



EUCIS-LLL Conference

on the Social Dimension of Education and Training in Europe

14 April 2010, Barcelona

General Report

EUCIS-LLL conference on *“The social dimension of education and training”* gathered more than 90 civil society representatives from around Europe. They came together to share their experiences and perspectives on how to improve the social dimension of education and training and to put forward some key recommendations to policy-makers in the framework of the new “EU2020” Strategy.

The content of this report contains the opinions, recommendations and examples of good practices of different experts working in several fields of lifelong learning whom participated in EUCIS-LLL Conference on “The social dimension of education and training” (Barcelona, April 2010).

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EUCIS-LLL conference on *“The social dimension of education and training”* gathered more than 90 civil society representatives from around Europe in order to exchange and put forward some recommendations to policy-makers. These actors represent parents, teachers, educators, researchers, from vocational training centres, universities, schools, adult education or local associations as well as representatives of institutions at local, national and European levels. They came together to share their perspectives and ideas on how to improve the social dimension of education and training in the frame of the new “EU2020” Strategy.

Indeed, the Conference took place in a very particular political moment. The European Union was about to adopt its new strategy for 2010-2020 replacing the Lisbon strategy. On 3 February 2010, the Commission adopted its Communication *“Europe 2020: a strategy for smart, sustainable and inclusive growth”* (EU2020) which sets a vision of Europe's social market economy for the 21st century. More than ever, Education and Training is at the heart of the EU strategy. Following this communication and the discussions held in the Council on the 25-26 March, the European Council reached an agreement on the new strategy (to be formally adopted in June 2010). Yet the Council had still to adopt headline targets in the fields of education and social inclusion/poverty reduction.

Although education and training remain the competence of member states, we can see a growing influence of the EU. With the new strategy its impact will certainly be even stronger, as it contains for the first time two specific targets on education. EUCIS-LLL members support a stronger cooperation in education and training; they are nevertheless worried that EU policies are mainly focused on a market approach. Lifelong learning is too often seen as a tool to serve economic

goals i.e. to reach the Lisbon objective to make the EU *“the most competitive and dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion”*. For EUCIS-LLL, Lifelong learning represents a goal in itself and serves various ambitions such as employment but also social cohesion, active citizenship or personnel development and wellbeing.

Some positive signals for more balanced EU policies exist. Under the Spanish Presidency of the European Council, Ministers of Education were about to adopt conclusions on the social dimension of education and training. This followed closely a conference organized on *“Inclusive education: a way to promote social cohesion”* held in Madrid on 11-12 March 2010. EUCIS-LLL appreciated such emphasize that comes in a particular moment of economic and social crisis and growing poverty in Europe. 2010 is also the European Year 2010 on fighting poverty and social exclusion. EUCIS-LLL hopes these reflections will have a lasting impact!

EUCIS-LLL conference took place in this particular context because we did wish to take part in the debates. We also wanted to stress the importance of involving stakeholders at all levels, local, national, European, International whether they are civil society organizations, social partners, public authorities or citizens.

During the conference, participants worked more specifically on four topics: active ageing and intergenerational solidarity, social innovation in lifelong learning, fighting social exclusion and poverty and mobility for all. Key speakers such as Ramón Flecha, Sociology Professor at the University of Barcelona, or Adam Pokorny, Head of the School Education Unit at DG EAC, shared some ideas with the participants during the plenary sessions. In this report, you will find a synthesis of the discussions that took place.



This event was held in the **Civic Centre “Les Basses”** in Barcelona. It is a municipal cultural centre of the City of Barcelona created in 1998 and managed by the organisation “Iniciativas y Programas”. It is located in Nou Barris, which is a working-class district that counts many inhabitants from migrant background especially from South America.

The Centre has a various programme of events and workshops primarily around music but also around dance, theatre or education and hosts conferences. It works with local associations and is open to all - young, adults or seniors from various cultural and social backgrounds. The objective is to alleviate concerns and propose solutions that correspond to the needs of the inhabitants, organisations and associations of the neighbourhood.

The Civic Centre represents a very good example of how a city and an association can work together to include a whole neighbourhood in cultural and educational activities.



Regina Ebner, EUCIS-LLL President and Secretary General of the European Association for the Education of Adults (EAEA), opened the day by welcoming the participants in the nice city of Barcelona. She made a special remark on the location of the conference, the Civic Centre “Les Basses”, which represents a good illustration of what EUCIS-LLL wants to achieve. The Centre, located in a poor neighbourhood in Barcelona, aims to be an open space for citizens who can come to take part in cultural activities, organise meetings or simply take a coffee. It is a place to live, a place to learn.

Regina Ebner reminded the participants of the originality of a platform such as EUCIS-LLL that gathers representatives from the various sectors of education and training. Such partnership between various actors can bring innovative solutions to issues that are so crucial today. With the social and economic crisis, it is even more important to work together on the social dimension of education and training. This is why this conference offers a great



opportunity for the participants to exchange on topics such as intergenerational solidarity, social innovation, fighting exclusion and poverty and mobility for all. EUCIS-LLL strongly feels that more focus should be put on these dimensions in European debates and hopes to be able to make some concrete proposals to policy makers on the basis of our discussions. Up to now, policies seem essentially focused on the market-side of education and training, forgetting a wider approach concerning more social- and civic-oriented policies.

For EUCIS-LLL lifelong learning is not limited to its economic dimension. Its goal is social, cultural and personal. It represents all the learning processes that enable the emancipation of “learning citizens”. It is not limited to formal education but integrates non-formal and informal education. What kind of living together and what Europe do we want? How to accompany the publics farther away from lifelong learning? These are some of the questions she invited the participants to work on in the various workshops.

Montserrat Ballarin is Councillor for Education in Barcelona City Hall. She warmly welcomed the participants and especially those coming from abroad. The city of Barcelona is a very European city and one very much concerned by educational issues. It is very important to work together and take action in order to make lifelong learning a reality for all. This is why the city of Barcelona is a very active member of the International Association of Educating Cities (AIVE), member of EUCIS-LLL.

When the city of Barcelona, at the 1st International Congress of Educating Cities in 1990, coined the phrase “educating city”, it did so with the clear conviction that the city is an educating city merely for being a city. Urban planning, culture, schools, sports, environment and health, economic and budget issues, and matters related to transport and traffic, safety and services, the media, etc. all include and generate forms of citizen education. This intention constitutes a political commitment that must be borne, first of all, by the municipal government, as a representative policy body of the citizenry, but it must also be shared necessarily with civil society. It involves the incorporation of education as a means of obtaining a more educated citizenry that feels a greater solidarity and which is happier.

More specifically on the topic of this conference, the AIVE adopted a Charter that states in its article 15:

“The city must be aware of the mechanisms of exclusion and marginalization that affect it and of their various forms, and develop the affirmative action policies needed. Special concern is needed for newly arrived persons, whether immigrants or refugees, who have the right to freely feel that their adoptive city is their own. The city shall strive to foster social cohesion amongst its neighbourhoods and inhabitants of all walks of life”.

This represents a strong political commitment from the City of Barcelona to alleviate social exclusion and poverty. We very much value the collaboration with civil society organisations in these processes. Montserrat Ballarin expressed her strong support to the conference and wished the participants to come up with new ideas.



KEYNOTE SPEECH

Ramón Flecha is Professor of Sociology in the University of Barcelona, Doctor Honoris Causa from West University of Timișoara and a renowned researcher in social sciences in Europe. His work has contributed to the fields of sociology, critical pedagogy and cultural studies.

Mr. Flecha reminded that in order to promote successful educational actions for all European citizens, of all ages, we need European institutions to focus more on the relevance of lifelong learning in terms of overcoming social exclusion and the creation of a new and better societal community in Europe.

Mistaken interpretations of international statistics link academic results with the quality of earlier education and with parents' degrees, leading to two incorrect conclusions. The first one is that we can not spend resources on adult education because we need them for earlier education. The second one is a deterministic approach to the failure of the children of parents with a low socioeconomic status and a disadvantaged academic background.

On the contrary, **the international scientific community has already demonstrated that successful educational actions related to the education of family members provides high quality earlier education for all, and overcomes school failure. Europe needs more resources from institutions and more active citizenship oriented towards promoting successful lifelong learning.** Active ageing and international solidarity is the best way to coordinate non-formal education, formal education, vocational education and training, or higher education, and to be successful in all of them.



In order to achieve success, we need further European and member state's policies on active citizenship, but also new and more successful forms of lifelong learner-centred systems. The field of lifelong learning has already developed various universal successful actions in this area. One of them is the dialogic literary gatherings, in which even people who have never previously read a book, find a lot of satisfaction reading the best works by authors such as Kafka, Safo, James Joyce, Virginia Woolf or García Lorca. This action, (outlined by different authors such as Judith Butler or Alain Touraine) promotes a transformation in social and cultural structures in the opposite direction to the deterministic analysis of Bourdieu on distinction and cultural capital.

