



EUCIS-LLL

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

Brussels - 9 February 2009

Key Messages from the stakeholders

1] Global orientation

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

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

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

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

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

Integrated lifelong learning systems should be implemented:

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

A sustainable investment in education and training is needed.

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

2] General remarks on the benchmarks

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

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

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

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

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

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

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

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

4] Improve the quality and efficiency of provision and outcomes

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



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

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

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

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

Higher quality and more accessible continuing training resources for teachers.

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

5] Promote equity and active citizenship

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

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

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

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

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

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

6] Innovation and creativity (European Year 2009)

During the year, we expect:

Involvement of stakeholders in the preparation and implementation.

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

Ownership at the grass-root level.

Governance and Partnerships:

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

Partnerships: connect schools, universities with society and employers.

Inform the general public / raise awareness.

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

Learning and teaching methods:

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

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

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

Combination of methods, fostering interdisciplinary approaches.

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

Rethink assessment: new qualitative assessment methods.

On developing a benchmark:

Measuring innovation and creativity is very difficult. One needs:

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

A balance between quantitative and qualitative measurement.



7] Actors' responsibilities and involvement

Challenges

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

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

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

Proposal for action: stakeholders' involvement

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

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

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

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

Proposal for action: stakeholders' views

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

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

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

A benchmark on public spending should be set.

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

