



LIFELONG LEARNING CULTURE A PARTNERSHIP FOR RETHINKING EDUCATION

Vienna, 5-6 July 2018



Report

TABLE OF CONTENTS

DAY #1

DAY #1 - TU WIEN

- ▶ Welcoming words - David Lopez, President of the Lifelong Learning Platform
- ▶ Conference launch - Panel discussion
- ▶ Keynote speech - «Lifelong learning societies as products of strategic partnerships»
- ▶ EYCH Reception at the Rathauskeller

DAY #2 - TU WIEN

- ▶ Panel discussion: «Towards a LLLCulture: where is education in Europe going?»
- ▶ Keynotes: «The social and cultural dimension of lifelong learning: enablers and barriers?»
- ▶ Break-out sessions: «Thinking outside the box»
- ▶ Gallery Walk
- ▶ Cultural Fishbowl: «The role of education & culture in building lifelong learning societies»
- ▶ Conference takeaways

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WELCOMING WORDS

In his opening speech, the President of the Lifelong Learning Platform stressed the importance for lifelong learning to be as holistic as possible: because of this, education should embrace partnerships with other fields.

On the first day, LLLP President David Lopez welcomed the participants before opening the floor to EU and national government representatives. David Lopez stressed how important the year 2018 is for education and culture, since there have been - and there will be - many important initiatives at EU level which require civil society's attention. The EC published the Communication on Strengthening European Identity through Education and Culture (2017), and it released the new package for the establishment of a European Education Area. 2018 also marks the European Year of Cultural Heritage. «In light of these developments, **it makes sense to explore how education and culture relate to each other**» he said; indeed, the two fields share fertile ground for cultivating the social, civic, creative and intercultural competences that learners of all kinds and of all ages need to adapt to an ever-changing world.

There are many links between culture and education, for instance, in developing the competences and skills of individuals. We need to stress the importance of adapting to reality, creating a culture of lifelong learning that empowers all learners and encourages collaborations between different learning providers and spaces. **We shall acknowledge the role of culture in education, most of all to reaffirm the concept that learning «happens everywhere»**

It is time for education to open its doors to synergies and partnerships with other fields, and this shall be the goal of this European conference.



CONFERENCE LAUNCH - PANEL DISCUSSION

An exceptional panel contributed to further define the topic with insightful interventions, and helped shape the conference for the two days. Stefaan Hermans, Denitsa Sacheva and Stefan Zotti intervened to discuss Lifelong Learning Culture.

The Director of Policy Strategy and Evaluation at DG EAC, Stefaan Hermans congratulated LLLP for its choice of venue, adding that **the choice of the topic shows to what extent cultural heritage is important**. He congratulated the Bulgarian Presidency and their success in adopting new policies (Recommendation on Key Competences, on common values, the European Education Area council recommendations).

In his eyes, there are several challenges today that education must address: climate change, digitalisation, ageing societies. **Education is needed «to make sure we live in communities where everyone cares for each other**. We have to adapt curriculum, and set the right learning environments, but the main question is «how to achieve inclusive education in a traditional classroom setting?».

Those issues need to be addressed at EU level. The European Commission believes the EU institutions have a role to play to guide this debate, to push for common solutions. There is a political momentum since the Gothenburg Social Summit, cointinguing with the EEA, **a Union without limitations to study, work, or learn abroad**.

To accept these challenges, the EU needs stronger education systems. The EU budget for education is small compared to others, but «it can make a difference» according to Stefaan Hermans. He then went on and brought the example of Erasmus+, which provides (inter-)cultural education by allowing individual to get to know one another and by organising cultural activities. The other EU programmes will also contribute to this goal: EU solidarity Corps, and the brand-new initiative DiscoverEU.

«The European Education Area is a Union without limitations to study, work, or learn abroad»

Denitsa Sacheva, Deputy Minister for Education and Science in Bulgaria, was then invited to present the results of their Presidency of the Council of the EU. The outgoing Presidency dealt with many policy initiatives, organised significant meetings and important events. She claimed that synergies between culture and education are necessary, as she told the public that she had worked in a public library before starting her political career in Bulgaria.

The Erasmus+ regulation for the future of the programme was a horizontal priority for the Bulgarian Presidency. **They stressed its value as a key pillar to achieve the EEA**. She added that «the programme should keep on focusing on the impact and quality of projects and fostering high-quality education and training. In her opinion, **a key task of Erasmus is that it should continue making a significant contribution to improving personal development and intercultural competences and strengthening the European identity**. It should increase our

societies' competitiveness and enhances the promotion of common European values». Bulgaria will continue to focus on quality education, strengthening the EU identity and for a more inclusive programme.

