

16 JUNE - LUXEMBOURG

ANNUAL CONFERENCE 2015

**LIFELONG LEARNING: PAVING THE WAY TO
LEARNING AND QUALIFICATIONS**

PROGRAMME

This Conference is organised by EUCIS-LLL with the support of



CHAMBRE DES SALARIES
LUXEMBOURG



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of the European Union

LIFELONG LEARNING

Paving the way for learning and qualifications

Due to rapid economic, social and technological changes, the traditional school-work-retirement pattern is no longer the norm. Nowadays most **individuals undergo several transitions** in their lives, going back from work to education, working and studying simultaneously or volunteering, in their home country and/or abroad.

These changes have also **broadened the offer and scope of learning** opportunities, for instance, thanks to the development and use of digital technologies.

Together with the OECD and UNESCO, the EU has been the key source for education policy makers and practitioners to promote the **concept of lifelong learning as an integrated vision of education**, which appears to be crucial in an increasingly complex and knowledge-intensive society.

Progress in lifelong learning has been made in a number of key areas. For instance, explicit lifelong learning strategies have been developed by a large number of EU countries, including reforms or developments of national qualification frameworks (**NQF**) and **validation** mechanisms.

But **major gaps** still exist. Implementation of lifelong learning remains **uneven** and strong **political commitment** is often lacking. This is particularly evident in times of economic and social crisis when budgetary constraints take over necessary long-term investment in human capital.

The Conference will aim to **assess progress and formulate policy recommendations** for the future of EU and national learning strategies. It will bring together teachers/educators, experts, policy-makers, social partners and researchers to share their experience and views on the future of learning in Europe.

CONFERENCE PROGRAMME

09.00 **Registration**

09.30 **Welcome words**

- David LOPEZ, EUCIS-LLL President

Opening Session

- Claude MEISCH, Minister of Education, Children and Youth, Luxembourg
- Chiara GARIAZZO, European Commission

11.00 **Coffee break**

11.30 **Panel discussion**

“Lifelong Learning: An answer to XXI century challenges?”

- Joke VAN DER LEEUW ROORD, EUCIS-LLL Secretary-General – Moderation
- Prof. Dr. Bernhard SCHMIDT-HERTHA, University of Tübingen
- Raul VALDES COTERA, Head of Lifelong Learning Policies and Strategies Programme, UNESCO Institute for Lifelong Learning
- Anicia TRINDADE, Instructional Designer and Educational Researcher

13.00 **Lunch**

14.00 **Presentation of workshops**

14.30 **Workshops**

1. Towards a better recognition of non-formal and informal learning: changing mindsets and providing efficient solutions
2. Tackling the low skills trap: towards successful outreach strategies and guidance and mentoring to improve educational success for all
3. Bridging the gap between education and the labour market: why partnerships are needed and what ingredients make them happen
4. Transversal skills and their assessment: what is the role of social and civic competences in modern societies?
5. Digital pedagogy: enhancing the learning experience and opening new educational opportunities

16.00 **Coffee break**

16.30 **Brainstorming session**

Main challenges and opportunities for EU lifelong learning strategies and related tools and frameworks

17.30 **Closing words**

18.00 **Reception kindly offered by the Chambre des salariés**



SPEAKERS

Chiara Gariazzo

DG EAC, EUROPEAN COMMISSION

Chiara Gariazzo is in charge of the Directorate for «Modernisation of Education I: Europe2020, Country Analysis and Erasmus+ Coordination» in the Directorate General for Education and Culture at the European Commission in Brussels. She has been in this position since January 2015. Previously she was in charge of EU Youth and Sport policies in the same DG. She has been working with the European Commission since 1990 and has held management positions in different policy areas: Communication and Information, Fisheries and Maritime policy, and Home affairs. She holds an MA in Political Science and International Relations and an MA in European Studies. An Italian national, she has lived in Italy, Belgium and the USA.

Claude Meisch

MINISTER FOR EDUCATION, CULTURE AND YOUTH, LUXEMBOURG

Following the legislative elections of 20 October 2013, Claude Meisch joined the government as Minister of Education, Children and Youth, Minister for Higher Education and Research on 4 December 2013 in the coalition government formed by the Democratic Party (DP), the Luxembourg Socialist Workers' Party (LSAP) and the Green Party. A member of the DP since 1994, Claude Meisch was elected to Parliament for the first time in 1999. In Parliament from 1999 to 2013, he assumed among others the roles of vice-chairman of the Finance and Budget Committee from 2009 to 2013 as well as vice-chairman of the Committee for Family, Youth and Equal Opportunities from 2004 to 2006 and from 2009 to 2013. He graduated from the University of Trier in mathematics and economics in 1998.

Prof. Dr. Bernhard Schmidt-Hertha

UNIVERSITY OF TÜBINGEN

Prof. Dr. Bernhard Schmidt-Hertha holds a Ph.D. (Dr. phil.) in Educational Science (Thesis «Virtual learning arrangements for first-year students»). He holds a Venia Legendi in Pedagogy (Thesis «Continuing education and informal learning of older workers»). He is a professor at the University of Tübingen. His work on Educational research focuses on vocational continuing education and on-the-job training. Among others, he is member of the Adult Education Network and the Working Group on Empirical Educational Research and of the Editorial board of the European Journal for Research on Education and Learning of Adults.

