



LIFELONG LEARNING WEEK

2019

**“LEARNING
DEMOCRACY, VALUES
AND PARTICIPATION”**

Report

2-6 Dec 2019
European
Parliament
Brussels

CALENDAR

MONDAY 2.12	TUESDAY 3.12	WEDNESDAY 4.12	THURSDAY 5.12	FRIDAY 6.12
		9.30 - 12 EP GreenComp? Towards a new common framework	10.30 - 12.30 Perm Rep of Lower Saxony LLL-IG: Participation and inclusion in learning and education: leave no one behind!	9.30 - 11.30 VLEVA Inclusion in schools: from policy to practice
	12 - 13.30 MUNDO J Acting for Global Citizenship Education Today	12.30 - 13.30 EP EU Elections are over: Youth Participation in Europe		
	14.30 - 16.30 EP The Social Utility of VET: a way forward	12.30 - 14.30 EP Virtual Exchanges - a new pedagogy?		13.30 - 16 Cité des Métiers Empower citizens through career guidance
	15 - 17 EP Learning through gaming: potential untapped	13 - 14.30 EP Global Citizenship Education for Teachers	16 - 18 EP Towards (safer) youth organisations for everyone	
17 - 21 Town Hall LLL Civil Society Forum & LLLWeek Reception & LLLAwards Ceremony	16 - 18 EuroFlat Hotel Basic Digital Skills for Inclusion and Citizenship	14.30 - 16.30 EP InvestEU and the economy of well-being	16.30 - 18 EP Learning Democracy Through School Students Rights	

The LLLWeek2019 is organised by the LLLPlatform



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



With the support of the Greens, S&D, Renew Europe, EPP and ECR in the European Parliament



And with the financial support of the European Union



WORDS FROM THE HOST



DACE MELBĀRDE
MEP

“A lifetime of living, a lifetime of learning” goes an old Latvian saying. This apparently shows that the understanding of wisdom as a precondition for a good life has permeated European culture at various times and in various places. Nowadays, lifelong learning is an everyday accepted fact in Europe. If in the past learning ended after one’s studies, then now it’s just the beginning. While someone is learning they are enriching themselves and opening up new opportunities for life and work. They can achieve more and can leave behind more enduring values that serve to increase their own and their family’s happiness as well as the wellbeing of wider society. Lifelong learning is important for building one’s career, for personal growth and for active participation in civil society. Lifelong learning is an essential prerequisite for the achievement of the UN Sustainable Development Goals. For there to be major positive changes in the world, be they related to climate stabilisation or international security, the whole of mankind needs to acquire new knowledge and skills.

Mankind needs to review its values and actions and form a wholeness of understanding of the interconnectedness and interdependence of all things and processes. Alongside such important 21st century skills such as digital skills, time management, problem-solving and decision making, change management and critical thinking, we also need to develop our learning skills. This includes both motivation and self-discipline as well as the ability to choose the most suitable type, time and place of learning.

There is also another side to lifelong learning – those who provide and support education. In this respect, it is important to break down the strict borders between formal, non-formal and informal education, to achieve the situation where more players participate in the education process: employers, non-governmental organisations, cultural institutions and others.

As someone with a strong background in culture, I very much believe in the power of culture to educate. Modern libraries and museums, theatres and cinema, audiovisual and digital media can offer marvellous and diverse learning opportunities adapted for different ages, perceptions and needs. I believe in the power of an excellent book in the 21st century too. I believe that nothing forms our system of emotional intellect and values as well as great works of art and literature. I believe that, alongside artificial intelligence that has begun its victory parade in our era, man’s creative spirit and humanity will continue to be no less important

LLL Civil Society Forum & LLLWeek Reception

2 December 2019 | Town Hall Europe

The LLLWeek19 started off with fireworks! The Lifelong Learning Civil Society Forum opened the week in the brand new Town Hall Europe. The LLLWeek Reception and the LLLAwards Ceremony followed, for an unforgettable evening about Learning Democracy.

Civil society representatives kicked off the LLLWeek with a lively debate on the role of civil society and education institutions in shaping democracies, moderated by David Lopez from the LLLP Pool of Experts. **“NGOs, including those in the field of education, claim to have a strong commitment to democracy, and other European values. But in reality they don't do anything to develop EU values”**

Participants stressed the important role of civil society as an **intermediary between citizens and decision makers**. Through EU funded projects civil society organisations are able to engage marginalised young people, for example, and help them believe they can be change makers, said Piotr Sadowski, Volonteuropa. Elisa Lironi, ECAS added they have a role in **monitoring political representatives and making sure there**

are checks and balances. Nevertheless, it was pointed out that these organisations can be very diverse and sometimes stay in their own bubbles, failing to cooperate with each other and show a common role. The diversity of experience of civil society across countries was also highlighted sometimes do not feel enough support from the EU, while in EU candidate countries democracy remains underdeveloped and CSOs are crucial in providing access to real information. The point was made that **CSOs also show a commitment to democracy** in terms of their own internal democratic structures and decision-making - this is learning about democracy ‘by doing’ rather than through a textbook.

“There is a hierarchy in the importance of learning environments. Non formal education, sports, culture are secondary and just used as tools for the

formal education system.”

