



**LIFELONG
EARNING
WEEK**

2017

Report

**EDUCATION
IN A DIGITAL WORLD**

CALENDAR

MONDAY 20.11	TUESDAY 21.11	WEDNESDAY 22.11	THURSDAY 23.11	FRIDAY 24.11
<p>9 - 11 Mundo J LLLP Steering Committee</p> <p>11 - 12.30 EP Reaffirming the right to education: what will the European Pillar of Social Rights bring?</p> <p>13 - 15 SOLIDAR Lifelong Learning Civil Society Forum</p> <p>15 - 16.30 EP Building Bridges for Quality and Inclusive Education</p>	<p>10 - 12.30 SOLIDAR Education and Innovative Pedagogy. Smart(phone) education</p> <p>13 - 15 SOLIDAR How can we ensure a better life to everyone through learning?</p> <p>15 - 16.30 EP Taking Stock of the Erasmus+</p> <p>17 - 21 HEH LLLWeek Reception and LLWAwards 2017</p>	<p>9 - 11 EP On Our Watch: a tool for co-creation and exchange</p> <p>11 - 12.30 Mundo J The impact of ICT on intercultural youth work</p> <p>12.30 - 14 EP Innovative tools for recognition of competences in non-formal learning environments</p> <p>16 - 18 Mundo J Lifelong learning in a technological world</p> <p>9 - 17 Charlemagne Promoting the Vocational Skills Agenda</p>	<p>10 - 17 SOLIDAR Educating for the 21 century: boosting digital skills and entrepreneurial thinking</p> <p>14 - 16 Mundo J Sharing best practices in digital literacy</p> <p>16 - 18 EP Let's de-Google the internet!</p> <p>18 - 20 Mundo J Validation Task Force Social Activity «Let's Validate!»</p> <p>10 - 18 Charlemagne Business-Education Summit</p>	<p>9 - 13 Charlemagne European Vocational Skills Week Closing Event</p>

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



With the support of the European Parliament Youth Intergroup and the LLL Interest Group



With the support of the S&D, EPP, the Green, ECR and ALDE



For the very first time in partnership with



With the financial support of the European Union



WORDS OF INTRODUCTION

"As stated in the EU Pillar of Social Rights, access to high-quality and inclusive education, as well as learning and training opportunities, must be a right for everyone at every stage of life. In a fast changing and digitised world, societal and labour market needs are constantly evolving thus making lifelong learning more important than ever. Education and training systems must be reimagined for this digital age, tackling not only the curricula but also the teaching and learning processes. Member States must ensure that nobody is left behind, and, together with the social partners, must invest in lifelong learning policies on an ongoing basis, allowing all the European citizens to maintain and acquire fundamental skills for the 21st century and enabling them have fulfilled personal and professional lives. I am honoured to host this year's Lifelong Learning Week. I am excited to hear and learn from so many extraordinary organisations on how to improve lifelong learning across Europe!"



Emilian Pavel is a Member of the European Parliament since 2014, working in the Committee of Employment and Social Affairs, and the Committee of Civil Liberties, Justice and Home Affairs. He is also a member of the Delegation for relations with Israel, Delegation to the EU-Serbia Stabilisation and Association Parliamentary Committee, Delegation to the Parliamentary Assembly of the Union for the Mediterranean. His priorities in the European Parliament include Digital Agenda, youth entrepreneurship and employability, lifelong learning and education. In the beginning of 2017, he was chosen as MEP of the year for Employment and Social Affairs

"ACCESS TO HIGH-QUALITY & INCLUSIVE EDUCATION MUST BE A RIGHT FOR EVERYONE AT EVERY STAGE OF LIFE"

Reaffirming the right to education: what will the European Pillar of Social Rights bring?

20 Nov 2017 | European Parliament | ESU & SOLIDAR Foundation

The LLLWeek17 kicked off with a discussion on the newly-adopted European Pillar of Social Rights. What are the implications for the education sectors? How can we ensure that its implementation will contribute to a universal access to education?

The EU Pillar of Social Rights

20 years after the last social Summit at EU level that took place in Luxembourg (Employment in Europe: Countdown to the Jobs Summit, 20-21 November 1997) and almost 10 years after the economic crisis stroke the EU, the issue of Social Europe is back in the discussions on the future of Europe. This new momentum was materialised in the Proclamation of the European Pillar of Social Rights, a Declaration consisting of 20 principles which is signed by all the EU institutions, including Member States as a joint position to integrate bigger social aspects in EU policies and funding. In this agreement, aiming to address the safeguard of social standards in various fields related to the labour market, **social protection, and rights, education and lifelong learning are put in the front page as the first article of the Declaration.** Overall, stakeholders are positive about this initiative but are all having legitimate concerns about its implementation. The Proclamation occurred on the 17th November in Gothenburg (Sweden), which is why it made sense to organise at the European Parliament the first LLL Week event of the 2017 edition to discuss its next steps with policy-makers and civil society stakeholders.

The right to education

When we talk about rights in education, equality is one of the first word that comes in mind. **Everyone should be entitled to it regardless of its background.** Yet, although in many Member States public education is free of charge and opened to everyone in theory, some hidden studying costs make its access and completion very difficult for some social groups and individuals. As Chiara from the Students' Union (ESU) pointed out, studying at university bares several costs in terms of accommodation, healthcare, subsistence, which prevent and discourage individuals with disadvantaged background to take part. Member States should provide more support,

«Although in many Member States public education is free of charge and open to everyone in theory, some hidden studying costs make its access and completion very difficult for some social groups and individuals.»

financial support in particular to those groups. In addition, it doesn't make sense to encourage mobility when mobility might remove your right in healthcare. According to one participant from the European University Foundation, online mobility can be seen as a solution to reach out to more disadvantaged groups.



Chiara Patricolo (ESU)

Eurosceptics' voice is quite well heard at national level, hopefully **the social pillar will change people's opinions toward the EU and rebuild faith in the institutions.** The 'fear factor' as a consequence of inequalities is leading to populism according to Conny Reuters from the Solidar Foundation. The EU should show what they do in this field, because young generation is losing hope in the EU. It only sees the post-crisis trends resulting in the Member States by cuts in public spending and repeated attacks on welfare systems. **A social Europe can help to prevent the spreading of Euroscepticism by framing a positive image** that would be the result of positive policies bringing benefits to a wider range of individuals. According to Ignacio from the European Trade Union Association (ETUC), one possibility of the EU institutions, the EC in particular, to give incentives to the Member States would be in the EU semesters and the social scoreboard. Coherence between economic and social policies should be the new priority. Trade Unions are relevant partners



From left to right: Chiara Patricolo (ESU), Conny Reuters (Solidar Foundation), Gina Ebner (EAEA), Ignacio Doreste (ETUC), Larissa Nanning (OBESSU)

when it comes to employment and training policies. The upskilling and flexible pathways not only contribute to better living conditions of workers, but helps reducing inequalities overall. The EU has already be well involved in that area with several communications, policies and allocated funding for projects.

What role for Civil Society Organisations?

