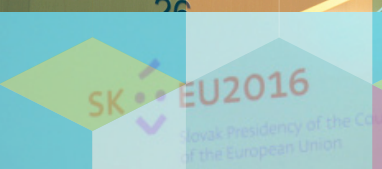
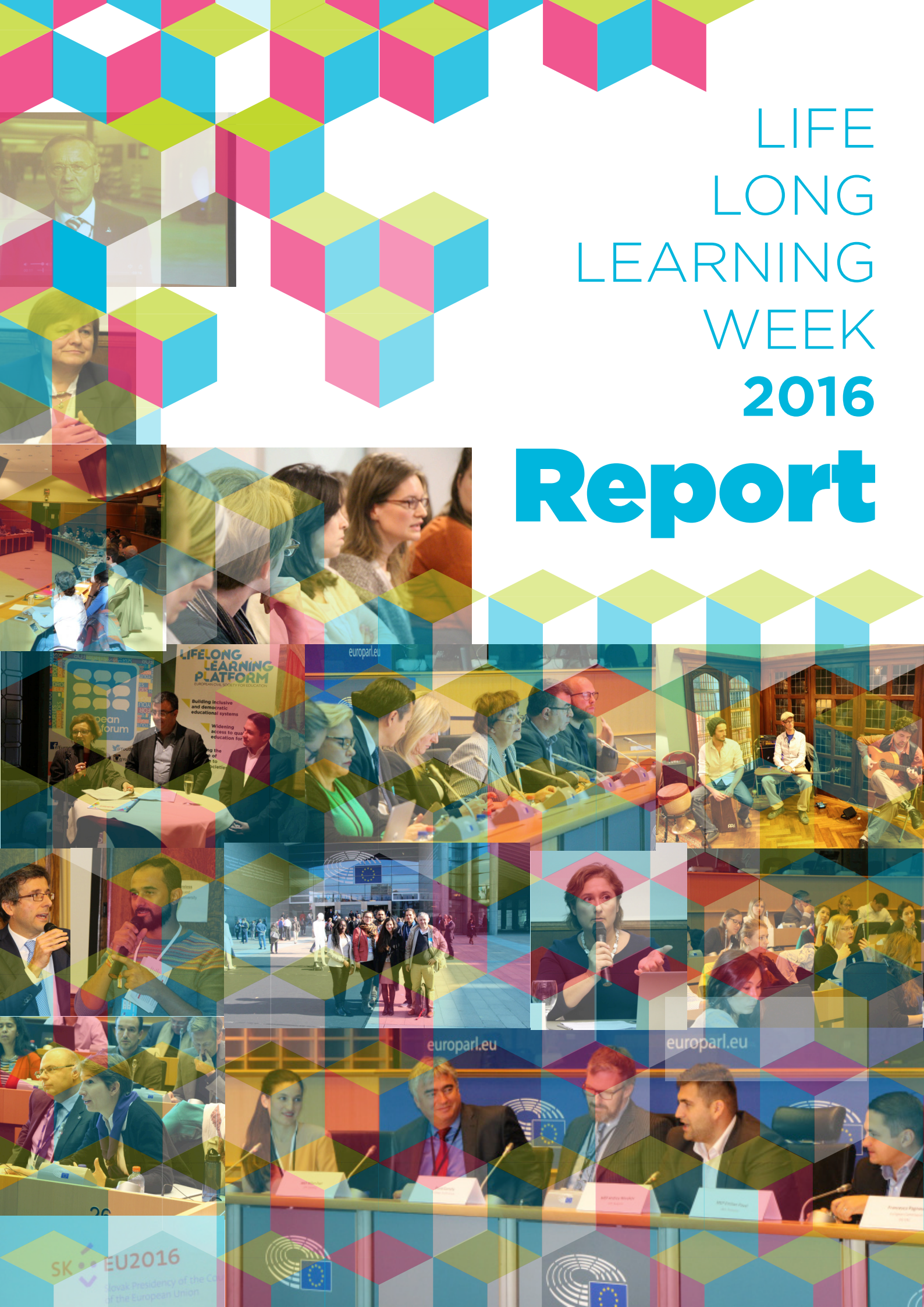