The importance of diversity in and complementarity between learning environments was underlined by a number of participants. Sport, culture and volunteering activities are hugely important and have a lot to offer in terms of developing skills and achieving learning outcomes, stressed Piotr Sadowski, Volonteuropa and Shevani Murry, European Parliament DG COMM. **Volunteering as a form of citizenship education and using participatory tools is the best way to learn about democracy**, added Ms Lironi. It was stressed that a **hierarchical or competitive view on different forms of education should be avoided** and instead we should focus on using all the tools available to achieve the best result for the learner.

“Education systems are a positive example of democratic practices”

Education systems are not always good examples but they can include democratic practices, such as student councils or boards. In Elisa Lironi's experience, she learned about democracy through students' movement, with students working together, networking and fighting for a better future (example of the Fridays for Future). Additionally, it varies a lot from one school to another, **it is a matter of school cultures**. So indeed, it is a “yes and no” answer and overall **there is an important margin for improvement**. Often there is resistance for democratisation resulting from misunderstanding or lack of actions, but when, for instance, NGOs enter the school and show how it works, that can generate a lot of enthusiasm from school stakeholders (teachers, students and others). Schools are also living systems and not just infrastructures, therefore, no matter the law that exists in the country, in the end, it is about what the people do about it.

“Today skills are understood as a way to produce commodities or good. In fact, skills themselves are becoming commodities.”

According to Piotr Sadowski, there is some logic in that reasoning. We work and live in competitive market outside where we have to fight for our jobs, so in that sense skills are commodities or assets. To this regard, **validation is really important**.

Others stressed that this is a very capitalistic way of saying it. But in the system that we live in, it is the goal, to produce more goods! This is a pity though because it overshadows all other skills, not least important, such as critical thinking or teamwork, those which are too rarely deemed adequate for the sole production of goods despite their importance in helping citizens to take part in society. Following the Finnish Presidency example, which advocated for an economy of well-being, we should think of skills' utility as to live well and for our well-being.

“Its better to invest in civil society at local level than at European level”



Civil society's role is to be an intermediary between representatives (of all levels) and local levels. This requires that NGOs work more with universities, local business, schools to better understand each other and improve policy making. The idea is not to replace politicians and representatives. Investment should be at all levels! Civil society in some countries could only survive because resources were coming from the EU. Local levels achievements also must make it to the EU level. That's why EU CSOs are important. However, from the perspective of the institutions, **the European civil society space is very crowded**, with 1800 CSOs at EU level. In that sense, coordination efforts between civil society are very valuable. Participants do recognise that



where the money goes is a real issue and efforts for transparency must never cease or otherwise, many ignore that a substantial part of EU funding is spent at local levels. There is a **danger in limiting funding for NGOs** because it creates competition between them rather than cooperation. Instead, we should think more in terms of unity. Shanto George, L4WB-F, reminds us that **democracy is always a work in progress**. Thinking we are a mature democracy might leave us to go back to the Middle Age.

After the fishbowl, **LLLP President, Luis Costa** officially opened the LLLWeek Reception. "LLLP is a very young, critical and positive organization working with their members, for dissemination in the European Parliament, the European Commission and with all its members all over Europe". He acclaimed the role of the organisation in shaping the future of education in Europe, giving the example of the Steering Committee meeting which took place in the morning and where the German, Croatian and Portuguese Permanent Representations were invited.

MEP Dace Melbārde then addressed the audience as "all of you who care about EU values and power of civil society in shaping a better Europe" and

stressed the importance of values as foundations for the European Union. According to her, «values» should be placed first in the order of the LLLweek annual theme, as it is of primordial importance. Since the beginning, the EU founders like Jean Monnet understood the importance of culture. Values can be a powerful motivational tool if they are under threat. People starts to stand up for them and it creates a desire to act. MEP Dace Melbārde then praised LLLP for its role in building an inclusive democracy. She considers that lifelong learning is a prerequisite for the achievement of the Sustainable Development Goals, mankind needs to acquire new knowledge and skills! This is also essential to break down barriers between formal, non-formal and informal education. The MEP strongly believes in the power of culture to educate: "libraries, museums offer wonderful learning opportunities!" She concludes by saying that the LLL week is a "week of inspiration where we can exchange and strengthen civil society awareness that creates a 21st learning society". There is a Latvian saying, which goes like "to not become internally old, we need to continue learning."

For **Ms Themis Christophidou**, Director-General for Education, Youth, Sport and Culture, "it's a

great pleasure to be here today, in an event that celebrates democracy". "Those events are what we need most" because citizens need to learn. Feeling welcome, relevant and included is also what living in a democracy is about. In DG EAC, they are so proud of Erasmus+, which is the main vehicle that supports civil society projects and now the President of the European Commission also demands for a tripling of the programme's budget. In the institutions, they hope for a bigger budget, more inclusive and where more citizens are supported on the ground. But the Director warns us that if we want to triple the budget, we all have to fight for it. The decision is now in the hand of Prime Ministers... "LLLP is a crucial stakeholders

and a precious one, with a membership covering all stakeholders across the spectrum". She encouraged the staff and the membership to keep on innovating, as shown by the winners of the LLL Awards.

The 4th edition of the LLL Awards celebrated inclusive and democratic practices, as the winners were given their prize.



«Digital Welcome»
by ALL DIGITAL
Category: Promoting Values



«Labyrinth of senses»
by KINITRO NGO
Category: Global Citizenship Education



«ENRYP»
by UMBRIA YOUTH FORUM
Category: PLearning Democracy



Themis Christophidou, MEP Dace Melbārde, and Luis Costa.



