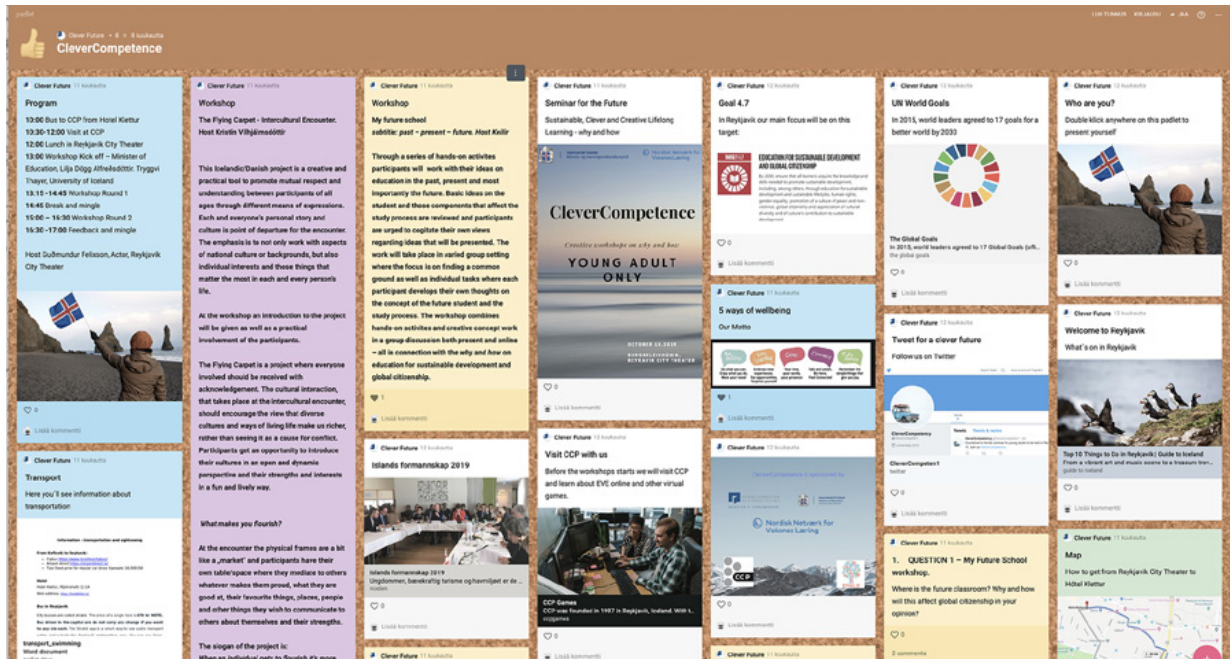


## APPENDIX 2

A digital pin board was useful for the gathering of data.

→ Can be accessed [here](#)

→ Results can be accessed from Mentimeter



## APPENDIX 3

The United Nations Global Goals

The United Nations Global Goals can be found on the website

→ [The Global Goals](#)

## APPENDIX 4

### Email sent to social organizations and schools in Iceland and the Nordic countries.

Kæri þáttakandi,

Velkomin í smiðju um „Flotta Færni“ eða #CleverCompetence sem haldin verður í Borgarleikhúsinu fimmtudaginn 10. október og hefst með hádegismat kl. 12. Þar ætlum við að eiga skemmtilegan dag saman og miðla á skapandi hátt okkar skoðunum um hvað má gera betur til að bæta menntakerfin okkar. Dagskráin er spennandi og hefst með heimsókn í CCP-tölvuleikjafyrirtækið kl. 10.30 (fyrir þá sem það vilja) og eftir hádegismatinn ávarpar mennta- og menningarmálaráðherra okkur og síðan verður farið í smiðjustörf þar sem við veltum fyrir okkur framtíðarskólanum, umhverfi og sjálfbærni, mannréttindum og jafnrétti og áhrifum tækniþróunar á líf okkar. Við ætlum að gera allt þetta á óhefðbundinn hátt og Guðmundur Felixson, sviðshöfundur mun leiða okkur áfram í gegnum daginn. Ef þú vilt koma með í heimsókn í CCP sem hefst kl. 10:30. Þá þarf að taka það sérstaklega fram þar sem pláss eru takmörkuð. Þetta verður bara gaman.

Nánari upplýsingar

<https://nvl.org/Motesplatser/CleverCompetence-why-and-how#Beskrivelse1>

<https://padlet.com/Frae/clever>

Dear Participant,

Welcome to the “Flotta Færni” or Clever Competence Workshop, which will be held in the City Theatre on Thursday 10th. October and begins with lunch at 12.00. We plan to have an interesting and entertaining day together and to share our opinions creatively about what we can do better to improve our education system. The programme is stimulating and begins with a visit to the CCP computer game company at 10.30am (for those who wish), and after lunch we will listen to an address from our Minister of Education and Culture. We will then begin the workshop activity, where we will consider the school of the future, the environment and sustainability, human rights and equal rights, and the effects of technological development on our lives. We aim to do all this in an unconventional way, and Guðmundur Felixson, stage artist, will lead us through the day. If you want to join us on the visit to CCP which starts at 10.30, please be sure to let us know, as places are limited. It'll be fun.

Further information

<https://nvl.org/Motesplatser/CleverCompetence-why-and-how#Beskrivelse1>

<https://padlet.com/Frae/clever>

Hej,

Ungdomar tar sig ton i Norden

Den 10 oktober samlas ungdomar från hela Norden i Reykjavik. Tillsammans diskuterar de hur unga vuxna skall vara med i diskussionen och beslutsfattandet i frågor som är avgörande för vår framtid. 2019 har Island förmanskapet i Nordiska ministerrådet och seminariet är en del av programmet.

Seminariets målgrupp är unga vuxna (18–30 år) och tonvikten ligger på aktiv medverkan och dialog mellan unga och experter runt FN:s världsmål nummer 4 “God utbildning för alla”. Speciell uppmärksamhet riktas mot delmål 4.7 “Utbildning för hållbar utveckling och globalt medborgarskap”. Nu söker vi efter deltagare från hela Norden. Vi vill speciellt gärna bjuda in nyanlända och unga som idag är utan arbete och inte för tillfället studerar. Vi kan bekosta resor och uppehålle för 1–6 personer från varje nordiskt land. Vi behöver nu din hjälp för att hitta lämpliga deltagare att bjuda in. Seminariet är ett samarbete mellan Utbildningsministeriet på Island, Nordiskt Nätverk för Vuxnas Lärande (NVL) och Arbetslivets utbildningscenter.

APPENDIX 5

Poster for  
the workshop