LIFE LONG LEARNING WEEK 2016

Report



CALENDAR OF EVENTS

LLLWEEK2016 LEARNING TO LIVE

MONDAY 10.10	TUESDAY 11.10	WEDNESDAY 12.10	THURSDAY 13.10
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Reforming Erasmus+: Budgetary Constraints, Civil Society Needs and Political Will
Erasmus+ Coalition

Rethinking Education
UNESCO, in partnership with ICAE and EAEA

Synergies for Students' Success or A Multifaceted Higher Education for Students' Success
EucA, ESN, EURASHE

Rethinking Education Workshop
UNESCO, in partnership with ICAE and EAEA



Migration and refugee challenge: Turning commitment to inclusive education into reality
LLLPlatform



LLLWeek Joint Reception and LLWAwards2016 Ceremony
LLLPlatform and YFJ

Regional and local measures to develop the potential of refugees
EARLALL

Intercultural and citizenship education: Non formal education approaches to advance the Paris process
EFIL, EEE-YFU, DARE Network

Citizenship Education: finding inspiration in youth organisations, an informal dialogue between stakeholders
European Parliament Youth Intergroup and YFJ



SDG Watch Europe Launch
SDG Watch Europe

IDD Quiz
EFIL

Validation of volunteer skills: a contribution to the New Skills Agenda for Europe
EAV

#RecogniseStudyAbroad: Broadening access to learning mobility
EFIL, EEE-YFU, OBESSU

Reaching Out to the Excluded Youth: leveraging the potential of youth organisations
WOSM & WAGGS

The Lifelong Learning Platform and the European Youth Forum wished to turn the spotlight on what brings them together and what makes education one of the most powerful tools we possess to build the inclusive societies that are the basis for a democratic Europe.

The Lifelong Learning Week 2016 invited participants to discuss key challenges for educational policies, namely the impact of the economic and social crisis, migration flows, the emergence of populist movements or terrorist attacks. The LLL Week was organised around three main strands: Learning to live together, 21st Century Skills and Flexible learning pathways.

Learning to live together

A series of worrying phenomena in Europe in the recent past clearly indicate that Europe is facing serious challenges in managing diversity. Only an equitable society of engaged citizens can be resilient to such threats. The transformative power of education has a major role to play in building inclusive learning societies and in fostering civic and social participation, as it is a preferred vehicle for creating awareness, knowledge and understanding of (European) common values. How can education in all settings (formal, non-formal and informal) contribute to a better "living together" in Europe?

Flexible learning pathways

In more and more complex societies, individuals go through several transitions in their lives. The challenge is that not everyone has the capacity and means to build their learning pathway in a way that will support their professional and personal development. Opening educational institutions to non-formal and informal learning, for instance, is a way forward (e.g. validation mechanisms). It is about developing an offer that is adapted to the needs of learners while being accessible to those who would benefit the most from it.

21st Century Skills

What do people need to learn in order to become active citizens, to be socially included and have access to a good job? More and more emphasis is being put on the need for learners to acquire a set of "life skills" in order to be fulfilled citizens. Social, civic and intercultural competences are particularly relevant for learning how to live together and further consolidating social cohesion. These competences are also strongly valued by employers on the labour market. Their acquisition and assessment, thanks to the reinforced use of active pedagogies, is a milestone in building inclusive and efficient learning systems.

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



With the support of the S&D, EPP and the Greens-EFA in the European Parliament



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



And with the financial support of the European Union



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

LLLPlatform / Stakeholder Debate / 10 October 2016 / European Parliament

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

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

"Even the best programmes can be improved and our goal is to keep Erasmus+ as the European flagship programme."

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

Suggesting improvements on the basis of beneficiaries' concerns is the rationale behind the **LLLPlatform's Annual Erasmus+ Implementation Survey**. If this year's result show a general satisfaction on their side, **improvements** should be made as regards **harmonisation** of implementation, quantity of **funds available** and **simplification** of procedures.