Acting for Global Citizenship Education

3 December 2019 | Mundo J

European civil society organisations have already put in place a significant amount of initiatives to mainstream global citizenship education. What is now needed to step up their role in the policy agenda?

Oonagh Aitken introduces the work of the Lifelong Learning Platform as a network of networks that work on education with a holistic approach. Members of the panel were asked to share good practices and what could be done to promote them, what is their impact and how it is measured. Valentina Pomatto, EEE-YFU showed a successful experience in **Coloured Glasses**. The project started in 1996 with the support of volunteers. It aims to bring a taste of the intercultural experience to those that do not experiment it personally. It is based in non-formal education methods: mediation, peer to peer learning and other well known methodologies. The upscaling was a success that made Coloured Glasses reach more than 90,000 people through more than 1000 workshops. Roughly, 100 volunteers were trained to deliver workshops to ensure the sustainability of the initiative. **It is time to break silos to allow formal education and non-formal education**

foster GCE, ensuring, thus, that a larger number of youngsters profit from it. Lucija Karnelutti, Board member of OBESSU, said that the world has changed drastically so **the need to learn and acquire new competences is greater than ever**. Children using all the new technology available nowadays, have the same curricula that many of the people present in the room had. This means that they will not be prepared for new societies and/or empowered to be responsible citizens and this is why the role of non-formal education needs to be recognised in GCE. In this, GCE must be learner-friendly in its implementation.

One of the big questions that these guidelines try to answer is **how to implement the GCE in**

«The need to learn and acquire new competences is greater than ever»



students' curriculum: Should it be a subject on its own or different activities scattered in different subjects? After long discussions it was agreed that it would make more sense to have it in the subjects that already exist as History, for instance would be the perfect way to learn about our societies and countries.

Elisa Briga, from EFIL, said that one of their main objectives is to **promote peace through exchanges and active citizenship education**. With the PEACE initiative, youngsters between 15 and 18 years old, have the opportunity to spend three months in another European Country where they are placed in a host family and a host school. Before going back, all participants gather in Brussels for a three-days workshop on Global and European Citizenship. Through Open Badges, the project recognises learning acquired by students by carrying tasks related to active citizenship during their exchanges.

Projects often find challenges regarding policy but also others whose only solution is a mentality shift: recognition of periods abroad, enabling environments from the side of teachers. Exchanges are a great and transformative tool that should not be hindered by policy restrictions or lack of funding. EFIL expects the new Erasmus+ programme to set a more favourable framework for cooperation between schools and non-formal education.

Claudio Dondi, FREREF, presented their «UPPER» project aims to create a space for the exchange of good practices granting them possibilities for **transferability**. It started as a solution for the strong segmentation of initiatives on the topic, sometimes because of cultural differences that make organisations to work separately. The idea is to finally move from silos to hubs.

What are the best ways to achieve GCE? It was argued that **workshops at schools are the best way to achieve this**. Mobility is not for everyone as you have to be ready for it to have an impact on you. Erasmus+ is in some ways trying to be more inclusive but it is still necessary to see how far it gets.

Some of the participants noted that when introducing GCE in curricula across different subjects, it is important to look at examples on where this worked successfully. Tatjana



MEP Domènec Ruiz Devesa

Babrauskiene, Member of the EESC, noted that a programme should be created setting the minimum knowledge that should be acquired at all levels, since it cannot be open to each teacher's discretion. Furthermore, education is a national competence and it is very difficult for the EU institutions to influence on this matter. Social partners and stakeholders have an easier role. Participants argued that more can be done at the EU level. For instance, the Council has some work on mapping of competences and developing tools for teachers. This work is initially European but has potential to be extrapolated to the global level.

MEP Domènec Ruiz Devesa closed the discussion by noting how undervalued GCE is. GCE could be implemented with NFE approach, exchanges or through Erasmus+. **We are citizens of the world, not only countries or EU and there are rights that are inherent to us and come from the global level.** There is a need for a holistic citizenship education that conveys all local, national, European and global dimensions.

The social utility of VET

3 December 2019 | European Parliament

Social utility is difficult to quantify, but the purpose of VET is abundantly clear. EVTA and Le Forem discuss their achievements in the field.

Giulia Meschino, EVTA, welcomed participants and left the floor to Conny Reuters (SOLIDAR). His message focused on VET social «utility» at European level, which is not a very common term compared to social impact. Furthermore, there is only one utility of VET that is considered, the one for the labour market. This approach raises the question about what VET should deliver: solely integration in the labour market or social integration as well? **Social utility of VET is a tool to unjam the social elevator**, which is not working anymore. The recognition and training quality are two other challenges. To answer them, one solution is to encourage partnerships, especially “those that are not obvious”, i.e. between social partners, business (in particular SMEs), he concludes.

Gregoire Roquette, Economic expert at AFPA noted that one angle of social utility that AFPA had a close look at is Gender equality. They developed an index (Professional Gender Equality Index) to assess their performance relative to a set of indicators. Delphine Rochet, Le Forem, underlined the importance that VET has for the society. That is why it is of utmost importance to acknowledge its utility and to improve the recognition of the excellence of VET. Delphine Rochet now presents the results of the Solity project. The aim of the project is to develop a new approach to measure the social impact and performance of

VET providers at regional, national and EU level. The partners developed a self-assessment tool and she shows examples of results on the Powerpoint presentation.