Lifelong Learning successful educational actions are likewise making a large contribution to overcoming educational and social exclusion. **The best results in terms of overcoming early school leaving includes the involvement of the whole community into successful educational actions such as dialogic reading**, which means all the citizens in the area are learning and teaching themselves to read. When education is transformed in this direction, it provides the best ways to overcome poverty. For instance, in the most underprivileged areas of Spain, an educational transformation oriented towards success has led to active citizenship. Furthermore there is now an orientation towards successful actions that are being applied to all social dimensions such as health, employment, social and political participation and housing.



Workshops 1 - Active ageing and intergenerational solidarity innovative partnerships for inclusive societies

Moderator: David LOPEZ, European Federation for Education and Culture (FEEC), Paris, France

Rapporteur: Audrey FRITH, European Civil Society Platform on Lifelong Learning (EUCIS-LLL), Brussels, Belgium

Introduction

Population ageing will continue with its accelerating pace in the next decades. Today half of the population is 40 years old or above while in 2060 half of the population will be aged 48 years or above. These trends will require some considerable societal adaptations regarding work, family life and social protection¹. Intergenerational solidarity is notably important in order to prevent social exclusion of seniors.

On the other hand, being active, healthy and participative well into old age is a realistic prospect for very large numbers of citizens². Activation policies for the “young old” usually take two approaches: raising the mandatory retirement age and increasing the involvement in volunteering and informal care giving. But research shows that **only a small minority of people spend their retirement years as years of active engagement** in continuous labour market participation, active contribution to domestic tasks and provision of care for others or active participation in community life through voluntary activities and active leisure.

The employment rate of people aged 55-64 remains below the Lisbon target of 50% set at the 2001 Stockholm European Council for the year 2010; it was close to 45% in 2007. According to the Survey on Health, Ageing and Retirement in Europe (SHARE), **between 10-20% of people aged 50 and above are active in volunteering**, but these levels vary considerably from one country to another. Yet, a Eurobarometer survey carried out in September 2008 revealed that almost three quarters of Europeans who are not yet retired would consider participating in community work or volunteering after retirement.

A **favourable environment for voluntary work** is to be developed. Community work, referred to as voluntary or unpaid work, does not appear to be a domain of activity that is ‘discovered’ after retirement when people make choices about additional free time. It seems that volunteering is an activity that is pursued by the elderly if it was already carried out before retirement. In that respect retired people spend much of their time as they did before retirement (see for example Gauthier and Smeeding, 1999).

There is also an **increased demand for services in the health and elderly care sectors**, which means a need for more personnel, for different services and – taking into consideration the diversity of the society – for more specific services. Health prevention will become even more important than it is today. There is an urge to train and skill workers in these services. Employers have also to **adapt to the needs of older employees workplaces and working conditions**, while methods should be developed to efficiently use their experience and knowledge and transmit it to the younger generations.

Intergenerational and transectoral projects that involve various actors (social, education, urban, youth, senior policies and actors) should be supported as a key to promote intergenerational solidarity initiatives and to propose concrete solutions.

Flexible educative paths throughout life for all should be implemented to ensure continuity and progression and to enable personal and professional continuous development and a facilitated access to learning.

Finally, **access to leisure time for all, including sports and culture activities, remains an important challenge to tackle.**



¹ Active ageing: setting the stage, Council of Europe, 2003

² 2009 Ageing Report: economic and budgetary projections for the EU-27 Member States (2008-2060), European Commission.



Key messages

The vision

First of all, the participants outlined that no matter which age you have, our societies have a responsibility to give you the possibility to find learning opportunities throughout life. The age is not so important, what is important is the situation - for example after one ends its professional life. Focusing too much on age can lead to excluding parts of the population. For instance, according to International or European statistics (EUROSTAT, OECD) "life ends at 64!". Our societies should measure participation in adult learning beyond 64 years old. This is particularly important since this age group is getting bigger and bigger.

Secondly, participants remarked the necessity to shift our vision on active ageing and embrace a holistic vision on this issue. We shall not focus on employment only but also on health, active citizenship and social wellbeing. We need a cultural shift. For instance, we should start measuring domestic growth by wellbeing and not only by economic factors. In lifelong learning one of our task is to support people to reach fulfilment. Once one feels fulfilled, one is healthier, he/she can engage in society.

A standard society should make sure that there is a transfer of knowledge between the older teachers or

parents and the younger generation. The role of lifelong learning is crucial; it represents a meeting point between generations but also between various social groups. There is no solidarity if we do not "learn" together. We need a framework to make it possible. This leads to the question of proper infrastructures and legislation. The Civic Centre where the conference is held is a good example of a policy that fosters social cohesion and access to knowledge, culture and leisure.

Participants share the idea that all people are a resource for society. With current demographic trends, there will be more and more retired people. It would be a shame that our societies do not make the best of it. On the other hand, if this "resource" concept is important, it is also crucial not to put too much pressure on this age group. Engagement has to be absolutely voluntary.

Talking about volunteering, the participants reminded that it is very important to recognise the role of the non-formal sector. But it is the role of public authorities to provide the frameworks to make it possible. Hence the crucial issue of sustainable funding.

Challenges

The participants raised the issue of promoting a right to lifelong learning for all. We need to focus on individual rights as well as to defend the notion of social capital: having rights and exercising these rights. It is only by releasing the full capital of this age group that we can release the full capital of our societies. Indeed, their contribution to the labour force or to the volunteering sector represents a high social capital. In some countries, lifelong learning is already considered as a right itself; this should be an widespread approach.

In this context, it is important to recognise the value of senior volunteering in a large way (mental and physical health, solidarity, happiness, employment). It is crucial to remind the need to provide systems that enable citizens to get involved with a proper support and training. Trainers, teachers and other educators need to be trained to deal with senior publics. Finally, it is important to recognise the

role of the non-formal sector. These various points shall notably be raised in the framework of the European Year 2011 on volunteering.

To ensure a right to lifelong learning, we need to have strong learning providers (non-formal and formal). This implies a continuous and long-term support from governments. There is risk that cutting spending in education and training will strongly aggravate inequalities in Europe with a particularly negative effect on populations already at risk of poverty.

We also need more links between research, policy-makers and education providers. Some research exist on active ageing or intergenerational solidarity but it remains little known by actors in the field. We need more evidence-based policies and new partnerships between universities and field actors.

Key points

1. Focus on innovative partnerships
2. Learn together to foster solidarity
3. Develop new methods and new roles to create ownership
4. Propose specific programmes and tools to attract seniors into volunteering
5. Modify statistics to take into account the whole lifespan
6. Change legislation: lifelong learning as an individual right
7. Reinforce learning opportunities and support providers to ensure that this right is implemented.

Experiences

“Learning Across the Ages”, AUSER lobbying for a new bill on lifelong learning in Italy

AUSER is an Italian volunteer organization aimed at promoting active ageing and supporting the right of older people to continue to play an active role on a social level. It was established in Italy in 1989 through the initiative of the Union of Retired People (SPI/CGIL) and the Federation of Italian Trade Unions (CGIL). It works through 1,500 local associations around the country and has 260,000 members as well as 40,000 active volunteers organized on a national, regional and local level.

Different activities include: **education and culture** (popular universities, clubs and associations offer to everybody opportunities for knowledge and socialization), **solidarity** (*Filo d'Argento* associations, offer free help lines for older people who need practical, psychological and emotional support), **social utility** (by finding ways to enhance the artistic, cultural and environmental heritage of traditional crafts and skills) and **international cooperation**.

In January AUSER, together with CGIL (Italian Confederation of Trade

Unions), SPI (Retired People Trade Union) and FLC (School and Knowledge Workers Trade Union), proposed a **lifelong learning popular initiative bill** to the President of the Italian Chamber of Deputies. Indeed, Italy lives in an alphabetical emergency condition. AUSER observes a low level of adult scholarisation; early departure from school; a low participation of the weakest segments of the population, experimenting risk of social exclusion and an important gap between the North and South of Italy. The pervasiveness and development of information and communication technologies have huge consequences on economies and on lifestyles. They offer new opportunities, but also expose individuals and societies to **new risks: new kinds of exclusion, new kinds of poverty, measurable not only in terms of money but in terms of unavailability of technical, cognitive and relational skills**.

The popular initiative bill thus proposes:

- To guarantee the right to LLL by ensuring **opportunities for training to everyone**;
- To **intercept weak demand** and remove obstacles of economic or time nature to the return in training;

- To build a **lifelong learning system**: national, public integrated and decentred (key role of public institutions);
- To promote an integrated plan of **formal and non-formal offer**, able to evaluate and recognise informal learning too.

In terms of training offer, it is important to propose new themes and scopes. Today adults express a variety of needs that are not only linked to economic growth and the labour market. Training provisions should be diversified and include social inclusion, active citizenship and personal development. In fact, this requires a diversification of training providers, including public institutions, associations and private providers and key role of citizens' self-organization in non-formal and informal learning contexts.

The European Institutions have a specific role to play. AUSER calls on the European Commission to play a key role in the definition of national lifelong learning policies and on the European Parliament to ensure a strong link between decision taken at the European level and interests and expectations of European citizens.