«I am convinced that our European Education Area should be underpinned by the lifelong learning continuum - more explicitly from early childhood education and care through school and vocational education and training to higher education and adult education», she explained.

The Bulgarian Presidency also made sure that the EU programmes foster the development of digital skills starting from Early Childhood Education and Care. In the new Key Competence communication, a further element was introduced on top of the definitions of the competences: a **promotion of best practices from Member States** in implementing the framework at national and regional level.

Regarding the Council Recommendation on Common Values, Inclusive Education and the European Dimension of Teaching, she reminded Member States that they have the important task to implement this recommendation. The EU is based on shared values (Art. 2) Inclusive education was a horizontal priority for them.

Stefan Zotti, Director of OeAD (Erasmus+ National Agency in Austria) was happy to open his speech noticing that **education is back on the EU political agenda**. He claimed that **there is a renewed interest in Austria towards lifelong learning, and especially towards adult education**. From the point of view of the national agency, the new Erasmus proposal is «a big step forward in the right direction».

To be true, **lifelong learning is a big component in all of the Commission's proposals**. Skills development has multiple purposes: professional career, employability, social inclusion. Active citizenship is key as well, there has been skepticism against EU integration, as argued by the rising of populism. The EC proposal for a 25% of participation in lifelong learning programmes is very ambitious.

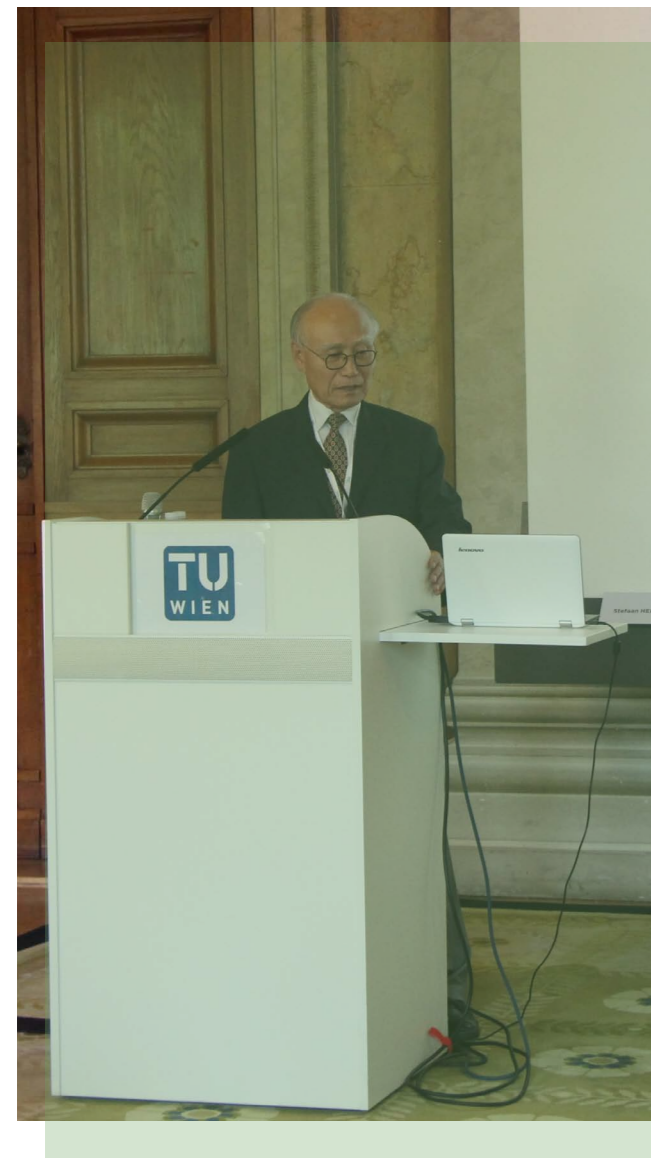
Sure, Erasmus+ is not only about higher-education mobility. **Lifelong learning has a growing importance across all EU programmes, and it is a litmus test of the work being done by civil society organisations advocating for such a paradigm shift**. Budget is a good indicator if something is important at the political level, and we are happy to see an increase of budget for adult education. The percentage is not big but in terms of money, it represents the world to us, he concluded.



