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ANNUAL CONFERENCE 2015

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

REPORT

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WELCOME WORDS

David Lopez EUCIS-LLL PRESIDENT

This annual conference is a milestone, as EUCIS-LLL is celebrating its 10th Anniversary. Since 2014, election year, we have new interlocutors within the Parliament; we have also had to adapt to the structural changes within the Commission; and of course, our work has been and will continue to be deeply influenced by events which command we rethink our education system. In this context, David Lopez warmly welcomed all participants to the debate and announced the discussions opened.

Claude Meisch MINISTER FOR EDUCATION, CULTURE AND YOUTH, LUXEMBOURG

Claude Meisch opened his speech reminding participants of the importance of lifelong learning both in quantity and quality: covering all educational sectors of learning, it includes thousands of people and organisations, active in a wide variety of fields, from schools to human resources. As the conference title establishes it, the dynamic in which it inscribes itself commands us to conceptualise lifelong learning as a continuous process, assessing progress and formulating recommendations in a practice to policy approach. He also welcomed the focus on low skills, revealing the efforts we must still make in connecting education with the labour market, but also on digital competences and the educational opportunities at our disposal thanks to new technologies.

Finally, emphasising the role the State still has to play in defining quality frameworks and enabling dynamics for lifelong learning, he shifted onto what is happening in Luxembourg, where since 2012, the Luxembourgish strategy has been embedded in EU guidelines, thus reminding the audience of the relay the national level is for EU institutions and local initiatives. His concluding words, quoting Jacques Delors, placed mutual trust as corner stone for building the future of lifelong learning, indispensable for humanity to progress.



Chiara Gariazzo

DIRECTOR A "MODERNISATION OF EDUCATION 1", DG EAC, EUROPEAN COMMISSION

The European Commission, represented by Chiara Gariazzo, opened the debates with meaningful insight on the future of education and training within EU institutions and the consequent role civil society organisations such as EUCIS-LLL will have to play in it. Transversal and low skills, adapting to social reality and to digital innovation, were all topics on the table.



Chiara Gariazzo opened her speech shortly explaining the changes introduced by the new Commission appointed in 2014, changes not only in structure, but also in culture, which reflect on the programme and process (more transversal approach, work in teams, by objectives). These changes are also reflected in the distribution of portfolios, with adult education, skills and Vocational Education and Training (VET) now in the realm of DG Employment but she assured this split will not impact the "[Education and Training 2020](#)" (ET2020) framework. The holistic vision promoted by EUCIS-LLL will continue to be supported in an integrated framework.

In the framework of the new EU Semester and the new approach with a reduced number of country specific recommendations (CSRs), cooperation has never been so important, given that the rationale behind the new approach is to focus on better implementation at Member States' level. Hence, the Directorate General for

Education and Culture (DG EAC) will bring its support to Directorate General for Employment, Social Affairs and Equal Opportunities (DG EMPL) in monitoring the CRSs on school education, early school leaving, early childhood education and care, teachers, access of disadvantaged groups to education, higher education and investment in education. Regarding Erasmus+, the programme remains in the competence of DG EAC, but it will benefit from DG EMP's inputs.

Chiara Gariazzo pursued on three main issues, relevant to lifelong learning: basic skills, recognition and validation of skills and competences, and transversal skills.

She referred first to the high unemployment that affects the EU, a problem whose roots are so deep they will not be cut solely thanks to employment and short term policies, but **require an enlarged vision and understanding and a role for education and training.**

Such a broadened approach touches another thorny issue our societies are faced with today and ostensibly revealed after the dramatic attacks in France and Denmark at the beginning of the year: through the transversal approach it suggests, **linking economic and social realities, lifelong learning can be a keystone to unblock the challenges we face regarding exclusion, decrease in citizenship participation and current disbelief in fundamental values. Promoting transversal competences** has therefore become a priority of the "ET 2020" programme, as taking into account those pressures is the only way to combat prejudices, promote critical thinking, and thus, succeed in restoring a truly active sense of citizenship. This work will be done in collaboration with the Council of Europe, as she confirmed to a member of the audience, hoping to create synergies and mutually contributing to agendas.