The role of Civil Society actors is to monitor the change made, to advocate, and to push the Member States in taking action, especially in areas where the EU doesn't have a competence. To be involved in the process and invited at the Summit was also a very emotional moment said Conny Reuters as representative of Solidar. **It is not so common for civil society organisations to be involved in high-level events like the Social Summit.** Going away from discourses regarding the vigorous application of the Stability and Growth pact (EU2020 strategy guideline n°1 is "Ensuring the quality and the sustainability of public finances"), there is now a shift justifying investments in the area, education and training, where it was not considered as such by economic, financial and budget political representatives. **Conny Reuters call for a Triple A social dimension, standing for 'Access to All Area'.** CSOs must stress to Member States they took this political commitment together with the other EU institutions and should commit to its implementation. The next steps according to Solidar would be to have a social action plan, a roadmap, and a 'social progress protocol' that is to say something binding for Member States without a treaty change. **The Multiannual Financial Framework could be used as a tool and allocate budget for achieving those goals.** The pillar is "an employment programme for those who work in Brussels" says Conny. CSOs should work more in their constituencies in partnerships (national and local levels) to tackle those four pending issues: tendency of privatisation of schools, need for continuous lifelong learning, social protection and the adaptation to the change of world of work. Obessu's plan on that area, represented by Larissa, is to campaign for the economic well-being of students (education and education materials should be free, as well as transportation, an income should be provided to students); health services should be integrated in schools (mental and physical health) and provision of free meals; and the participation of students in shaping their curricula

«The Multiannual Financial Framework could be used as a tool and allocate budget and achieve those goals.»

should be ensured. More generally, the issue of citizens' and learners' participation haven't been tackled by the Pillar. All stakeholders agreed on the fact that lifelong learning should be fostered, and not only to push young adults to go to have the university but VET as well deserved some guidance according to Eszter as representative of the Parents' association (EPA). Gina adds that recently there was a proposition from EC to increase EU targets for adult participation in LLL to 25% by 2025 (European Education Area, EC COM). It is really not realistic when it is now at 11% and not improving in past years. Therefore, **policy-makers need to match the ambitions with the investments.**

Commitments

To conclude, **CSOs and their representatives are committed to ensure the implementation of the Pillar of social rights.** ESU is planning to keep on advocating for education as a public service. They try to build bridges between national level and EU level, and provide capacity-building to have the skills to lobby at everyone level and raise awareness about the Pillar. ETUC works in particular in areas connected to labour market, such as the Quality framework for apprenticeship (negotiated recently), the follow up on the EU semesters, and make sure that the social scoreboard is effective at national level. Solidar will continue to point out the contradiction of fiscal policies with tax havens still present in the EU ad how the Agenda 2030 related to SDGs can make a link with the Social pillar. Obessu will work on the social inclusion for marginalised groups and build partnerships with CSOs. Gina concludes with the necessity of having a long-term thinking on how to address equality and access issues but regrets there was no consultation of education stakeholders for the pillar.

Lifelong Learning Civil Society Forum

20 Nov 2017 | SOLIDAR Room | LLLP

Following the cancellation of the European Education, Training and Youth Forum, the Lifelong Learning Platform had decided to organise its own event. This workshop meant to assess the shrinking space for civil society in the EU agenda, and we did so using the informal setting of the «fishbowl»



David Lopez, President of LLLP opened the Forum stating that, notwithstanding the cancellation of the Forum, he was glad this substitute event the Lifelong Learning Civil Society Forum was taking place and thanked the representatives of the European Commission for their attendance. Gina Ebner, Secretary General of EAEA/LLLP, echoed Mr Lopez's comments, seeing this Forum as an opportunity to review and confirm the role of civil society in lifelong learning.

The space for civil society

Ela Jakubek, Secretary General of OBESSU, moderator, kicked off the discussions stating that «The space for civil society in Europe, particularly in the field of education and training, is shrinking»

Martina Ni Cheallaigh, DG EMPL, thought this was a ridiculous statement when it comes to the field of education and training, as most learning in reality happens in non-formal and informal settings, where civil society has a big role to play. Conny Reuter, SOLIDAR, underlined that **there is acknowledgement in DG EAC and DG EMPL of the role that European networks play as competent interlocutors between policy and practice on the ground.** However, he

noted the serious difficulties civil society is facing in some Member States (e.g. Poland, Hungary) and the need to differentiate between civil society dialogue at European and Member State level.

Bianca Busuioc, DG EAC stressed that the statement was not entirely true for the European level as they are in regular contact with civil society on ad-hoc basis through various events and that the ETY Forum has not been cancelled in reality, but will take place every other year in rotation with the new Education Summit, (25 January 2018). She suggested the possibility of organising an ETY Forum for the end of 2018 but this depends on what proposals the organisations in attendance could come forward with. Henriette Stoeber, EUA, explained that their members are reporting that civil society space is indeed shrinking. Data they collect shows that their universities are engaging more and more with civil society through its involvement in problem-based learning and community-based research. Zuzana Sladkova, Concord Europe, agreed that there is shrinking space for civil society mostly at national level, which is confirmed by evidence from the Civicus monitor and other frameworks.

Reaching out to citizens

“The EU institutions are able to reach out to citizens without the support of European networks of civil society organisations.” Do you agree?

Henriette Stoeber replied that European networks have an important role to play in communicating with citizens and the EU institutions would never be able to do this without them. Gabi Lombardo, EASSH, remarked that the European Commission sometimes seems to have a strange concept of citizens, speaking as if they came from another planet, and that there are constant calls to justify money spent on research. Marguerite Potard, WOSM, expressed her wish to see more support aimed at the grassroots level to get more young people involved in youth organisations. In her view, **any attempt to bypass civil society actors and engage young people, for example, solely through**

«Any attempt to bypass civil society actors and engage young people, for example, solely through social media, is not a realistic approach»

social media, is not a realistic approach.

Martina Ni Cheallaigh stressed the value of the Commission's public consultations as a way of gathering the views of civil society organisations.

To this extent, Zuzana Sladkova pointed out that, even if the EU institutions are able to talk to citizens,

they should be prepared to get an answer that they do not necessarily want, e.g. Brexit. **The institutions need to define on what topics they want to communicate** and who exactly they want to speak to.

Gina Ebner highlighted the important role European networks play in translating EU policy issues to citizens and in consulting citizens on what they want they communicate to the EU institutions. European networks bring the interests of various organisations together so that they can be stronger. David Lopez emphasised the importance of strengthening participatory democracy and structured dialogue with civil society organisations as way of gathering information from a broader network; reaching out to citizens through social media on its own is not enough for policy-making.

Bianca Busuioc, DG EAC expressed sympathy for the frustration felt concerning Erasmus+ and the ET2020 working groups, this is not the first time they are hearing these messages. She agreed that platforms of civil society organisations are clearly needed, but posed the question of how they can respond to the general skepticism, expressed in some media and academic literature, concerning their representativeness.

Ilenia Ventroni, YMCA Europe, explained that **there are so many young people beyond the reach of the EU institutions and civil society has a lot of potential to reach them, but there is a chronic lack of resources to help them do this.**

Other participants, such as Panagiotis Chatzimichail, YEU International, and Larissa Nenning, OBESSU, joined this claim and pointed out that **more support is needed from the EU institutions to help improve young people's institutional representation.**

What if Education was an EU competence?