KEYNOTE SPEECH

Prof Shinil Kim, Professor Emeritus at the Seoul National University and Adviser of Korean Federation for Lifelong Education, gave an inspiring keynote speech, linking the European context with the Korean society.

Prof Shinil Kim opened his speech focusing on the importance of “RVA” (recognition, validation and accreditation) as an important instrument to change the culture of education.



Why is change important? In a knowledge-and-learning society, **the concept of “lifelong” is important but he introduced a significant terminology shift: “lifewide”**. How do we handle the lifewide dimension? In a schooling society, it is simple but

in a learning society it is more complex. **Learning societies must be a product of partnerships from various stakeholders.**

He shared with the audience his experience in Korea with the development of lifelong learning policies, delivering a great reflection on how we should achieve learning societies. While considered a poor economy after World War II, in the '90s Korea turned to the information age, which prepared the ground for a complete shift towards a true learning society.

In South Korea, most of lifelong learning processes are updated every 5 year, to better reflect societal needs: large consultations with key stakeholders are held and their involvement is capital to the success of the strategy. **The major partners in the lifelong learning strategy were first and foremost the community.** Since 2001: they developed the concept of “lifelong learning cities” where municipalities are prime actors, as they play a pivotal role in community revival and learning society policy. The learning cities also foster cross-sector cooperation. Universities also played a crucial part: every university has established a lifelong education center for extension programme. They offer non-credit and credit programs to gain a degree or a diploma. From these partnerships, Korea was able to build true lifelong learning societies, and this same pattern is what Europe could use as well in its transformation.

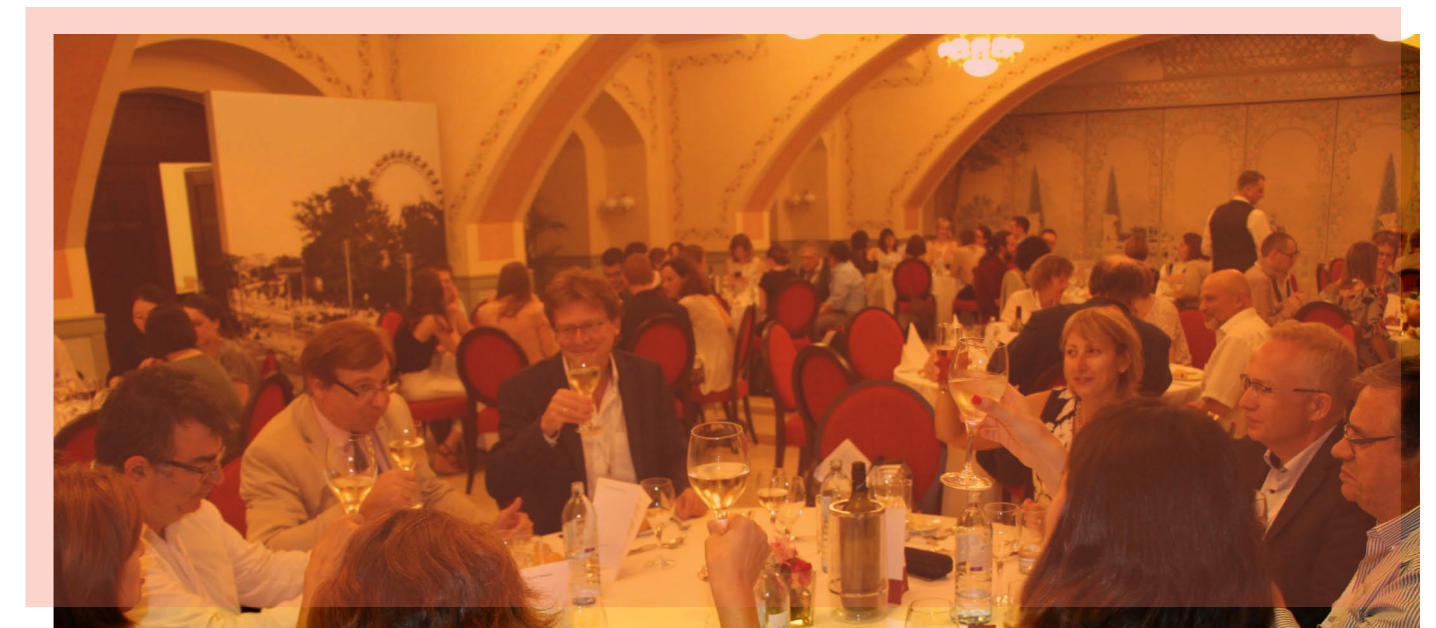
In schooling society, school is like a island whereas in learning societies it is surrounded and supported by multiple stakeholders. **«Cultural change should occur not only at school but also at home, workplace, community, and in our society as whole».**