Finally on this topic, she reported how positively the preparation of the 2015 Joint Report on "ET 2020" was received by the Education Council of 18 May 2015, which provided orientation and confirmed some key conclusions of the mid-term stock-taking of "ET 2020" on: reducing the number of priority areas, making more efficient use of financial resources and ensuring concrete follow-up of the Paris Declaration. However, a participant pointed that a lot is already done on the ground. In order to limit

repetition, but also follow-up on national reports showing much has yet to be done in many Member States, the Commission will be looking at initiatives implementing the Paris Declaration transversally, and is envisaging earmarking under the Erasmus+ Programme 3 million euros for projects **complementing existing activities**. She also reminded the audience that in the Erasmus+ framework, projects are decentralised leaving national agencies with the decision on what projects will be supported. Nonetheless, same ideas can come up in different countries, and could lead to overlap. She pointed out that the Commission is developing a tool (VALOR) destined to share information on projects and their results. Working with national agencies on this topic could also be an enhanced role of civil society organisations, pointing to what should be prioritised in light of what has already been attempted or successful.

In concert with Minister Meisch, she welcomed the attention given to low skills and the necessity to spread ICT and digital education, a weakness widening the gap and trapping many youngsters and adults in Europe, hampering not only economic, but also personal progress.

To tackle this issue, attention must still remain high on recognition and validation of competences, namely because it is one of the conditions for mobility. She said the European Commission will launch impact assessments

in view of assessing future initiatives aimed at simplifying recognition across Europe.

Disparities still remain between Member States. Increasing flexibility and permeability requires cooperation, and the European Commission believes that the "ET 2020" is the right framework to boost such cooperation. The focus must be on process and substance of what already exists, rather than pushing new policy-making. Priorities have been set: they must now be reached. This is exactly the objective of the Education, Training and Youth Forum which will take place in October, for whose preparation the Commission has received a valuable support from EUCIS-LLL and its members.

After thanking EUCIS-LLL for the invitation to join the conference and celebrating us on our 10th Anniversary, she expressed the hope to continue in this decade long fruitful cooperation. A milestone for 2015 has already been set, as EUCIS-LLL is actively supporting the European Commission in the preparation of the Education, Training and Youth Forum, and particularly of the first civil society-dedicated event organised ahead of the Forum.



PANEL DISCUSSION

LIFELONG LEARNING: AN ANSWER TO XXI CENTURY CHALLENGES?

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.

In this context, evolutions in demography, mentalities and educational priorities such as adult literacy, commands to explore the possibilities offered by lifelong learning, if it constitutes a solutions to XXI century challenges and what actions we should take to make it operational.

The panel discussion was introduced by Joke Van Der Leeuw-Roord, who started by giving participants some time to share in groups their impressions on the welcome words and keynote speech delivered by the European Commission.

LIFELONG LEARNING: WIDENING THE BENEFITS OF LEARNING

Prof. Dr. Bernhard Schmidt-Hertha
UNIVERSITY OF TÜBINGEN

In an attempt to answer the question “Lifelong learning, an answer to XXI century challenges”, the first necessity is to frame those challenges. Prof. Dr. Schmidt-Hertha poses three main ones: demographic evolution, changing life courses and literacy in adulthood.

Lifelong learning as a concept is directed towards the individual and organisations, but has an even broader societal effect. In these two personal and community dimensions, it is cumulatively a factor of emancipation and instrumentalisation. Different angles of attack then appear. On the one hand, lifelong learning from the perspective of educational policy might be an instrument to promote social and societal changes. In this sense, it is first an instrument before a factor of emancipation. On the other hand, when contemplated from a more theoretical perspective, it allows thinking new links between the different forms of learning and the different phases of an individual's life. In this second acceptance, the emancipatory effect precedes the instrument.

In an attempt to answer the question “Lifelong learning, an answer to XXI century challenges”, the first necessity is to **frame those challenges**. Prof. Dr. Schmidt-Hertha poses three main ones: demographic evolution, changing life courses and literacy in adulthood.

First of all, Europe is faced with a fast changing **demography**, allowing to estimate that in 2030, 20% of its population will be 65 or over. Such a reality commands us to prepare for major societal

changes and adapt our social systems, including the **learning system, which must aim to become more intergenerational**.