Gabi Lombardo pointed out that, **even though there is a greater perception of people that they are European, education systems are still closely linked with nationality.** Research and science are international but they are

often framed by national institutions and this has caused difficulties in the implementation of the Bologna process. Henriette Stoeber, agreed that **implementation of Bologna remains a huge problem**, but pointed out that it is a voluntary process respecting the cultural differences of national higher education

systems. She would not support the idea of exclusive competence as it is an asset to have distinct education systems where you can learn different things, but favoured a shared competence which could put in place legislation for the better recognition of qualifications and more readily available funding.

David Lopez recalled that **discussions on education as an EU competence also need to consider the role of non-formal and informal education** and how to link these with the formal system, this is something that civil society has been fighting for over many decades.

«There are so many young people beyond the reach of the EU institutions. Civil society has a lot of potential to reach out to them, but there is a chronic lack of resources for this»

LLL as cross-curring issue

“Education and lifelong learning policy is a cross-cutting issue, so several DGs within the European Commission should be involved in how it is addressed.”

Eszter Salamon thought it could be the responsibility of several DGs, pointing to the example of Hungary where previously individual ministries were in charge of different strands. Martina Ni Cheallaigh, commented that there are many different layers - local, regional and national - which make policies on lifelong learning difficult to implement, so there is a need to improve coordination.

Conny Reuter concluded the forum recalling that **the legitimacy of what civil society is doing is the content and information that it can provide for policy-making.** He emphasised the importance of citizenship education - gathering citizens is what civil society does. He explained that the functioning of democratic institutions can be taught, but lifelong learning is about learning how to engage with them. He closed by raising the issue of financial support, stressing the need to recognise the importance of social investment.



Martina Ni Cheallaigh (DG EMPL), Oskar Johansson (EUF) and Henriette Stoeber (EUA)

Building Bridges for Quality and Inclusive Education

20 Nov 2017 | European Parliament | YFJ and OBESSU

This debate followed the recent Council Conclusions on “Inclusion in Diversity to achieve a Higher Quality Education for All” and sought to assess the needs in order to ensure a truly inclusive education system.

State of play

Building up on the recent Council Conclusions on “Inclusion in Diversity to achieve a Higher Quality Education for All” (2017), **stakeholders agree that there is a need to re-open discussions about inclusive education systems.** Inclusion is closely related to the issue of learner-centred education and stakeholders’ participation in education systems engaging learners, educators, parents and the broader local community such as youth organisations, civil society groups and other social partners. This approach is an important step away from the traditional ‘one-size-fits-all’ mentality that still permeates our educational systems and towards the promotion of a democratic and inclusive school culture that values diversity, a lifelong learning approach to education, the acquisition of civic, intercultural, social and relational competences as well as a stimulating and nurturing environment for all learners. MEP Julie Ward regrets that still a lot of children can’t access quality education. She mentioned two difficult situations: disadvantaged areas and refugees. Refugees are willing to use all the skills they have to build a community such as creating their own councils or doing art performance in a festival in UK called *Platforma*



Andrea Casamenti (YFJ), Larissa Nanning (OBESSU), MEP Julie Wards, and Eszter Salamon (EPA)

The LLL paradigm shift in education can be tackled at multiple levels: international, with legislative frameworks and SDGs implementation monitoring and

across-sector involving all stakeholders, and local. That is the core work of UNESCO which has established the ‘**Learning cities network**’. They build up on three SDGs goals: goal , 11 and 17.

She noted that **migration is now mainly seen as a challenge but could be better seen as a huge opportunity for aging societies.** As for now, there are 2 million asylum-seekers, mainly young male people in the EU while this is the age group when they normally seek employment. There is big potential from non-formal education sector for the education of refugees but this needs the cooperation of all parts of society.

Inclusive and quality education

Inclusive education needs to be learner-centred and help pupils with special needs according to Mare from the Teachers’ association (ATEE). But it is important to point out that **teachers should not be left alone:** school and local communities should support them. Larissa Nanning, OBESSU, believes that “if students are given the structure to participate, they are more than capable in doing so”. Despite that, learners are still sometimes not seen as stakeholders but benefits are huge: it creates more motivation in school and schools will be more inclusive, and then society will be more inclusive and democratic. Andrea Casamenti, European Youth Forum, stresses that all young people are entitled to quality education, and it can’t be done without involving youth organisations. That’s why formal education institutions should look for partnering more with non-formal education, and in particular youth leaders who are very experienced in working with young people. As for Eszter from the Parents’ association, the issue of quality education has not been resolved yet. What is it? How to measure it? In the end, it is always a matter of funding. **To agree on what is quality education, all stakeholders should be involved.**

Education stakeholders must implement new pedagogies where ‘everyone is a learner and a teacher, and the other way around’. To be able to do so, teachers need to be empowered and be trained with the necessary skills to proceed with the paradigm shift. That is the position of the trade unions, here represented by ETUCE representative. From schools governance, to the training of teachers, to the policy-making process, participation of all stakeholders is fundamental in order to ensure quality education.

Education and Innovative Pedagogy. Smart(phone) education?

21 Nov 2017 | SOLIDAR Room | EAEA

How to use the smartphone in our classrooms: lessons from practice

Smartphones and teenagers

The first stage of the Smart Generation project consisted in wide research to identify the training needs of 12-17 year olds as well as teachers working with this group. The conference was opened by Valeria Ferrarini from Centro Culturale F. L. Ferrari, who presented the outcomes of this research: **45% of young people responding said they started using a smartphone between 12-14 years of age, and 38% of respondents between 8-11 years of age. Top three uses of smartphones were to chat on Whatsapp (showing a desire to stay in contact with people), to listen to music and to surf on the web.** Some common behaviours were that when the phone is dead the person feels the need to charge it instantly, and that people are worried of being uninformed (a condition called “nomophobia”). Most of them also reported to have been insulted and offended through a mobile. Through the survey, teachers were asked about their use of smartphones as an educational tool. **Contrary to common perceptions, teachers are more than willing to use smartphones as education tools.**

Pedagogical model

Based on their research, partners created a pedagogical model for smartphone education, with 12-14 and 15-19 year olds as target groups. The model is composed of four training itineraries: digital identity, digital relationships, digital safety and digital knowledge. Topics discussed include the use of selfies, the fact that not everything should be posted online and how people want to portray themselves when they post something. Itineraries also raise

«Smartphone use among teenagers is a fact and using it as an educational tool is a way to adapt to this situation»

awareness about the fact that what individuals put online can be used against them, and that **life should be lived in reality and not online.** Workshops are one hour long and teaching material is available for each. The model was tested in schools and youth organisations, mainly in Italy, Spain, Romania and Latvia. EAEA’s European network allowed partners to also involve other countries. When testing the model, **a generational gap between teachers and students was noticed:** some teachers did not know how to use the tools their students were already using. A debate fired up, where participants agreed that switching sides teacher/learner can be beneficial for both.

Policy recommendations

Aleksandra Kozyra from EAEA presented policy recommendations based on the project. **A first recommendation for public authorities is to issue clear guidelines on whether teachers can use smartphones as a teaching tool or not.** Some recommendation applicable on both policy and provider levels are that smartphone education should be introduced into national curricula, and workshops should be organised about this in schools. **There should be more investment into digital skills training for teachers and support for staff in using mobile devices.**



Aleksandra Kozyra (EAEA), Jean-Marie Dujardin (LLL), Alice Toni and Valeria Ferrarini (Centro Culturale FL Ferrari)

One conference participant felt the classroom is a place for offline reflection and that smartphones are not necessary. While testing the educational model, Smart Generation partners had indeed found that most primary and secondary schools they contacted had banned smartphones during classes. Angel Sola Lopez noted the **consortium’s suggestion, however, is to use smartphones not all the time but at certain moments during classes,** for instance a few hours per week.