EYCH RECEPTION @ RATHAUSKELLER

The first day ended with a delightful dinner reception, hosted by the Vienna City Hall. With a few welcoming words, the audience could enjoy a meal in the marvellous Rathauskeller, at the heart of Vienna

Vienna City Hall - the *Rathaus* - is a splendid building slightly off the city centre, and conjugates the Viennese baroque style with the importance of the public institutions. The Lifelong Learning Platform was lucky enough to have had access to its rooms, and was granted the possibility to host its dinner reception, with the European Year of Cultural Heritage label.

In this settings, a representative of the Viennese City Hall welcome the LLLPlatform and its members to Vienna, greeting the conference. Dr Anna Steiner, the Austrian National Coordinator for the European Year of Cultural Heritage 2018, and Dr Claire-Giroud Labalte, Board member of ENCTAC, highlighted the importance of the EYCH and why it is crucial to link education and culture to achieve the lifelong learning objectives set by the European Union. They both congratulated the LLLPlatform on tackling these issues with a European conference, a long-due topic for our fields.



PANEL: «TOWARDS A LIFELONG LEARNING EUROPE»

Where is education in Europe going? This was the main question asked to the second panel on the second day of the conference. The variety of the interlocutors gave different perspectives on the matter.

Ms Gina Ebner, Secretary-General of LLLP, opened the panel discussion focusing on the overall direction of education in Europe from the perspective of adult learning, arts and culture, teachers and workers.

Dr Gerhard Bisovsky, Secretary-General of Verband Österreichischer Volkshochschulen, stressed the importance of adult education in the development of society and in managing transitions. He said that **adult education, as well as the formal education system as a whole, are chronically underfunded** while experts are recommending more investment in education. Regarding adult learning, he pointed out the importance of professionalisation and validation of skills and qualifications for adult educators. He also focused on the value of citizenship education and said it was an urgent task to promote the fundamental values of an open democracy and democratic political culture through education and culture.

Dr Lars Ebert, Board member of Culture Action Europe, pointed out that **the word culture has largely disappeared from the European Commission's rhetoric** following the publication of its Communication on a European Education Area, and argued that the cultural perspective has to be taken into consideration. He said the culture sector embraces the notion of lifewide learning mentioned earlier. He represented the European

Academy of Participation which explores **“participatory art practices”**, showing how learning happening in community-centred contexts can benefit formal education and be integrated into standardised curricula without being formalised.

Ms Agnes Roman, Adviser at the European Trade Union Confederation (ETUC) and

Senior Coordinator at the European Trade Union Committee of Education (ETUCE) opened by saying that the economic crisis has had a serious impact on training provision by employers and governments to cut budgets for education. **It has taken a lot of work to convince policy-makers that cutting budgets can have a serious impact on education.**

Ms Roman explained that employers often do not see their role in providing training and also tend to blame the education sector for not preparing people for the labour market. She argued that **education needs to remain holistic**, fostering European values and preparing people to be democratic citizens as well as for employment. Concerning teachers, Ms Roman underlined the sheer number of responsibilities that they are expected to assume, calling for their training and continued professional development to become a real priority. Initial teacher training is often not enough for the challenges of the classroom; continuous professional development is often not available during working hours and has to be paid for at their own expense. The EU is issuing many policy

«Education needs to remain holistic»

documents on how education should be modernised but **there remains a huge gap between Bruxelles and what is actually happening in the education sector.**

In response to Ms Roman, Ezster Salamon, Steering Committee member of LLLP, pointed out that the labour market is demanding skills in communication, collaboration and critical thinking, as also highlighted by the World Bank and World Economic Forum. She wondered whether or not we are talking enough to business to see what demand-based education should be. Ms Roman replied that it **is not a contradiction to say education should prepare people for life and at the same time to be employed.** Employers need to realise that education is not only about specific professional issues but also soft skills. Of course, employers have a right to say their demands but education should be developed in a holistic perspective. Dr Ebert commented that the World Economic Forum also identifies creativity as one of the top three skills for workers - we need to be creative problem-solvers and only informal learning and the creative sector can bring us there.