The second challenge concerns **changing life courses**. Following Staudinger (2003), two approaches draw themselves out. The first – dominant today – divides life activities according to age groups: young people spend most of their time learning; middle-aged adults dedicated the second part of their life to working; older adults can rest on leisure, their learning and working times being over. This system would be referred to as “age differentiated”. However, and in light of the first challenge, a second system emerges, one that suits the ideas carried by lifelong learning. This new option can be defined as **“age integrated”**, abolishing the division of activities based on age, but including all three, learning/working/leisure, at all stages of life, youth/middle-age/old age.

The third challenge is **literacy in adulthood**. In this field, statistics show European countries such as England, Germany, Italy or Austria barely or do not meet the OECD literacy average, even for those aged 16-24 in 2014. In this context, **lifelong learning appears as a real opportunity** and

if it might not solve all problems, it **opens many possibilities for individuals** because it widens the benefits of learning. Using the idea of capital, Prof. Schmidt-Hertha identified these benefits **in terms of identity, social and human capital**. Lifelong learning increases human capital as it increases knowledge, skills and qualifications; encouraging civic participation, developing networks and tightening family links, it increases the social capital. And both these social and human capitals meet an individual's identity whose self-esteem will grow, and who will start planning and setting him or herself goals; thanks to more knowledge and competences, he or she will feel more enjoyment and motivation to learn, carried by shared social values reflected for instance in trust. And the circle is complete.

Lifelong learning is therefore a definite answer to XXI century challenges. However, **dependent on numerous extraneous factors**, it must not be understood as the panacea for all ills our societies face: if it is a fundamental ingredient, it should be mixed with others if it wishes to be overarching.

THE LEARNER IS A BELIEVER

Anicia Trindade

INSTRUCTIONAL DESIGNER AND EDUCATIONAL RESEARCHER



Anicia Trindade's presentation reminded us of the core principle that we sometimes forget under thick layers of policies and recommendations: the learner is first of all a human being and a believer.

Anicia Trindade introduced us to her ideas with a profoundly human short video presenting a series of individual stories on what it means to learn throughout, reminding us that learning is about believing in ourselves and making a dream, big or small, a reality. From learning for leisure to learning for work, individuals all over motivate themselves to go ahead and reach their objectives. Some are geniuses, others not, but they all share the same capacity to move forward, whatever their age and background. Indeed, she reminded us of how we forget about this capacity we have, because we are reluctant to change seats, challenge rooted

thoughts. And some prejudices we have towards others hinder them to prove to us what they know, what their competences are. Referring to the Recognition, Validation and Certification of Competences in Portugal, she said this is very often the case for basic level competences, which is why she suggests giving the possibility to prove skills using portfolios of prior achievements, showcasing how learning has improved a person, even these achievements cannot be certified for, in spite of the fact that a person can evaluate him/herself. She also stressed the idea that recognition motivates a person to go further.

OPERATIONALIZING LIFELONG LEARNING

Raul Valdes

SENIOR PROGRAMME SPECIALIST OF THE UNESCO LIFELONG LEARNING INSTITUTE

Raul Valdes brought an international dimension to the panel, calling his peers and participants to look beyond Europe at what is happening elsewhere in the world, namely in Asia.

In May 2015, in Incheon South Korea, world leaders met to discuss in the World Education Forum. It was welcomed by the educational community, institutions, non-governmental organisations and youth groups from around the world who adopted the [Incheon Declaration](#) which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for

all". However for Raul Valdes, the challenges are still great. Two main reasons lie behind this observation. First, the discrepancy between UNESCO Member States is due to differences in general advocacy and priorities on the one hand, and on the other, more fundamentally, a **lack of clarity in the definition of lifelong learning.**

This inevitably leads to inefficient implementation of policies and strategies. Secondly, it is still a **big challenge to coordinate all learning activities outside school and the workplace and integrating them into an education policy**, as is ensuring that effective policies, strategies, systems and mechanisms are in place for a diversity of learning needs and life situations.