Smartphone use among teenagers is a fact and using it as an educational tool is a way to adapt to this situation. Alice Toni, Centro Culturale F. L. Ferrari, noted it is a way to engage young people, as well as show them that smartphones can be used not only for spare time but also as a tool to learn something, and develop soft skills such as critical thinking and good relations with others.

How can we ensure a better life to everyone through learning?

21 Nov 2017 | SOLIDAR Room | EAEA and LLLP

Why adult education is still a pressing topic? To answer this questions, participants dwelled into the benefits that it brings to societies. And these go way beyond employment patterns...

Why adult education?

Gina Ebner opened the debate stating the benefits of adult education, and asking panelist how to improve them. Education and training help the well-being of society because they create jobs and employment patterns, and this is the most visible benefit, but it's far from being the only one. People think that they have an impact, it is necessary to show how they can improve their own lives through education and training.

Benefits

MEP Liliana Rodrigues stated that **adult learning is crucial because it motivates adult people to learn; and also teaches to be confident: people know that they are learning something new, and this builds up a different sense of knowledge.** Hence, the impact of adult learning is beyond employment: family; society; economy; well-being. It is our job to make those benefits visible, and to do so we will have to push to make these changes possible.



Dana Bachmann (DG EMPL) and MEP Rodrigues

Dana Bachmann, DG EMPL, stressed that adult learning is very important to make citizens active. It is very important share opinions, for instance. **The key messages to spread here are social values, participation, everyone has to be**

part of this system. The Commission, as of now, has two priorities: improve governance focusing on the quality of the provision; and to increase participation in events of adult learning. In the Parliament, they are trying to highlight these topics and related benefits, **adult learning and education are equally important for adult life, not only for education.**

Basic skills are important to support the whole process of education, for all age groups (digital skills, too). What they want to achieve is to link all the interventions that already exist in this framework, and really design a way of learning. In a second moment then, adapt it to everyone and to everyone's needs. Another point raised is that people should be aware of the consequences of non-active participation in order to support this process. The adult learning agenda must be a shared agenda, not only for the commission and the institutions, but for civil society as a whole.

«Basic skills are important to support the whole process of education, for all age groups»

Policy and best practices

Andreas Koth, (EVBB) presented a project on people with disabilities, whose aim is to create an action-oriented network composed of three big organisations; the network aims to develop strategies and technologies in order to offer opportunities to people with disabilities, employers, society in order to respect human rights too. **The financial aspect is always an issue** because it is the main factor regulating the ability to deliver concrete options; other issues are lack of teachers and educators. Most of the people think that integrating disable people is inclusion, but it is not. It's about bridging the digital divide.

Joyce Black (Learning and Work Institute) described the skills' challenge in England: this all stemmed from the skills for life survey, census data, and government data. One of those is a resource, as her institute seeks to find a response from the citizens. What they have is a citizen curriculum developed with adult learning. They have the evidence, but the context is still not right. Local communities are very important for whole the process, she deems that one of the most pressing necessities is to link this approach to all the services. Adult learning is not only job-related: technologies and digitalisation are some of many opportunities to ensure the access for everybody to the training opportunities.

Taking Stock of Erasmus+ Where are we, where should we go?

21 Nov 2017 | European Parliament | E+ Coalition

We sought to evaluate the Erasmus+ Programme, and to present our concerns and wishes in front of numerous MEPs and policy-makers. We succeeded.

Where should we go?

MEP Krystyna Lybacka, host, opened the debate by highlighting the **need to improve access to the programme as now only a very limited percentage of young people** in Europe are able to participate. She insisted on strengthening the programme's social dimension, stressing that the cost of living in the host country needs to be taken fully into consideration in the financial support awarded to participants and people from disadvantaged backgrounds in particular need a rapid disbursement of funds so they are not paying out of their own pocket. She called for adequate financing for the programme to ensure it can meet its full potential. She called for a better cooperation between national agencies so that standards and guidelines are aligned. **The lifelong learning dimension of the programme must be strengthened**, with attention to the role of non-formal and informal learning as well as the participation of teachers who gain a lot from a mobility experience. MEP Petra Kammerevert gave a video message, expressing support for multiplying the programme's budget in the next MFF. **MEP Emilian Pavel highlighted the need to reduce bureaucracy for programme beneficiaries and improve the participation of all disadvantaged social groups.** He

«The Erasmus+ has contributed to the internationalisation of small countries»

called for multiplication of the budget while also stating the need to be realistic in view of Brexit's impact on the EU budget. He suggested the creation of an online platform where content from Erasmus+ projects could be made available for digital learning.

MEP Brando Benifei underlined the value of the Erasmus+ programme for the employability, skills development and democratic empowerment of young people. He also insisted on the need to reach disadvantaged youth and help them to participate. **He called for a ten times increase to the budget for Erasmus+ in the next MFF**, pointing out that the amount demanded is still only around half the funds allocated to agriculture. Kalmar Kurs, Estonian Ministry of Education, commented that work needs to continue on making the programme more user-friendly. **From the Member States' perspective Erasmus+ plays a crucial role** and has contributed to the internationalisation of smaller countries in Europe. In this respect, he suggested that more cooperation with third countries in the framework of the programme is relevant.

Mid-term evaluation

Barbara Nolan, DG EAC, remarked that the Communication



on "Strengthening European Identity through Education and Culture" was a very positive sign for the programme's future and that more funding will be needed to meet the level of ambition. She explained the preliminary findings showed that the programme is perceived as highly relevant and effective for both individuals and organisations, and that **the current architecture is satisfactory and should not undergo major change.**

Joao Santos, DG EMPL underlined that **a budget increase is particularly needed from a VET and adult education perspective.** The target for the number of VET learners in Europe participating in mobilities is 6%, as set out by the 2011 Council conclusions on a benchmark for learning mobility, but Erasmus+ is currently only capable of supporting 3%. He said this was a strong argument for demanding more resources for the programme. He also mentioned the need to support synergies and cooperation with other programmes, including the European Social Fund which could be used to better mainstream excellent results of Erasmus+ projects.



David Lopez (LLL President), MEP Krystyna Lybacka, MEP Emilian Pavel, MEP Brando Benifei, Kalmar Kums (Estonian Presidency)

Gina Ebner, EAEA, highlighted the need to address the difficulty that smaller organisations face in participating, especially in strategic partnerships. She called for a boost to the budget and particularly more support for adult education which is smaller and more fragmented than other sectors supported by the programme. Alfonso Aliberti, YFJ, explained that, despite relatively little investment in youth within Erasmus+, the youth sector has been able to reach out in a strong way, showing the highest participation of people from disadvantaged backgrounds. He called for a better cross-country application of rules, as **differences in national and EU reporting rules cause frustration for beneficiaries.** Moreover, while the programme's support for individuals is important, he remarked that more investment is required to strengthen the organisations offering opportunities. He called for a better balance

«More funding will be needed to meet the level of ambition»

investment is required to strengthen the organisations offering opportunities. He called for a better balance

between the centralised and decentralised management of the programme, explaining that some actions could have greater impact with a wider EU perspective.