Fabrizio Maddalena, AUSER, Italy

Fostering active ageing through sports, cross-sectoral and cross-border networking, ISCA

The often called “grey generation” has become the focus of attention both of politicians as well as of civil society organisations. No generation before in history had the chance to reach a lifespan as long as now. Improved health care, better nutrition, ongoing activities and involvement in social life had contributed for many more people to maintain a greater vitality and to reach a longer lifespan.

This progress in personal human life creates on the other hand social problems. Higher expenditures for pensions, explosively rising costs for health care, poverty and social

isolation of parts of the “growing grey generation” are some characteristics which mark socio-political challenges regarding the living conditions of senior citizens. Both the individual expectations and needs for a longer life and the social problems of the “growing grey generation” are demanding an intensive involvement of the sport movement. We know today through a lot of scientific researches and through personal reports on experiences given by senior citizens that **manifold improvements to the quality of daily life of senior citizens can be achieved through physical exercises and sports**, namely improvement of well-being, fitness and health; retention of independence and mobility; improvement of social situation through sociability, common



interests, communication, co-operation, social exchange, social integration into a group; strengthening of personal identity and self-image; experiencing a new challenge and purpose of live or activity. Sport is an indispensable component for successful ageing!



But the benefits of regular sport involvement are in contradiction with the exercises adherence patterns of older adults. **Less than 20% of people older than 60 years are involved in regular physical activities or sports.** In this context, it is obvious that also organised sport (particularly “Sport for All” organisations, SfA) have been putting more efforts on this target group. On one hand “Sport for All”, as specially obliged to the social values of sport, feel challenged to be engaged in counteracting social problems. “SfA” has become obviously a recognised stakeholder in this field of action. It became much easier to get public funds for projects aiming to enhance physical activity for elderly people. But on the other hand it remains to be seen a self-interest of SfA-organisations.



The chance to gain more new members within the senior age group is very high. In the German Gymnastic Federation (DTB) the age group 60+ is the most dynamic growing target

group since several years. The DTB counts more than 20% senior members. The activities in DTB 20.000 gym-clubs are mainly carried out by voluntary instructors. In order to train them we have set up a very wide non-formal education system comprising 30 different instructor profiles, 2 levels (basic and advanced) and 60.000 valid licenses. Some of these profiles are focused on working with seniors. Many other instructors can follow thematic courses for elderly people after getting further education. This is really a system for lifelong learning!

A development strategy for senior sport activities has to be based on 3 main areas:

- organisational and working structure development;
- product development (exercise programs; campaigns/projects; information and teaching material; club consultation; quality marks)
- human resources qualification (instructor qualification; leadership qualification; managing qualification).

Partnerships are a key to successful results. DTB has been involved in some partnerships such as “**Active until 100!**” that aims to establish a local network with local welfare partners for seniors to improve and to enhance physical activity possibilities

for very old persons. Or the project “**In Great Shape when Ageing**” which is an integrated project on healthy food and more activities for elderly people or “**PASEO - Building Alliance for Physical Activity Promotion among Older People**”- which is a network for active ageing. Partnership for active ageing in Europe is not only in the pipeline; it’s already on the way. But getting a stronger support remains a challenge. Training on running activities with elderly people needs more attention and an intensified cooperation on international level.

Within international “Sport for All”, senior sports activities become more and more the focus of attention. The International Sports and Culture Association (ISCA) for instance has drafted a special programme and is going to set up an “Active Seniors” network for member associations to exchange knowledge and experience to improve their national development strategy in this field of action. An ISCA health enhancing network project “SANTE” (Sport Action Network Europe) in active ageing has been granted by EU funds.

Herbert HARTMANN, German Gymnastic Federation, Vice-president of ISCA

“ADD LIFE”: adding quality to life through inter-generational learning via universities, EUCEN

The ADD-Life project run from 2006 to 2008 with the support of the Grundtvig programme. It gathered 14 partner organisations and widely extended through the involvement of many individuals in the project: tutors, facilitators, learners and other experts. The goal of the project was to explore, from the perspective of University Continuing Education, **the development and implementation of inter-generational learning** (or as some prefer “learning in mixed-age groups”) in a Higher Education context.

ADD-Life was a genuine developmental and experimental project and offered

the possibility to explore further aspects of inter-generational learning such as the potential of social partnerships, inclusivity, collaborative inter-generational learning, an active role of learners not only in the learning settings and the evaluation but also in the developmental process, and the universities’ potential role in training promoters for active citizenship.

Six taught modules (Sustainability and Development, Information Society – Digital Literacy, Mentoring, Civil Society, Culture, and Health Sciences) created an opportunity for individuals to participate in academic learning at university level, in an inter-generational learning setting. Inter-generational learning occurs when young and old cooperate “to achieve

common goals”; it is “explicitly addressed to the different experiences of the different age groups or generations; [it is] oriented towards the exchange of experience so that use is made of the skills specific to each generation”.

The concepts for the **Facilitated Open Modules** were developed with learners in a collaborative process in an inter-generational learning setting. In this facilitated process of “action” and “reflection”, learners were invited to define what they wanted to learn, how they wanted to learn it and to define their “learning outcomes” themselves.

Experiences, conclusions and recommendations, module descriptions, case studies etc. were

collected and published – in English, Czech, Finnish, German, Hungarian and Spanish – as “The ADD-LIFE European Tool Kit for Developing Inter-generational Learning in Higher Education” for consultation by those interested in opening their Higher Education Institutions to mixed-age learners and in investigating how different generations can learn from each other.

There is research-based evidence of the positive effects of learning in later life. Furthermore, ADD-LIFE opened up new perspectives for older learners by offering an opportunity to explore new roles and new fields of activity. In a knowledge-based society, **universities should make a contribution with new learning opportunities enabling individuals to access up-to-date scientific knowledge also in later life.**

In the ADD-LIFE Project the partner universities engaged in **joint developmental work with new external stakeholder institutions or organisations**; some also used ADD-

LIFE to renew a previous collaboration. Teachers/facilitators collaborated for the first time with representatives of these new external stakeholders. Learners were invited to act as co-developers in the taught modules as well as in the facilitated open modules. It also could be observed that such inter-generational learning arrangements might support the building of new social partnerships between younger and older learners – beyond the course.

Based on the encouraging results of the ADD-LIFE project and further developmental work, the **"Vita activa"** Programme was started in 2009. At the University of Graz the Center for Continuing Education welcomes adults and especially seniors. It offers learning opportunities in a variety of formats: lectures, workshops, summer universities and semester courses. All the activities fall within three thematic frameworks: **Creating knowledge - Transferring knowledge and experience - Creating effective**

learning. The programme is an opportunity for learners with or without a university education to pursue their interest in current topics in science and technology and to research their own questions of interest with experts in the field. The programme was developed on the basis of several pilot projects, not only ADD-LIFE, but also the lecture series “Academy on Monday” which started in 2003 and has up to April 2010 broadcast 71 lectures live and has seen 60,500 attendances.

Andrea WAXENEGGER, Centre for Continuing Education at the University of Graz, member of EUCEN

The screenshot shows the website for "Adding quality to LIFE through inter-generational learning via universities". The page is titled "ADD LIFE" and includes a navigation menu with options like "About ADD LIFE", "Introduction Module", and "For Full Partners". The main content area is titled "ADD LIFE Introduction Module" and contains a paragraph of text, a small portrait of Andrea Waxenegger, and a list of navigation items. At the bottom, there are logos for the European Commission and Socrates Grundtvig, along with a disclaimer.



Workshops 2 - Social innovation in LLL, new ways to provide new skills for new societies

Moderator: Maurice CLAASSENS, SOLIDAR

Rapporteur: Anne LIEKENBROCK, European Forum for Freedom in Education (EFFE), Belgium

Introduction

European countries have started to shift from an industrial economy to a **knowledge economy**, based on the creation of knowledge, information, and innovation. These changes have substantial implications for our education and training systems, designed in the first half of the 20th century. In a **world of rapid change and complexity, individuals need new capacities and skills**. This need for upgrading skills of the population (i.e. European Commission New Skills for New Jobs Initiative) represents also **new risks of economic and social exclusion** that demographic evolutions could reinforce.

We understand **social innovation as changes in ideas, practices and institutions that lead to a better inclusion of excluded groups and individuals** into various spheres of society at various spatial scales. It covers a wide range of new models, from childcare to web-based social networks, second chance schools, to the delivery of learning in prisons or in hospitals. It is “social” innovation because society is at the core of the analysis of innovation. At the societal level, the steadys and patterns of access to (and exclusion from) learning are crucial determinants of social cohesion, economic competitiveness, political participation and the exercise of citizenship.

Hence, struggling against these new risks of exclusion **requires innovative initiatives in education and training**

not only in applying new technologies but also in proposing **innovative organisation and partnerships**. It is also **finding the appropriate drivers** to give people enthusiasm about acquiring learning. Far too often young people disengage from learning and do not reach their full human potential. Today, for example, we are far from reaching the European benchmark that the share of **early leavers** from education and training should be less than 10% by 2020.

