The LLLWeek2016 was organised by the LLLPlatform in partnership with the European Youth Forum

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REFORMING ERASMUS+
BUDGETARY CONSTRAINTS, CIVIL SOCIETY NEEDS AND POLITICAL WILL

LLLPlatform / Stakeholder Debate / 10 October 2016 / European Parliament

The LLLWeek2016 kicked-off with a major consultation meeting on the Erasmus+ Programme to discuss its mid-term evaluation and the EU Parliament’s Programme Implementation Draft Report. Civil society expressed its concerns regarding harmonisation of implementation, quantity of funds available and simplification of procedures.

Without a doubt, “the Erasmus+ programme is perceived among stakeholders as one of the success stories of the European construction”, introduced MEP Milan Zver, European Parliament Rapporteur for the Report on the Implementation of Erasmus+. The programme is a unique funding opportunity and a great step forward to modernise education, training, youth and sport policies to share good practices and foster innovation at all levels. It is also one of the programmes that builds the EU as a community of programmes. By now, one million new families in Europe thanks to the programme and one out of three participants in an Erasmus+ exchange got a good job afterwards; there is no doubt that the Erasmus+ is the best branding that the EU has ever had,” added MEP Andrey Novakov, rapporteur of the BUDG Committee on the report.

“Even the best programmes can be improved and our goal is to keep Erasmus+ as the European flagship programme,” said MEP Krystyna Lybacka. “Our priority should be to ensure and enhance the mobility of students and academic staff, the inclusion of disadvantaged people and people with disabilities in the programme, the recognition of study periods abroad, vocational education and training (VET) mobility, but also the cooperation and coordination between NAs to ensure accessible quality information standards in all countries and increase in the programme’s funds. It is therefore vital to increase its effectiveness and find the best solutions for all Erasmus+ beneficiaries,” she stated.

Suggesting improvements on the basis of beneficiaries’ concerns is the rationale behind the LLLPlatform’s Annual Erasmus+ Implementation Survey. If this year’s result show a general satisfaction of beneficiaries, MEP Felix Rohn from DG EMPL said they had to be prioritised in the programme alongside work-based learning, key competences, access to qualifications and validation.

A Programme that answers Europeans’ needs

The Erasmus+ Programme presents the great added-value of being a vector for intercultural dialogue between EU citizens as well as tool to tackle socio-economic challenges. However, in terms of access, progress needs to be made to include all EU citizens. “We set the target at 6% for VET learners participating in mobility programmes; presently, we have not gone over 5% participation,” said Felix Rohn from DG EMPL. VET and adult learning have to be prioritised in the programme, alongside work-based learning, key competences, access to qualifications and validation, in light of the New Skills Agenda for Europe and if our aim is to upgrade skills for XXI Century needs, he called for a stronger support for the validation of skills acquired by learners, including apprentices, as incentive to participate in valuable mobility programmes. Because access to education is not broad enough, many citizens are being left behind due to obsolete or inappropriate skills. This critical point was also pointed out by Jiří Pfeifer, Director of EPOS, the Flemish National Agency, who suggested “adult education be separated from vocational and education training in light of the broader role it has to play.” Gina Ebner agreed that “the Grundtvig action is very important, particularly in countries where adult education does not have a strong tradition, and therefore needs improved access and finances.”

Securing enough funds for all stakeholders

The adequate distribution of funds within the Erasmus+ was indeed highlighted as one of the main weaknesses of the current programme, where the role of civil society organisations in promoting all opportunities and the need to allocate funds based on targets needs were brought to the attention of MEP Andrey Novakov, said that one the one hand, there is a lack of funding in general, but on the other hand, there is a discrepancy when it comes to the budget of specific actions: some are overfunded, whereas some others are underspending, in other words, as youth exchanges, the amount of funds does not nearly correspond to half of the needs,” said Marguerite Potard representing WOSM. “European Civil Society organisations ensure the European dimension of the programme and funds made available should reflect this need”, stressed Elisa Broga from EPHF.

She added that there is not enough funding under KA2 strategic partnerships for big projects, there are many rejections, and that is why in the end strategic partnerships fail to be “strategic”. As a solution, Jiří Pfeifer highlighted the importance of cross-sectorial synergies. In her opinion, it is not necessary to re-use the old brand names, or only under Erasmus+ maybe. Rejection of high-quality projects might at some point result in a decrease in the number of applications. Moreover, “since there is a lack of funding, smaller organisations are losing the battle added Marija Mitic from ACA. “We need to work on the common challenges together, such as the simplification of unit costs and weak cross-sectorial cooperation in the programme.”