Testimonies from the audience

Audrey Frith, Eurodesk, underlined that **the lack of information is still a barrier to participation** and stated that the Erasmus+ remains for the elite.

«A budget increase is particularly needed for VET and adult education»

Oskar Johansson, EUF, called for more attention to the social issues affecting students and other groups participating in the programme, for example, **access to housing.** He also called for a more sophisticated grant system which could award support based on the cost of living in the specific region of the host country, as opposed to the overall cost of living in

the country since regional differences can exist - difference between going to Berlin and Leipzig, for example.

Elisa Briga, EFIL, stressed that pupil mobility needs to happen in cooperation with those organisations able to reach out to schools. Lem van Eupen, Dutch National Agency, highlighted the difficulties that NAs often face in achieving the right balance between a European programme, on one hand, and a programme that needs to be linked to and relevant for national context. She agreed on the value of common rules but said some flexibility is also needed.

MEP Brando Benifei reiterated the need to strengthen the programme's outreach and get more local grassroots organisations involved and willing to promote the programme to help young people navigate the opportunities available. He remarked that citizenship education was also important for this and it should be incorporated into school curricula.

MEP Krystyna Lybacka remarked that, while the Commission has done a lot in terms of simplification, this needs to go further. She called for the participation and skills of teachers to be better improved in the programme. She expressed her support for a European Education Area.

Barbara Nolan explained that a portal for Erasmus+ project results, VALOR, already exists, although it is not so well-known. Joao Santos recalled the importance of supporting smaller organisations lacking in capacity to go through a complex application process as these can have a strong multiplier effect. He addressed the participation of adults, commenting that we should look into how Erasmus+ can support adults with low skills who are often the first to suffer the effects of economic crisis and labour market changes.

MEP Emilian Pavel agreed that a big revolution of the programme is not required, emphasising rather the need to solve the small existing problems, support grassroots organisations and improve involvement of disadvantaged groups.

MEP Emilian Pavel agreed that a big revolution of the programme is not required, emphasising rather the need to solve the small existing problems, support grassroots organisations and improve involvement of disadvantaged groups.

«The Erasmus+ Programme budget should be increased by ten times»



Speak Up! - On Our Watch: a tool for co-creation and exchange

22 Nov 2017 | European Parliament | YFJ and EMI

On Our Watch is a collective initiative that the European Movement International, European Youth Forum and IHECS Brussels School of Journalism started with the objective to take stock of the work of the European Parliament mid-term and look forward to the 2019 European elections.

What is On Our Watch?

The debate was kicked off by a short presentation of the On Our Watch project. Bringing together more than 30 civil society organisations, the **On Our Watch platform offers citizens the opportunity to see what the European Parliament has achieved since the 2014 elections,** and to check up on the progress made against politicians' promises and citizens' demands. The reflections and tools on the On Our Watch website are a basis for discussion and dialogue with citizens and form the basis for an interactive and cooperative platform ahead of the 2019 elections.

The debate was introduced by MEP Krystyna Lybacka and MEP Brando Benifei, who elaborated on their interaction with civil society in their work as Member of the European Parliament. This was followed by an interactive debate with panelists Kristen Aigro (European Youth Forum), Petros Fassoulas (European Movement International), Brikena Xhomaqi (Lifelong Learning Platform), Pamela Bartlett Quintanilla (Greens/EFA) and Tycho Vandermaesen (WWF) moderated by Ruben Loodts (Otherwhere).



MEP Brando Benifei

What do we need?

The debate with panelists and audience reflected on the role of civil society and politicians in engaging citizens and discussed the different approaches and tools, including civil society pledge campaigns and manifestos and the On Our Watch platform. All angles were represented in the

debate, with politicians, political parties, civil society and citizens sharing their thoughts.

A few notable conclusions, comments and questions emerged from the open debate:

- **What are the issues that trigger the interest of citizens?**
- Showing the concrete impact of action and engagement is key for citizen engagement
- National member organisations of European networks can be prone to the same communication style as national politicians: **if it's good it's from the national governments, if it's not 'blame it on Brussels'.**

- The multitude of tools available is not necessarily problematic: different tools or organisations could reach just another group of citizens that hasn't been reached by other tools yet. It's important to include the 'unusual suspects' as much as possible both from the political parties and civil society perspective.

- Democracy costs: democracy and citizen participation will not thrive if not supported financially.

- A **manifesto** is the backbone of the engagement of a civil society organisation with the European elections, as it captures the aims of the organization and is the basis of all following actions.

- Pledge campaigns are tricky to design: do you include broad demands for a larger audience, or more specific demands for concrete action of a smaller audience? A broad framing of demands gives you the opportunity to start a dialogue with those (candidate) MEPs that sign your campaign, even if they have acted against these exact same demands in the previous legislature.

- To make the pledge campaign more effective, they should however be coupled with concrete actions that an MEP could do when taking into account their competences and (human) resources. The human resources an MEP has available also determines how much engagement with civil society and citizens they can organise.

- Even more cooperation and collaboration of civil society
- Spitzenkandidaten reaching out to civil society instead of the reverse

- More European topics in the debates

- Thinking outside of the box constituted by rules of procedure and the treaties - what could we change fundamentally for more engagement and two-way dialogue?

- More young candidates and youth voting in the elections

The Erasmus+ Civil Society Coalition is a group of more than 40 European Civil Society Networks active in the field of education, training, youth and sport. They represent key stakeholders in Europe active in the Erasmus+ Programme. This civil society alliance is led by the Lifelong Learning Platform and the European Youth Forum. The members of the Coalition aim to create ownership on EU policies and to voice the concerns and needs of millions of citizens to the EU. They play a crucial role as intermediaries and multipliers in informing and involving education, training and youth actors in EU cooperation and policy-making and in disseminating cooperation outputs. They can reach a critical mass and ensure a long-term impact.

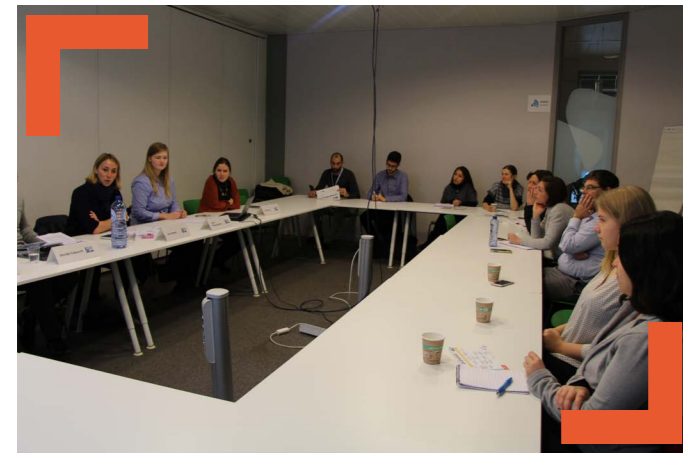
The impact of ICT on intercultural youth work

22 Nov 2017 | Mundo J | EEE-YFU, EFIL and YEU

The event aims to reflect together on the factors to take into account when developing online and blended-learning intercultural programmes.

Youth mobility and intercultural change

Kea Hoppe, EEE-YFU, welcomed the participants. She stated that the goals for the workshop are to give visibility to projects of the four organisations involved in the study sessions, to engage with the public, to receive good inputs from the external audience, and also to liaise with the institutions.