Anicia Trindade

*INSTRUCTIONAL DESIGNER AND
EDUCATIONAL RESEARCHER*

Anicia Trindade graduated in Educational Sciences from the Faculty of Psychology and Educational Sciences of the University of Lisbon, specialising in Teacher and Adult Education. She also holds a Masters in Educational Technology based on instructional designer materials at the same university. In 2012, she specialised in Strategic Innovation and Competitive Intelligence, and in 2013, completed the Advanced Programme in Entrepreneurship and Innovation Management-PAEGI, from the internationally recognised Portuguese Catholic University. She is now one of the LLL-Hub experts (www.lll-hub.eu).

Raul Valdes

*HEAD OF LIFELONG LEARNING POLICIES
AND STRATEGIES PROGRAMME, UNESCO
INSTITUTE FOR LIFELONG LEARNING*

Raúl Valdés is a Senior Programme Specialist at the UNESCO Institute for Lifelong Learning and the Programme Manager of the UNESCO Global Network of Learning Cities. Raúl holds a MBA and a Ph.D. in Education. For more than ten years he has been working in international organisations in the field of lifelong learning and adult education. He has led various research and advocacy projects such as the regional report of the current situation for Adult Education in Latin America and more recently the Glossary for Adult Education in Latin America and the Caribbean. He was editor together with Mr. Yang J (2011) of the Conceptual Evolution and Policy Developments in Lifelong Learning.

Joke Van Der Leeuw-Roord

EUCIS-LLL SECRETARY-GENERAL

Joke van der Leeuw-Roord, Founding President and former Executive Director of EUROCLIO - the European Association of History Educators received her degree in history at Groningen University in the Netherlands. She worked from 1972 till 1993 as a history teacher, teacher trainer and history advisor. Among others, she was chair of WIEG, the Committee which designed and implemented innovative national examinations for history and citizenship education. As a leading expert on history education, innovative methodology and transnational history, she has initiated and coordinated a multitude of national and transnational projects. In 2010 she was finalist for a WISE award. She is EUCIS-LLL Secretary General.

INTRODUCTION

Over the past years the European Union has gained more and more influence in the field of education. Widely supported by civil society, the “**Memorandum on Lifelong Learning**” was adopted more than 10 years ago by the European institutions. It aimed to provide guidelines to Member States on the implementation of lifelong learning strategies at EU and national level. The idea was to build “a European Area of Lifelong Learning”. Where are we now? Making lifelong learning a reality is a priority of the Education and Training 2020 strategy (“ET2020”), and although EU legislation in the field is not mandatory, progress has been achieved in many areas in Europe.

Many Member States have adopted **national and regional lifelong learning strategies** linked to important reforms such as the development and referencing of their national qualification frameworks to the European one (“**EQF**”). The adoption of the EU Council Recommendation on the **validation** on non-formal and informal learning in December 2012 is of particular importance. Validation gives opportunities for second chances, improves access to education and enhances motivation to learn. It also contributes to tackle

unemployment and achieve a better match between jobs and skills by acknowledging those acquired outside of the formal system. Other tools and **instruments** have been developed such as ECVET, EQAVET, ESCO, and ECTS. After an extensive phase of development and implementation at national level, priority at European level is now given to **strengthening synergy and coherence between those instruments**.

Despite the fact that lifelong learning is considered to be the area where EU cooperation showed the greatest added value (2014 “[ET2020 Stakeholders’ Survey](#)”), the EU has been less active in promoting a broad paradigm shift towards lifelong learning in recent years. In order to move a step forward, it is utterly important to **remind the vision** behind the development of those tools and frameworks and their contribution in building a European area of lifelong learning.

EUCIS-LLL will use the results of this conference to push this agenda forward at the European and national level.

What are the challenges for lifelong learning implementation?

Implementing lifelong learning strategies requires **working in partnership** across sectors and a **cultural shift** in learning – recognising that learning is taking place in various contexts.

Changing mindsets is a prerequisite to implementing new mechanisms such as the validation of non-formal and informal learning as well as to implementing new partnerships aimed to **bridge the gap between the labour market and the world of education** -  [Workshop 3](#).

It is also about **the way we teach and learn in Europe** with for example the use of more collaborative approaches that have proved effective in improving learners’ engagement and achievement. Indeed, today’s **learners expect more personalisation, collaboration and better links between formal and non-formal learning**, much of it being possible through digital-supported learning -  [Workshop 5](#).

Lifelong learning is also about creating bridges between sectors, this is what is called “**permeability**”. The idea is for learners to be able to move easily between different types and levels of education (i.e. upper secondary, or apprenticeship, up to higher education), as they decide. It enables them to **transfer and build on all types of their prior learning** – formal, non-formal or informal – wherever that learning took place, at school, work or during leisure. Current EU tools and policies support this increased flexibility; such as the Recommendation to develop validation mechanisms at regional and national level -  [Workshop 1](#).

In its paper “Stepping up the Pace” of November 2014, the CEDEFOP stressed that “for the tools to be relevant to learners and workers, they need to take on a **bridging function**’, allowing learners as well as workers to move across institutional, sectoral and geographical borders (...) addressing the needs of learners and workers to progress in careers and learning implies a strong **focus on progression**”.

Implementing lifelong learning strategies strongly contributes to **broadening learning opportunities** especially when given an emphasis on “disadvantaged groups”. It

hereby contributes to tackle some of the most urgent challenges of our century such as the **low participation of adults in learning and the still high number of low-skilled workers** in Europe. According to CEDEFOP Skills Supply and Demand Forecast 2015, although the trend towards more highly skilled jobs is slowed down by lower economic growth, the share of jobs employing higher-educated labour will increase. This challenge can only be tackled with proper **reaching out strategies and methodologies** that are adapted to learners’ needs in order to increase their motivation to take up and continue learning -  [Workshop 2](#).