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Simplification through targeted information and efficient harmonisation

“Our priorities for the Commission is to make life simpler for beneficiaries and to improve the feedback process,” said Francesca Pagnossin from DG EAC, “and is in regular contact with both beneficiaries and NAs. Ms Pagnossin added that the European Commission has revised the programme guide which will from now on be available online, as well as IT tools, to support National Agencies and beneficiaries. E-forms will be shorter, asking only for information that they do not already have.” On this last point and regarding online tools, many participants asked the Commission not to add on to the already numerous online platforms and to smoothen links between existing ones.

To improve information about the programme Audrey Frith from Eurodesk suggested that outreach actions and peer-to-peer information be increased. What is more, the information available should be proportionate to the funding, which is not the case in the field of youth, cultural and sport policies. Jiří Pfeifer called for more guidance and counselling for National Agencies, in order to harmonise the implementation of the programme across Europe. She added that there should be common indicators when assessing the impact of the programme.

MEP Emiliano Pavel supported civil society’s call for more funding, namely on the basis that “by benefiting from Erasmus+ funding, CSOs are spreading the word of the success of the programme, and thus, also spreading the word of success of the European ideal, work in the programme. This is precisely the aim of the Erasmus+ Coalition led by the LLLPlatform and YFJ: ‘we will insist to keep what is good in the programme, and change what could be better’,” concluded David Garrady representing YFJ.

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UNESCO and ICAE are organising sessions at regional level worldwide round to stimulate a dialogue on the aims of education with the question “Rethinking Education – Towards a global common good?” EAEA was invited to animate the European debate.

But akin in other parts of the world, at the moment, lines are blurred between sectors and levels of power which influence both funding and recognition of learning outcomes. “It is imperative that the document clarifies the relations between formal, non-formal and informal learning,” he added. “These three forms of learning are complementary to one another,” agreed YFJ Secretary-General Allan Päll. “Non-formal educational environments stimulate something different from what is reached in formal education: informal learning can happen anywhere.” It is essential to recognise these different learning environments and support both formal and non-formal education with appropriate funding.

“Education is not an expense, it is an investment,” concluded David Lopez. Institutions and civil society must continue to work together at European level, involving all stakeholders including practitioners. The EU should formulate a comprehensive key competences framework establishing a common ground for discussion and elaboration of a concrete action plan,” suggested Joke Van Der Leeuw-Roord from Euroclio.

The debate was chaired by MEP Krystyna Lybacka, patron of the LLLWeek2016.

**RETHINKING EDUCATION**
**TOWARDS A GLOBAL COMMON GOOD?**
UNESCO, ICAE and EAEA / Debate / 11 October 2016 / European Parliament

**SYNERGIES FOR STUDENT’S SUCCESS OR THE ADDED VALUE OF A MULTIFACETED HIGHER EDUCATION**
EucA, ESN and EURASHE / Debate / 11 October 2016 / European Parliament

The value of education is no longer limited to a quantity of knowledge. Student success depends on a much wider range of competences. An important element to keep in mind in today’s world is that mobility broadens the chances of employment. What’s more, it can be a crucial moment to “develop intercultural competences, civic and social skills and more generally, skills for life,” said Safi Sabuni from ESN.

There is more to learning than formal interaction in classrooms. “Student success also comes when students dedicate time and energy to activities that do not take place in formal educational settings but constitute learning anyway,” reminded Mirela Mazalu from EucA. This is the case for volunteering or participation in student unions for instance. How do we then define student success? Through their academic results, personal development, employability?

Higher educational institutions should encourage the permeability between learning environments and adopt a multi-ranking approach in assessing student success, in order to take into account the skills they gain outside formal learning,” suggested Marko Grdosek from EURAHE. Raising the standards does not take place in formal educational settings but constitutes learning anyway,” remarked Mirela Mazalu from EucA and EURASHE. Raising the standards does not happen in classrooms.

The discussion investigated the various factors contributing to students’ success, in term of academic achievement, employability and active citizenship, how synergies between different actors can bring about results in terms of innovation and reform of European higher education.

From left to right: MEP Sirpa Pietikainen; UNESCO; EUROCLIO; David Lopez, LLLPlatform; Allan Päll, YFJ; Katarina Popovic, ICAE; Joke Van der Leeuw-Roord from Euroclio.