Guibert Debroux, Training department Director at



Le Forem added that they defined the **criteria for “VET excellence”**. It is a learner-centred approach with focus on skills ecosystems, the knowledge triangles, and high-quality provisions. VET activities can be clustered in three groups: Teaching and learning, Cooperation and partnerships and Governance and funding. Three questions were raised to this extent: is there room for social utility in the dictatorship of indicators?; Where is the limit between utility and utilitarianism? And is the value of social utility in vocational training financially measurable?

However, it is difficult to have common standards. It is the idea of circles and squares: “do we have to change to fit the system or why not change the system to fit people and be inclusive?” A participant, Claudio Dondi, notes that “we shouldn’t be embarrassed about having qualitative indicators or afraid to have indicators that ask “yes or no”. Not everything is measurable. Le Forem answers that unfortunately, they only have one target, it’s how the trainee is feeling that its chances to get a job have improved thanks to the training.

«What should VET deliver: solely integration in the labour market or social integration as well?»

Learning through gaming potential untapped

3 December 2019 | European Parliament

The potential of gaming as a pedagogical tool has yet to be fully addressed by both policy-makers and practitioners. It is time to assess it.

Participants took part in a debate on the role of games and gamification in the education landscape, moderated by Milosh Ristovski, JEF Europe and hosted by MEP Brando Benifei.

Marc Kuster, DG EAC, presented some of the European Commission’s activities in promoting learning through gaming, particularly in the youth field. The European Youth Together call and the youth chapter of the Erasmus+ programme have an important role to play, as well as DiscoverEU and the European Solidarity Corps which have incorporated online competitions (e.g. photo, multimedia) and learning resources. This was followed by Tamara Gojkovic, YEU International, who presented the ‘GamifyEU’ project involving the gamification of non-formal education content with the aim to promote EU values. The games, created with Ricardo Herrera from Molengeek, support the transmission of knowledge, including about different cultures as well as the EU institutions and the Erasmus+ programme. MEP Brando Benifei welcomed the project as a positive example of what is happening on the ground to promote new ways of learning. He argued that learning by gaming needs to be taken seriously

and that non-formal education and participatory methods bring a huge added value to education.

«Gaming is a way for students to express creativity and learn about history»

Tom de Kruif, EUROCLIO, explained how he incorporates gaming into his history lessons, as a way for students to express creativity and learn about the consequences of war. Exchanging with the audience he stressed that **gaming is a useful complementary tool in teaching the curriculum**. Zsolt Marton, Eurodesk, added to the discussion by outlining the ‘Time to Move’ project whose resources include a card game based on trivia as a tool for learning and which is used by youth workers. Mr Herrera stressed that many young people, disfranchised from traditional education systems, are passionate about gaming as an alternative form of learning. He also raised the challenges it can bring, including putting it into a structure and convincing parents about this.

The debate concluded with agreement on the importance of convincing people about the value of gaming as a learning tool. Ms Gojkovic said that ultimately it is important to realise that young people know what interests them and we should listen to them.



Basic digital skills for inclusion and active citizenship of low-skilled adults

3 December 2019 | First EuroFlat Hotel

Educating low-skilled adults in digital skills is a way to include them in societal processes and to foster their personal development.

Gabriela Ruseva, ALL DIGITAL, opened the event stating that **adults still need digital skills as they are important in any relevant field of our life**, from working to health care. 43% of adults lack digital skills, thus they are excluded, and our society cannot afford this. There are deficiencies in education policy related to adult education. Basic digital competences for adults are required. How to increase the number of adults with digital skills? Personalised training as answer (DCDS), the role of the trainers is very important. We should help and encourage policy-makers to develop integrated policies.

In the broader group of 43%, there are different groups, we need tailored approaches, who is responsible in addressing the needs of these groups? How can we better understand the needs of these groups? Speakers claimed that local actors have to be involved, as well as giving a more prominent role to research. Estonia has good practices: digital tax declaration plus volunteering programme for young people to support elderly people in declaration.

Funding at local level are cut, but priorities remain the same: how can we solve this paradox? The European Semester is an answer, but it is difficult

to make leaders understand the necessities of EU funds, very hard to get in terms of administrative procedure.

ALL DIGITAL's DCDS project addresses those concerns, and sets a digital competence framework and policy recommendations for effective and inclusive reforms.

Susana Oliveira, LLLP Steering Committee member, closed the event with some final words. Advising us in integrating digital competences, having a proper validation system remain key features for civil society and governments alike to address. We have to allow learners to learn, validate and keep on learning. A strong dimension for active participation through digital competences is important. It is very important to involve civil society in this process. Validation is key, especially for prior learning, it decreases the fragmentation. **Learner-centred and tailor-made are relevant aspects from a lifelong learning point of view**, the key word is flexibility. A special mention of 21st century learning environments LLLP Position Paper.



«What should VET deliver: solely integration in the labour market or social integration as well?»