In a very complex and ever-changing globalised environment, Europeans must not only acquire and update specific job-related skills but also develop the **transversal competences** that will enable them to manage change and become true lifelong learners and active citizens -  [Workshop 4](#).

10 years after the “Memorandum on Lifelong Learning” was adopted, civil society organisations such as EUCIS-LLL expressed their **wish to see the EU playing a more active role in promoting a paradigm shift towards lifelong learning** in line with other International organisations such as UNESCO and the OECD. In the mid-term review of the ET2020 it is very timely to assess progress and identify ways forward to make lifelong learning a reality in Europe. This can be done by improving current and future tools and programmes at all levels - regional, national and European.

WORKSHOP 1



TOWARDS BETTER RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

Changing mindsets and providing efficient solutions

The policy debate over the last 20 years has been about **bringing together all types of learning, and creating the frameworks able to recognise and validate experience and learning achieved in different ways to confer qualifications**. Launching the European qualifications framework (EQF) at EU level and the rapid development of national qualifications frameworks (NQF) at national level has put learning outcomes firmly on the political agenda.

The adoption of the **Council Recommendation on Validation** of non-formal and informal learning in 2012 was a **new political impulse** with the goal of having national validation mechanisms in all countries by 2018. Its aim is to link the learning taking place in a variety of settings, i.e. educational institutions, in-company training, on-line learning, courses organised by civil society organisations, learning resulting from daily activities related to work, family or leisure. It follows from this that validation is not exclusively a tool for education and training institutions and systems – it is **relevant for a much wider range of stakeholders and institutions**, including those from the youth area, the voluntary sector and work.

There is still a lot of **resistance** within society and within educational institutions in recognising that learning is taking place in a variety of settings. It is therefore crucial to **raise awareness on the concept** of lifelong learning – recognising formal, non-formal and informal learning. Setting up validation mechanisms is indeed directly connected to the broader shift to a learning outcome approach and represent a key to make lifelong learning a reality by **opening alternative routes to education and qualifications**. It does so by contributing to an increased permeability between sectors – VET, higher education, adult education and non-formal education – and by opening up educational systems to non-traditional publics.

Aim

There is still a long way to go to acknowledge and coordinate validation practices for non-formal and informal learning, so that all forms of learning are recognised, and to reach our objectives, we need to change mindsets and provide efficient solutions to speed up the building of well-functioning validation systems across the EU in partnership with stakeholders. This workshop aims at reflecting on how to better communicate and convince decision-makers and stakeholders of the importance of giving formal recognition to non-formal and informal learning and why it needs to be integrated into validation mechanisms.

Some issues at stake

How can educational institutions be better prepared and encouraged to implement validation systems?

How to develop validation in a more comprehensive way inclusive of all sectors and levels of education and training?

How to communicate better the benefits of validation to society, to decision-makers and educational stakeholders?

How to organise an efficient exchange of best practices supporting the European Inventory on VNIL, at national and European level? How to improve project outcomes' dissemination?

How can civil society organisations be a bridge between the experience of learners and educators within institutions and policies/decision-makers?

How to ensure a strong link between validation and other policies such as youth employment initiatives?

CASE STUDIES

SOLIDAR / Building Learning Societies

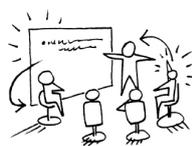
*Agata Patecka,
Education and Lifelong Learning Coordinator*

The Building Learning Societies project is an awareness-raising campaign for the validation of non-formal and informal learning as a tool to improve adults' career perspectives and stimulate their education and training. It builds on exchange of practices and cooperation between providers, employers, trade unions, civil society organisations, and learners; and the development of a European strategic guide to foster participation in validation.

EURASHE / The PHExcel Initiative

*Marko Grodisc,
Project Manager*

The PHExcel initiative is an EU-funded project on Testing the Feasibility of a Quality Label for Professional Higher Education Excellence coordinated by EURASHE. The project partners aim to find a way forward by studying the concept and development of quality models and labels, exploring their capacity to recognise excellence in PHE while, at the same time, reasserting our need of a common basis for quality assurance across European higher education through the Standards and Guidelines for Quality Assurance in the European Higher Education Area.



**Agata Patecka (SOLIDAR)
will moderate this session.**

AEGEE / The GR-EAT Project

*Mayri Tiido,
Projects and Communications Director*

GR-EAT (2014-2016) aims to propose a comprehensive tool for the implementation of recognition systems and contribute to the overall advocacy process toward the recognition of non-formal and informal learning (NFIL) within youth organisations. The objectives are to create common guidelines for recognition of NFIL in a volunteering context, supporting youth organisations in providing internal validation systems which will be recognised externally. The project also raises awareness on competences acquired and their value in an employment context as well as in acquainting them with the identification and documentation procedures that are useful to go through national validation systems. Another objective is to raise companies' awareness on the benefits and impact of long-term volunteering for transversal competence development.

CEDEFOP

*Jens Bjornavold
Senior Expert on Validation*

Jens Bjornavold works in the Brussels office of European Centre for Development of Vocational Training (CEDEFOP) since 1996. His main focus has been research and analysis related to transparency and recognition of qualifications and validation of informal and non-formal learning, learning outcomes and how they influence education and training policies and practices.