So if the definition of lifelong learning is still an issue in itself for some, efforts today must concentrate on operationalizing lifelong learning following three axes: building learning families, centres, communities, cities... that will eventually build a larger learning society; providing the appropriate tools for recognition, validation and accreditation (RVA) of the outcomes of non-formal and informal learning; developing the indicators that will help us monitor lifelong learning and direct future decisions. And while this process is ongoing, we must stimulate our curiosity in a constant search for what is happening on the other side of the fence, comparing approaches, drawing on the experience of other countries and discussing best practices, only way to promote the better understanding that will enable policy-makers.

1. Framing the key features

Cities, in particular, with the advantage of proximity and scale, offer a favourable setting for promoting lifelong learning for the resolution of economic, social, health and environmental problems. A growing number of cities have been developing innovative strategies which allow citizens of all ages to learn new skills and competencies, thereby transforming their cities into learning cities.

The Key Features of Learning Cities is a set of indicators developed by the [Global Network of Learning Cities](#) (GNLC) to monitor progress of a learning city. They rest on three fundamental conditions: mobilisation and use of resources; governance and participation of all stakeholders; a strong political will and commitment. After the foundation has been laid, the community can start building, its major blocks being: an inclusive educational system; a re-vitalised learning in families and communities; effective learning for and in the workplace; use of modern technologies;

excellence learning; a vibrant culture of learning throughout life. Superposing each other, these first features will give birth to the wider values and benefits that motivate us in the first place: sustainable development expressing itself in economic development and cultural prosperity; individual empowerment and social cohesion.

2. With the aim to propose principles and mechanisms that can assist Member States in developing or improving structures and procedures to recognise the outcomes of all forms of learning, particularly those of non-formal and informal learning, the UNESCO Institute for Lifelong Learning developed the [UNESCO Guidelines on the Recognition, Validation and Accreditation \(RVA\) of the Outcomes of Non-formal and Informal Learning](#). The guidelines are complemented by the Global RVA Observatory ePlatform, database for exchange of information and discovering good practices. Another tool developed by UIL to support Member States is the [Inventory](#) showcases eighty-six countries and investigates how learning outcomes of non-formal and informal learning are being integrated alongside formal qualifications into regional and national qualifications frameworks for lifelong learning. Challenged by participants on the relevance of validating all learning outcomes, Mr Valdes also admitted not all learning processes can be recognised, however there must remain permanent learning places where non-formal and informal learning increase their chances of being fully recognised, and become the reality of a community.

3. Developing indicators for monitoring lifelong learning was one of the main concerns expressed by Mr Valdes in his introduction, helping to go from mere assessment to



measurement. He exposed three major ones, the [Quality Indicators of Lifelong Learning](#) (Europe, 2002), the [Composite Learning Index](#) (CLI, Canada, 2006), and the [European Lifelong Learning Indicators](#) (ELLI, Bertelsman Foundation, 2008). Mr Valdes reminded the audience that **access and participation are the condition sine qua non of any successful lifelong learning strategy**, and are at the centre of each one of these indicators. He also underlined the variety of learning experiences and steps they take into account: learning to know, learning to do, learning to live together, and learning to be (CLI and ELLI, from Learning, the Treasure within, published under the direction of Jacques Delors in 1996).

Combining the need to build learning societies with the necessity to establish indicators, one of the questions raised by the audience was to know who would finance the measurements of sustainable impact initiatives. In light of these three dimensions in operationalizing lifelong learning, Raul Valdes suggests the process starts at national level, measuring access to learning opportunities, participation in learning procedures, learning outcomes and quality assurance, and benefits for individuals and society. The focus was also brought on the fundamental cooperation that must exist between public and private bodies.

WORKSHOP 2

TACKLING THE LOW SKILLS TRAP: TOWARDS SUCCESSFUL OUTREACH STRATEGIES AND GUIDANCE TO IMPROVE EDUCATIONAL SUCCESS FOR ALL

The workshop aimed at discussing what outreach strategies should be implemented and designing the guidance and mentoring content and framework that we need in order to tackle the “low skills trap”. Low-skilled workers encounter increasing difficulties in finding a job and are out-competed by medium-skilled workers even in elementary occupations. In contrast, job opportunities are growing in

some high-skilled professions. Consequently, low skilled workers are more likely to face a much greater risk of economic disadvantage and social exclusion. Therefore, it is crucial to up-skill jobseekers, particularly the low qualified. Workshop participants identified several issues to be taken into account when thinking about the future of educational success for all and gave some recommendations.