**“Higher educational institutions should encourage the permeability between learning environments.”**
REFUGEE AND MIGRANT CHALLENGE
TURNING COMMITMENT TO INCLUSIVE EDUCATION INTO REALITY

This debate invited participants to discuss the implementation of integration policies adopted at EU level and how to avoid the traps of national protectionism and ensure implementation of policies commonly agreed at EU level.

World migration is hitting historical records: 65.3 million people around the world have been forced from home, 21.3 million of them are refugees, over half of whom are under the age of 18. 10 million stateless people have been denied a nationality and access to basic rights such as education, healthcare, employment and freedom of movement. The European Union hosts 6% refugees worldwide.

In Europe, these migration flows have seen a lot of reaction, yet insufficient measures have been taken to tackle what could become a long-term issue, and what inevitably is a long-term phenomenon, as proves the recent appointment of António Guterres as new Secretary-General to the United Nations, the man who was UN High Commissioner for Refugees for a decade. Migration, whatever the reason, will not end overnight. European societies, with all others, are and will continue to be, increasingly diverse.

The most adequate response to these developments is thus undoubtedly a holistic inclusion strategy that gives priority to the social and economic integration of refugees and migrants in the fabric of the host countries. Education is not only a human right, it is also one of the strongest tools at hand to build an inclusive and cohesive society. What’s more, investing in lifelong learning opportunities for all costs considerably less than having to deal with a wide range of problems linked to poverty, social exclusion, hate crimes and violent behaviours.

The European Commission’s Action Plan on the Integration of Third Country Nationals contains some important points on how to improve national (educational) policies to support integration across the EU. But education is still a national prerogative. Is this important Communication going to end up as an initiative never put fully into practice? The key unlock to the potential of the European Union with regard to inclusive education and open societies is thus, as often, in its Member States’ hands.

Civil Society: A grassroots ally for integration

“Everyone has understood that not only is this situation not going to be solved immediately, but that many people who come to Europe in seek of shelter will stay for a few years or longer. This means integration needs to be our priority, and this is what the Action Plan wished to establish,” said Michael Teutsch, Head of Country Analysis in DG EAC. Education stands as a priority before labour market integration, access to basic services and active participation in host societies and social inclusion. It is the condition sine qua non of the others. “Handling the refugee crisis has been one of the main working topics in the European Commission for the past couple of years,” he continued. “A lot is going on, and inevitably, we must ask ourselves what the most efficient approach will be. Being effective also means taking into consideration the major support received from the ground and local initiatives. Some countries still face issues in dealing with integration, but what we have witnessed in the last 18 months is that people want to make change for the better.”

Who are these field workers? In many cases, they are teachers, educators, school leaders…

“Education is a two-way process that requires receiving adequate support, not only for migrant students but for low achievers in general. What policies should address that?” asked Thomas Huddleston from Sirius.

“Many Member States have indeed not yet understood the opportunities and potential of lifelong learning,” regretted MEP Cachia. “One of the reasons could be that lifelong learning is often perceived as a European concept, and thus not implemented into national competence. We need to reverse this vision and think of the potential of lifelong learning rather than of what we lack.”

“Teachers and educators play a crucial role in building inclusive education systems that are the stepping-stone for inclusive societies, like small-scale laboratories. But we tend to forget about teachers’ and educators’ needs. As reminded Michael Teutsch, ‘education is a two-way process’ that requires the full cooperation of both learners and educators. To achieve this, both need to know what direction to follow.”

Providing the right education for a positive integration

The Commission’s Action Plan aims at pushing for immediate integration measures, in order to avoid individuals waiting for months before they can benefit from language and education classes. “Although the share of young people migrating who have a right to education, no matter their status, is higher than in the past (30% are under 18), adult education must remain a priority. Work experience is not enough; people need upskilling and re-training in order to succeed in the labour market,” said Commission and Parliament representatives.

Language learning is the first step. “If you can’t speak the language, you can’t connect to the people around you, you can’t get to know them, and they can’t get to know you. This inevitably leads to isolation,” said Abdel, 35 year old Syrian who arrived in Belgium 9 months ago. Human Rights education is an entry point for migrants to understanding the culture and value system of host societies, as was shown by Evgenia Khorolsteva from Norwegian Menneskerighetsakadamie. But if we wish to support migrants become members of our communities, we also need to provide practical education. “I am reading my papers, I started looking for a house and explained Abdel, ‘I met a lot of people who were not too keen on renting their apartment to a foreigner. I was initially offended, suspecting racism here and there, until I actually got my apartment and a friend showed me how to use the central heating. I had never heard of a thermostat before, about how you have to air the house in winter to avoid humidity. I understood that landlords might not be racist, but just want to be sure they would rent to a tenant who would keep the house in good shape. Maybe it’s not racism. And here’s where education comes in, we need to be taught these practical things on top of what is already provided for.”