In concluding remarks, Dr Bisovsky and Dr Ebert stressed again the issue of language and **breaking down silos** but for that resources are crucial, we should keep pushing for budget increase for Erasmus+ and Creative Europe programmes and a real policy supporting projects that allow people to meet and learn how to communicate in the same language. Ms Roman added that employers do not understand the various skills and knowledge that learners coming from arts and cultural disciplines have.



KEYNOTES: ENABLERS AND BARRIERS

Two great keynote speeches from two different perspectives helped identify social and cultural components of our «lifelong learning culture». What is helpful to shape a «lifelong learning culture»? What's detrimental?

Prof Rineke Smilde, Professor of Lifelong Learning in Music at the Prince Claus Conservatoire in Groningen and Professor of Music Pedagogy at the University of Music and Performing Arts in Vienna), based her presentation on “Lifelong learning culture: art as a catalyst”. In her opinion, **lifelong learning develops one's abilities to address challenges or changes, by stimulating adaptability to a new context.** Lifelong learning has implication from micro, macro, etc levels. People are learning through transition, transformation, and change in their lives. This can be called “biographical learning” (learning as a transformation of experiences and knowledge in the life worlds of people). Therefore, we can say that lifelong learning requires new holistic approaches.

Musicians today have a portfolio career, they combine various forms of professional activities. **The portfolio of a musician reflects change in the society.** Musicians need to exercise leadership at personal level and this is not restricted to artistic leadership, but rather a generic leadership which requires life skills and social skills. **Musicians have to respond to different contexts, that's why they need to be lifelong learners.** They are



«Lifelong learning develops one's abilities to address challenges and changes»

risk-takers, creators, identifiers of missing skills and what they need to fill the gap. They are entrepreneurs and job creators. In their work life they have to collaborate with students, teachers. They are reflective practitioners, engaged in research.

One of the key issues she has noted in her work is the importance of participation when listening to music (listener-centered approach). This can suggest a **parallel with education, where we should all be calling for a learner-centred approach.** Generally, patients are not in control of anything in hospitals, and it gives them a sense of participation and shared ownership.

Prof Smilde illustrated the concepts of “transformative learning” and “knowing differently”, where both call for new and holistic approaches. **Learning is a lifelong process that is not limited to educational settings but is limited to the scope of our identities** (E. Wenger, Communities of Practice, 1998). It gives the possibility



for people to be compassionate. «The true artistry of the musicians is in their desire to find just the right music for the ‘moment’».

Prof Ehlers, Professor for Educational Management and Lifelong Learning at the Baden-Württemberg Cooperative State University, took the floor and started off with an evocative picture of «a very important moment: the creation and Michael angel painting (in the Sistine chapel). Try to imagine how this has been painting? - he said On the ceiling? They were lying on their back on a scaffolding. This means that they needed the ability to foresee that. What we are talking about is the concept of design mindset and future skills, thinking perspectives (OECD, 2018). Apart from gaining knowledge which is overrated nowadays, even more that we can access it all the time and everywhere in digital devices, **what we need is new skills like design mindset.** It will be more and more important.»

Is education ready for this challenge? According to Prof Ehlers, **we need to change our culture and our ecosystem.** In this context, higher education is seen as reflection-laboratory (Schön, 1983). As we cannot prepare the teacher for the classroom, the only thing we can teach is

the concept of reflecting on their actions, even during the actions are taking place, and adapt them: then they will be successful. He compares it to a Google algorithm which is constantly improving to give better search results thanks to the co-production of learning.

Lifelong learning is the «new master narrative». Lifelong learning is not only about jobs and labour market. If everyone is learning all the time, learning becomes a necessity. Lifelong learning happens «between emancipation and obligation, between risk avoidance and risk generation, and it is a medium of pleasure in the present».

How to achieve permeability in cultural diversity, educational systems and learning infrastructures? We have to start to understand each other and each culture diversity. In higher education, there are more challenges, as the OECD says the sector will grow from 20 to 30% (43% in Germany). The challenge is diversity, not quantity, in order to allow the admission of non-traditional target groups. **Education has followed a process from exclusivity to massification and is now heading toward individualisation and personalisation. Education needs to be understood as «a moment of the creation of the future».**

BREAK-OUT SESSION #1: LEARNING ENVIRONMENTS

The first break-out session tackled the definition and needs of «XXI Century Learning Environments», where culture meets education. What possible collaboration between formal, non-formal, and informal learning?

Jean Marie Dujardin, LLLP Steering Committee member, introduced the two speaker and the debate. After Ms Paulus and Ms Mjöberg presentations, participants were asked to debate in small focus groups, and share the conclusions with the rest. Some interesting concepts were mobilised.