Useful Documents

- [Council Recommendation on Validation of non-formal and informal learning, European Council, Dec. 2012](#)
- [EUCIS-LLL position paper on the validation of non-formal and informal learning, June 2014](#)
- [European Inventory on Validation of Non-formal and Informal Learning, CEDEFOP](#)
- [European Guidelines on validation, CEDEFOP \(a new version will be published by the end of 2015\)](#)
- [European Qualification Framework, European Commission, 2008](#)
- [Building learning societies: Investing in Education and Lifelong Learning, SOLIDAR, 2014](#)

WORKSHOP 2



Ideas? Initiatives?
Share them online!

TACKLING THE LOW SKILLS TRAP

Towards successful outreach strategies and guidance and mentoring to improve educational success for all

In 2014, one in four adults in the EU was caught in the **“low skills trap”**. People with low skills proficiency face a much greater risk of economic disadvantage, a higher likelihood of unemployment, social exclusion and poor health. Yet **“adults with low levels of education or in low-skilled occupations are less likely to participate in or have opportunities to participate in adult learning programmes”** (OECD, 2013). Even though numerous networks and helpdesks support individuals in knowing more about the various opportunities offered in terms of training, most of them are not aware of those opportunities, a reality that commands us to improve or even **rethink how we reach out to the various target groups**.

This situation calls for urgent strengthening and coordination of **guidance services** from the earliest age as the learner’s compass to find the best tailored-made learning opportunities at all levels (8th priority of EUCIS-LLL Manifesto “Building together the future of learning”, 2014 European elections). Supporting a **partnership policy** through the development of sustainable mechanisms, pooling resources and services, developing communities and common cultures, are the prerequisite for efficient guidance and counselling provision. Besides several innovative practices demonstrate the added value of developing **mentoring schemes** at various levels of education and training.

There are many creative ways to overcome barriers to learning, it often requires working with others in constructive and long-term partnerships. It also requires looking at the way we teach and learn in Europe. The OED policy recommendations stress the need to reach out to under-represented groups by providing **tailor-made learning offers** that are relevant to the groups concerned. “Attention needs to be paid to the different under-represented groups and target groups who may need personalised measures to attract them back to learning (...).

The implementation is the responsibility of providers, but policy makers also need to make outreach and empowerment a **policy priority** so that real progress can be achieved”. Reaching out to disadvantaged groups requires a specific strategy from educational institutions and from policy-makers; for instance by going where people are and by working with local communities.

Aim

This workshop aims at discussing what outreach strategies should be implemented and designing the guidance/mentoring content and framework that we need in order to tackle the “low skills” trap. Practices from the field will be shared with the participants.

Some issues at stake

How to better coordinate guidance services in a life-long and life-wide approach? Does guidance need new formats to reach out?

How to make sure guidance professionals and pedagogical teams in each educational sector are aware of various educational, training and occupational choices?

What exists at EU level on career guidance and how can the transfer of information from one level to another be improved?

How can learning environments be made more attractive to specific target groups?

How to encourage educational institutions to develop reaching out strategies (i.e. state incentives)?

CASE STUDIES

EAEA / OED Project, Outreach and guidance services

*Gerhard Bisovsky,
Board member*

OED aims to improve approaches in reaching out to disadvantaged groups, promoting diversity in organisations, improve teaching methodology, promote active citizenship by participatory strategies and support the development of better policies aimed at integration and lifelong learning. The network will have an impact on the participating institutions, teachers, trainers and managing staff in adult education, learners, especially from disadvantaged groups, other educational stakeholders and policy makers. The Austrian project "Guidance and Counseling" shows how guidance services can reach new target groups with new formats.

EPALE

*Simon Broek
EPALE Thematic Expert*

This new platform is a multilingual open membership community funded by the European Commission, and is set up around the sharing of content related to adult learning, including news, blog posts, resources, and events and courses. It aims to create a community of people with a professional role in adult learning across Europe.



Gerhard Bisovsky (EAEA) will moderate the Workshop.

Telecentre Europe / I-LINC

*Masha Tarle,
Communications manager*

I-LINC aims to develop a sustainable and all encompassing platform on the topic of ICT (for) learning and inclusion. The I-LINC platform is an online environment for networking; participation and learning that will focus on boosting the employability and entrepreneurship capacities of young people. The project will benefit and gather existing platforms, networks and resources that are available on the topic of ICT (for) learning and inclusion. It will also develop an active community of stakeholders in the field while linking them to the main beneficiaries - young people.

EPA / FamilyEduNet

*Eszter Salamon,
President*

FamilyEduNet - Families for Educational Success (2014-2016) aims to create a network of organisations to accompany, follow and train families in Successful Educational Actions (SEA) and to disseminate the scientific evidences that lead to SEAs to students' families and parents' associations in Europe. It will develop family training in SEA with special focus on families from a Roma background or living in rural area. It will thus provide families and more generally the educational community with participation tools to create a network of families to achieve educational success.

Useful Documents

- [European Agenda for Adult Learning, Council Resolution, 2011](#)
- [Learning in Europe - Challenges and Responses, European Commission PPT, 2013](#)
- [Survey of Adult Skills, OECD](#)
- [EU Skills Panorama, Adult Learning, CEDEFOP, 2014](#)
- [Education and Training: Basic Skills, European Commission](#)
- [Career Guidance in Unstable time, CEDEFOP, 2014](#)
- [Access to Education in Europe. A Framework and Agenda for System Change, Paul Downes, 2014](#) and the presentation made at [EUCIS-LLL policy debate on Inclusive Learning](#), December 2014
- [Work-based mentoring: an American point of view, National mentoring partnership \(USA\)](#)

WORKSHOP 3



Ideas? Initiatives?
Share them online!