Education in a lifelong learning approach not only provides people with the necessary knowledge, skills and competences for employment, but plays a paramount role in helping them participate in society and becoming active citizens. “We do not need to invent new policies: we just need to get things done and implement the policies we have agreed on,” added Michael Teutsch. The ball lies in Member States’ court to implement and mainstream these socially inclusive policies that will trickle into and benefit all dimensions of society.

“Many Member States have not yet understood the importance and potential of lifelong learning”
REGIONAL AND LOCAL MEASURES TO DEVELOP THE POTENTIAL OF REFUGEES

Earlall / Panel Debates / 12 October 2016 / Delegation of the Basque Country to the EU

In order to face the common challenges, we can only think of a holistic inclusion strategy that gives priority to the socio-economic integration of refugees and migrants. Regional and local authorities have the urgent need to find new and sustainable approaches to integration. Thus, they are increasing their cooperation and ensuring synergies between educational, social and employment policies, with a strong support of refugees themselves and civil society. The Erasmus+ project TALENTS is an example of cooperation and exchange of best practices.

The Erasmus+ project TALENTS is an example of cooperation and exchange of best practices: it aims at up-scaling and implementing “pilot” projects in the participating regions. The partner institutions from Austria, Belgium, Germany, Italy, Norway and Sweden are responsible for the political and strategic steering of education and integration on the regional and local level, they are experts in the field of validation and guidance, they offer language classes, development of intercultural competences and vocational training and do research on integration issues.

Specific objectives of the project are to analyse, build up, test and further develop European role models, guidelines and tools for guidance, training and company cooperation to support the access of adult immigrants and refugees to the labour market by:

- Amending the pilot concepts and defining flexible role models for different target groups, sectors, legal backgrounds and financing systems.
- Developing European guidelines and tools which allow to introduce flexible guidance and training curricula in different EU countries.
- Developing modules that can be used independently from full integration concepts (tools for validation and guidance, curricula for language training, professional skills training etc.).
- Developing teacher trainings to support the transfer of concepts.
- Developing learning trajectories and modules to support the access of adult immigrants and refugees to the labour market.

The TALENTS project will officially start in November 2016 and for three years will see the implementation of pilot actions in the members regions. Those actions are tailored according to the needs of each and every society of arrival of the refugees, but are all based on the revolutionary experience of the “Hotel Talents” in Gothenburg. As specified during the conference, EARLALL invites all interested regions and local authorities to contact the Secretariat in Brussels for further engagement in and information on pilot projects.

The diversification and transferability of pilot projects constitutes in fact one of the main features of TALENTS. The overall aim is to put migrants to work, teaching the basics (from language to work tools) and starting a career; or this reasons TALENTS includes institutions involved in integration, counsellors involved in the validation of competences, teachers, social workers, persons working in labour market partners institutions, representatives of civil society and businesses.

The introductory panel saw the presentations of some best practices in integration from Earlall members: Region Västra Götaland, Baden Württemberg, City of Gothenburg and City of Stuttgart. Political representatives had an exchange of views with Mr Laurent Auean, from DG HOME Migration and Integration. During the event, many comments from the audience asked for a European “hub” on integration of migrants, in societies and job markets. Mr Auean, from the EU Commission, pointed out that such a framework already exists.

In fact, regarding the integration of third-country nationals in EU Member States, the main EU portal with up-to-date information is the European website on Integration (EWSI). It provides information on:

- Action at EU level in all policy areas relevant to integration.
- Country-specific data (for instance responsible authorities and indicators).
- Integration practices (that have been evaluated and) considered as good.
- Access to EU funding (for instance to AMIF or ESF funded opportunities, as well as a library with news, documents and relevant events.

Many have noticed how little information is available for migrants about life in Europe, and most of all on all the procedures necessary to obtain a visa. However, in addition to the European website on Integration, it should also be pointed out that the Commission hosts the Immigration Portal which contains information for third-country nationals willing to live or work in the EU for instance what to do before leaving (e.g. the procedures to obtain a visa or a residence permit), how to avoid falling into irregular forms of migration and/or employment, who are the responsible authorities and who to contact if more advice is needed.