Related topics are:

- **governance:** creativity always occurs in complex collaborative and organizational settings (participatory methodologies, community empowerment, etc.);
- **partnerships:** second chance schools, bridges between adult education and higher education, etc.;
- **drivers to give people enthusiasm:** developing new pedagogies in formal and non formal education;
- shifting the systems to a more **learner-centred approach**;
- develop **new ways to assess and validate learning** (formative assessment as well as self-assessment) or finding a good balance between basic skills, transversal skills, specialised skills...

Key messages

1. The group tried to define *social innovation*.

Main findings: the group assumes that there is not one common definition of “social innovation”. The definition is different in all countries. General approaches of social innovation should include:

- Tolerance
- Collaboration
- Information
- Communication/ dialogue
- Democracy
- Everyone (=civil society) should be included
- Empowerment

In order to improve social innovation, more focus on young people! Education is the key. But: Learning should (also) be fun!

2. Following from that, the group discussed the differences between *formal* and *non-formal (informal education)*, their different main features and main roles in achieving *new ways to provide new skills for new societies*.

Main findings:

- There is, again, no common definition for formal, non-formal and informal education. The definition and perceptions differ in countries.

- Non-formal education is as important as formal education:
 - Through non-formal education children/youth that have “fallen out” of the system can be addressed much more easily than within pure formal education;
 - Non-formal education is necessary to give children/youth the chance to develop their personality (find other interests than taught in schools etc.)
- Formal and non-formal education need to be in a balance.
- But: non-formal education is less protected in most societies.

3. How can non-formal education be supported?

Recommendations:

- The diversity of systems must be taken into account:
 - Address families;
 - Teachers training;
 - Accessible to all citizens.
- Consider diversity of skills and competences of civil society for work and private life.
- Connect key competences as set by the European Commission – basic skills – other competences (like personal fulfilment etc.) and finally: competences – political level – active citizenship = more relevant-based education!
- Certifications for non-formal education? Non-formal education as a part of curricula? But: risk of instrumentalisation of non-formal education!
- Balance of the three dimensions of Lifelong Learning.

Experiences

Non-formal Education, a key to lifelong learning and to social inclusion for all children, EAICY

The European Association for Leisure Time Institutions of Children and Youth (EAICY) is a network gathering 25,000 organisations of non-formal education / out-of-school education in Europe especially in Eastern Europe. It organises every year many activities: conferences, trainings, exchanges, competitions for children, young people and professionals, publications, study tours, work placement for professionals, etc. **René Clarijs**, originally educated as a teacher in Dutch language, worked in various institutions for youth care and is a member of EAICY presidium. He is involved in the setting up and implementation of a number of methodical innovations in the Netherlands and has published many articles and books about youth, (international) youth policy, diversity, social cohesion, and youth care.

According to his researches and his experiences in various youth organisations, the **best way to implement LLL strategies is to start with children and young people**. Non-formal education represents a good setting to implement lifelong learning.

Contrarily to formal education, it is **more flexible and innovative** which explains why it can answer faster to the continually changing demands of society towards children and their growing to maturity. Children are challenged to develop their talents and competences in a relaxing atmosphere where the ultimate goal is not getting a grade or a certificate. Non-formal education can adapt more easily to the specific needs of children.

Today, there are more and more “special needs” pupils. What is called the *Matthew effect* in sociology, explains that pupils who are behind at the beginning of school or who learn at a lower rate are likely to show progressive retardation as they continue in school. Research shows that there are more and more “problem pupils” and teachers have to pay **specific attention to the social and emotional functioning of the children**. It is the pedagogic area that is less mastered than the knowledge and didactic side. In that context, non-formal education organizations can be of great help. In non-formal education keywords are competences (personal, educational, artistic, citizenship...) and skills (communication, teamwork, empathy...) that result in concrete

behaviours (respect, tolerance, community spirit, responsibility...).



For example, in Tallinn, the **Mustamäe Laste Looming Maja organisation**, in cooperation with the local church, takes care of a small group of street children. These children are allowed to enter the centre after nine o'clock in the morning. At first, they take a shower and get clean clothes. Then they have breakfast together, after which, a pleasant day can start. They can play, get warm in wintertime, and follow some lessons if they want. Little by little, the children, who do not go to school, learn practical things. They become curious about certain subjects. If a child prefers to leave the group and does not want to live in the streets anymore, a solution is arranged. If some pedagogues work on a voluntary basis a few hours per week, the supervision is arranged. In this way street children get a chance in their lives.



Another example of youth work for special needs children is the **Jordan Centre in Krakow**. This organisation works with children living in homes in order to stimulate their development. To do so, they bring them into contact with “normal” children. A few times per week the children have their activities in the Jordan Centre. For example, a professional actor gives an acting lesson to mentally handicapped children. They play special roles on the stage and they really love it. A few times per year, there is a performance also visited by “normal children” who applaud them. It is a way to escape from the world of their homes, a possibility to meet other children, a

way to try different roles in their lives without risks.

A last example is the **United Children’s Complex in Pernik, Bulgaria**. Here handicapped children paint together with “normal” children. Mostly a “normal” child holds the brush and the other child tells him/her what and where to paint, in which colour and in what size. During the first lessons the handicap children receive a lot of attention, but after a few weeks the children do not see any differences anymore. They have fun; there is a lot of pleasure about the many misunderstandings. Every year these groups have an exhibition in the two

hall of Pernik. Here the integration of the handicapped children is the central point, and the painting lessons are just a mean.

The methods and approaches are different from one country to another. There is a lot of research data concerning methods, especially in Eastern Europe. In these various activities, there is **a great tolerance between the socially deprived and “normal” children**. This is a shared goal amongst EAICY members.

René CLAJIS, Member of the presidium of EAICY, Prague

EUROCLIO, social innovation for history teachers in Europe

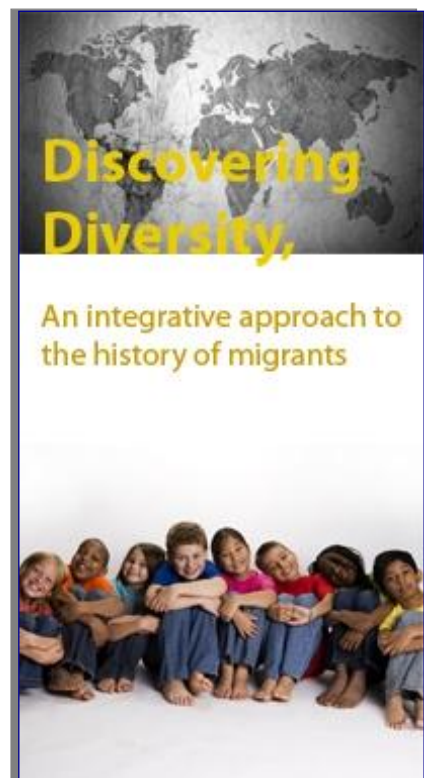
The European Association of History Educators (EUROCLIO) is a social innovation itself because teachers’ employers do not usually consider them as a group that should network internationally. EUROCLIO sees its role as facilitating high aims: to develop **education for intercultural dialogue** - for tolerance and mutual understanding and peace; as well as for practical aims such as networking, being an information exchange, meeting of the minds, **encouraging an internationalised forward looking group of professionals**. Through its activities, EUROCLIO can accomplish social Innovation. Teachers who feel isolated or under pressure and feel their job has not creative and social edge, come to our events, and often feel inspired in their work for the first time. This increases their confidence and broadens their outlook.

In our sector social innovation (understood as innovative change in society) deals primarily with history teachers, and thus indirectly with their students, which include those in the very impoverished areas in Europe. Working with teachers, we need to stress professional development, (Intercultural), networking and the participation of teachers in civil society.

Combined actions in these fields are there to inspire teachers to feel responsible for how they convey historical awareness to their students.

The obstacle to make teachers better equipped to deal with social issues in the classrooms, is teacher training and the little time that is available for it. Often teachers do their pre-service training and are hardly ever updated in their professional conduct after that. History Education is a very important element in reaching social cohesion and a sense of belonging among students, especially those from diverse backgrounds. The challenges are those that face all of us - time, money, energy, support of those around and above us, and here in particular the permission to be released from lessons to attend professional updating. **Social innovation means bringing teachers from across the country, from across different age range schools and up to university teacher training level and working in a partnership which is of equals-** all those present are expected to be open to their own and others professional updating.

EUROCLIO and Dadi Advies, a consulting firm specialised in social cohesion programmes, will work together with history educators and experts from the Euro-Mediterranean Region to develop educational material on the **history of migrants**.



This project named **“Discovering Diversity - An integrative approach to the history of migrants”** focuses on shared historical experiences. It pays attention to intergenerational and intercultural dialogue to contribute to mutual understanding and social cohesion. The partners will integrate the material in an online, interactive multimedia tool to ensure its easy access by teachers.