Green Competences

4 December 2019 | European Parliament

The recent changes in policy priorities command us to rethink all sectors towards sustainability. A new common framework for sustainable development shall be the polar star for skills and competences

This event contributes to the discussion on the future of Europe, influence the debate on how the future will look like: if we continue in this way, the future will not be sustainable. The Green New Deal focused on two key sectors: circular economy and investments; this means that **in the future investments have to be green**. It is a matter also of changing culture: skills have to move towards green technologies, but it's not just a matter of skills, **we have to create a culture of green economy and then green skills**. It is not a green wash. Europe is late in this process of understanding education as a lifelong process, and it will be key for its green economy. Noelia Cantero commented that this is not a one shot initiative, we want more stakeholders on board. Jorn Verbeeck (AGORIA): there is a discussion in terms of generation when it comes to green skills. Digitalisation brings also changes, for any job lost we will have 6 new ones. We have to regularly update our own skills. What is a green job? Which are the green skills? Sustainability is vague. Which kind of jobs are needed? Dual learning is relevant for the green new deal. We need inspiring examples for designing new job profiles. **Green skills should be a catalyst for sustainable development**. Digitalisation and

green skills are closely related. Companies are looking into this issue. A "one-fits-for-all" solution does not work. To bridge that gap, we need more commitment from the macro level, a big study at European level is needed.

Despite the launch of the Green New Deal, there will still be a skills gap. We have to start looking things in a horizontal way, linking different aspects: population ageing, social security, political uncertainty; all these megatrends need a lifelong learning approach.

We have to transform the education system, to be catalyst of change. **It's not enough to take one element and make it green, we need the full process "green"**; in terms of skills, we need new ones or just an upgrade? We need to skill up the sector.

Pavel Trantina (representing NFE sector): education should provide skills for the future; traditionally done by formal education, now we recognise also NFE actors as skills providers. When it comes to TVET skills for instance, scouts are a good example of educational provider (i.e. cooking on a camp). TVET should develop capabilities of a person from a holistic point of view, critical thinking, life skills are the ones of the future. Digitalisation is crucial. Globalisation, promoting equity and social equality, gender equality are relevant trends. Recognition of skills requires a mind shift. Add to the ECF: civic competences and financial literacy. Deal with the ageing of the population: mentoring from the younger to the older. The 21st learning environments PP from LLLP is appreciated and intensively used for its opinions.

«We have to create a culture of green economy and then green skills»



Youth participation in Europe

4 December 2019 | European Parliament

With the European Elections as a catalyst moment for European youth, LLLP members take stock of where the Union is heading now. How to further engage young people? How to allow them to finally be decision-makers?

The LLLWeek hosted the final event of the European Project «My Europe My Say», held in the European Parliament on the 4th of December. The room was full with Scouts and non Scouts. The panel was composed of MEPs, Scouts, vice president of the European Youth Forum and a member of the EU commission. German MEP Niklas Nieaß opened the debate welcoming participants. **“Young people under 30 should be represented by young people under 30.”** said Niklas Nieaß, a young MEP when talking about getting more young people involved in politics.

Now that new people have been elected, and will hold office for the next 5 years, it crucial to assess their priorities and especially how they are positioned towards young people. But what is next for Europeans? Will we disconnect from young people until the next time a vote is needed

or will we continue to make space for them to take action and change our society for the better?

“Once you have created the space and you have mobilized the needed resources, your work is not done: you should continue to engage young citizens beyond the elections. Elections are not the only moment when democracy comes out of the closet: delocracy is a daily exercise, and our decision-makers have the responsibility to make it happen everyday. And, on top of this, their goals should be to keep European youth engaged with the institutions. This can be only achieved through a **continuous EU Youth Dialogue**“ says Ville Majamaa, Vice President of the European Youth Forum.



Erasmus Virtual Exchanges: A new pedagogy

4 December 2019 | European Parliament

In an increasing digitalised world, digital interculturality becomes more and more prominent. The European Union has invested a lot in «virtual erasmus exchanges», but it is time to upscale our ambitions.

Tamara Gojkovic, Lifelong Learning Platform, opened and moderated a debate on Erasmus+ Virtual Exchanges, an innovative pedagogical model launched under the current Erasmus+ programme in 2018.

MEP Pierfrancesco Majorino, host of the event, started by underlining the need for exchange between cultures and the importance of virtual exchanges in this regard. The period of hyperconnectivity we are currently living in offers an opportunity which we need to make sure is used by everyone in the best way. We should promote the positive message that the Erasmus+ virtual exchanges project brings. MEP Salima Yenbou added that **virtual exchanges have a positive effect on capacity to work in a multicultural environment and to improve digital skills, particularly for girls and young women living in rural areas.** However, strengthening virtual mobility opportunities should not mean replacing physical mobility, particularly for people from disadvantaged backgrounds. We should also be wary of the energy use that it can entail and the need to find balance with time spent off screen, she stressed.

Francesca Helm, UNICollaboration explained that Erasmus+ virtual exchanges are about sustained people-to-people interaction and facilitate contact between people within diverse communities. Stephanie Siklossy, Search for Common Ground, added that virtual exchanges **equip young people with soft skills to become active citizens** on the basis of educational programmes with specific learning objectives. Davide Capecci, EU-Council of Europe Youth Partnership strongly agreed on the **value of virtual exchanges as a complementary tool to physical mobility.** The



MEP Pierfrancesco Majorino and MEP Salima Yenbou

concept of inclusivity is crucial and requires dedicated resources, including for the training of the people involved and to provide individualised support. Quality is the key question.

MEP Pierfrancesco Majorino closed the debate by highlighting that we need to make Erasmus+ much more accessible and that virtual exchanges offer an interesting opportunity to do this in synergy with others. **We need to invest in positive relationships between people.**

something that social media and the big social networks have not really achieved, and virtual exchanges are a helpful tool to support this process along with widening access to knowledge.