BRIDGING THE GAP BETWEEN EDUCATION AND THE LABOUR MARKET

Why partnerships are needed and what ingredients make them happen

More and more, the need for education to be **more open and relevant to the outside world**, the world meaning the labour market as well as civil society and communities, is pointed out. The role of education in fostering entrepreneurship abilities has notably a growing significance in the framework of recent skills and employment strategies.

Education and labour market actors need to talk to each other at all levels. Experiences are taking place all over Europe to set up **networks** on the territories in order to increase the **adequacy of learning provision** to labour market needs as well as to support **learners' transition to the labour market**. At EU level the EU has set up the European Alliance for Apprenticeships (EAfA), coordinated by the European Commission, to bring together public authorities, businesses, social partners, VET providers, youth representatives, and other key actors in order to promote apprenticeship schemes and initiatives across Europe.

These partnerships are not only between schools and businesses, but also with civil society organisations, for instance with social entrepreneurship initiatives and community projects. For instance **social entrepreneurship** is a good way to foster a better understanding between both worlds as its ambitions better match values taught in educational institutions such as solidarity and team work as well as being creative, setting up plans, presenting and defending a project.

Partnerships with non-formal education providers and companies can increase opportunities for learners to **develop transversal competences**. The involvement in volunteering activities should particularly be acknowledged and encouraged by educational institutions but also by employers, that are often not enough aware of the benefits of such learning experiences.

Finally, it is important to **support those who want to become entrepreneurs** in their endeavours. Here again having a partnership approach is essential. Employment services, Chambers of commerce, vocational institutions can all contribute to advise and coach those who wish to start a business. **Mentoring** provided by mentors (employers/employees/peers) is indeed an effective learning process of integrating and/or preparing individuals for employment and/or for starting businesses. Mentoring initiatives are a very concrete example of successful partnerships between the world of education and of work.

Aim

This workshop aims at comparing and discussing successful partnerships between the world of education and the labour market, why existing partnerships work and how they have been working, in order to imagine wider guidelines on how to improve transitions between learning and working throughout life.

Some issues at stake

What partnership models should be developed?

What solutions are provided to improve guidance and mentoring practices?

How to ensure smoother transitions from/to education and the labour market in a life-wide perspective?

How can lifelong learning be promoted in our educational systems to make sure individuals become lifelong learners able to update their skills and competences throughout life - which is more and more a prerequisite in our labour market?

Useful Documents

- [Piloting a European employer survey on skill needs, Cedefop Research Paper nr. 36, 2013](#)
- [Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability, European Commission Expert Group Report, 2014](#)
- [Forecasting skill demand and supply, and latest forecast, CEDEFOP, 2014](#)

CASE STUDIES

#EuropeHome

*Joachim Wyssling,
Project coordinator*

Over the past years the European University Foundation has conducted initiatives aimed at enhancing the **employability of students**, working on the social dimension of studies abroad and experimenting dual studies. It has supported students attending university abroad while performing a part-time placement and receiving a top-up grant based on social criteria (#EuropeHome). Recognised for its relevance, it has been continued with an Erasmus+ strategic partnership, also focusing on entrepreneurial education (e-module), cooperation with employers and relevance of curricula.

The Business Mentoring Programme

*Rachel Gaessler,
Cousellor, Luxembourg Chamber of Commerce*

Business Mentoring will present two of its working focuses. The **Business Mentoring Programme**, an initiative launched in 2010 by the Luxembourg Chamber of Commerce, aims at impacting the survival and growth of SMEs based in Luxembourg. It calls experienced businessmen (mentor) to support less experienced entrepreneurs (mentee) over a period of 12 to 18 months, guiding them through the company's crucial launch, development and transmission phases. A large component of success is due to human factors like the business acumen, social skills and attitude of the entrepreneur. **Mentorship and Transmission** is born from the observation that a growing number of SMEs have to deal with the "adage pyramid" issue, which means they have to manage several generations expressing different expectations and attitudes, as well as prevent key knowledge loss, when seniors leave the company. In this context, intra-mentoring programme plays a key role in fostering social cohesion and boosting managerial skills. Mentoring can therefore be the alternative to facilitate and encourage knowledge and skills transfer and to maintain the continuous learning process.

The LOGIC Project

*Carolina Madeleine,
Senior Project Manager*

The LOGIC Project aims to enhance the **capacities of the Higher Education Institutions in offering lifelong learning courses** in line with labour market needs, while promoting at the same time the development of an lifelong learning **quality and accreditation** framework. It operates in Algeria, Morocco and Tunisia, but is also intended to benefit other institutions in the southern neighbouring area.

MentorProgramma Friesland / Supreme

*Syanna Cuperus and Guydolph Dijkstra,
Coordinator and Student Manager*

Convinced that mentoring is a powerful tool, the MentorProgramma Friesland (Supreme) has aimed it at a strand of the population in high demand: **young people**. Its mission is to develop their talents, support them in their career, studies and/or private life, also preventing student dropout in vocational education. Therefore, the programme provides **additional guidance** to young people in education, adding on to the regular support and counselling at school. It is a preventative programme that cannot be used as a problem-solving method. The basic principle is that the student has a learning need that can only be answered by an external personal mentor. The programme searches for the best match between supply (learning goal of the student) and demand (unique experience of the mentor).