Working in History Education is partly about encouraging multi-perceptivity:

to see the viewpoint of others and to evaluate and reflect. **All about inclusion and finding good ways to use history teaching to bring about a world view in students that they see and understand diversity and society.** It is important to understand that our methodology is not one of parachuting in and telling locals what to do. Projects are always **partnerships** with, and at the request of local History Teacher Associations, and although we would include 'experts' from different countries this is to broaden and share experience, not to 'tell' people that they are wrong, but to demonstrate best practice and encourage, enthuse and inspire.

Various methods of innovative learning are developed across Europe by front-running teacher trainers, including usage of ICT or thinking about how to think and how to work with questions in a way that the student is the investigator. The EUROCLIO Matra Project "**A Key to Europe, Innovative Methodology in Turkish School History**" aims to sustain the ongoing Turkish reform process in history education by supporting Turkish history educators with capacity building, developing educational materials, based on innovative methodology and strengthening the network of innovative history and citizenship educators network within Turkey and also connecting them with regional and international counterparts.

Training Programme for Entrepreneurship, Valnalón, Asturias, Spain

Valnalón is a government-funded agency for the development of a more enterprising society located in Asturias (Spain). It is the first centre of enterprises of Asturias, created in 1987, in response to a specific crisis situation and the shortage of entrepreneurial culture in the region. Its aim is to promote and to regenerate the enterprises movement. That is why the **Training Programme for Entrepreneurship** became a strategy for Asturias social

Demonstrating a 'can do' and 'do care' attitude is important to enthuse people. We maintain our network through a variety of communication strategies, and put examples of good practices into the public domain through our events and e-materials. EUROCLIO Projects want to implement change by specifically reaching out to minority groups in societies. For instance the Turkish Bulgarian teachers in our Bulgarian Project were a core element in the Bulgarian multicultural project, and their perspective is taken into account in the development of multi-perspective material. The Capacity building workshops and seminars show that **teachers are motivated learners in essence; education is at the core of their existence. It is however key to create an environment where learning is done as equals, and expertise is shared.**

Re-energising professionals matters!

One teacher said, after one of our recent events that he had not been encouraged to think for himself very much recently, and that our event had challenged him to reconnect with why he had become a teacher and given him lots to think about. **Peer learning is vital for us** and we need the results reached at international level to be spread among national networks. We are able to reach to key-educators in a country and inspire them to set up democratic associations in their

and economic development. Schools, entrepreneurs, start-ups and consolidated companies are our main clients and collaborators.

The goal of the programme is to create an educational environment that encourages students to develop their own ideas and business ventures. The spirit of entrepreneurship is seen as a state of mind, a collective endeavor, a way of doing things, a multi-faceted and inclusive concept, in short a key competence. **Opportunities to experience social, cultural and economic entrepreneurship should**



countries, which in turn help to reach others further with our innovative messages. At the same time, we aim to keep everybody included in our "family" by involving them in website and newsletter and sending them information about activities. Language however remains a big obstacle for international cooperation.

In the framework of the recent project "**Exploring European History and Heritage**", innovative educational material will be produced by contributors and editors from different countries of Europe and beyond and will be integrated in an online educational tool available both to teachers and students. Regular international training events will take place around Europe giving the possibility to history teachers to test, implement the tool, give their feedback and contribute with their own sources.

Dean Smart, Board Member of EUROCLIO, Bristol

be provided at all levels of the education system. Valnalón designs, implements and supports students, teachers and schools in the development of enterprise education projects. Our **Training Programme for Entrepreneurship** enables primary and secondary school students to have a first-hand experience of entrepreneurship.

These programmes are:

"EME – a company in my school": a real-life experience of entrepreneurship for the development of key competences in primary education. Pupils start up



cooperatives and manufacture products. Products are sold at the local marketplace. Profits are partially reinvested in community projects.

“JES – Young social entrepreneurs”: throughout the course students start up their own NGOs in the classroom and are twinned with a student-run NGO located overseas. A need is identified and a cooperation project is designed and implemented jointly to achieve the goal.

“Petit-technology, innovation and work educational project”: it is about technological innovation and its impact on daily life. Secondary school students work in teams to design and build fully functional prototypes leading to the dissemination and commercialization of the idea.

“EJE- European Junior Enterprise”: mix entrepreneurship, international trade, and foreign language learning opportunities. Student-run cooperatives trade real products with twin schools all across Europe and beyond.

“TMP – Entrepreneurs’ workshop”: self-employment: what's in it for me? TMP is a project to raise the profile and awareness of entrepreneurship in secondary school students. An opportunity to ignite the entrepreneurial sparkle within each of us, develop enterprising skills and shatter to pieces myths about business start-up.

“NNCP-Young film producers”: cultural industries play a starring role in today's economy and entrepreneurship has a lot to do with the film industry. 16-23 years old students are given the chance to experience cultural entrepreneurship in this particular project. Mission: Start-up a film company and produce a



documentary on youth-relevant issues.

Our methodology is based on using **“active learning”, “learning by doing”, “learning through projects” and “cooperative learning”**. We involve different actors and places in our programmes, in order to motivate people into learning: teachers, families, administrations, non-governmental organizations and real enterprises, high schools and schools. When students are involved, they feel ownership because they acquire responsibilities, duties and functions according to their specific skills and are also able to develop other skills around the projects. Peer learning is essential and the ideal way of working with these programs. It should always be facilitated by the role of the adult (in that case by the teacher).

In the **JES programme** (Young social entrepreneurs) we try to promote the entrepreneurship from a social and a citizenship point of view. We do not want to create an enterprise or a cooperative as in EME or EJE programs. The aim of that project is to **develop social skills and attitudes** through the creation and the management of a NGO. The target group of JES is students from secondary education, following an obligatory subject named “Human Rights and Citizenship Education”.

The goal is to develop entrepreneurship knowledge, skills &

attitudes from a social and citizenship education point of view: teamwork, initiative, planning, problem solving, flexibility, communication or solidarity. Pupils develop key competences such as communication in the mother tongue and in foreign language, digital competence, learning to learn, interpersonal and civic competences, entrepreneurship, cultural expression, etc.

Considering “social innovation”, JES involves students in a real project and in a real social need. In the other programs of Valnalón we promote the Social Responsibility because each cooperative transfer a part of their benefits to a social project. In our organization we promote the social entrepreneurship in all the programs because we understand the entrepreneurship not only thought the enterprising way, but also in a social point of view.

These programmes could easily be transferable to other countries. We already take part in a global network of schools and high schools, in coordination with real enterprises and NGO. The best place to share these good practices is working in collaboration with the different main actors.

Raquel GARCÍA RODRÍGUEZ,
Industrial City del Valle del Nalón,
Asturias, Spain

Workshop 3 - Fighting social exclusion and poverty: investing in LLL, the key to economic and social recovery?

Moderator: Nathalie GUEGNARD, International Federation for Integrated Education Training Methods (FICEMEA)

Rapporteur: Chiara MARTINELLI, European Training and Development Federation (ETDF)

Introduction

A range of factors contributes to social exclusion, and people of all ages may be excluded from participating in the normal social and economic life of the country in which they live in. In a modern economy, the single greatest symptom of social exclusion is likely to be low income, arising from unemployment or precarious or low-paid employment. Poverty and social exclusion are not, however, synonyms. Other attributes of social exclusion include lack of access to employment, education and the kind of social life regarded as normal (Mulgan in Lloyd, 1997).

One of the problems facing the socially excluded is the difficulty of access to lifelong learning which, in an era of structural unemployment and rapid technological and social change, is increasingly seen as necessary for individuals wishing to gain, change or progress in employment, especially given the correlation between unemployment and low levels of formal education, and the trend towards higher skilled jobs. In some cases, the need is rather to update skills, to acquire recognized qualifications and/or the national language (notably, in the case of refugees and other immigrants) or to regain confidence or learn new ways of performing tasks (i.e. European Commission New Skills for New Jobs Initiative).

Those most in need of education and training to enhance their life-chances are the least likely to participate in it. Someone with a degree is eight times more likely to receive job-related training than someone without any previous qualifications. For groups at risk of social exclusion - including older adults, less affluent and well-educated people, women with dependent children, ethnic minorities and rural populations - **a lot of barriers exist (structural and mental)**. For instance, the lack of child-care provision,

geographic distance, unsuited timetabling constitute examples of institutional barriers. Many persons also have negative associations with education based on their previous experience. The result is a vicious spiral exacerbating inequality of opportunity: the less people's potential is fulfilled, the less able and motivated they are to develop themselves (Hillman 1997).

In order to get these people into learning, it is essential to foster **cooperation between various learning providers** and to develop concerted and transversal policies. It is also necessary to offer an **open-ended and lifelong guidance**. Today, guidance provision is very poor and unevenly distributed throughout Europe. Given the prospect that labour market demands will continue to change, people need to be able to be guided in their educational and professional career throughout their life. This also means it has to be accessible for everyone.