For policy-makers and providers

Workshop participants called for policy-makers to reach out to under-represented groups in order to implement 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. This first recommendation goes hand in hand with their warning regarding the language we use: using certain terms, such as «low skilled» can pressurise, stigmatise or even lead to discrimination. Even in jobs that might be categorised as “low-skilled”, workers can have other relevant skills.

They recommended facilitating and supporting peer learning and exchange of experience between policy makers and stakeholders, as well as pool resources and services. It is crucial to centralise all relevant resources that might be helpful

for all stakeholders. This also means involving the private sector, which could contribute to the learner’s curricula and be a monitor for soft skills. Partnerships with the private sector should aim to develop resilience and create new opportunities for individuals. Finally, they repeated the importance of the place of learning, and the need to fund and support learning in communities, which will benefit both learners and communities (better skills, more participation, more active citizenship and more social cohesion).

For learners

Tackling the low skills trap requires efforts on the learner’s side as well, who needs to establish a clear purpose to his or her learning. Only then will motivation, key factor to successful learning, grow in them. And providers must be open the different learning styles and motivations.



WORKSHOP 3

BRIDGING THE GAP BETWEEN EDUCATION AND THE LABOUR MARKET: WHY PARTNERSHIPS ARE NEEDED AND WHAT INGREDIENTS MAKE THEM HAPPEN

Entering the labour market in 2015 seems to many like reaching Mount Everest base Camp, with 4000 meters left to climb, the gap between what is taught and the reality of work feeling so wide. And this vertigo afflicts both sides of the working coin: those looking to work as much as those providing work. In light of this situation, ideas have emerged to foster the partnerships that strengthen the dialogue between these two worlds, between learning environments and companies, and between generations.

Learning environments need to provide courses that suit the needs of the labour market, said Carolina Madeleine (University of Alicante) in her presentation of the Logic Project, in order to smoothen the transition. But she added that the whole dilemma is that universities are often not used to collaborating with this second step in many learners’ life.

Making the same observation, Joachim Wyssling explained how Campus Europae has developed a mobility programme (#EuropeHome) to support students fulfil a placement in a company abroad during their studies.

However, as pointed out by Rachel Gaessler from BusinessMentoring, we are also faced with the challenges of an age pyramid in which knowledge runs the risk of being lost.



In this context requiring us to develop a culture of transmission, **mentoring** appears as an efficient mean in unlocking individuals’ potential, helping them gain the self-confidence they need to confront challenges, create a solid social capital, as explained Syanna Cuperus from MentorProgramma Friesland.

The workshop then split into three groups. The first discussed what solutions would improve guidance. Having proven the relevance of mentoring, it was underlined that such partnerships are only truly successful when they rely on existing social networks. A common challenge was also how to create a space for mentors to share their difficulties and seek advice to improve how they mentor. The second group dealt with the question of knowing how to ensure a smooth transition from education to the labour market. A focus was brought on **teaching and curricula**, for which

they recommended placing teachers in real life setting, in order to help them refresh and update their skills, that employers be more involved in curricula design, a process supported by inter-ministerial **cooperation**. More generally, they highlighted the need to communicate on lifelong learning towards young people, helping them understand their learning process does not necessarily end as they enter the job market, a communication that, however, goes hand in hand with the necessity to **clarify financing mechanisms to support adult learning**. The third group’s mission, who discussed how to promote lifelong learning in wider the educational system, stressed the need to **create the frameworks that allow for a transfer of skills and competences and to implement innovative assessment methods**.

WORKSHOP 4

TRANSVERSAL SKILLS AND THEIR ASSESSMENT: WHAT IS THE ROLE OF SOCIAL AND CIVIC COMPETENCES IN MODERN SOCIETIES?

In our more and more complex and diverse societies hit by social and economic crisis and rising inequalities, there is an ever stronger need to develop civic and social competences in order to foster tolerance, solidarity and intercultural understanding.