Joachim Wyssling (EUF) will moderate the workshop.

- [EUCIS-LLL position "Fostering entrepreneurial mindsets", 2013](#)
- [Entrepreneurship Education: A road to success. Final report and Case studies, European Commission, 2015](#)
- [Entrepreneurship Education – A Guide for Educators, European Commission, 2014](#)
- [European Alliance for Apprenticeships](#)
- [Dual Education: A Bridge over Troubled Waters?, ICF International for the European Parliament, 2014](#)
- [e-Mentoring: New skills and competencies for new jobs, KA3 ICT project, 2013](#)

WORKSHOP 4



Ideas? Initiatives?
Share them online!

TRANSVERSAL SKILLS AND THEIR ASSESSMENT

What is the role of social and civic competences in modern societies?

While the ET2020 recommends promoting intercultural, social and civic competences (ET2020), those had been somehow forgotten in EU cooperation in the past decade. In response to the terrorist attacks in France and Denmark earlier this year, Education Ministers of the European Union have officially called the EU to take concrete actions at all levels for the promotion of citizenship and the common values of freedom, tolerance and non-discrimination within education – the so-called **Paris Declaration**. The European Institutions are thus currently thinking about the implementation of stronger peer exchanges in the field together with their prioritising in EU programmes.

Developing **stronger civic and social competences foster tolerance, solidarity and intercultural understanding** which is particularly important in more and more complex and diverse societies. The state of democracy in Europe does not look promising. As a consequence of the social and economic crisis and rising inequalities, there is a rise of far-right, nationalist and xenophobic parties all over Europe. For instance fifty-seven per cent of EU citizens say that immigration to their countries from outside the EU evokes a negative feeling in them (Eurobarometer, autumn 2014). Many good examples exist in **formal and non-formal education to promote a sense of belonging and solidarity**.

Superficial adherence to democratic values carved in laws is not enough: we need to make them alive. Not only should we foster tolerance, solidarity and intercultural understanding, but also **empower people to be active citizens**, able to stand up for democracy and the rule of law. **Transversal competences** such as social and civic competences and cultural awareness necessary to foster tolerance, solidarity and intercultural understanding play an important role in more and more complex societies. Looking at their acquisition and assessment at all levels of our education and training systems is thus essential.

It is also important to look at the **International and European dimension** of civic education and the role played by civil society organisations, as a bridge between Europe and its people but also as a privileged environment in which to foster citizenship. **Learning mobility** for instance is a very concrete way to develop such attitudes and competences especially if these dimensions are taken into account as an outcome of the mobility.

Aim

This workshop aims at building the arguments for social and civic competences to be given a decisive role in EU cooperation in education and training. The development and assessment of transversal competences, and more particularly civic and social competences, play a key role in the development lifelong learning strategies.

Some issues at stake

What is the role of Education in the promotion of common values and fundamental rights?

How to “teach and learn” and assess transversal competences?

How to better bridge non-formal and formal education to further develop those competences?

What is the added value of social and civic competences to personal and professional life?

What are the best methodologies/practices to develop such competences?

Useful Documents

- [Paris Declaration promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, Council of the EU, 17 March 2015](#)
- [EUCIS-LLL Press Release, Education Matters, February 2015](#)
- [LLL-Mag#2 - We Make Europe, Active citizenship and lifelong learning, EUCIS-LLL, 2013](#)
- Rethinking Education: [UNESCO 2013](#); [European Commission 2012](#)

CASE STUDIES

EUROCLIO

*Joke Van Der Leeuw-Roord,
Founding Member*

The European Association of History Educators - EUROCLIO, was established as an NGO in 1993 to defend and promote **responsible history teaching** as an essential subject in the education of young people. The Association views history as the most important school subject for the political and civic development of young people. It is the most structured channel for developing **historical awareness** of societies, thus contributing to societal advancement in a constructive manner because it has a significant impact on how people look at the world around them. It promotes an approach to history education that smoothens out the ragged edges of nationalism and other ideologies, deconstructing historical myths and negative stereotypes. All work within EUROCLIO is built on an **internationally-oriented approach**. This focus is furthered through the organisation of training and knowledge-transfer, bringing together participants and expertise from a range of locations from North, South, East, and West Europe, and beyond. Through this process, EUROCLIO has facilitated the production of innovative and transnational teaching resources and tools.

ESN / Social Erasmus

*Stefan Jahnke,
President*

SocialErasmus is an international project of ESN with the aim of involving international students in to social and volunteering activities in their host country. The project promotes a social attitude among international students and facilitates their social integration into the local community while exploring the added value that resides in Europe's diversity. It will also be an opportunity to discover the ESN Annual Surveys on higher education and mobility programmes, as well as the Erasmus Voting Assessment.

Volonteurope / Common Good for Europe

*Esmé Clifford Astbury
Communication, Events & Network Officer*

Isn't the idea to build a future that benefits every person in Europe, in which every human being matters, including those from future generations, a society based on inclusion, tolerance, prosperity, just and sustainable communities? In this objective, a **common good approach** is necessary to address the challenges facing Europe and the world. Inspired by the work done the UK-based campaign «A Call to Action for the Common Good, the Common Good for Europe» can be underpinned by several principles, including inclusiveness, collaboration, long-term vision, fairness. The campaign stresses the importance of relationships, that is the way people relate to one another, to the state, to public institutions, to businesses and to their communities, as well as the way in which these sectors of society relate to each other. This **social capital** is a crucial element of any common good approach and, as such, must be promoted and supported, first place of which is in learning and working environments.