Those issues of course are clearly related to **funding**. Too many good services suffer short-term funding, which harms the quality and continuity of programmes and of staff, and necessitates valuable time spent on fund-raising. Furthermore, outreach activities are usually the first to suffer when a service experiences reductions in funding. Individuals need long-term support, not short-term projects. Funding should not only be more stable and long-term, it should also be increased to allow outreach, continuing staff training, grants for disadvantaged people and follow-up of those who have left the service; and provision must be available for all in need.

Key messages

Standpoint

The workgroup assumes as a standpoint the Berlin Declaration, 2007: ***“Only together can we continue to preserve our ideal of European society in future for the good of all European Union citizens”***.

Political positioning

The group wishes to stress the fact that in European countries poverty – the main cause of social exclusion - must not be considered as a destiny, an accident or a fault: **our citizens have the right NOT to be poor**. This fundamental right comes before the right to get a proper education and redirects actions against eradicating poverty. Therefore we have to be aware that basic literacy and further education are no magical remedy against social exclusion & poverty, but one among many other strategies and actions that can and must be taken to fight it.



Terminology and basic concepts

The group further explored some basic concepts and issues.

Whom is education addressed to?

Official documents sometime refer to “*end-users*”. Although there are a variety of stakeholders, the real end-user is the learner – thus meaning:

- Pupils and students, concentrated on knowledge in the school
- Professionals, developing their skills for employment / career advancement
- Individuals and groups of grown-up, empowering their education

Paramount in all those different learning sets is that education is not a one-way and passive process (from teacher to learner), but a **mutual and interactive activity**.

What should be the focus of education?

EU documents have slightly shifted their focus, changing it into “*competencies valuable for employability*”.

How do we measure outcomes?

We need powerful and shared tools to assess competencies and to certify them in terms of results, so that economic effort can be driven towards effective actions.

Experiences and relevant key success factors

Foreword: the experiences of many in the group demonstrate that among disadvantaged people (poor, immigrants, pupils with learning difficulties, etc.) **there is a need for culture wider and deeper than commonly acknowledged**. We have to raise this need and then work on it. It means giving it the opportunity first to come to the surface and be expressed and then to be fulfilled. All educators have the great opportunity to leverage on this.

All experiences presented in the workshop show common success factors:

- “**Human touch**”: learners are considered as individuals with own needs and rights; a direct and personal interaction with educators adds an essential element, as education comes from an interactive process.
- **Social dignity**: poverty as well as other causes of exclusion deeply affects self-esteem. Education and support to social inclusion must run together, thus starting a virtuous circle: on the one hand, education helps to restore self-esteem and facilitate social inclusion; on the other hand, having a positive role in a social dimension strongly supports learning. Success educational efforts cannot be held (only) in a secluded setting.
- **Time**: success comes from long-term engagement; one-shot actions produce small results – and these tend to fade rapidly.

Recommendations

Our recommendations lay on the line already traced by the EU through the DG EAC:

1. Help all interested stakeholders, namely:
 - Pupils, parents, teachers, youth leaders and youth workers in formal, non-formal and informal education;
 - Employers & employable people in business;
 - Government and communities at national, regional and EU level, to work together to share experiences, expectations and guidelines.
2. Support and emphasize the value of the professions of education, underling both:
 - The value on the professional competences in young and adult teaching;
 - The great efforts and precious contributions made by volunteers.
3. Foster partnership between complementary actors in the fields of education and social inclusion, namely:
 - Involve teachers in the necessary changes (reforms in the field of education usually seem to happen without involving the most interested stakeholders – teachers and students).
 - Work for more flexible curricula to meet individual needs.

- Work for more flexible tools to measure outcomes (i.e.: give leave to use the Internet at State examinations: it is more important to see how information is utilized rather than plainly memorized).
- Providing suggestions and simple tools, such as social networks for teachers and school-business link as a way to enhance motivation to learn.
- Building up a EU Certificate aimed at testifying the ability to do things (not simply to quantifying knowledge) and to access a wider world; the certificate must cover formal, informal and non-formal education.

Experiences

Changing our general approach to social inclusion in Europe, FICEMEA

Dominique Besnard started his intervention pointing out social affairs as the weakest element of the European construction. The European model should conciliate economic necessity and social solidarity. More than 50 years of peace underlie this union. However, this social model is regularly attacked on the basis of globalization and competition. Some pretend that Europe cannot afford having strong social policies any longer. On the contrary, the economic performances of the Member States can be explained by the health of their educational and social systems. The social dimension should have at least the same importance as the economic one.

The factors that contribute to social exclusion are multiple. Human beings cannot be reduced to an addition of quantitative criteria. One's personal history, culture and singular perception of the world oblige us to support the complexity of every person. On the other hand, what we notice and know is that the slope towards exclusion is always traumatic.

Mr. Besnard gave four examples of attempts to combat exclusion and poverty:

"Parents /Holidays": this project aims to help disadvantaged families to go on holidays led by the CEMEA of Languedoc Roussillon in partnership with the General Council of Hérault and the Social Security Office. The specificity of this experience is that it is based on a long-term preparation and support that does not stop when people go on holidays. It is part of a

larger project to support parents. Social workers cooperate with families around a collective project. When families have low resources, leisure activities are not a priority. Supporting the parental function is allowing these fathers and mothers, often disqualified, to be the first actors of their holiday's project by using their capacities rather than pointing out their lacks.

"Transition workshops" (Ateliers Relais): an initiative launched by the French Ministry of Education a few years ago and run by Popular Education Movements among which the CEMEA. The target group are pupils who are at risk of dropping out in the first level of secondary education. These teenagers who face real difficulties are taken care of by a team in an "another way to school" approach. Early school "drop outs" are in fact children who were never "hooked on"; they are children in pain for whom school represents a hostile environment. The added value of these workshops is that educators do not underestimate the capacity of these children to learn. They rather encourage them not to be afraid of the effort of learning which supposes a minimum of self-esteem. The goal is for these teenagers to go back to school. This type of project tries to palliate the fact that schools are not welcoming enough for all pupils.

"Children centres": the purpose of this project is to welcome children that are removed from their families for a variable duration and for various reasons led by the CEMEA in Piedmont, Italy. Children are grouped by six or seven in a real house with individual rooms, kitchen, dining room, bathrooms, etc. A hostess is responsible for



watching the everyday life of these children while a professional team of specialized educators and a person in a "mothering reference" function are in charge of schooling and leisure activities and of the relations with the families. These small human-sized units try to create a family climate and are inserted into villages and cities in direct drive with the local social life. The children go to the local school, participate in local cultural and leisure activities and are in permanent contact with other children and adults. The lessons learned from this experience are the differentiation of adults referents (teachers, educators, hostess, neighbor) and the continuous link between places and persons who supervise these children who lived the early traumatism of separation and abandonment. The physical and psychic repairs can then take place; repairs which elaborate in the reassuring frame of "real life".

"The Therapeutic Center La Criée in Reims, France": this centre welcomes grown-up persons affected by psychological disorders. It is a day-care center which offers many open cultural and creative activities (writing, painting, sculpting). One particularity of this center is the place given to individual, personal or collective expression in moments of



informal or established exchanges. The nurses participate in the activities and have the concern to provide a friendly listening, neither stigmatizing nor trivializing the madness of each person. The frenzy is considered here as a production of the expression of every person's reality. The goal is to provide these adults a protected space where madness finds hospitality that in return authorizes an easier confrontation to the hard realities of everyday life.

The common points of these four experiences can be summarized in

the following statements: **a strong human presence** whether educative, social or caring; **a collective approach** even if the individual is always taken into account; and **time as a permanent element** for the resolution of difficulties.

In short, **combating exclusions and poverty supposes at first to approach these questions in their complexity and not in a simplistic and effective point of view.**

Fighting exclusions does not mean eradicating them. It is rather to abandon accountant evaluative approaches and to rehabilitate evaluations based on values and meaning. We should never forget that behind exclusion and poverty, there are disadvantaged human beings - men, women and children.

Dominique Besnard, International Federation for Integrated Education Training Methods (FICEMEA)

Challenges of LLL strategies' implementation with a specific focus on its potential to tackle disadvantage



Bernhard Chabera first reminded participants about the EU approach on Lifelong Learning defined in the Communication "Making Lifelong Learning a Reality" of 2001. This Communication was a response to the mandate from the Feira European Council "to identify coherent strategies and practical measures with a view to fostering lifelong learning for all". In doing so, it makes an important contribution to achieving the strategic goal set at Lisbon for Europe to become the most competitive and dynamic knowledge-based society in the world.

The economic and social dimensions are both equally important. A key element of EU policies in education and training is the implementation of Lifelong Learning (LLL) strategies by Member states. Key features of coherent and comprehensive LLL strategies are that they cover all systems and levels ("from cradle to grave"); they are set around a coherent set of priorities and are evidence-based. They aim to provide flexible pathways and transition points (avoid dead-ends) and are implemented and

disseminated in partnership with all relevant stakeholders. Member States committed themselves to implement such strategies in 2006.