Elisa Briga, took the floor and described EFIL. She stated that **nowadays for youth organisations it is hard to liaise with the institutions**, and welcomed initiatives like the partnership Coe/EC. She then passed on to explaining how to engage with policy makers on the topic of ICT and intercultural dialogue.

Digital tools

Alma Rikardsdottir presented their work in the field of intercultural exchanges and intercultural learning. She introduced the the Study session **“Youth work for intercultural dialogue: online & in-person encounters”** organised by EEE-YFU, EFIL, Experiment e.V and CISV International. She described the many uses of ICT tools from different cultural perspectives, and explained the concept of intercultural exchange. **Volunteers and young people are brought together**, in their specific role within their organisations. In these encounters, digital tools play a significant role nowadays: they are an instrument to liaise, to get together, to share stories and feelings from distance, thus contributing

«Digital tools play a crucial role in today's intercultural exchanges: they are instruments to liaise and bridge distances»

substantially to intercultural exchanges. Interventions from the public pointed out that real diversity comes from cultures far apart, whereas the list is limited to a European setting.

What about the role of smartphones? What about the role of digital language and especially emojis?

But then a question arose: how does social media experience substitute learning mobility? It doesn't.



Alma Rikardsdottir (EFIL)

Davide Capecci presented the partnership between the Council of Europe and the European Commission. A handbook is foreseen for the partnership with the inputs of civil society organisations. He stated that **youth workers are somehow scared of the digital dimension of learning mobility, and this is something that both the institutions and civil society should tackle**. There is an expert group set up for this one, results will be available as of next month. The assumption is that digital youth work is just a form of delivering youth work, by professionals who only need to be trained in the skills needed by the digital world.

Claire Hermann, EC, explained what the Commission is planning to **make sure youth work is connected to the digital revolution**, and also to provide the necessary means to support the organisations working on learning mobility. To this extent, the main objective is to get the youth more involved in the exchange activities, to build a common identity, and to foster European citizenship.

Innovative tools for recognition of competences acquired in non-formal learning environments

22 Nov 2017 | European Parliament | WOSM, EFIL and YEU

This workshop introduced participants to various digital tools developed by the Scout organisations and the project European Badges Alliance, with the aim to help members and volunteer youth workers to identify the competences needed

Recognition of competences

MEP Julie Ward opened the floor telling the story of her experience of lifelong learning: she went to the university very late in her life. But **lifelong learning emphasis is to shed light on less known areas of learning, that is to say, the non-formal and informal environments**. This is where many individuals and groups acquire knowledge and competences, especially those who didn't have the possibility to go to higher education. There is therefore a need for tools to recognise this experience and valorise it, either for personal or professional purposes.

«Lifelong learning emphasis is to shed light on less known areas of learning, that is to say, the non-formal and informal environments»



The role of Europass

The crucial tool here is Europass, which is a European CV software editor that is freely accessible on internet. It is not meant to compete with LinkedIn and it is viewed as a public service. **The threshold of 1 000 000 CVs has been recently passed which is seen as a major success in mainstreaming its use**. As William O'Keefe, in charge of the tool at the EC, comments, since the beginning Europass was based on non-formal and informal learning, including for instance a language passport and a mobility

document. The revision is necessary, and the EC is very keen on collecting users' and stakeholders' inputs. MEP Julie Ward noticed there was no possibility to include **sign language** in the language item, and that remark was very welcome to be taken on board by the EC representative. A decision regarding Europass will be taken in February and will lead to an update of the web portal.

The tool called Reconoce, was developed by the scouts to recognise scouts' competences. It is an initiative that is for now only implemented in Spain, but they're looking to go wider. The Scouts have other projects regarding the recognition of NFIL: Scout Leaders Skills, for instance. RESOscout has also worked on the issue, and it led to the creation of an employment platform meant to match former volunteers looking for a job or internship with employers. What are examples of non-formal skills? Team leading, leadership, confidence, project management or adaptability. **Several big companies have been using the platform to publish job offers, thus giving credits to those skills that are not easy to include in traditional CVs.**

European Badges

Created by the European Badges Alliances it aims to recognise the experiences acquired during international mobility. The 'Digital Open Badge' is an innovative digital tool useful to redefine the learning process and to certify competences and skills in diverse educational settings, including learning experiences. Technically speaking it's a digital certificate that encrypts information related to the learning process, the organisation delivering it and the achievements or competences of the badge owner. It can be linked to other European instruments such as the Europass and the Youth pass. Very diverse badges are developed by organisations taking part to the European Badges Alliances.

Pavel Trantina, representing the European Social and Economic Committee, noted that **there are three groups in need for awareness raising on the NFIL topic: employment agencies, employers and HR agencies.**

Overall, the event showed that there is no lack of inspiration when creating tools for recognising and to a certain extent, validating those non-formal skills but more cooperation and coordination is needed when willing to mainstream and make visible those tools to a wider range of the population.

Lifelong Learning in a Technological World

22 Nov 2017 | Mundo J | ATEE

Through this event we discovered how technology is helping lifelong learners to adapt to the digital reality

Lifelong Learning and technology

Dr Mare Oja, Tallinn University and LLLP Steering Committee, commented on the challenges and opportunities that digitalisation brings for teachers and educators. She explained that in Estonia schools use an online environment or platform where all information on lessons, homework and assessment is shared. There is also an "e-school bag" where all online teaching resources are available. **Learning analytics are used more and more to gain insights into student activity, their mistakes and learning patterns, allowing immediate feedback.**

Dr Oja explained that the widespread use of digital technology means that **digital literacy is an important skill** for all citizens to develop and schools have the responsibility to prepare the citizens of the future. She stressed, however, that it should not be about the digital technology itself but the educational purpose should always come first. This means we cannot forget the importance of face-to-face interaction in teaching and that we should trust in the skill and professionalism of teachers to continue teaching.

Prof Linda La Velle, ATEE and Bath Spa Institute for Education, explained that the most important factor in improving learning outcomes is the **quality of teaching**. UNESCO has set out the ambition that by 2030 there should be a good teacher in front of every child in the world. She underlined that teaching is an intellectual activity - to be able to teach effectively, you have to be educated to teach and this a career-long development. Furthermore, she explained that being a teacher educator is a completely different skill set than being a teacher.

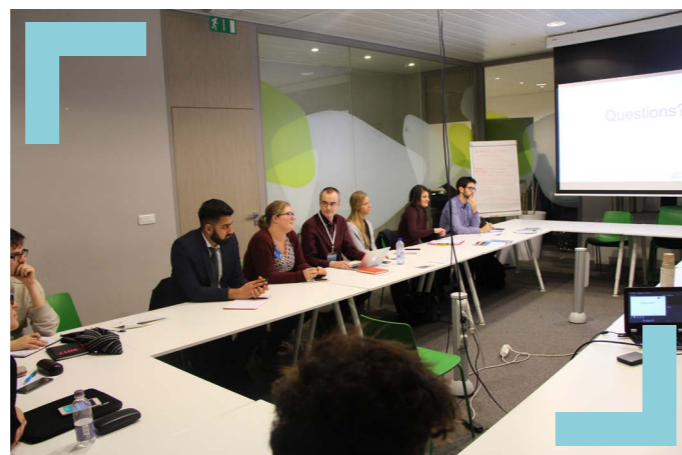
Dr Neus Lorenzo, Chair of RDC for Primary and Pre-primary Education of ATEE and Co-Founder of the Transformation Society (University of Barcelona), remarked that we need to think not only about teacher education for the future but also how future generations will train their teachers. **Technological change is affecting education and our understanding of the world.** Dr Lorenzo added that it is not only about training students to code, for example, but training them to collaborate in dealing with societal challenges and in ethical citizenship. She underlined the value of lifelong learning and non-formal education, including mobility, for teachers. Finally, she called attention to the impact of 'information 4.0' on lifelong learning - artificial intelligence is going to be a part of our future, so we need to actively get involved or else the future will happen without us.