«We need to make Erasmus+ much more accessible and that virtual exchanges offer an interesting opportunity to do this in synergy»

Global Citizenship Education for Teachers

4 December 2019 | European Parliament

The event is organised by EFIL and ATEE and addresses the importance of Global Citizenship Education (GCE) for Teachers.

MEP Julie Ward started by saying that she is a lifelong learner, and she believes democracy, value and participation are very important topics. She considers there is a disconnection between people and school councils, they are not working with the broader community.

Hannah Grainger from European Commission, reminded that the Key Competence framework developed by the European Commission includes skills for citizens, and that GCE is one of them. On November 2019, there was a conference organised by DG EAC on the keycomp, they discussed the importance of equipping citizens with creativity. We cannot predict the future but the teachers' role is to help people to be happy in life. She asks three questions: what matters for young people (in their daily lives)? What matters for teachers? What can the European Commission do? The EC can act upon motivation for teachers to develop meaningful learning experience, can foster attitude changes. Motivation rises when teachers are involved. Schools are communities and policy need to take that into account.

Alice Modena, Project Manager, EUROCLIO: they involve teachers in the development of resources, they organise training for teachers. They have one project about controversy and diversity in the classroom when they implemented a need assessment and training for teachers to use the materials. They have another initiative called Historiana where they developed activities for EU integration. They developed assessment methods that are not only

focus on knowledge acquisition. In history class, they discussed sensitive issues like civil wars, Napoleon, Kosovo, Catalonia... That is how they work on GCE. Gorik Van Helleputte, Association for Teacher Education in Europe (slides): Very few teachers receive GCE whereas such training should start from (initial) teacher education. **We have to stop working as isolated islands.** Teacher educators have a platform for GCE. He suggests using 360 degrees Virtual Reality to tackle the distance between the world and the classroom.

Izabela Jurczik-Arnold, EFIL said that **non-formal education is good to bring the question of values, methods, attitudes and other new approaches up in the classroom.** Their programme are in cooperation with schools where they intend to incorporate intercultural learning in the curricula. They also work on the matter on assessment and offer training at international level (eg about intercultural competences).



«We need to stop working on isolated islands»



InvestEU and the Economy of Wellbeing

4 December 2019 | European Parliament

This large events brought together actors in the whole social sector to try and shape the next InvestEU programme



How do we make sure InvestEU helps the social sector to innovate? Investment in social infrastructure is needed in Europe. Thanks to the grassroots level we managed to convince the EU to play a key role in investing in social. New investment has to be ensured. We now have to create an environment that allows people to enjoy their rights. **Private investments should not cover lack of public funds**, private money can help. How can we build capacity? How can blend EaSI with InvestEU? Social window for InvestEU hopefully will work.

Kerstin Jorna, DG EMPL said that transitions to the future need to be environmental, ageing, digitalisation. Economy that works for people is the solution. **Solutions have to be delivered by communities to communities.** José Manuel Fernandes MEP: **EaSi was market driven, Invest EU has a social window.** It is a financial instrument, we have to defend an investment platform, we need local and regional authorities involved. Parliament reinforced the social window.

Caroline Costongs (representative of social service) said the **prevention provisions in the budget should address also social exclusion,**

education opportunities, active ageing, etc. In Ireland with the support of EIB they built new prevention centres covering several needs, kind of social services houses.

Katerina Ivankovic Knezevic DG EMPL: budget for capacity building in InvestEU is higher, why? What is the role of EU and national authorities? InvestEU is part of a broader picture, we have to seek synergies with other instruments we have, i.e. ESF. InvestEU will also help spread good practices, spread results among member states, among regions. Identify where to need to invest, where to advice, where to support public authorities to apply for funds. Financial advice. Key to reach local projects, local actors, local authorities. It relies on the network of national banks.

The debate finished with strong remarks: we have to be sure people have access to their rights, human rights. European Pillar of Social Rights. Social services are important for right, health conventions, education, skills, trainings, housing. InvestEU has a big potential, it has a social window. Social sector should explore private funds and investments, public authorities also need to make an effort.

Adult participation in learning Leave no one behind

5 December 2019 | Lower Saxony Permanent Representation

This high-level of the Lifelong Learning Interest Group of the European Parliament hosted the international launch of the GRALE Report by the UNESCO Institute for Lifelong Learning and assessed the status of adult participation in learning and education worldwide.

The topic of the report, "Leave no one behind: Participation, equity and inclusion", calls upon countries for major changes to achieve sustainable development goals by 2030. UNESCO's Fourth Global Report on Adult Learning and Education (GRALE 4) brings an urgent call in reviewing policies in the light of the evidence in participation and investing in a sustainable provision that is accessible to all learners ensuring the realisation of the 2030 Sustainable Development Agenda.

Building a social and fairer Europe is one of the major goals but also challenges for European Commission. A Europe one can identify with is a social Europe and for that one has to combine all the efforts.

Mr David Atchoarena, Director of UNESCO Institute for Lifelong Learning (UIL) welcomed and thanks to the hosts. Put the report outcomes within the frame of the EU. See presentation on powerpoint. Participation in Adult Learning and Education ALE is unequal progress in governmental support is

raising: highest level was for involving stakeholders (civil society organisations); developing plans and implementing policies but low for legislation and validation of NL& IF.