The second panel focused on the role of civil society to release migrants’ potential. Participants learned from projects undertaken in specific sectors of learning, especially languages and business literacy. Speakers learned upon the vast array of different initiatives undertaken across Europe to teach migrants and refugees the local and national languages and thus have easier access to the market; but also parallel cultural activities. Ms Blanca Brenosa Saez de Ibarra, from DG HOME Migration and Protection at the European Commission, shared her vision and experience.

Mr Adnan Abdul Ghani, founder of the initiative Support Group in Restad refugee camp in Västra Götaland, gave an inspiring speech on the refugees’ perspective. He explained that what they really need is not compassion or victimisation, but rather a comprehensive access to all services the destination country can offer.

Mr. Dick Eriksson showcased the initiative DoubleCup, an idea coming from companies that expressed their willingness to engage in integration initiatives.

Ms Eline Dragt explored the role of volunteers in language and literacy education as adult migrants. Language and literacy education is vital in supporting the integration of adult migrants. Not only because proficiency in the language and literacy of the host country are required for migrants to fully participate in society as citizens, employees and parents, but also because such provision plays an important role in the socialization of migrants, supporting them in understanding and participating in their new society.

Last but not least, Mr. David Lopez, President of the Lifelong Learning Platform, presented the main points of the Platform’s recently published position paper: “Integration Refugees and Migrants through Education, Building Bridges in Divided Societies”. He also made reference to the recent European Commission Action Plan on the...
INTERCULTURAL AND CITIZENSHIP EDUCATION

In the wake of the 2015 Paris Declaration, there was a clear call for rethinking of citizenship education in Europe in order to provide all young people with the tools and capacities to fight back violent extremism, xenophobic and racist political movements and anti-EU sentiment. These two events aimed at assessing the implementation of the Paris declaration and provide examples of how non-formal learning, namely through youth organisations, can contribute to the process.

INTERCULTURAL & CITIZENSHIP EDUCATION
NON-FORMAL LEARNING APPROACHES TO ADVANCE THE PARIS PROCESS

In light of the commitment taken in Paris in March 2015, what current policies, at European and national level actually promote intercultural dialogue and citizenship? Among those, which ones are effective and why?

Since the Paris Declaration was adopted, most Member States (20/28) have carried out or are discussing its transposition in their national frameworks, as showed Sogol Noorani from EACEA. A positive point is that all 20 Member States have adopted measures to integrate the Paris Declaration fundamentals into initial teacher education and continuing professional development. However, the actions undertaken by Member States so far to implement the Declaration mainly concern school students in formal education. Other groups of learners, such as adults or higher education students, are harder to reach, although it is fundamental that no specific target groups are aimed at - namely those "at risk of radicalisation" - but that intercultural learning and responsible citizenship become educational objectives of society as a whole.

Professor Palaiologou from the International Association for Intercultural Education stressed how there is a need to go beyond the cognitive dimension and knowledge about cultures and citizenship, and rather work on the feelings and on the practice and experience of individuals. These dimensions are much easier to tackle within non-formal education and experiential methods. On the basis of various field examples in human rights and citizenship education, it was proven that building bridges between formal and non-formal education is an opportunity for the success of the Paris Declaration. Participants representing the non-formal sector addressed with the hope that their contributions would be taken into account in the publication on Citizenship education at school it is currently drafting.

FINDING INSPIRATION IN YOUTH ORGANISATIONS
A NON-FORMAL DIALOGUE BETWEEN STAKEHOLDERS

In his opening intervention, MEP Brando Benifei stressed the importance of "recognising the role of youth organisations in building global and local citizenship" and providing the necessary tools for young people to gain autonomy and be active citizens in their communities. In his view, youth organisations should be even more involved in creating this sense of community and fighting against youth political disengagement and urged institutions such as the European Parliament to provide more help to youth organisations in this task.

After the viewing of a video created for the Digital Storytelling Workshop run by the European Youth Forum and ReRoute in 2015 - highlighting the impact and uniqueness of youth work - the debate was opened by a short introduction by Laura Lopez Bech who gave an overview of the conception, content and the topics covered by the publication. It was followed by an intervention by Marcio Barcelos highlighting that "youth organisations have always been providing citizenship education regardless of the political priorities of the moment". Mentioning that "all education should be citizenship education", Marcio referred the role of education and particularly of non-formal education in creating active, responsible and participating members of society and that citizenship education should not perceived as a "quick solution for our current problems but as an integral and transversal element of our education system.

