



# 21st century learning

## The Manifest



This Manifest applies to all forms and levels of learning, from kindergarten to adult learning, including formal and non-formal settings

- Learning is focused on dynamic, creative and collaborative competences, not on fixed curricula and static didactics
- 21<sup>st</sup> century learning seeks to allow learners to establish own learning ecologies, according to their needs, interests and ambitions
- Learning seeks to organize subject learning in ways that foster state of the art general competences, including the capacity to learn, address challenges and manage change
- Learning is organized as authentic real-life projects interacting with the surrounding society
- Learning processes seek to address important societal challenges and contribute to their solution
- 21<sup>st</sup> century learning is designed to include not exclude non-academic learners
- Learning processes seek to allow learners to fully unfold their talents, be it academic, artistic or social talents
- Learning is hard fun, challenge the learners at the borders of their capacity, but increases motivation through different forms of gamification
- Learning processes exploit state of the art networking technology and encourage learners to collaborate through their own media, but are not organized by technology
- 21<sup>st</sup> century learning acknowledges the importance of the social aspects of learning and the joy of spending time together in small communities
- Learning takes place in close interaction with labour markets and communities
- Learning processes seek to be cross-subject and organized within the frameworks of important societal thematic
- Learning seeks to create entrepreneurial mentality and a sense of initiative, including training learners to look for new solutions and opportunities in their fields of practice
- Learners are encouraged to create their own small independent projects or “businesses” along the learning processes, and occasionally to fundraise their initiatives
- Learning processes foster learners’ media creativity, expression and subjectivity
- Learning processes seek to foster the creation of real products useful to others
- Learning processes seek to integrate an international dimension, allowing learners to interact online and real-life with learners from other countries and cultures
- Learning projects seek to be epic to involve whole personalities in the learning process and to allow learners the experience of immersion
- 21<sup>st</sup> century learning allows learners to take pride in their performance and to develop realistic self-confidence, based on real achievements
- 21<sup>st</sup> century learning does not disregard strong subject learning or assessment of learners’ achievement, but embed subject learning and assessment in creative and dynamic didactics
- Learning seeks to be organized as flexible communities of learning instead of as institutions
- Learning organisations and communities, including pedagogical staff, are organized according to 21<sup>st</sup> century principles, allowing the engagement of new types of professionals such as media professionals, gamificators, and professionals from companies, and cultural and social institutions

[This Manifest is itself subject to change, as 21<sup>st</sup> century learning is a living ecology]

[The Manifest is delivered in Word to allow translation, editing or producing your own version]

[The Manifest is based on long-term economic growth thinking, not on short-term annual budget thinking]