



**EUCIS-LLL**

**Second Stakeholders' Forum  
on EU Cooperation in education and training**

**Brussels - 9 February 2009**

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**Key Messages from the stakeholders**

**1] Global orientation**

**In the context of economic crisis, it is necessary to propose greater ambitions for the EU educative and social agendas** than is the ones proposed in the Communication for an Updated strategic framework on EU cooperation in education and training.

**A balanced approach to lifelong learning should be promoted** (personal development as well as the civic, social and economic dimensions):

- Lifelong learning does not only serve economic goals and competitiveness but generally the quality of life. It should be both a tool and a goal in itself.
- The role of education in promoting social cohesion should be recognised and reinforced.

**More coherence is needed between different policy areas** (education, youth, social, etc.)

**The cooperation between the different actors should be promoted** (social partners, civil society organisations, institutions).

**Integrated lifelong learning systems should be implemented:**

- Flexible learning pathways should be promoted (i.e. learning outcomes, learner centred systems).
- Exchange of information between stakeholders should be developed.
- Build stronger effective synergies and pathways between education sectors.

**A sustainable investment in education and training is needed.**

**Better communication and promotion of lifelong learning at all levels should be supported** (i.e. national contact points, LLL weeks).

## 2] General remarks on the benchmarks

The goals behind the benchmarks should be more explicit and better linked to the objectives in the future strategic framework.

**Benchmarks should be considered as tools for action and not for ranking.**

## 3] Make learners' mobility a reality (Green Paper on Mobility)

**Clarifying the concept of mobility** (for each public: objectives and benefits) to convince new categories of learners to take part in mobility.

**Clarifying the objectives is a prerequisite to defining a benchmark** (qualitative or quantitative).

**Suppressing obstacles to mobility:** supporting mobility (i.e. loans, grants), providing practical arrangements (i.e. social security, accommodation) and addressing administrative and legal barriers.

**Coordination and cooperation between all the actors:** comprehensive information for the general public (i.e. national contact points), peer learning (i.e. between the regions), changing mentalities and focusing on a learning outcomes approach to facilitate mobility between sectors (i.e. VET, Adult education, HE...) across the borders and at national level.

**Targeted public:** enlarge the target group in a lifelong learning perspective (not limited to young people).

## 4] Improve the quality and efficiency of provision and outcomes

**The vision needs to be more explicit.** A more balanced approach is needed between the personal development, economic, social and civic dimensions.



**The well-being of the child and personal fulfilment through education need to be priority goals** (i.e. social and emotional indicators).

**The voice of the learner (children, young people and adults) and of the practitioner should be heard and taken fully into account throughout the process of policy formation.**

**Formal consultation with grass root level needs to be developed** (i.e. practitioners, inspectors, students, parents).

**More commitment to excellence for all**, across the different sectors.

**Higher quality and more accessible continuing training resources for teachers.**

**Greater recognition and explicit support for pluralism and diversity** to support creativity and innovation.

## 5] Promote equity and active citizenship

**We should not only focus on children but on all citizens involved in education and training activities.**

**Need to take into account the learners as well as the families and the educative community** (fellow learners, parents, schools, civil society organisations, public authorities...).

**Some concepts need clarifying** (i.e. migrants and early childhood education and not “pre-primary”).

**Importance of teachers’ training** (initial and continuing) and empowerment to act to promote equity and active citizenship in education.

**The importance of non formal education and the role played by civil society organisations in this field should be recognised.**

**Developing benchmarks on non formal education** (i.e. links between formal and non formal education).



## 6] Innovation and creativity (European Year 2009)

During the year, we expect:

**Involvement of stakeholders in the preparation and implementation.**

**Concrete follow-up of the activities developed during the Year.**

**Ownership at the grass-root level.**

Governance and Partnerships:

**Look at existing experiences** at local, national and European levels.

**Partnerships:** connect schools, universities with society and employers.

**Inform the general public / raise awareness.**

**Learn by sharing** (i.e. peer learning).

Learning and teaching methods:

**Holistic person-centred approaches** (children and adults empowered to take responsibility for their learning).

**Provide space for imagination** (i.e. risk taking).

**Involve the learners in the learning process** (i.e. giving space to imagination, responsibility, self-confidence).

**Combination of methods**, fostering interdisciplinary approaches.

**Learning communities** (i.e. learners, parents, schools, associations, local authorities...) in a mutual learning process

**Rethink assessment:** new qualitative assessment methods.

On developing a benchmark:

Measuring innovation and creativity is very difficult. One needs:

**Take into account the human dimension** (i.e.: learner well being and involvement).

**A balance between quantitative and qualitative measurement.**



## 7] Actors' responsibilities and involvement

### Challenges

**Addressing the gap between national and European levels** (i.e. translating EU challenges and policies at national and local levels) = **need to involve national key players.**

**The successful implementation of reforms requires the involvement of the different stakeholders** in the definition, implementation and evaluation of policies (i.e. developing a sense of ownership).

**Evaluation of previous reforms is a prerequisite before setting policy agendas.**

### Proposal for action: stakeholders' involvement

**Regular consultation and meeting place for the different stakeholders** (i.e. an annual Forum is not enough).

**Ensuring stakeholders' ownership** of the reforms (i.e. having a proactive approach).

**Mutual recognition** as a basis to identify problems and set common goals for actions (i.e. civil society organisations, social partners).

**Importance to recognise and reinforce civil dialogue at local, national and European levels.**

### Proposal for action: stakeholders' views

**Cooperation between different key players**, within and between institutions, civil society organisations and social partners.

**Ensuring more coherence between the different policies** (i.e. social, economic, youth, education and training policies).

**Looking at innovative ways of financing education and training** (i.e. peer learning).

**A benchmark on public spending** should be set.

**Broadening the view on reforms** (i.e. setting goals and benchmarks).