Barrier-free thinking: the kind of education we need has less routine, it is crucial to go back to a holistic and humanistic approach of education

Learning environment: refers to the location, to the context and the culture. In a 2009 study on learning conditions for non-formal and informal workplace from the University of Leuven highlighted that communication and interaction are absolute key to non-



formal and informal education.

Why is it important to recognise skills acquired outside formal education?

The main subject that was talked about within the groups was **awareness**; without validation of skills acquired outside the formal education sector, people are either not aware of their competences or don't know that they can make use of them in

the formal sector. Being aware of such strategic skills and of their potential use could be a matter of motivation and a way to encourage them to better prepare to continue learning. What's more, employers look for social competences, which are not necessarily taught in the formal education sector but are learnt on the field.

What are the needs of educators in the XXI century?

Educators nowadays need to be aware of the market and training needs in order to better convey the information to their students. They also need to be ready not only to teach, but also to learn from students. Lifelong learning means that everyone is a learner and is based on a collaborative process. Exchanges between educators of the non-formal and the informal sector should be more frequent and numerous: best practices from a different sector can be used and improved from their cooperation.

What are the main obstacles to mainstream non-formal and formal education in policy?

Education tends to be seen under the scheme: educator -> learner. Yet, in order to fully take advantage of a holistic, lifelong learning approach it is essential to consider everyone as a learner. **It is crucial to fully grasp the concept of collaborative peer-to-peer learning.**

How can different learning environments work together?

Awareness of the potential of validation to build bridges among sectors is key to a better transversal cooperation. It could, again, be a matter of unlocking motivation and self-esteem in order to encourage continuous learning.

BREAK-OUT SESSION #2: VALIDATION

Introduced by Luis Costa, LLLP Steering Committee member, Lorenza Leita (Fondazione Politecnico di Milano) and Mariya Dzhengozova (3s Unternehmensberatung) discussed why it is important to include soft skills in the best practices for assessment methods.



Why do we need assessment methods, what learning do they assess and how? When we look for the best assessment methods, what works well is a method that integrates multiple elements and takes a whole range of criteria into account: integration, transparency and result reliability. Lorenza Leita stressed the importance of self-assessment (or "self-awareness") of one's knowledge and skills as a condition for "natural learning". According to the next speaker, Mariya Dzhengozova, there is new trend in the EU: the **increasing importance of soft skills in the VET sector** (confirmed by Cedefop).

Innovative assessment methods have when the relation between assessors and assessee goes often further, for instance by having a more established dialogue being the two. It needs to reflect subjectivity in the process by including multiple perspectives in the dialogue between peers, learners and educators to reach a consensus. This can be achieved by self-assessment. **The involvement of all stakeholders is crucial to the success of validation processes.**

During the debate, it was noted that assessment methods are most successful:

- If there is established dialogue between the assesses and assessors
- By adopting a project-based approach
- When defining a framework, learning outcomes and descriptors based on existing frames beforehand
- With professionalism
- The assessors should remain open about the potential outcomes of the assessment

Some would recommend the use of games (gamification) or virtual reality to make them more interactive and then successful.

Validation stakeholders such as policy makers, public bodies, training centers should have a common strategy for raising citizens awareness on the importance and benefits of validation in the different sectors of their educational pathways (school, volunteering, and at home for instance). **«There is no need of convincing the citizens about the importance of validation, but only to make them aware that it exists».**

BREAK-OUT SESSION #3: CITIZENSHIP

What can education and culture do to enable citizenship and sense of belonging to an own community? This broad topic was addressed during the third break-out session, to discover the contribution of lifelong learning to society as a whole!

Dr Claire Giraud-Labelle, ENCATC/ European Heritage Alliance 3.3, opened the session by saying there we need to ask ourselves where culture is around us, as it can be visible or invisible. Culture is a way of living in a society, it raises the question of individual and collective responsibility as well as the transmission of customs and cultural heritage. We also need to remember the issue of liberty, that **you can make a choice to be an active citizen or not.**



Eddy Habben Jansen, Networking European Citizenship Education (NECE), stressed that **citizenship is something that you have to practise in society, outside the classroom.** He explained that citizenship can be both an inclusive and exclusive concept, as certain rights are attached to citizenship. **Culture can enable people to express their citizenship.**

need to consider the role global citizenship education, breaking down national barriers. More synergies between formal and non-formal education were highlighted as a key way to foster active citizenship.