Today, only a relatively small number of countries have such an overarching LLL strategy (i.e. a document that is relevant for policymaking and associated to a budget, agreed with stakeholders). Some of them have a LLL document with a strong sectoral focus and/or which lacks relevance, while others have policies or sectoral strategies covering all areas, without being based on a single strategy document. Further information on this topic can be found in the European Commission "Analysis of implementation 2009 - Annex to Draft Joint Progress Report 2010".

The implementation of lifelong learning strategies in the Member States thus remains a challenge. Some persistent difficulties are that policies still do not cover all levels of education and training and all forms of learning and do not effectively involve stakeholders in the coordination/involvement of these policies. Furthermore, some do not provide coherent financing arrangements. Equity gaps in participation and outcomes, and reaching the learners most in need of support are still persisting challenges. Links between the worlds of education, work, social affairs,

families, etc. are still weak. Last but not least, the regional and local levels are not sufficiently involved.

To face these challenges and support implementation of such LLL strategies the Commission supports transnational policy learning between Member States and regions. Current activities at EU level include::

- Identification and dissemination of examples of good practice;
- Transnational peer learning events;
- Initiatives to strengthen debate on the potential of LLL for social inclusion (linked to the European Year 2010 for Combating Poverty and Social Exclusion).
- An analysis of critical factors, that facilitate/hinder the successful implementation of LLL policies;



In particular the following critical factors for the implementation of LLL strategies have been identified:

- Tackling the interests of relevant stakeholders through cooperation and consensus building;
- Designing and implementing adequate financing mechanisms;
- Developing adequate infrastructure and institutional capacity to support lifelong learning;
- Attracting people towards learning activities;

- Guaranteeing the existence of a feedback loops for continuous improvement;
- Promoting adapted design of learning practice according to target groups.

The European Commission also supports the implementation of lifelong learning strategies through the Lifelong Learning Programme. It publishes a yearly call for proposals that provides financial support for national activities for the

development and implementation of LLL strategies and policies (e.g. awareness raising, establishment of fora, etc) as well as for transnational cooperation and exchange of good practices on the development and implementation of lifelong learning (e.g. through creation of networks, etc).

Bernhard Chabera, Unit A 1, DG EAC, European Commission

Social inclusion through arts and culture, an initiative from Barcelona

Pablo González Martínez started his presentation about “Voices and Music for Integration” project remarking that it has become lately a banner of solidarity and integration. The project brings together local and immigrant children, between 5 and 15 years old. It aims at **improving the quality of life of these teenagers and of their families through music education and the development of artistic activities.**

The idea is to promote integration through culture, providing children and youth at risk of social exclusion the opportunity to access musical or artistic training. The project is inspired by the system of Youth and Children Orchestras of Venezuela, founded by José Antonio Abreu, recently awarded the Prince of Asturias Award of Arts 2008, and the Pracatum School project in the neighborhood of Candeal in

Salvador de Bahia (Brazil), created and directed by the well-known musician Carlinhos Brown. It started in 2004 and every year offers training courses and activities up to 100 children.

The main ‘tool’ of the project is the development of a choral. Since its creation in 2004, the participants have had the opportunity to give concerts, get in contact with professional musicians and even recorded two albums with the Latin American Chamber Orchestra of Catalonia. In addition to the main musical and artistic activities, children also participate in leisure activities, such as visits to parks and museums, workshops, festivals, etc.

There have been several benefits for the children who have participated in the project. Individually, **it has been shown that children have developed a sense of discipline and teamwork,** boost it trough experiences like having to face and familiarize themselves with media,

audiences and the general public. Similarly, it has **increased self-esteem of children, developing their musical skills and becoming familiar with the art world.**

The most important achieved result, which is the **main aim of the project, has been the integration of children and their families from different nationalities and cultures using music as universal language.** In parallel, we have managed the integration of parents, many of whom regularly attend rehearsals and the choral concerts, and also participate in the project in a voluntary basis helping for instance with logistics. It is a good opportunity for them to form relationships and friendships in the difficult process of adapting to a new culture and environment.

Pablo González Martínez, “Voces y Música para la Integración”, Barcelona, Spain



Workshop 4 - Mobility for all: removing barriers, creating opportunities

Moderator: Oliver JANOSCHKA, European Association for University Lifelong Learning (EUCEN)

Rapporteur: Adeline DEVORE, Foundation of European Regions for Research into Education and Training (FREREF)

Introduction

With the adoption of the EU Treaty of Maastricht in 1993, freedom of movement became one of the four fundamental freedoms guaranteed by EU law. Current mobility rates of workers in the European Union remain relatively low. It is estimated that approximately 2% of EU citizens of working age are currently living and working in another Member State. These rates are also low for students. Despite its visibility, ERASMUS still touches only a small percentage of the student population – less than 4%.

Opportunities for organised learning mobility are too few and, other than in the university area, too little known by the majority of people. If mobility really is a long-term goal of the EU, it should be so for all Europeans, in all forms of education and training. If learning mobility is to become a natural feature of being European and an opportunity provided to all in Europe it means an expansion of the existing mobility programs which currently offer mobility opportunities to about 300,000 persons a year as well as lowering barriers and providing the right incentives.

Teachers, trainers, youth workers or managers who could act as promoters of mobility lack generally the knowledge as well as incentives to do so. **Complex and off-putting administrative procedures deter administrators and institutions.** The **lack of knowledge about the language and culture** of other countries remains a significant barrier in all areas, but particularly in the non-university areas. The **financial cost** of mobility is important and is directly linked to the socio-economic background. Finally the **lack of portability of insurance, pensions, access to health services and other social benefits** are significant barriers for people in the labour market.

The issue of recognition and certification is also vital – a significant number of mobile learners still do not receive appropriate recognition. The EU **aims to encourage Member States to harmonise their systems and proposes common tools**³. The ambition is to move to a

learning outcomes approach to ensure greater transparency and the building of a common European language. But how are these tools implemented at local, regional and national levels? What is the coherence within the respective spheres?

European civil society networks are enabling the cooperation between the various actors working in education and training. Their role should be recognised and supported. They notably give their local and members the opportunity to participate in training sessions or conferences at European or International levels. But important obstacles remain such as the **lack of sustainable funding, the limited budget of EU mobility programme, the lack of commitment of some hierarchies, languages, etc.** Virtual forms of mobility – networking and twinning between schools, institutions, groups - should reinforce and complement cross border physical mobility in all areas. This implies a substantial and concerted action to make it happen. There is a need for a new European partnership to promote learning mobility, involving the active engagement of the EU, Member States and regions, enterprises, educational institutions, civil society and the people themselves.



³ EQF – European Qualifications Framework for LLL
ECVET – European Credit system for VET
ECTS – European Credit Transfer System

EQARF – European Quality Assurance Reference Framework
European guidelines for validation of non-formal and Informal learning
EQCM – European Quality Charter for Mobility

Key messages

1. Importance of information, awareness raising and dissemination activities to promote mobility. A guide / guidelines for example can be useful.
2. Legal issues and obstacles existing between companies (common policies: health issues...) are still important. Necessity to continue to work on these issues as well as on language preparation before a mobility experience.
3. Importance of exchanges of best practices and experiences:
 - at interregional level because regions are good go-between stakeholders: as players between local and European institutions. Indeed, they are close to territories and to local or regional players.
 - such exchange of best practices should also take place between enterprises (at EU level : through call for proposals)
 - it is essential to act at political, experimental and practical level.
4. The recognition of informal work experience is a key point (EQF, Europass, etc.), in link with existing tools so as to continue to increase this process.
5. Budget and financial stakes: in a difficult context of crisis, budget allowed to mobility in the next EU programmes will be a big issue for mobility stakeholders (especially regions). Necessity to get enough budget.
 - Necessity for more articulation and complementarity between the different financial tools at European, national, regional, local levels.
 - At EU level: complementarity is essential between education, training and ESF programmes...
6. It is necessary to pay attention to the differences of flows between companies and zones (also in link with languages spoken in the zones...)
7. Virtual mobility can be a first step and introduce young people to mobility but then a physical mobility is compulsory! It cannot be replaced by @mobility...

Experiences

ESHA-Magazine: virtual networking in schools throughout Europe

The European School Heads Association (ESHA) is a foundation that consists of 32 Associations of Heads and Educational employers in 25 European countries in primary, secondary and vocational education. ESHA-Mag is the official magazine of the organisation. It represents a first step forwards in the continued development of a European network of school heads. Today, it is available in English but we hope to publish the magazine in different languages from January 2011.

This magazine represents for us **a tool to develop exchanges** between our members. The idea is to produce a collation of interesting articles already published in the variety of magazines from our member organisations and others. As you know, internal educational policy developments within individual EU countries remain the business of each member nation. However, we all recognize that we can

benefit and learn so much from the 'good practice' developments, practice and results from each other.