Ray Gallon, Transformation Society and ATEE, explained that the Information 4.0 consortium aims to emphasise the human element in the discussions around industry 4.0 and artificial intelligence. He pointed out that artificial intelligence works through complex hidden processes which makes it difficult to trace back for responsibility in case ethical questions arise. He also highlighted the value of human qualities such as creativity and the ability to deal with the unexpected.

«We need to focus on the things which are going to emphasise the human value and support our interaction with new technologies»

Continuing, Mr Gallon addressed further the ethical issues linked to robotics, namely the discussions about giving robots the same status as people - he pointed to the example of Saudi Arabia which decided earlier this year to award national citizenship to a robot. Also when it comes to medicine, he posed the question of whether or not we could accept a patient dying if the surgeon performing the operation was a robot. Responsibility and accountability are important issues to take into consideration. Overall, Mr Gallon stressed the **need to focus on the things which are going to emphasise the human value and support our interaction with new technologies.** Education should serve to empower this human added value.

Prof Linda La Velle, ATEE and Bath Spa Institute for Education followed by putting lifelong learning into context for teachers, making a presentation about the online pedagogical tool BERTIE - the British Educational Research Tool integrating Engagement.



Educating for the 21 century: boosting digital skills and entrepreneurial thinking

23 Nov 2017 | Solidar Room | ALL DIGITAL and EU Schoolnet

The I-Linc project conjugates digital and entrepreneurial skills to provide learners and teachers with a complete set of what's needed for the jobs of tomorrow



I-Linc and entrepreneurship

Young people are presented with a plethora of opportunities but also exposed to challenges and risks as a result of the constantly transforming societies. Fast-paced digital and social transformations, which require increased adaptability. We need to make sure that young people have the relevant transversal skills to be active citizens, taking advantage of all opportunities, including professional. In this context, digital and entrepreneurial skills play a crucial role. This was the context in which policy makers, young people, formal and non-formal educators, projects focusing on these topics and other relevant stakeholders gathered to exchange experience.

The event was opened with a keynote speech by Ross Hall (Global Leadership, Ashoka), who discussed the role of schools and learning ecosystems that empower people to live for the greater good through the inspiring keynote «Education as a key to a positive society». Ross Hall focused on a broader concept of entrepreneurial mindset where collective wellbeing lies in the centre and young people are empowered to create their own future and work, opposite to just becoming an employer.

The keynote opened the floor for a constructive policy debate, moderated by Laurentiu Bunescu, CEO of ALL DIGITAL. To open the discussion, panellists were first invited to share their views on «Why are digital and entrepreneurial skills important?» and «What are the

current policies that support youth in acquiring digital and entrepreneurial competences?»

The discussion to follow focused on priorities at EU levels for empowering youth with digital and entrepreneurial skills and policy action to achieve this. Rodrigo Ballester, Cabinet of Commissioner Tibor Navracscs, underpinned the need to make a distinction between digital natives and digitally competent.



Deirde Hodson (DG EAC), Rodrigo Ballester (Cabinet of the Commissioner), Maria Podlasek-Ziegler (DG EAC), and Ilona Kish (Reading and Writing Foundation)



Mr. Ballester also highlighted the importance of transforming youth's mindsets through entrepreneurship, which contributes not only to personal development but also social. Mr Ballester shared with the audience that **the European Commission is about to publish reviewed recommendations on key competences for lifelong learning**, with additional recommendations on entrepreneurship.

Maria Podlasek-Ziegler, DG Education and Culture, European Commission, started her intervention with reflections on the educational context we are faced with now. Ms Ziegler explained that learning these days happens everywhere and **teachers' and students' roles are changing**. Teachers are negotiators, while students are constructors of knowledge. Education, therefore, should be more experimental and personalised. In this context, entrepreneurship education offers more possibilities for learning by doing. Ms Ziegler express the concern that broader definition of entrepreneurship, suggested also by EntreComp, is not taken upon by business yet.

Caroline Jenner, CEO of JA Europe, underpinned the relevance of entrepreneurship education for boosting students engagement and motivation. Furthermore, Ms Jenner highlighted the importance of having a progression of developing competences from early school education. Entrepreneurial learning gives relevance to other subjects (STEM, biology, history, etc.) because students see how the knowledge generated through various subjects can be used in real life situations. Ms Jenner shared the opinion that we need to have a discussion on school leaders and increase the number of in-service teacher training opportunities.

Deirdre Hodson, DG Education and Culture, European Commission, focused on some of the challenges related to equipping youth with digital skills. Ms Hodson, expressed the opinion that the complexity lies in what

we are teaching and how, and where we are teaching. The challenge of education is how to develop the full package of skills, while focusing on all students, including the less privileged. Ms Hodson shared also the work DG EAC on the new Self-assessment tool for digitally capable schools (SELFIE) and the ET2020 Working Group on Digital Skills and Competencies

«Teachers' and students' roles are changing. Teachers are negotiators, while students are constructors of knowledge. Education, therefore, should be more experimental and personalised.»

Ilona Kish, Reading and Writing Foundation, focused the discussion around the **changing nature of the digital skills gap, by explaining that the digital skills we talk about now are easy to grasp (coding, programming) but we need to add critical thinking, media literacy, and many more**. Ms Kish highlighted the development of multi-stakeholder solutions as a way to tackle challenges because challenges are much more human and societal that digital. Ms Kish gave the example of public libraries as one social space, which has undergone major transformation. Furthermore, she gave the example of the Digital Skills and Jobs Coalition as a good model for cooperation.

The event was foreseen as a networking opportunity to create synergies and possible cooperation. Firstly, Iva Walterova (ALL DIGITAL) and Tomislava Recheva (European Schoolnet) provided some insights on achievements and outputs of the I-LINC project, highlighting that the I-LINC Final event was a culmination of the efforts of I-LINC, as an open membership platform, to connect stakeholders interested in youth employability, entrepreneurship and digital skills.



I-LINC is an open membership platform, that enables you to connect with any stakeholder interested in improving youth employability and entrepreneurship.

I-LINC is here to find ways to empower young people to become agents of change using the Information and Communication Technology as the tool for that change. If you have the same feeling then I-LINC is for you!

The I-Linc community is a place dedicated to interact and find new organizations or partners to develop your project.

Join the I-linc community to participate, learn and interact with other partners to exchange ideas and build a network for everyone interested in using digital techniques through formal, non-formal or informal ICT for education.



D-Clics numériques, is an educative project that seeks to accompany the emergence of the new generation in order to become active and responsible citizens of their digital uses.