A Programme that answers Europeans' needs

The Erasmus+ Programme presents the great added-value of being a **vector for intercultural dialogue** between EU citizens as well as **tool to tackle socio-economic challenges**. However, in terms of access, progresses need to be made to include all EU citizens. "We set the target at 6% for VET learners participating in **mobility programmes**; presently, we have not gone over 1% participation," said Felix Rohn from DG EMPL. **VET and adult learning** have to be prioritised in the programme, alongside work-based learning, key competences, access to qualifications and validation. In light of the **New Skills Agenda for Europe** and if our aim is to upgrade skills for XXI Century needs, he called for a stronger "**support for the validation of skills** acquired by learners, including apprentices", as incentive to participate in valuable mobility programmes. Because access to education is not broad enough, many citizens are being left behind due to obsolete or inappropriate skills. This critical point was also pointed out by Jill Peiffer, Director of EPOS, the Flemish National Agency, who suggested "adult education be separated from vocational and education training in light of the broader role it has to play." Gina Ebner agreed that "the Grundtvig action is very important, particularly in countries where adult education does not have a strong tradition, and therefore needs improved access and finances."

Securing enough funds for all stakeholders

The adequate **distribution of funds** within the Erasmus+ was indeed highlighted as one of the main weaknesses of the current programme, where the role of civil society organisations in promoting all opportunities and the need to allocate funds based on targets needs were brought to the attention. MEP Andrey Novakov, said that one the one hand, there is a **lack of funding** in general, but on the other hand, there is a **discrepancy when it comes to the budget of specific actions**: some are overfunded, whereas some others are underfunded." For instance, "competition is fierce in the youth field, yet in some actions such as European Volunteer Service there is underspending, while in others, such as youth exchanges, the amount of funds does not nearly



From left to right: Brikena Xhomaqi, LLLP Director; MEP Milan Zver; David Garrahy, YFJ; MEP Andrey Novakov; MEP Emilian Pavel.

correspond to half of the needs," said Marguerite Potard representing WOSM. "**European Civil Society organisations** ensure the European dimension of the programme and funds made available should reflect this need," stressed Elisa Briga from EFIL. She added that there is not enough funding under KA2 strategic partnerships for big projects, there are many rejections, and that is why in the end strategic partnerships fail to be "strategic".

As a solution, Jill Peiffer highlighted the importance of **cross-sectorial synergies**. In her opinion, it is not necessary to re-use the old brand names, or

"We need to work on the common challenges together, such as the simplification of unit costs and weak cross-sectorial cooperation in the programme."

only under Erasmus+ maybe. Rejection of high-quality projects might at some point result in a decrease in the number of applications. Moreover, "since there is a lack of funding, smaller organisations are losing the battle added Marija Mitic from ACA. "We need to work on the common challenges together, such as the **simplification of unit costs** and weak cross-sectorial cooperation in the programme."

Simplification through targeted information and efficient harmonisation

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

"There is a discrepancy when it comes to the budget of specific actions: some are overfunded, whereas some others are underfunded."

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

MEP Emilian Pavel supported civil society's call for more funding, namely on the basis that "**by benefiting from Erasmus+ funding, CSO's are spreading the word of the success of the programme, and thus, also spreading the word of success of the European ideal**," one much needed at this time. For this reason, he promised that the EMPL Committee Opinion would stress, among others, the importance of active involvement of beneficiaries in the design and the implementation of the programme. This is precisely the aim of the Erasmus+ Coalition led by the LLLPlatform and YFJ: "we will insist to keep what is good in the programme, and change what could be better," concluded David Garrahy representing YFJ.

RETHINKING EDUCATION TOWARDS A GLOBAL COMMON GOOD?

UNESCO, ICAE and EAEA / Debate / 11 October 2016 / European Parliament

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

"Rethinking education: Towards a global common good?," published in parallel with the adoption of the Sustainable Development Goals for 2030, encourages public debate among education stakeholders, and different sectors, to rethink the purpose and structure of education in the face of present and future challenges and the targets set by SDG 4 and Education 2030. In this spirit, UNESCO and ICAE in collaboration with EAEA as regional actor, invited civil society organisations and other actors working in the field of youth and adult education to join a discussion on the regional response to these challenges.

Questioning past and current trends, the report aimed at **outlining perspectives** on the basis of an approach that envisages education as a common good that should be designed not only by States but in a cooperative process involving all educational actors, including non-formal and informal learning ones.

The Report identifies **contemporary challenges in education**, by opposition to those of 20 years ago when the Delors Report was published. "Today, the level of economic growth is higher than ever before, but **we are reaching the limit of sustainability**; there are improvements in reducing poverty, but **distribution remains unequal**," said Carlos Vargas Tamez from UNESCO. In a fast changing world, lifelong learning can support individuals worldwide keep up with their permanently evolving environment. Lifelong learning is a multidimensional process. It refers to qualifications (skills for life, skills for work); it is also about socialisation and objectification (how we identify ourselves). What progress remains to be made at European level?