Stefan Jahnke (ESN), presenting "SocialErasmus" project underlined how much volunteering has a positive impact on both the individual in terms of personal development and for society in terms of contribution to a local community. The questions Stefan Jahnke came up with are how to measure the impact on skill development, since students themselves are often unaware of the outcomes and how to engage people in lifelong learning, since it is often assumed that a learning process ends with formal schooling. Ian Phillips (EUROCLIO) emphasised the importance of history teaching as regards multiperspectivity and critical thinking, as well as creating a tool to develop key competences. History teaching has the potential to get communities to work together. Empowerment of educators is an important challenge, since they are able to develop tools for children to pose questions and challenge ideas in the classroom, as well as engage them in a dialogue and mentor them. He continued further on whether all soft skills, values and attitudes can be and whether they always have to be assessed. Esmé Clifford Astbury (Volonteuropa) presented the ENGAGE project, which aims to develop a European toolkit for citizenship education for 8-12 year olds in formal education context in several countries.

In their experience, the main challenges are finding most appropriate methodologies when engaging children, talking to them about voting etc., and assessing the impact, as well as how to bridge non-formal and formal education.

Workshop participants agreed that it is important to stimulate people's mindsets from the earliest age, to challenge them and make them leave their comfort zones. In that context, it is necessary to engage learners into communities. For example, they can work on historic sites and learn about history of community in a more practical way, instead of in a classroom and sitting exams. Impact assessment is crucial in order to recognise volunteering and related learning activities. However, it should be linked to a specific programme at a specific time. Namely, competences are context related - what constitutes a good history and maths graduate is not the same. Participants identified the **need for a common language as crucial when assessing competences.**

However, it is of paramount importance to address the diversity in ways of teaching/ learning and assessing. **Transmission of values has to be recognised, but not formalised in national qualifications frameworks.**

There is a variety of transversal competences, and in order to see "the bigger picture", it is important to distinguish for instance between those in attitudes (willingness to act, participating etc), behaviour (being passionate, having

principles) and motivation.

There are also different impacts of actions, such as environmental (riding a bike) or political (willingness to vote).

Several **self-assessing tools** were discussed during the workshop. Learners often do not discuss what they have learned, and therefore self-assessment can be facilitated. Dialogue and reflection could be used to make people aware of what they get from the learning process. Educators need to be encouraged to develop these, as well as proper mentoring with learners. A student portfolio might be introduced during assessment, reporting both at the beginning and at the end of the learning period. Furthermore, process analysis and mapping, as well as surveys can be introduced, but it is important not to scale or grade competences.

WORKSHOP 5

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. 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 results of the Visir project presented by Andás Szucs show that there is now a clear **ICT scepticism** because not much more is expected from ICT since there are already so many tools available. The economic crisis demands pragmatic steps such as work based solutions for learning and bringing employment and education closer so that here is a concrete benefit for employment. Another challenge highlighted was the competence of teachers and the need for teacher training in this field. Richard Landl from ECSWE raised questions around competence assessment with the focus on what works best for the development of the child. Digital competence development starts at a very early age, in some cases as early as from 3 years old. However, according to some there are things which are required before children start using digital tools such as having learnt the basics of concentration, power of endurance and capacity of reflection. All contact with all equipment of modern society is welcome and contributes development during the early years.



When it comes to teaching at universities, students are much ahead of teacher. This is not always the case when it comes to digital competences but to organising themselves in the digital environment for the sake of their university studies.

The discussion during the second part of the workshop focused mostly on the role of **Moocs**. The Moocs database of the Open Education Portal increases steadily as the platform is collecting the relevant information. It was argued, however, that Moocs might just be a movement and that the number will decrease again over time. Moocs are not very expensive and only basic digital equipment is needed. E-learning is much more expensive in terms of investments needed. Bad universities lose students since students go and do Moocs at best universities since they are free. There are different business models for Moocs. Many of them are free but one has to pay to receive a certificate at the end of the modules. The reason for the possible decline of Moocs is that what really matters is the credit system which would cost as much to a student as completing a normal course. Certification from traditional institutions is still preferred by employers but

a breakthrough would be when the employers' view changes. There are a lot of studies but they are done by market research institutions who are selling the results in the form of reports. What they say is that there is quite a conservative behaviour of employers towards Moocs, partly because large cooperations have their own internal training systems. It was also pointed out that open education tools are not at all open and that a lot of money is spent on tools which are not used.