This line of thought was continued by the intervention of Prof. Alicia Cabezudo who mentioned the "transformative nature of Global Citizenship Education" and the importance of ethics and values in education. Mentioning the importance of fostering critical thinking, reflection and participation in schools, she also warned about the possibilities of citizenship education being used for indoctrination, manipulation or historical revisionism in the absence of a strong human rights and critical thinking dimension in how citizenship education is provided to young people.

Davide Capocchi from the Youth Partnership mentioned the historical evolution of the concept of citizenship. The dichotomy between "citizenship as a matter of identity/status and citizenship as a system of values and responsibilities" is an ever present element in the debates surrounding citizenship education and can explain the differences of understanding between what constitutes civic and citizenship education in different countries. This element was also referred to by Prof. Alicia Cabezudo who mentioned the difference of the concepts of citizenship between countries but also between regions of the world created by the different contexts and situations in which youth organisations emerged.

Prof. Tomaz Dezelan decided to mention the groundbreaking nature of the publication of the European Youth Forum since "the role of youth organisations in providing citizenship education is a rather uncharted territory for academia". There is not yet much published empirical evidence on this topic and he urged academics and other researchers to change this by investigating more into the social and political role of civil society in fostering youth participation and promoting democratic values and attitudes.

The debate was then opened to the rest of the participants who allowed the exploration of further topics such as the links between citizenship education and youth participation, the role of citizenship in the integration of refugees and migrants in our societies and the alternatives to traditional political participation that have been emerging around the world. It was concluded with a short intervention by Marcio Barcelos linking the European Youth Forum’s work for Quality Education to this new focus on Citizenship Education and that this publication is just the first step by the Youth Forum on this topic and that it will continue with further actions regarding citizenship education in the future.
Volunteer engagement also builds self-confidence and a feeling of belonging to a wider community. For young people most at risk, opportunities to engage in a youth organisation can be a way to break the vicious circle of exclusion.

Youth organisations offer a safe space for young people to learn, build self-confidence, engage in their communities and become active citizens. Although youth organisations can help to break the vicious circle of social exclusion and push back the danger of radicalisation, as many other educational institutions, they have been struggling to reach out to the most excluded communities. Youth organisations have flagged their commitment to inclusion, not just as a mere slogan, but with effective presence in the field. However, ensuring that access is guaranteed at every level and activities are inclusive for all requires a specific strategy to be built. The Round Table aimed to explore the key learning outcomes of the direct application of such strategies on the field. It also wanted to show how programmes such as Erasmus+ and others could better leverage the potential of youth organisations to prevent radicalisation. Exchanges were based on different best practices from Don Bosco International, The Scout Association UK, Scouts en Gidsen Vlanderen (Belgium) and Girlguiding UK. MEPs Brando Benifei, Julie Ward, Michaela Sojdrova and Luigi Morgano and the European Commission participated in the event.

Participants agreed that inclusion strategies need long term investment and that a strong presence in local communities is essential to ensure that young people at risk join a youth organisation. Young people feel more encouraged to join a group facilitated by other young people they can relate to. Furthermore, at local level, volunteer youth workers need to be active part of the community as well as trained with non-formal education methodologies. This also means adapting educational programme to the target group. The educational activities offered need to be tailored to the religious, cultural, social, economical background and to the individual needs of the people. These strategies also need to ensure that diversity is represented at every level of the organisation, and that the latter can rely on an international network to enhance the sense of belonging to a diversity of communities.

In spite of numerous good practices with positive results showcased during the event, the political support received until now has been limited both at national and European level. First, national recommendations on inclusion policies must target young people from an early age, while many of the current programmes start focusing on the risk of exclusion for young people from the teenage onwards. Second, community engaging activities should be supported before and after the mobility action. Third, the European level should support long-term inclusion strategies. In this sense, youth mobility such as EVS-financing does not seem to be the best way to deal with the long-term integration needs: EVS offers an individual, one-off experience in a new environment. It does not sufficiently address the long-term integration within the local community. Finally, the capacity building of youth organisations should be strengthened. The Erasmus+ Key Action 2 (strategic partnerships) is at the moment the only support available for structural projects that support the long-term development of youth organisations and their capacity to reach out to more young people. Key Action 2 is therefore crucial for reaching out to large numbers of young people. Key Action 2 is more likely to have long-term effects than Key Action 1 (mobility, such as youth exchanges and EVS).