Education is not yet a public good. "This means an essential part of the challenge today consists in **pushing back** a market-anchored and **service-oriented concept of education**," said LLLPlatform President David Lopez. Using the term "**common good**" carries the advantage of focusing on a common endeavour (social justice, human rights, shared responsibility...) rather than on State action and accountability. Nonetheless, **such an approach has been lagging back in Europe**, namely due to the fact that education largely remains under exclusive State competence, and unfortunately results in policy incoherencies.

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

"It is imperative that the document clarifies the relations between formal, non-formal and informal learning."

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



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

from Euroclio.

SYNERGIES FOR STUDENT'S SUCCESS OR THE ADDED VALUE OF A MULTIFACETED HIGHER EDUCATION

EucA, ESN and EURASHE / Debate / 11 October 2016 / European Parliament

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

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

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

Higher educational institutions should encourage the **permeability between learning environments**, and "adopt a **multi-ranking approach** in assessing student success, in order to take into account the skills they gain outside formal learning," suggested Marko Grdosic from EURAHE. **Raising the standards** can also become a tool to push forth his awareness to the importance of non-academic skills. HEI should try to assess soft skills students learn and monitor students' professional development using **graduate tracking**. Finally, "we need to inform the student at the very beginning of their studies so they can make aware choices with regards to their future employability," said MEP Krystyna Lybacka. Proper **guidance** will play a crucial role in assessing student success later on and also limit drop-outs.



The debate was chaired by MEP Krystyna Lybacka, patron of the LLLWeek2015.

"Higher educational institutions should encourage the permeability between learning environments."

REFUGEE AND MIGRANT CHALLENGE TURNING COMMITMENT TO INCLUSIVE EDUCATION INTO REALITY

LLLPlatform / Panel Debate / 11 October 2016 / Fondation Universitaire

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

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

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

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

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

Civil Society: A grassroots ally for integration

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

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

"Educational institutions are used to be confronted with **cultural differences**, and this is especially the case for the **non-formal sector**, which in some cases has specialised in working with migrants", said David Lopez, Lifelong Learning Platform President. In the current context, civil society organisations should be relied on for support, in light of their experience and ability to address the needs. **"Non-formal education is indeed a mobile connector** between target group and also the formal sector", underlined a member of the audience. "Nonetheless, as CSO representatives, we must carry the voice of many whose capacity for action is paralysed, due to the **incoherence**



Michael Teutsch
Head of Unit Country Analysis, DG EAC, European Commission

"Educational institutions are used to be confronted with cultural differences, and this is especially the non-formal sector."

of national positions. In this sense, **refugees are the catalyser of a greater European crisis**: they are not the origin of the crisis; they merely reveal how Europe still lacks the concrete foundations to implement the values it deems to protect", suggested David Lopez.

Convincing Member States of the value of lifelong learning: The key to inclusive education

"Education can be the cornerstone of an inclusive society. This isn't rhetoric; it's a fact", stated MEP Comodini Cachia. Education brings people together, it generates respect; it gives individuals the potential to find better employment." Giving them a status and a sense of **belonging to a community**, it is also valued as **tool to fight against radicalisation**," added Ildikó Pathóvã from the Slovak Presidency of the Council.



Ildikó Pathóvã
Ministry of Education, Science, Research and Sport of the Slovak Republic

Unfortunately, "migrant students are very often in low achieving schools and statistics show they often drop out. Many **Member States do not yet provide adequate support**, not only for migrant students but for low achievers in general. What policies should address that?" asked Thomas Huddleston from Sirius.

"Many Member States have indeed not yet understood the importance and **potential of lifelong learning**," regretted MEP Cachia. "One of the reasons could be that lifelong learning is often perceived as a European intrusion into national competence. We need to reverse this vision and think of the potential of lifelong learning rather than of who is behind it."

Teachers and educators play a crucial role in building inclusive education systems that are the stepping-stone for inclusive societies, like small-scale laboratories. "But we tend to forget about teachers," said Teresa Comodini Cachia, "and although we expect them to open and inclusive, **we do not provide them with the resources they need to do their jobs completely.**" As reminded Michael Teutsch, "**education is a two-way process**" that requires the full cooperation of both learners and educators. To achieve this, both need to know what direction to follow and have the means to reach their goal. "**The Commission needs to support investments in education and teacher training**," urged MEP Cachia.