More broadly, D-Clics numériques accompanies teachers, schools... to fight digital fractures (equipment and usages). The project is organized in 2 principles axes:

1. The training of educational actors to enable the implementation of new educational practices in school and out-of-school time
2. The mobilization of young volunteers to intervene with different publics such as seniors and children in order to help them with their use of technology.

D-Clics numériques - Sharing best practices in digital literacy

23 Nov 2017 | Mundo J | La ligue de l'enseignement

This workshop opened up pathways for teachers, volunteers, and learners, showcasing best practices in education on digital platforms.

David Lopez opened the session and introduced the workshop. He started off by giving participants information on the digital paper that the Lifelong Learning Platform has produced as milestone for its year on Digital.

Digital platforms for teachers and volunteers

Ms Melpomeni Papadopoulou, La ligue de l'enseignement, started her intervention with a description of the "D-Clics numérique" project. The main axis is the urgent need of young people to use correctly the new technologies. Here three pivotal points are raised:

- The transformation of the digital society
- The reform of the school rythmes
- Citizens inclusion and digital divide (fight against the inequalities, isolation, etc.)

The education to digital technologies is deemed necessary to bridge those gaps in today's society. To this goal, the D-Clics project was initiated.

To respond to these needs, the project has three objectives: 1) Training of educational actors; 2) Mobilization of volunteers in civic service (to intervene with kids and seniors); 3) the realisation of National toolkits and educational booklets (already 7 realised)

One of the critical difficulties encountered by the consortium, is to convince teachers to save time to learn something new.

Then Piotr Sadowski took the floor to show other measures in which digital platforms can be useful to volunteering. One of the problems here is that **volunteering is not uniform**. There exist in fact a lot of differences between the countries (for instance, in the UK it is not even regulated). Digital inclusion and the EU is still a source of hindrances. European Commission C policy studies show that 80 millions europeans never use the internet (no computer,

too expensive). Studies found that sometimes it is too difficult of not relevant to connect digitally, and that older people are the largest group digitally excluded.

Michiel Heijnen, ATEE, took the floor. He is programme manager at Utrecht University and representative of the Archimedes Institute, focusing on teacher's training. This institute joined forces with ATEE to create new education content and concept. The motto here is: **if the world is changing, so should education**. Their platform informs classes, lessons and professor's knowledge. Students prepare online, so in the class there is more time to go deeper. The real engine of this innovative project is the shift from teachers centered, but student centered. Also, there is a lot of co-creation: teachers do not develop their contents by themselves, but in cooperation with other teachers of the school and tailored on the needs of students.



Michiel Heijnen (ATEE), Melpomeni Papadopoulou (La Ligue de l'enseignement) and Piotr Sadowski (Volonteuropé)

Let's de-Google the internet!

Alternative approaches to the digital world

23 Nov 2017 | European Parliament | Ficemea

Digital realities are filled with multinational providers of services. But are those corporations «healthy» to the digital world and - most of all - to its users?

This workshop explored the potential educational and democratic uses of digital technologies. **Digital technology has become essential to our society, but none of us is truly informed of its educational consequences.** The software and services offered by the major digital industries, which counts education as one of their markets, promote a point of view that often contradicts emancipatory educational practices.

Political problems...

After the MEP Milan Zver gave the welcome words, the LLLPlatform presented its digital paper which aims at raising awareness about challenges and opportunities of education in the digital world. Pascal Gascoin (Ficémea) has been working a lot on education and the digital area and raising awareness about the **GAFAM** (Google, Apple, Facebook, Amazon, Microsoft) dealing with related political, philosophical, ethical issues and democracy. He is warning that even though many of us argue that 'we have nothing to hide', the sharing and selling of our data can be detrimental to our private life in ways that we cannot imagine. Not only GAFAM are collecting and using our data for profit, but they have also invested in the education industry by funding the creation of training materials. In addition, the **GAFAM have enormous power for lobbying at every level**, influencing the laws, and preventing politician to decide of policies that would better protect the citizens against the misuse of their data. The role of citizens and of the associations representing them is very key to build awareness and use decision power on claiming for policy-makers to tackle the issue.

«Alternatives to GAFAM exist, but are not known to the public»

...civil society alternatives...

In reaction to those concerns, Ficéméa launched a campaign in 2014 to raise awareness of the public about software alternatives. The results were a real success: 100 campaigns in schools and other places. The campaign appeared in national press media, they were invited to conferences. Similarly, the collective 'Chatons' (in French: 'Collectif des Hébergeurs Alternatifs, Transparents, Ouverts, Neutres et Solidaires Alternative') for 'Kittens' in English (can be translated by 'Alternative, Transparent, Open, Neutral and Solidarity-based Hosting Collective') is one of the collective trying to export the digital alternatives

materials toward other countries.

The European Digital Rights association (EDRI) is also very active on raising awareness, for instance to the children they wrote and drew a comic book to explain them why it is important to protect their data. To give a simple answer to the question on the 'why and how to de-google-ify the internet?' Joe McNamee gives a metaphor on data. He said data are "romantic": 'they meet together and have children, and make more children', meaning that they multiply. This is the simple reason why GAFAM being monopolies is a problem. **The concentration of data increases its value, thus attracting all kind of profit-makers.** Giving more protection could actually foster trade since half of households avoid purchasing something online because there are afraid of losing data.

...and policy solutions

Strict privacy laws, evidence-based policy-making, and decentralised data management are one of them. Small data bases are less vulnerable to attacks, and are worth less in money. There is also a **need to change mind-sets.** Kosinski & al 2013 University study was conducted on a database of only 60 000 Facebook likes behaviours, and was able to calculate and predict with high accuracy a range of highly sensitive personal attributes including: sexual orientation, ethnicity, religious and political views, personality traits, intelligence, happiness, use of addictive substances, parental separation, age, and gender. In the conclusions, **MEP Milan Zver called the European Commission to create a secure learning platform for e-learning in order to offer alternatives to GAFAM multidimensional domination on education materials.**



Lifelong Learning Platform Validation Task Force

« Let's Validate »

23 Nov 2017 | Mundo J | LLLP

The Validation task Force was an insightful and learning experience to get to know some of the best practices in validation across Europe!



Elisa Briga (EFIL) explaining participants their project on Validation

Pavel Trantina (EESC) and participants



ABOUT THE ORGANISERS

LIFELONG LEARNING PLATFORM

The Lifelong Learning Platform 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”.

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.

The Lifelong Learning Platform promotes 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, The platform 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.

For 12 years now, the Lifelong Learning Platform 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 predecessors. Gathering 41 organisations, the Lifelong Learning Platform is today the most legitimate interlocutor of the EU institutions in the field of lifelong learning. It continuously defends the need to implement a dialogue across educational sectors and between stakeholders and public institutions at all levels, regional, national and European.



EUROPEAN YOUTH FORUM



The European Youth Forum (YFJ) is the platform of youth organisations in Europe. Representing 100 youth organisations, both National Youth Councils and International Non-Governmental Youth Organisations, we believe youth organisations are the tool through which we empower, encourage, involve, represent, reach out and support young people. The Youth Forum brings together tens of millions of young people from all over Europe, organised in order to represent their common interests.

The Youth Forum works to empower young people to participate actively in society to improve their own lives by representing and advocating their needs and interest and those of their organisations. In the current uncertain political and social context that affects young people, they can be powerful catalysts for positive change and contributors of innovative solutions to Europe’s problems.



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