**Joke Van Der Leeuw-Roord
(EUCIS-LLL) will moderate this
workshop**

- [International Civic and Citizenship Education Study, IEA, 2009 and 2016](#)
- [The characterization of Active Citizenship in Europe, JRC, European Commission, 2009](#)
- [Does formal education have an impact on active citizenship behaviour? JRC, European Commission, 2008](#)
- [Citizenship Education in Europe, Eurydice, May 2012](#)
- [Teaching Democracy, Council of Europe, 2009](#)
- [Charter on Education for Democratic Citizenship and Human Rights, Council of Europe](#)

WORKSHOP 5



Ideas? Initiatives?
Share them online!

DIGITAL PEDAGOGY

Enhancing the learning experience and opening new educational opportunities

While the 2013 Commission's Communication on "Opening Up Education" strives for a new learning ecosystem enriched with digital environments and contents, we see that in reality **not everyone benefits** from these new possibilities. In 2010 only 39% of Europeans used the Internet for any training and education related activity with huge disparities across countries. We need **coherent and targeted strategies** in lifelong learning: developing digital competences in education and training across all ages and in all areas of life. It is thus timely to reflect on what digital learning can really do to modernise our education and training systems.

EUCIS-LLL supports the plea made by the European Commission for an integrated and collective approach to the digital agenda seen both as a challenge and a great opportunity especially to support a **cultural shift in the way we teach and learn** in Europe. Using new technologies should further support a shift from traditional teacher/learner relations to **learner-centred systems**. In this new paradigm the teacher/educator is still transmitting knowledge but he or she is also facilitating the learner's own capacities to learn by being an actor of his/her own knowledge. New technologies should be seen as a powerful tool to support this pedagogic goal and to improve the **quality of education**. Besides learning how to use such tools is much easier when it is supporting the needs and interests of learners and vice versa. There are many initiatives in Europe, for example, teachers using digital music to teach physics and to motivate pupils at risk of dropping out back to learning. This is also happening in non-formal education.

Digital solutions are a great tool for **innovation** but are not an end in itself; they shall support a global strategy that aims to **widen access to learning and to equip citizens with digital skills and related transversal competences** such as critical thinking. The EU is currently developing tools to better **assess** such competences such as the Digital Competence Framework that proposes a set of competences with proficiency levels and a list of examples of the knowledge, attitudes and skills that can illustrate the competence and its use for learning or employment purposes.

The question is also how to better **motivate teachers and educators to develop the use** of new technologies in a transversal way for instance when learning languages, math or literature. It is thus necessary to look at educators and teachers' initial and continuing training and encourage Member States to exchange their practices in this field. **Peer learning activities** and the participation in European or International projects or networks also proved to be very positive in motivating them and for capacity building.

Aim

This workshop aims at discussing how new technologies can have a positive impact on learning, before, during and after. It will also be the opportunity to assess the progress done in terms of digital accessibility.

Some issues at stake

How to operate the shift from teachers/educators to innovative teachers/educators, and innovative teachers/educators to innovative educational institutions?

How can we generalise the cultural shift in the way we teach and learn in Europe?

How to make sure more accessible learning opportunities and quality standards go hand in hand?

What administrative and technical barriers still need to be put down?

What investments for the modernisation of educational systems in terms of equipment but also of educators' training?

CASE STUDIES

ECSWE / Competence Assessment

Richard Landl
President

Some of the main goals of Waldorf schools are creativity, motivation, powerful personality, establishing of individual and comprehensive relation to the surrounding world including nature, fellow human beings and all products of civilization. To achieve these goals the child at first has to discover the world by all its senses and by direct experience: learning by acting. Only if this has happened as a basic incorporation into the world other steps of development can follow: e.g. learning to use all the tools we have in our civilization in a critical and responsible way.

Open Education Europa

Noe Viedma,
P.A.U Education Project manager

Open Education Europa, launched by the European Commission in 2013 as the Opening up Education initiative, aims to provide a single gateway to European OER. A dynamic platform, it offers access to all existing European Open Educational Resources in different languages. The user (learners, teachers, researchers), works his way around 3 different sections: FIND, SHARE and IN-DEPTH, to access MOOCs, participate in discussions, share events, or submit and read e-Learning Papers, the world's most visited e-journal on open education and new technologies.

EDEN / VISIR

Andras Szucs,
Secretary General

The aim of the VISIR network is to contribute to the full exploitation of the potential of ICT to transform and innovate European lifelong learning and to equip European citizens with digital competencies and other key transversal competencies for life and employability in Europe. It will analyse existing trends and draft a long term vision on the contribution of ICT for transforming education and training systems and catalogue successful ICT-for-learning micro-innovation practices. It will facilitate exchange of ideas and concerns around these practices through the organisation of six transnational seminars connected to major conferences focusing on specific "sectors in change" of ICT-for-learning and through a web2.0 "online showcase". The project also aims to facilitate the mainstreaming of these practices both towards E&T policy makers and towards learning communities and provide research-grounded recommendations for policy making and for innovative practices large scale scalability and transferability.



Richard Landl will moderate this workshop.