Providing the right education for a positive integration

The Commission's Action Plan aims at pushing for immediate integrational measures, in order to avoid individuals waiting for months before they can benefit from language courses or civic education classes. "Although the share of young people migrating - who have a right to education no matter their status - is higher than in the past (30% are under 18), **adult education must remain**



MEP Teresa Comodini Cachia
EPP, Malta

"Many Member States have not yet understood the importance and potential of lifelong learning"

a priority. Work experience is not enough; people need **upskilling and re-training** in order to succeed in the labour market," said Commission and Parliament representatives.

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

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

"We do not need to invent new policies: we just need to get things done and implement the policies we have agreed on."

REGIONAL AND LOCAL MEASURES TO DEVELOP THE POTENTIAL OF REFUGEES

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

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

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

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

- **Analysing existing regional guidance settings and training curricula** (including intensive language trainings combined with professional language, professional skills and company cooperations). The heart and driving force of the project is the “Hotel Talents” project of the City of Gothenburg.
- **Testing these training concepts in different regions and countries** and in different economic sectors, mainly sectors with a lack of qualified workers, e.g. hotelery and gastronomy, health sector etc.
- **Scientifically** following up the project and do research e.g. on how such guidance, training concepts can be adapted to needs of different groups of immigrants (high-qualified, low-qualified, persons with traumas etc.), to legal backgrounds and to financing systems

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

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

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

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



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

- **Action at EU level** in all policy areas relevant to integration
- **Country-specific data** (for instance responsible authorities and indicators)
- **Integration practices** (that have been evaluated and) considered as good
- **Access to EU funding** (for instance to AMIF or ESF funded opportunities, as well as a library with news, documents and relevant events.
- This website is, since several years, a key tool for actors involved in integration in EU Member States and the Commission has been revamped its look and content since this Summer (2016) to make it even more practical.

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

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

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

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

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

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

INTERCULTURAL AND CITIZENSHIP EDUCATION

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

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

EEE-YFU, EFIL & DARE / Panel Debate / 12 October 2016 / Mundo J

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

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



Sogol Noorani, EACEA

Professor Palaiologou from the International Association for Intercultural Education stressed how there is a need to **go beyond the cognitive dimension and knowledge** about cultures and citizenship, and rather work on the feelings and on the practice and **experience** of individuals. These dimensions are much **easier to tackle within non-formal education** and experiential methods.

On the basis of various field examples in human rights and citizenship education, it was proven that **building bridges between formal and non-formal education** is an opportunity for the **success** of the Paris Declaration. Participants representing the non-formal sector addressed with the hope that their contributions would be taken into account in the publication on Citizenship education at school it is currently drafting.

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

YFJ / Debate / 12 October 2016 / European Parliament

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



Laura Lopez-Bech, Belgian Red Cross; MEP Brando Benifei; Professor Alicia Cabezudo

After the viewing of a video created for the Digital Storytelling Workshop ran by the European Youth Forum and ReRoute in 2015 - highlighting the impact and uniqueness of youth work - the debate was

opened by a short introduction by Laura Lopez Bech who gave an overview of

the conception, context and the topics covered by the publication. It was followed by an intervention by Marcio Barcelos highlighting that **"youth organisations have always been providing citizenship education regardless of the political priorities of the moment"**. Mentioning that "all education should be citizenship education", Marcio referred the role of education and, particularly, of non-formal education in creating active, responsible and contributing members of society and that citizenship education should not be perceived as a "quick solution for our current problems but as an integral and transversal element of our education system".

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

Davide Capecchi from the Youth Partnership mentioned the historical evolution of the concept of citizenship. The dichotomy between "citizenship as a matter of

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

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

The debate was then opened to the rest of the participants which allowed the exploration of further topics such as the links between citizenship education and youth participation, the role of citizenship in the integration of refugees and migrants in our societies and the alternatives to traditional political participation that have been emerging around the world. It was concluded with a short intervention by Marcio Barcelos linking the European Youth Forum's work for Quality Education to this new focus on Citizenship Education and that this publication is just the first step by the Youth Forum on this topic and that it will continue with further actions regarding citizenship education in the future.



