



EXTRA INPUTS



THE MOST IMPORTANT SKILLS AND COMPETENCES FOR BEING A “CHANGE AGENT”

- The student will learn through addressing real-life and real-time challenges instead of working with artificial material in the classroom
- The student will learn through paying attention to needs and things that should be changed, improved or even invented in the community
- The student will learn through engaging in long term missions to create change in the community
- The student will learn through acting entrepreneurial and through growing an innovation mind-set
- The student will learn through working in teams, in complicated projects and with a wide range of societal players and resources
- The student will learn through developing increasing agency: avoiding contemplation and taking action, avoiding hesitation and demonstrating intention, purpose and direction - and avoiding “knowing about” and seeking “accomplishment”



WHY THE CONCEPT OF “CHANGE AGENT” RESPONDS TO WHAT 21ST CENTURY YOUNG STUDENTS NEED?

Because learning through becoming a “change agent” includes all the challenges the student needs to develop such skills, competences and capacity. Keywords are precisely: change, innovation, teamwork, real-life problems, missions, taking action in real-time, accomplishing demanding tasks, etc.



WHAT NEEDS TO BE CREATED BY THE SCHOOLS?

BASIC ECO-SYSTEMS OF COMMUNITY COLLABORATION FOR THE STUDENTS TO TAP INTO WHEN ENGAGING IN LEARNING THROUGH BECOMING CHANGE AGENTS

Obviously, such basic eco-systems are living organisms and will flexibly be adjusted to the needs of the students and also to what the students’ activities will bring to the eco-system.

The eco-systems are not expected to deliver to the students all the collaboration and resources needed for the students to accomplish their change missions, but

are expected to provide the schools with some basic collaborative infrastructures in support of the schools' becoming and "agent in the community".

Typically, institutions such as the municipality, a chamber of commerce, a research institution and entrepreneurial hubs might participate in such permanent infrastructures and support the student teams' community engagement.

For the student to learn through becoming a change agent, the school must become a driver of change.

In fact, the student will be engaged in becoming a change agent precisely when the school is an agent of change in the community, works with the community and thereby provides open schooling opportunities for the student teams.

Precisely when the school is deeply engaged in community, the most useful and authentic learning opportunities will appear for the students to engage in.



STUDENTS MISSIONS GOALS

SCHOOLS BECOMING DRIVERS OF CHANGE IN THE COMMUNITY

STUDENTS ENGAGING IN SCHOOL / COMMUNITY INTERACTION?

The students' missions and work methods lead to the creation of major components, such as:

BUILDING AND MANITAINING THE BASIC ECO-SYSTEMS OF SCHOOL-COMMUNITY COLLABORATION

CONSENSUS BUILDING AND CAPACITY BUILDING IN THE SCHOOL

PRACTICAL EXPERIMENTATION WITH STUDENT TEAMS ENGAGING IN THE COMMUNITY AS CHANGE AGENTS

CREATING KNOWLEDGE FROM THE STUDENTS' COMMUNITY MISSIONS AND THE SCHOOLS' CAPACITY BUILDING AND ELABORATING THIS KNOWLEDGE INTO THE PROJECT'S KEY OUTCOMES