ALE remains underfunded (19% spend less than 5% of the education budget and even 14% spend less than 1%. Quality is improving but still low on Citizens education (between 3 to 1%) but high on literacy and basic skills (between 41 & 59%) and CVET. As such, the achievement of SDGs goals is in danger: there is an urgent need to review policies, invest in sustainable provision accessible to all learners;

The high-level panel discussion transferred the debate to CSOs and other actors. Participation, equity and inclusion in adult learning and education: leave no one behind!

- Mr David Atchoarena, Director of UNESCO Institute for Lifelong Learning (UIL) One conclusion relates to SDG4 / Outcome of the July mtg in New York countries were not ready for



SDG' goals and there is a sense of urgency to act and accelerate; as urgent as climate change. Put emphasis on ALE to meet SDG4. If parents can not read and write the situation for their children. Mr Kapko, Minister of Secondary Education of the Republic of Benin said that the question of literacy and ALE is a global question and the report proves that it is in certain developing regions it is low and poor. Pur change of mentality should change the views on adult education. SDG 4 (education) one has to start with the adults and provide examples to the youth. But this happens through informal and non-formal learning and this requires a change of mentality.

«One has to change the mindset and look at education in a holistic perspective»

Ms Manuela Geleng, Director for Skills, DG EMPL, European Commission, claimed that we need a paradigm shift towards ALE and LLL. This will be one of the foci in the Skills agenda for the next 5 years.

Ms Tatjana Babrauskienė, Member of the European

Economic and Social Committee, agreed and said that at a timely moment to address ALE in view of the financing of the LLL. Opinion with recommendation will be made public next Monday/ Investment in sustainable provisions is needed (structural and social funds and Erasmus). We should also ensure that **all stakeholders share the implementation of LLL and ALE policy reforms.** Social partners also to monitor the progress; the constant monitoring of the implementation, for instance, should be open to all stakeholders.

Vulnerable people are left behind and the funding schemes should first address their needs: this is where we should base of benchmarks, on the most disadvantaged people. **The right to training is a social right that should be implemented.** In some countries you have already a training guarantee and individual learning accounts.

Involving all stakeholders is a common responsibility. One has to change the mindset and look at education in a holistic perspective. Adults are coming from formal education (not always quality). 70% of adults in the EU are not having basic skills (also digital).

Member States have shown little commitment to ALE and to SDGs, little understanding and awareness. Implementation on national level should be increased. To this extent, Lucie Susova said that the priority in ALE should be to empower adults through a holistic approach and partnership. One need investments into cooperation to have flexible pathways in life and not be isolated to one educational sector. One should function in co-governance.



Towards safer youth organisations

5 December 2019 | European Parliament

Youth organisations should be a friendly environment for all. It is our job as active citizens to strive and make them safe for everyone.

MEP Melchior welcomed the participants and stated the importance of the topic. The problem to be tackled is to open up the discussions after the me-too movement. We are only at the tip of the iceberg and a lot still has to happen in the me-too movement.

Panagiotos Chatzimichel, EEE-YFU, said that me-too empowered the individual victims. We need to bring it more visible on the table like with me-too; to put it in the public discourse. But the problem is that it limited it to women harassment. It should change from a women's movement into a people's movement. This has only started with the me-too movement. Me-too has not yet an impact on the prevention stage. MEP Melchior agreed and added that there is more public knowledge but there is no admission of fault as well as a lack of consequence for the initiators. There are many brave women but they are now told that we should feel sorry also with the man who committed the crime. The message that it is not the fault of the woman but of the person who are committing the sexual harassment act. **Politicians should relook into the**

legislations against rape and integrate an active consent to be proven instead that the woman has to prove she has not given her consent. Secondly more public awareness of what is ongoing and keep the momentum open.

Daniel Amesz, AEGEE President, said that through the SMASH project we acknowledge that women do not have equal opportunities of access. What is the impact of non-inclusion of women in democratic organisations. The existence of sexual harassment and rape makes women cautious to act inside organisations and leave the organisations.

MEP Melchior said that the role of education actors is to find role models; on a longer term, education should also allow more women in STEM, minorities are invisible because we do not talk about it.

Education is vital for young people: Education is not only mere «knowledge» but it should also help youngsters become inclusive adults and citizens. The role of formal, non-formal and informal learning in this empowerment remains capital.



Learning Democracy through School Students Rights

5 December 2019 | European Parliament

Youth organisations should be a friendly environment for all. It is our job as active citizens to strive and make them safe for everyone.

MEP Brando Benifei first takes the floor. He says our democracy can work if supported by intermediary bodies, including students' unions. Students are often in the middle of many important moments of democracy. Schemes like the European Solidarity Corps are important: they promote dialogue and connections. However, so far, mobility is only accessible for a small part of Europe. **Democracy is a lot of informal education**, it's about having the conditions to exercise your right.

MEP Piero Bartolo added that education is a tool for inclusion, to fight inequalities but the reality shows that it is not always a success. We need to think of a new development model to strengthen democracy. Every student must have the same opportunities and **ET2020 data do not reflect the social context**, and do not show the big inequalities between urban and rural areas and between general and vocational education. Without the recognition of rights, the knowledge tends to create new hierarchies.

Haldis Holst, Education International, said school and education is the place where democracy should be developed. **Democracy is much more than voting.** Getting trained in voicing an opinion, listening, debating is one way to learn democracy, another way is by replicating the formal democratic systems. Teachers are always ready to support students. But do teachers need support from students?

Lucie Susova, SOLIDAR and LLLP, said that teachers did not have an answer on how to support the students for what to do regarding the climate issue. Teachers need training for the Friday for the future. So, Solidar promote NGOs

cooperating with schools on these topics.