"Inspiring! Youth Organisations' Contribution to Citizenship Education," European Youth Forum, 2016

PARIS DECLARATION

The Paris Declaration refers to the Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, adopted in an informal meeting of EU Education Ministers on 17 March 2015 in Paris.

REACHING OUT TO EXCLUDED YOUTH LEVERAGING THE POTENTIAL OF YOUTH ORGANISATIONS

WOSM & WAGGS / Debate / 13 October 2016 / European Parliament

Volunteer engagement also builds self-confidence and a feeling of belonging to a wider community. For young people most at risk, opportunities to engage in a youth organisation can be a way to break the vicious circle of exclusion.

Youth organisations offer a safe space for young people to learn, build self-confidence, engage in their communities and become active citizens. Although youth organisations can help to break the vicious circle of social exclusion and push back the danger of radicalisation, as many other educational institutions, they have been struggling to reach out to the most excluded communities. Youth organisations have flagged their commitment to inclusion, not just as a mere slogan, but with effective presence in the field. However,

“In spite of numerous good practices with positive results showcased during the event, the political support received until now has been limited both at national and European level.”

ensuring that access is guaranteed at every level and activities are inclusive for all requires a specific strategy to be built. The Round Table aimed to explore the key learning outcomes of the direct application of such strategies on the field. It also wanted to show how programmes such as Erasmus+ and others could better leverage the potential of youth organisations to prevent radicalisation. Exchanges were based on different best practices from Don Bosco International, The Scout Association UK, Scouts en Gidsen Vlanderen (Belgium) and Girlguiding UK. MEPs Brando Benifei, Julie Ward, Michaela Sojdrova and Luigi Morgano and the European Commission participated in the event.



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

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

#RECOGNISESTUDYABROAD BROADENING ACCESS TO LEARNING MOBILITY

EEE-YFU, EFIL, OBESSU & EPA / Debate / 13 October 2016 / European Parliament

Long-term mobility of secondary school students in Europe is still hindered in practice. As illustration, in the large majority of European countries, students have to repeat their school year once they come back. The event will be the opportunity to present the Campaign #RecogniseStudyAbroad, show testimonies, and invite policy-makers and educational stakeholders to reflect upon the importance of recognising and broadening the access to pupil learning mobility.

The event was hosted by **MEP Mercedes Bresso** and with the presence of **MEP Victor Negrescu**, among the speakers. Both MEPs support the **#RecogniseStudyAbroad campaign**, on the basis of the key role of educational exchanges in promoting a common European citizenship in today's Europe, and committed to initiate the process for a **Written Declaration of the European Parliament on recognising school study periods abroad**. As MEP Bresso stated, "Member states managed to agree on very complicated matters related to the common labour market, it is absurd that they cannot agree on matters such as school education." We want to be positive as MEP Negrescu suggested "the EP just voted for abolishing the need of an apostle to certify, at EU level, the legal value of documents issued by a national authority, there is then hope that we can have, also, recognition among different school systems."

Campaign supporters - school students represented by Ferre Windey from OBESSU, parents represented by Eszter Salamon from EPA, Olivier Joris from Office national de garantie des séjours linguistiques et éducatifs and the sector of School education represented by Caroline Kearney from KeyCoNet, coordinated by European Schoolnet - discussed the **need for 1) curricula based on key competences, 2) less administrative burden for recognition of credits/diplomas in order to ensure access and inclusion, 3) educational exchanges as a key tool to promote intercultural dialogue and European citizenship 4) guaranteeing the basic right to mobility which is currently hindered by the lack of recognition among different school systems.** In addition, Davide Capecci from the Youth Partnership between the EU and the **Council of Europe** presented the work on the **Quality Charter for learning mobility** in the youth field, which is undergoing a public consultation. Quality is a key factor for ensuring increased learning mobility.



#Recognise Study Abroad
The objective of this campaign is to raise awareness of the lack of recognition of long-term pupil exchanges. It is led by **European Educational Exchanges- Youth For Understanding (EEE-YFU) and the European Federation for Intercultural Learning (EFIL), in partnership with the European Parents Association (EPA), the European Association of History Educators (EUROCLIO), the Key Competence Network on School Education (KeyCoNet), and the Organising Bureau of European School Student Unions (OBESSU).**



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