ESHA-mag is specifically aimed at **encouraging all our membership to identify, share and connect good practice from across Europe recognising that what is commonplace in many countries may be completely absent in others.** Therefore, the e-Mag is an attempt to produce a common information exchange platform by which all can help and support each other by sharing existing articles or case studies in a monthly e-magazine.

In this framework, ESHA is also working towards the creation of a modern interactive Internet portal that hopefully will be launched in January 2011. The Portal will have modern features like streaming, videoconference facilities or communities and all in more than one language.

In the case of our European network, **virtual networking is a good complement to physical mobility.** It is crucial that European networks be able to make the best of new available information and communication technologies.

Chris HARRISON, European School Heads Association



Training programme for youth and apprentices' mobility schemes, a regional perspective

FREREF, the Foundation of European Regions for Research in Education and Training, has been a strong advocate of mobility especially in vocational education and training. In May 2009, regions from 15 Member States and territorial authorities met in Barcelona and agreed on approving the **"Barcelona Declaration" on the contribution of the regions and territorial authorities regarding the organization and promotion of training mobility of individuals in initial vocational education and training.**

The Barcelona Declaration aims at promoting debate and active participation amongst its signatories, being aware of the growing role of the regions and territorial authorities in training mobility actions. Among other aspects, it highlights the need to identify points of reference, organised in networks, to act both at regional level supporting training centres in the organization of mobility projects, and at interregional level as a link between the different actors involved in training mobility (territorial authorities, training centres, companies, apprentices, trainers...)

In order to actively contribute to the effort of the European Commission to enhance transnational mobility of young people in alternating initial vocational education and training, FREREF participates in a project aiming to implement a "network of mobility networks", ***EuroApprenticeship***. The ultimate aim of this project is to make a placement abroad a realistic and feasible option for apprentices and other young person in alternate vocational education and training in all Member States of the European Union. This, we believe, is not achieved by setting up completely new structures, but **by linking and combining the expertise and resources of already existing networks for the support of mobility** for this target group, and to spread the coverage of these geographically as well as to develop the utilities they offer. The objectives of the project are thus both of a quantitative and a qualitative nature, and this should consequently be reflected in the nature of the partnership we set up to tackle this challenge.

FREREF has developed other projects to provide concrete solutions to its members on mobility. The **REGIO-LLL project** for instance resulted in 10 key recommendations on mobility. Amongst them is the need to consider

mobility as a real added value in the training path and qualification of young people. This means to develop an official recognition of international mobility that takes into account the curricula and certifications of vocational education; to experiment the ECVET system as a major innovation at European level; and to create a partnership of regions, unions, professional branches, certification authorities and other relevant stakeholders.

The Mobivet-Regio project is a partnership among seven regions that worked on common recommendations to encourage the mobility of publics in vocational education. It monitors how the tools that are developed are implemented at regional level; to ameliorate the visibility of these tools by ensuring they are owned by regional operators and thus to contribute to institutionalize this mobility by involving various stakeholders (UE, regions, sectors).

Through peer-learning activities, regions can learn a lot from each other.

Xavier FARRIOLS, Generalitat de Catalunya, Departament d'Educacio, member of FREREF



PANEL DISCUSSION

Michel Feutrie, EUCIS-LLL General Secretary and President of EUCEN, outlined that the workshops' results as presented by the rapporteurs, show how important it is to work together. It contributes to establishing a stronger basis to progress in a more concerted way.

Lifelong learning is a reality but also a challenge. We *all* learn throughout our lives - even those who are considered as less qualified. But it remains a challenge because an important part of learning takes place in informal and non-formal settings. It is important to ensure that the individual is able to acknowledge the competences he/she has acquired outside the formal system. Their validation in the formal system represents another step; it contributes to measuring individual's progress by giving a certificate or diploma. Validation systems vary from one country to another.

In order to make lifelong learning a reality it is important to develop a new paradigm. We need a **decompartmentalized system that takes into account the various fields/forms of learning at all ages of life**: a lifelong learning system. Today, there is no basis to organise such a system. And yet, only with a proper system can we offer multiple learning opportunities that are not limited to a specific area such as adult education, higher education or vocational training. This system is even more necessary that there is an **increasing demand for knowledge** notably in the labour market.

Furthermore **individual personal and professional lives are more and more fragmented**. Hence the crucial issue

José Mario Rodríguez Alvarino is the head of the lifelong learning Department in the Spanish Ministry of Education. He agreed that a global approach to lifelong learning is necessary to continually upgrade and update skills in our societies. Many changes took place in Spain to implement systems corresponding to this approach. Since the Lisbon Council of March 2000, lifelong learning and related issues such as learning outcomes have become key concepts in European policies on education and training. In Spain, according to a survey on the active population (2007), there are 13 millions adults (35,3%) that do not have a diploma from obligatory secondary education and more than 13 million workers (59,4%) have not received a specific preparation related to the performance of their job.

Accreditation of qualifications is an aim shared by education and training systems. It is necessary to establish **fluid mechanisms so that adults in the process of continuing education can access all learning offers regardless if he/she comes from the formal or non-formal system**. Likewise, an individual should be able to choose and use the path that is adapted to his/her level,

of managing transition points (from employment to unemployment to study to employment...). Learning opportunities need to be more flexible and accessible to all. The goal is to avoid dead-ends and to ensure the continuity and progression of individual paths. The validation of prior learning is a good example of flexible services offered to individuals regardless to their academic career.

Individual paths are more and more fragmented. This means that we need to provide **stronger guidance and counselling** to help individuals to build their own path. We also need to give them the capacities of managing their own paths and to be able to recognise the competences they have acquired in various settings, formal and non-formal. This has to take place as earlier as possible, **starting in early childhood education**. Students should **learn how to make the best of what they have learned** and to be able to manage their paths in a positive way. This notably means being able to make academic choices to prepare a professional career. Of course, this is a high challenge. It requires to find a **good institutional equilibrium and to reinvest in the individual**.



availabilities, ambition to work or capacity to assimilate knowledge. The analysis of the last 45 years in adult education policies in Spain indicates that from the Law of 1962 there is a clear preoccupation from the public administrations about adult education and training. More or less successful initiatives were launched in the 70's and 80's, followed by a major budgetary investment in the 90s, both in the educational area (adoption of the General Law on Education of 1990) and in the labor one (developments of occupational and continuing training). It is clear, considering our recent history, that the



changes within our educational laws and within education and training organizations are not sufficient to have a real impact.

In the XXI century we **need to implement an integrated and global action in order to upgrade a significant part of the population that has no or low qualifications, using the resources of the different subsystems in a coordinated way.** Let's hope that initiatives such as Second chance schools can attract adults and contribute to the qualitative jump that we need.



Adam Pokorny, Head of Unit B2, DG Education Culture, European Commission

Adam Pokorny outlined that the EU2020 represents an evolution compared to the Lisbon Strategy. It is more balanced and aims to inclusive growth. Demography has changed. Europe cannot be competitive if we exclude a large part of the population. Within the EU2020, headline targets have been adopted on education.

Education is now central. There is a **political opportunity** to make something out of it. There are fewer chances today for social mobility than in the 50's and 60's. The number of early-school leavers varies a lot from one country to another. We can learn a lot from each other, from good practices. The European

Commission is willing to support such exchange and to encourage the process of reforms. Before the end of the year, it will adopt a **recommendation on early school leaving accompanied by a supporting document.** The issue of diversity is crucial - it is a challenge to have systems better matched for diversity for instance through language support, equal opportunities and access, fighting segregation and capitalising resources.

These are big challenges on which EU presidencies are much concerned, we need more focus on the social dimension of education and training. In May, the Spanish presidency will propose a **declaration to the Education Council on the social dimension of education and training**, and by the end of September, the Belgian presidency will organise a conference on this topic in Gent. Furthermore, the studies published for example on newly arrived migrants during the Swedish presidency will be followed-up and monitored.

Following the workshops' reports, education is opening up very rapidly; sources of learning are more and more diverse - formal, non-formal and informal learning. The digital world is also a growing source of learning. At the same time, there is a risk to widen the gap; the digital divide for instance is growing notably in the way of using effectively Internet as a tool to learn. There is also a more complex web of actors: parents, teachers, enterprises, etc. Collective endeavor changes the role of schools, of teachers and the relation between teachers and learners. It is thus crucial to **achieve the social goals of the EU2020 strategy.**



Thanks to all the participants!

ABOUT US



The European Civil Society Platform on Lifelong Learning (EUCIS-LLL) promotes European-wide cooperation among civil society organisations. It gathers 20 European networks active in education and training in order to build a citizen's voice on lifelong learning issues and to propose concrete solutions based on the expertise, the competencies and the experience of its networks' experts and practitioners

It is a tool to promote a holistic vision of lifelong learning, from cradle to grave, that is not limited to formal education but integrates non-formal and informal learning. By bringing together actors from all sectors and levels of education and training, EUCIS-LLL contributes to an increased flexibility between systems. By encouraging knowledge exchange, it aims to build a citizen's voice on education and training issues but also to propose concrete solutions to make lifelong learning a reality for all.

Our members:



and partner:



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