How to work with teachers' union and civil society to fight these trends? For Haldis Holst, the Friday for climate movement is the most successful so far. It is true that we should not wait for politicians to take action. Let's celebrate victories, this was successful because when politicians start using arguments like "what do you know about climate" etc, that means that they are left without arguments. Civil society play a role too, they need to tell politicians when they don't deliver. On Fake news, there's always been propaganda, we must never stop being critical.

The debate finished with powerful remarks: **democracy is slow, there are so many things that do not change, which can create disillusion but we can find ways to change things faster.**



MEP Brando Benifei and MEP Piero Bartolo

Inclusion in schools: from policy to practice

6 December 2019 | VLEVA

Policy-makers have made inclusion a priority, and there exist a lot of good practices. What needs to be done to make inclusion a reality for all and across all Europe?

Viola Pinzi, European Schoolnet, opened and moderated a policy roundtable on inclusion in schools, in the framework of the INSCOOL project. Sian Williams, British Council, explained that **inclusion in schools is not one single concept but a collection of ideas.** The word 'equity' is central. It is about providing different things to meet learners' needs. It's everyone's job to make sure that inclusion works in a school, it involves working in partnerships and tricky conversations about where things are going wrong. It cannot be addressed by one single event but is a series of steps in a complex, long-term journey.

Edwin Katerberg, European School Heads Association (ESHA), stressed that **inclusive schools are about preparing individuals for lifelong learning.** Engagement with parents and the wider community is important - a whole school approach. He expressed the view that we are on the right track towards inclusive schools, like every social movement it needs time. He presented some of the projects on inclusion in schools, anti-bullying and anti-discrimination,

in which ESHA is partner. Donatella Inferrera, San Francesco di Sales, pointed out that we recognise the 'Other' as different because of culture but we are really the same because we share the same humanity. Her school is located in Sicily, a major arrival point for migrants, and she explained her school's approach to promoting their inclusion, by meeting them in reception centres and listening to their stories and needs. She emphasised the need to think about the role of teachers specifically, who often lack time to address inclusion in a targeted way because they are busy implementing the requirements of the curriculum. Michael Teutsch, DG EAC, underlined the complexity of inclusion which is centred around three things: access, treatment in schools and results. There needs to be openness to adapt teaching and learning practices to individual needs. PISA results show the influence of socio-economic background on the results of learning. He explained the EC takes a broad view on inclusion: we need to look at socio-economic disadvantage but also migrants and refugees, etc.



Empower citizens through career guidance

6 December 2019 | Cité des Métiers

A better understanding of career guidance can help citizens be more active in their society and better manage their skills.

The event started with a guided tour of Cités des métiers for the participants.

EU policies consider lifelong guidance as a lifelong process. It is a process that enables citizens to identify their capacities, interests, and to manage their individual lifepath, in learning, work and other settings. The linear model of career progression is a thing of the past. "Transition" is the new keyword. People change employment status, "we live in a fluid labour market". Studies say individuals will have up to 10 transitions in their life, and hence **people need career management skills.** People need to be aware, able to identify opportunities and need to understand what jobs are relevant for them, what their own strengths are. It is related to decision-making, it is about the autonomy of the learners and of the workers.

At EU level, lifelong guidance is underpinning every legislation in the EU (e.g. NEETs, Recommendation on the long-term unemployed). Guidance is a red thread for the Skills agenda in Europe. Guidance concern two of them mainly: upskilling pathways (for older people, low skill people) and the skill assessment tool for third country nationals, which aim to help refugees to document their skills. Another upcoming initiative which matters a lot is the individual learning account. The new Commission will explore the idea. It exists in France and maybe other countries but it will now be explored at EU level.

According to Olivia P'tito, people are often lost with their career, so a **one-stop shops remain a crucial tool**, like Cité des métiers. They are more and more efficient working together with PES, VET training centers and the other partners. Cités des métiers is always a start for the jobseekers or those who want to change their careers. 40%



of jobseekers in Actiris do not have a diploma or have one that is not recognised in Belgium. At EU level, currently, Member States are asked to tell what they have done and share good practices regarding the upskilling pathways policy as part of its evaluation. Unfortunately, there is little monitoring of the impact, in particular, social impact of integrated guidance. A good idea would be to develop a European project on the social impact of lifelong career guidance.

What comes next? The European Commission is preparing a **study on lifelong guidance centers and integrated spaces** and exploring new ideas for the Skills agenda. Cité des métiers is thinking of third places to go for people who have special needs. In the Netherlands there are considering to strengthen the organisation and also to work more on guidance (not just information provision). In Belgium, there is a law in discussion on guidance for adults which foresee more links with business.

ABOUT THE LLLPLATFORM

The Lifelong Learning Platform is an umbrella that gathers 42 European organisations active in the field of education, training and youth, coming from all over Europe and beyond. Currently these networks represent more than 50 000 educational institutions and associations covering all sectors of formal, non-formal and informal learning. Their members reach out to several millions of beneficiaries.

The LLLWeek aims to raise awareness on lifelong learning's capacity to answer many challenges of modern societies. The LLLWeek has over time become a milestone in the European education agenda, thanks to the support of civil society actors and Members of the European Parliament. The idea is to bring together learners and educators, field workers and policy-makers, researchers and political representatives, and give them the opportunity to discuss today's greatest educational challenges.



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