The workshop concluded that investments must be made in focused teacher training; that new technologies can help such as Moocs, social media etc. but education and teaching will still be essential; EUCIS-LLL could play a role in contributing to constructive discussions around how education can be enhanced by digital technology. This can also be around the **social dimension of and access to e-learning and digitalisation** as well as quality assurance and a student centred approach; and finally, that there is a need for **advocacy regarding parts of Europe where basic access to technology is not available.**

CONCLUDING THE DAY

Participants gathered for the last time after the workshops, for a final brainstorming on the findings of the day.

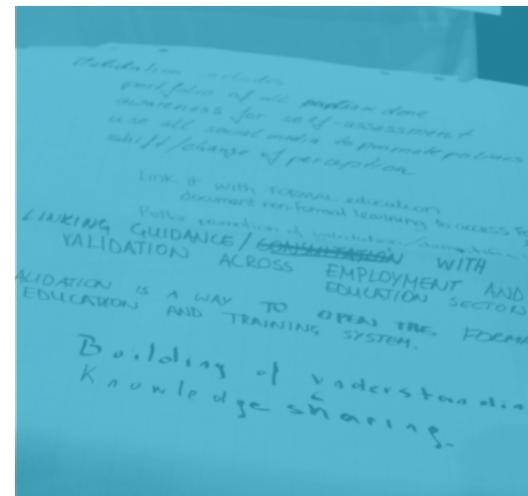
After listening to each workshop rapporteur, Joke van der Leeuw-Roord started her introduction to the brainstorming on the importance of speaking a common language when attempting to design the lifelong learning our societies need for tomorrow. Speaking the same language reflects a state of mind, intimately linked to more general notion of active citizenship, since education is the first steps to empowerment: the fast changing world we live in commands this education to be continuous, thus giving lifelong learning its full meaning.

If our goal is to transform the educational system into a learning system, we also need to redefine the purpose of learning, adapting it to today's requirements, and not only in reference to the labour market.

Even if the bridge between education and the labour market urgently needs to be solidified, we need to deliver a purpose of learning, provide accurate information on opportunities and the different ways to reach them, create learning centres. Without the combination of these ingredients, we run the risk of failing to provide long term solutions to the problems, economic, social or democratic our societies, face today.

All agreed cooperation between stakeholders should be a priority. This means cooperation between public and private sectors, but also, in a wider perspective, between generations, between people. Information might be available everywhere, giving individuals a power to learn everywhere and all the time, but we still need each other to confront ideas and form opinions.

Learning isn't only about knowing, it's very much about sharing.



SHOWCASED PROJECTS

WORKSHOP 1

[SOLIDAR / Building Learning Societies](#)

by Agata Patecka, Education and Lifelong Learning Coordinator

[EURASHE / The PHEExcel Initiative](#)

by Marko Grodisc, Project Manager

[AEGEE / The GR-EAT Project](#)

by Mayri Tiido, Projects and Communications Director

[CEDEFOP](#)

by Jens Bjornavold, Senior Expert on Validation

WORKSHOP 2

[EAEA / OED Project, Outreach and guidance services](#)

by Gerhard Bisovsky, Board member

[Telecentre Europe / I-LINC](#)

by Masha Tarle, Communications manager

[EPALE](#)

by Simon Broek, EPALE Thematic Expert

[EPA / FamilyEduNet](#)

by Eszter Salamon, President

WORKSHOP 3

[European University Foundation / #EuropeHome](#)

by Joachim Wyssling, Project coordinator

[University of Alicante / The LOGIC Project](#)

by Carolina Madeleine, Senior Project Manager

[The Business Mentoring Programme](#)

by Rachel Gaessler, Counsellor at the Luxembourg Chamber of Commerce

[MentorProgramma Friesland / Supreme](#)

by Syanna Cuperus and Guydolph Dijkstra, Coordinator and Student Manager

WORKSHOP 4

[EUROCLIO](#)

by Ian Phillips, EUROCLIO

[ESN / Social Erasmus](#)

by Stefan Jahnke, former ESN President

[Volonteuropa / ENGAGE](#)

by Esmé Clifford Astbury, Communication, Events & Network Office

WORKSHOP 5

[ECSWE / Competence Assessment](#)

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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 39 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

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