Useful Documents

- ["Opening Up Education" Communication, European Commission, 2013](#)
- [Digital Agenda Action 68, European Commission](#)
- [Scoreboard 2014 - Digital inclusion and skills 2014 \(PDF\) & \(PPT\), European Commission, 2014](#)
- [Digital competences in the digital agenda, Scoreboard, European Commission, 2012](#)
- [Communication on the Digital Agenda for Europe, European Commission, 2010](#)
- [EUCIS-LLL policy paper on Opening Up Education, 2014](#)
- [Survey of schools: ICT in Education, European Commission, 2010](#)
- [Technologies for better human teaching and learning, Horizon 2020 projects, October 2014](#)
- [DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe, JRC, 2013](#)
- [The analysis of case studies for the development of digital competence, JRC, 2012](#)
- [The conceptual mapping of digital competence in the academic and policy literature, JRC, 2011](#)

USEFUL DEFINITIONS

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Employability designates a set of competences combining transversal and technical skills in today's world where adaptability is key to successful career management.

Entrepreneurship and sense of initiative refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

ECTS refers to the European Credit Transfer and Accumulation System, a tool that helps to design, describe, and deliver study programmes and award higher education qualifications. The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.

ECVET refers to the European Credit System for Vocational Education and Training, which aims to make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries – so that they can count towards vocational qualifications; make it more attractive to move between different countries and learning environments; increase the compatibility between the different vocational education and training (VET) systems in place across Europe, and the

qualifications they offer; increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge.

EQF refers to the European Qualifications Framework, a translation tool that helps communication and comparison between qualifications systems in Europe. Its eight common European reference levels are described in terms of learning outcomes: knowledge, skills and competences. This allows any national qualifications systems, national qualifications frameworks (NQFs) and qualifications in Europe to relate to the EQF levels. Learners, graduates, providers and employers can use these levels to understand and compare qualifications awarded in different countries and by different education and training systems.

ESCO refers to the European Skills, Competences and Occupations. The ESCO classification identifies and categorises skills, competences, qualifications and occupations relevant for the EU labour market and education and training. It systematically shows the relationships between the different concepts.

Formal learning refers to the learning which takes place in an organised and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a certificate or a diploma; it includes systems of general education, initial vocational training and higher education.

Informal learning refers to the learning resulting from daily activities related to work, family or leisure and is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective; examples of learning outcomes acquired through informal learning are skills acquired through life and work experiences, project management skills or ICT skills acquired at work, languages learned and intercultural skills acquired during a stay in another country, ICT skills acquired outside work, skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child).

Lifelong learning means all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

«**Learning to learn**» is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

Non-formal learning means the learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. student-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organised by civil society organisations for their members, their target group or the general public.

Mentoring is a form of coaching or networking dedicated to the growth and success of an individual according to his/her needs. The mentor guides, thanks to experience and knowledge, the mentee. The mentor is a counsellor, guide, coach, teacher and sponsor at the same time.

Social and civic competences include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals

to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Transversal competences are the skills individuals have which are relevant to jobs and occupations other than the ones they currently have or have recently had. Such skills have been learned in one context or to master a special situation/problem and can be transferred to another context. Transversal competences enable people to pursue learning throughout their lives, contribute to democratic societies and to succeed in today's and tomorrow's world of work with its demand for high skills combined with creativity and the ability to innovate.

Validation is a process of confirmation by an authorised body that an individual has acquired learning outcomes measured against a relevant standard and consists of the following four distinct phases:

1. Identification through dialogue of particular experiences of an individual;
2. Documentation to make visible the individual's experiences;
3. A formal assessment of these experiences;
4. Certification of the results of the assessment which may lead to a partial or full qualification.

Vocational Education and Training (VET) aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.

ABOUT EUCIS-LLL

EUROPEAN CIVIL SOCIETY PLATFORM FOR LIFELONG LEARNING

The European Civil Society Platform on Lifelong Learning (EUCIS-LLL) was born in 2005 as a response from civil society organisations to the definition and implementation of a European policy in the field of education and training in the so-called «Open Method of Coordination».

In 2001 already, several educational networks had come together to share their experience and expertise and to react to the Europe-wide consultation on the EU «Lifelong Learning Memorandum». This cooperation became systematic when the Platform was established as a permanent organisation in 2005. For 10 years now, EUCIS-LLL has played a key role in structuring and increasing the input of civil society on the «Education and Training 2020» and «Europe 2020» strategies and their ancestors.

Today funded by the Erasmus+ Programme, EUCIS-LLL was acknowledged by the European Commission in 2009 as a “unique representation” of lifelong learning of the various education and training actors organised at EU level, and in 2011 as “in a unique position to support European networks in education and training to work collectively at European, national and local levels and to contribute to a structured policy dialogue within the open method of coordination in education and training”.

Gathering 36 member organisations, EUCIS-LLL is today the most legitimate interlocutor of the European institutions in the field of lifelong learning. EUCIS-LLL continuously defends the need to implement a dialogue across educational sectors and between stakeholders and public institutions at all levels, regional, national and European.

Values

The platform fosters a vision of lifelong learning that promotes equity, social cohesion and active citizenship. It believes that the objectives of education and training should not only be described in terms of employability or economic growth but also as a framework for personal development. It is essential to raise awareness on the fact that lifelong learning should include a large range of learning settings and create more complementarity and continuity between formal, non-formal and informal learning.

Vision

EUCIS-LLL 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 an exchange of knowledge, 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.

Objectives

- ▶ Pursuing an active dialogue with European institutions
- ▶ Enabling exchanges of best practice, experiences and expertise
- ▶ Disseminating information on key issues in the lifelong learning sector
- ▶ Organising events and developing activities