How can different learning environments support active citizenship?

What are barriers and enablers to becoming an active citizen? What role do education and lifelong learning play?

Socio-economic background and finances were highlighted as a significant barrier. The heavy focus of education policies on employability has also had a negative impact on how they can support active citizenship. A lack of trust and shared responsibility with younger students can be an obstacle; patronising them prevents their participation as active citizens. In contrast, **democratic practices in schools serve as an enabler.** We also

«Culture can enable people to express their citizenship»

Participants highlighted the **diversity of environments** in which active citizenship occurs, such as through volunteering in local associations, participation in school councils or in a trade union, discussing with family and friends, etc. Different learning environments - schools, other formal institutions, local communities - can support active citizenship through the practice of participatory democracy.

Can access to culture contribute to civic engagement?

It depends on how civic engagement is perceived, as sometimes it is only understood as political engagement. Access to institutes of culture, free cultural activities and participation in defining a new “canon” can help support active citizenship.

THE GALLERY WALK

The LLLP Annual Conference was a participatory moment where stakeholders could share their expertise and experiences. A «Gallery Walk» was set up to help them showcase their projects and ideas.



Here are the good practices shown in the Gallery Walk:

- Patrick Doodt**
Videomaking
- EfVET ICARO** - Innovative Curriculum on Soft Skills for Adult Learners
- EFIL**
Intercultural learning for pupils and teachers
- CITÉS DES MÉTIERS**
Organisation presentation
- EfVET - VET_GPS**
Guiding tools for Professional Skills development in VET
- EVTA - SOLITY**
VET Social Utility Monitor, Measuring VET providers impacts and performances
- EUROCLIO Historiana**
eLearning to enhance teaching methods
- SIRIUS - Alfirk**
Involving migrant parents in the education of their children
- LAI-MOMO COMPASS**
- ICC - EUROLTA**
European Certificate in Language Teaching to Adults
- University of Vienna**
Recognition of prior learning (RPL) in the HEIs
- ESN Social Erasmus**
Empowering youth citizenship during mobility
- BFI Wien - RefuSkills**
Qualification assessment for refugee training and employment

THE CULTURAL FISHBOWL

Participants were then called up to share views and participate in the «Cultural Fishbowl». Giuseppina Tucci, LLLP Steering Committee member, moderated the session by asking five provocative questions and letting participants debate...

Formal education is failing: let's replace it by informal learning and customized training»

Mariya Dzhenozovastressed that **formal and non-formal learning are complementary**, they have different approaches and methods and to ensure the best outcome we have to combine them. Eddy Habben Jansen, said abandoning formal education completely could lead to huge inequalities - as many groups are not able to organise their own education and training - but it should incorporate more experiential learning. Ezster Salamon thought that although formal education is failing we should not replace it but modernise it and learn from the practices of non-formal education. Lorenza Leita recalled the importance of building bridges between different forms of learning and making systems more permeable, which could promote innovation. Arja Krauchenberg, European Parents Association (EPA) underlined the need to bring perspectives from different walks of life into general education, as we see in VET, for instance, and offer teacher training to people previously employed in other professions. It is not realistic to take schools away completely or change the formal education in a short time, it just needs to be complemented.

«Culture and education are intertwined: culture changes, so should education»

Eddy Habben Jansen considered it artificial to think of education as a separate world, as teachers are real people and part of culture. Arja Krauchenberg stressed the need to **empower teachers through training and continuous professional development** to be able to deal with diversity in the classroom. Georg Jürgens, European Council for Steiner

Waldorf Education (ECSWE) pointed out the diversity of pedagogical approaches and said funding for this diversity is important to build inclusion and give parents a meaningful choice. Good initiatives might be stifled and bad initiatives might be further promoted, depending on the draft of culture in a specific country.

«We don't need recognition and validation of prior learning: skills speak for themselves»

Georg Jürgens considered recognition still necessary because **documentation of skills is still the doorway to demonstrate what**

you can actually do. Unless we recognise prior learning for young people, they will lack the confidence and resilience to do that for themselves. Volunteering can also serve as a pathway to employment. Arja Krauchenberg, EPA said we need to help

«If we want society as a whole to practise active citizenship, formal education remains an important tool»

people to be aware of their own skills and see what they can do based on learning outcomes, then we can move to recognition and certification.

«An active citizen doesn't need formal education»

Oonagh Aitken, VOLONTEUROPE, explained that it depends on what the active part is, to vote or to volunteer you don't need a formal education. Contributing to the community is active citizenship. Larissa Nanning, OBESSU, said **if we want society as a whole to practise active citizenship at early age in schools and communities, formal education remains an important tool**, and called for a greater focus on critical thinking. Laurentiu Bunescu, ALL DIGITAL, remarked that **citizenship needs to be taught from an early age in formal education**, supported by the innovation and flexibility of the non-formal sector.

«The teacher profession as it exists today will no longer exist in the future: the teacher will become the facilitator of the learning experience»

Valentina Pomatto, EEE-YFU, said the role of teacher is evolving and in some innovative systems **teachers are already more like facilitators**. It does not mean getting rid of the teacher but adopting a more bottom-up approach. Jonathan Even-Zohar, EUROCLIO, expressed concern about the connotation of facilitator, highlighting the importance of respecting the value of the teaching profession. Larissa Nanning commented that this facilitating role does not mean losing respect but in fact gaining respect since it involves teachers learning about a variety of methods. Brikena Xhomaqi, LLLP, highlighted that **in the future the teacher role will be increasingly defined in a less formalised way**, as we all have the potential to be educators and facilitators. This is already the case at universities, for instance, where people who are not certified educators come from the world of work to share their knowledge. Lucie Susova, SOLIDAR, highlighted the tendency to blame teachers and said we should focus on improving their salaries, working conditions and training.



CONFERENCE TAKEAWAYS

At the end of the conference, three rapporteurs from the three break-out sessions shared the floor to illustrate to the plenary the scenarios described and discussed in the break-out sessions. David Lopez then gave a final speech to resume the main debates.

Jean-Marie Dujardin argued that learning environments are crucial to the definition of lifelong learning. The two main recommendations were:

- To build a learning environments that can create an awareness of competences of people and the motivation to learn life-long. These should boost self-esteem and develop social skills.
- Everybody is a learner and a teacher. Peer-to-peer learning is capital and it is important to develop trust in each other both horizontally and vertically.

Luis Costa gained the floor to share the outcomes of the second break-out session. Here participants deemed fundamental to inform citizens about the possibilities of validation and to create a self-awareness that could eventually and truly enable them to understand learning. One other important recommendation is the need to trust when it comes to assessment; and trust must be bidirectional.

Mare Oja explained how the third break-out session addressed active citizenship. Culture is somehow visible but also somehow not visible. What are the barriers? There is not enough space, the school environment itself. People are active but not as citizen (for instance, on social media). The concept of culture was unclear for some people. School legislation, to help young people to voice up. Not all schools allow that.

Finally, David Lopez said some final words to conclude the conference. He stressed the **need for a holistic approach to lifelong learning**. When considering all these issues, social justice is very important as well as the questions of assessment, recognition and validation where we see big differences between countries. In that regard, peer learning is important and of special interest. The role of civil society in all these processes cannot be underestimated.



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SPECIAL THANKS TO OUR PARTNERS IN VIENNA

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ABOUT THE LLLPLATORM

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».

In 2001 already, several educational networks had come together to share their experience and expertise and to react to the Europe-wide consultation on the EU «Lifelong Learning Memorandum». This cooperation became systematic when the Platform was established as a permanent organisation in 2005. For 12 years now, the LLLP has played a key role in structuring and increasing the input of civil society on the «Education and Training 2020» and «Europe 2020» strategies and their ancestors.

Today funded by the Erasmus+ Programme, the LLLP was acknowledged by the European Commission in 2009 as a “unique representation” of lifelong learning of the various education and training actors organised at EU level, and in 2011 as “in a unique position to support European networks in education and training to work collectively at European, national and local levels and to contribute to a structured policy dialogue within the open method of coordination in education and training”. Gathering 43 member organisations, the Lifelong Learning Platform is today the most legitimate interlocutor of the European institutions in the field of lifelong learning. The LLLP continuously defends the need to implement a dialogue across educational sectors and between stakeholders and public institutions at all levels, regional, national and European.

► Values

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

► Vision

The Platform is a tool to promote a holistic vision of lifelong learning, from cradle to grave, that is not limited to formal education but integrates non-formal and informal learning. By bringing together actors from all sectors and levels of education and training, The LLLP contributes to an increased flexibility between systems. By encouraging an exchange of knowledge, it aims to build a citizen's voice on education and training issues but also to propose concrete solutions to make lifelong learning a reality for all.

► Objectives

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



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